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EXPLAINING TEACHER PERFORMANCE THROUGH SOFT SKILLS AND WORK DISCIPLINE: A REGRESSION STUDY AT SDN CICAU 01, BEKASI

MENJELASKAN KINERJA GURU MELALUI KETERAMPILAN LUNAK DAN DISIPLIN KERJA: STUDI REGRESI DI SDN CICAU 01, BEKASI

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Abstract

This study examines the separate and joint associations of soft skills and work discipline with teacher performance at SDN Cicau 01, Bekasi Regency, Indonesia. The analytical framework distinguishes relational competence from the reliable execution of professional responsibilities, drawing on the prosocial classroom model and work-performance research. A quantitative questionnaire study included the school's entire reported population of 30 teachers. The original analysis used SPSS version 25 and reported partial t tests and an omnibus F test for two predictors. Teacher performance had a reported mean of 3.77, categorised as good in the original study. The reported omnibus statistic was $F = 20.269$, with significance displayed as 0.000, conventionally reported as $p < .001$. However, the soft-skills result ($t = 1.813$, $p = .008$) and work-discipline result ($t = 1.275$, $p = .013$) contain incompatible test statistics and probabilities. Under a standard two-predictor regression with 30 complete observations, the corresponding two-sided probabilities would be approximately .081 and .213. Separate associations therefore remain unresolved pending verification of the original output. The study's contribution is a bounded examination of relational capacity and professional reliability within one elementary school, rather than a causal account of performance improvement. The findings support a provisional school-development agenda combining communication practice, dependable instructional routines, and independently documented performance assessment. They do not establish either predictor's independent effectiveness or justify generalisation to other schools.

Keywords : Teacher Soft Skills, Work Discipline, Teacher Performance, Prosocial Classroom, Teacher Development Policy, Bekasi Elementary Education.

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Abstrak

Studi ini mengkaji hubungan terpisah dan bersama antara keterampilan lunak dan disiplin kerja dengan kinerja guru di SDN Cicau 01, Kabupaten Bekasi, Indonesia. Kerangka analisis membedakan kompetensi relasional dari pelaksanaan tanggung jawab profesional yang andal, dengan menggunakan model kelas prososial dan penelitian kinerja kerja. Studi kuesioner kuantitatif mencakup seluruh populasi guru yang dilaporkan di sekolah sebanyak 30 orang. Analisis asli menggunakan SPSS versi 25 dan melaporkan tes t parsial serta tes omnibus F untuk dua prediktor. Kinerja guru memiliki rata-rata yang dilaporkan sebesar 3,77, dikategorikan sebagai baik dalam studi asli. Statistik omnibus yang dilaporkan adalah F = 20,269, dengan signifikansi ditampilkan sebagai 0,000, secara konvensional dilaporkan sebagai $p < 0,001$. Namun, hasil keterampilan lunak ($t = 1,813$, $p = 0,008$) dan hasil disiplin kerja ($t = 1,275$, $p = 0,013$) mengandung statistik tes dan probabilitas yang tidak kompatibel. Dalam regresi dua prediktor standar dengan 30 pengamatan lengkap, probabilitas dua sisi yang sesuai kira-kira .081 dan .213. Oleh karena itu, asosiasi terpisah tetap belum terselesaikan sambil menunggu verifikasi hasil asli. Kontribusi studi ini adalah pemeriksaan terbatas terhadap kapasitas relasional dan keandalan profesional di dalam satu sekolah dasar, bukan sekadar penjelasan kausal atas peningkatan kinerja. Temuan ini mendukung agenda pengembangan sekolah sementara yang menggabungkan praktik komunikasi, rutinitas instruksional yang dapat diandalkan, dan penilaian kinerja yang terdokumentasi secara independen. Temuan tersebut tidak menetapkan efektivitas independen prediktor atau membenarkan generalisasi ke sekolah lain.

Kata Kunci : Keterampilan Lunak Guru, Disiplin Kerja, Kinerja Guru, Kelas Prososial, Kebijakan Pengembangan Guru, Pendidikan Dasar Bekasi.

1. INTRODUCTION

Teacher performance becomes visible through the quality and consistency of everyday instructional work. Preparing an appropriate lesson, explaining an unfamiliar idea, responding to a confused pupil, and following up an assessment require different capacities that must operate together. A teacher may understand a subject yet struggle to communicate it, or maintain punctual attendance while delivering lessons that provide limited opportunities for participation. These differences matter because school improvement depends on what teachers accomplish in classrooms, as well as their fulfilment of formal responsibilities. Performance research therefore requires a defined outcome and a plausible explanation of the behaviours associated with it, rather than a general assertion that competent employees perform better (Campbell & Wiernik, 2015)

In Indonesia, teacher professionalism encompasses pedagogical, personal, social, and professional competence. The national competency standard integrates these dimensions within teacher performance, placing social interaction and professional conduct alongside instructional knowledge (Ministry of National Education, 2007). This framework gives school management a broader responsibility than monitoring attendance or collecting lesson plans. It also requires attention to whether teachers can adapt explanations, coordinate with colleagues, and maintain constructive relationships with learners. Nevertheless, a regulatory expectation is different from evidence that a particular competency predicts measured performance. The present study addresses that empirical question by examining soft skills and work discipline in a public elementary-school setting.

SDN Cicau 01 in Bekasi Regency provides the institutional focus. The original manuscript identifies difficulties in using active, interactive, creative, effective, and enjoyable learning approaches, preparing lesson plans, and coordinating instructional activities between teachers and the principal. It also refers to communication, approaches to pupils, and teacher discipline. These concerns identify areas for investigation, but the manuscript provides no dates, observation records, attendance counts, or baseline comparisons establishing their prevalence. Accordingly, the research problem concerns the relationships between teachers' questionnaire scores within this school. The contextual

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concerns motivate the inquiry; they are not treated as independently measured evidence of widespread professional failure.

Soft skills are defined here as interpersonal and self-management capacities relevant to teaching, including communication, cooperation, constructive interaction, and adaptation to workplace situations. The construct retains the terminology of the original study. Social-emotional competence offers a related theoretical lens, particularly for interpreting the emotional and relational demands of classroom work, but the two labels are not assumed to represent identical measures. Jennings & Greenberg, (2009) prosocial classroom model connects teachers' social-emotional competence and well-being with supportive teacher–student relationships, classroom management, and social-emotional learning implementation. Applied to this study, the model explains why teachers' ways of interacting may be relevant to performance beyond their subject knowledge.

Work discipline refers to the dependable fulfilment of professional responsibilities, including punctuality, adherence to legitimate school requirements, completion of scheduled tasks, and responsibility for work. Its proposed connection with performance concerns continuity: instructional plans must be implemented, assessments completed, and pupils' learning followed up. Discipline is conceptually distinct from pupils' classroom behaviour and from punishment imposed on employees. It is also distinct from general personality traits. Kim et al., (2019) examined teacher personality in relation to effectiveness and burnout, illustrating a separate literature on dispositional characteristics. A behavioural discipline score should therefore not be interpreted as a validated measure of conscientiousness without evidence from its items.

Recent syntheses strengthen the case for examining teachers' relational capacities while showing why outcome definitions matter. Xu et al., (2024) combined 51 studies involving 19,738 early childhood educators and found associations between social-emotional competence and several teacher, relationship, classroom, and organisational outcomes. The association did not extend uniformly to every student outcome. Wang et al., (2025), whose article was subsequently corrected (Wang et al., 2025), distinguished emotion-regulation strategies and their relationships with contextual conditions, teaching effectiveness, and well-being. These findings suggest that broad labels such as soft skills can conceal different functions. The relevant question is which capacity relates to which aspect of teaching, under which conditions.

Intervention evidence also helps distinguish theoretical plausibility from an observed association. Oliveira et al., (2021) reviewed 43 studies involving 3,004 teachers and reported benefits of social-emotional learning interventions for competence, well-being, and psychological distress, alongside heterogeneity and publication-bias concerns. Jennings et al., (2017) evaluated the CARE for Teachers programme in a cluster randomised trial across 36 elementary schools and found improvements in teachers' outcomes and observed emotional support. These studies support the possibility that relational capacities can be developed. Their designs, interventions, and outcomes differ from the questionnaire analysis at SDN Cicau 01, so they cannot supply an effect estimate for this school's soft-skills variable.

Indonesian evidence provides a further point of comparison. Anisa et al., (2019) studied 111 secondary-school students and reported a relationship between their perceptions of English teachers' social-emotional competence and their own learning motivation. This introduces the learner's perspective, whereas the present manuscript reports questionnaire data obtained from teachers. The difference is substantive: a teacher's assessment of professional capability may diverge from the classroom experience of pupils. Burić & Kim, (2020), using teacher and student reports, similarly distinguished instructional quality from student motivational beliefs. Together, these studies show that respondent source and outcome level affect what a relationship between teacher characteristics and educational performance can mean.

Studies of work discipline show a less uniform pattern than a simple compliance argument would predict. Hosang et al., (2023) analysed responses from 80 public junior-high-school teachers and reported a positive association between work discipline and teacher performance within a model

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including leadership and motivation. Haekal et al., (2023), studying 144 madrasah teachers, did not find a significant direct discipline–performance relationship, although they reported an indirect relationship through work ethic. Differences in institutions, constructs, covariates, and analytical methods may help account for these results. They justify examining the relationship in a specified setting rather than assuming that discipline always contributes independently to performance.

Measurement is central to interpreting both research streams. Aldrup et al., (2020) developed a situational judgement test of teachers' emotion-regulation and relationship-management knowledge, demonstrating an assessment approach beyond general self-ratings. Oktarina & Kurniawati, (2025) identified continuing concerns about cultural suitability, self-report dependence, and validation across contexts in a review of teacher social-emotional assessments. These concerns are relevant when a study measures predictors and performance through questionnaires administered to the same workforce. Shared response tendencies or overlapping items may produce apparent relationships that are partly attributable to measurement. A credible analysis must establish how the original instrument separates soft skills, discipline, and performance before drawing substantive conclusions.

Organisational conditions further complicate an exclusively individual explanation. Ulla & Poom-Valickis, (2023) identified programme support, school, teacher, and student factors in social-emotional learning implementation. Tsibidaki & Vrachna, (2025) reviewed collaboration among special-education teachers and identified workload, training, and organisational constraints alongside its professional value. Ved & Kareem, (2026) examined strategies for sustaining teacher social-emotional competence, directing attention to implementation and retention rather than initial training alone. These findings imply that teachers need opportunities to enact their capabilities. A school can encourage communication or task completion while unintentionally limiting both through conflicting demands or inadequate coordination.

The research gap concerns the empirical separation of relational capacity and professional reliability within a shared performance model. Social-emotional research often examines relationships, well-being, or learning-related outcomes, while discipline studies commonly examine compliance-oriented behaviours and aggregate performance. Their findings leave a practical question for school management: do these two domains each retain an association with teacher performance when considered together? This is a bounded question about distinct statistical contributions, not a claim that neither domain has been investigated. SDN Cicau 01 offers a setting for examining it, although a single-school questionnaire design cannot identify the underlying mechanisms or establish their transferability across institutions.

The study therefore asks three questions. RQ1 examines whether soft skills are associated with teacher performance when work discipline is included in the same model. RQ2 examines whether work discipline is associated with performance when soft skills are included. RQ3 examines whether the two predictors jointly account for variation in performance. The corresponding hypotheses concern a nonzero soft-skills coefficient, a nonzero discipline coefficient, and rejection of the joint null that both coefficients equal zero. These formulations preserve the original study's separate and simultaneous objectives while making their statistical meaning explicit. The theoretical expectation favours constructive relationships, but the original manuscript does not document prespecified one-sided tests.

The intended contribution is a local assessment that distinguishes teacher interaction from dependable task execution and links both to a clearly specified professional outcome. This distinction can guide decisions about communication practice, instructional coordination, and performance assessment without reducing development to attendance control. Evidence from teacher coaching supports evaluating changes in actual instruction, not merely participation in training (Kraft et al., 2018). However, Sims & Fletcher-Wood, (2021) warn that common claims about effective professional-development characteristics can exceed the evidence supporting them. The article consequently presents school-level recommendations as proposals requiring evaluation, with the strength of its empirical conclusions determined by the verified results rather than by the desirability

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of those recommendations. Its practical value depends on keeping the research question, measurement evidence, statistical interpretation, and proposed school actions aligned throughout the article, including when the results challenge initial expectations.

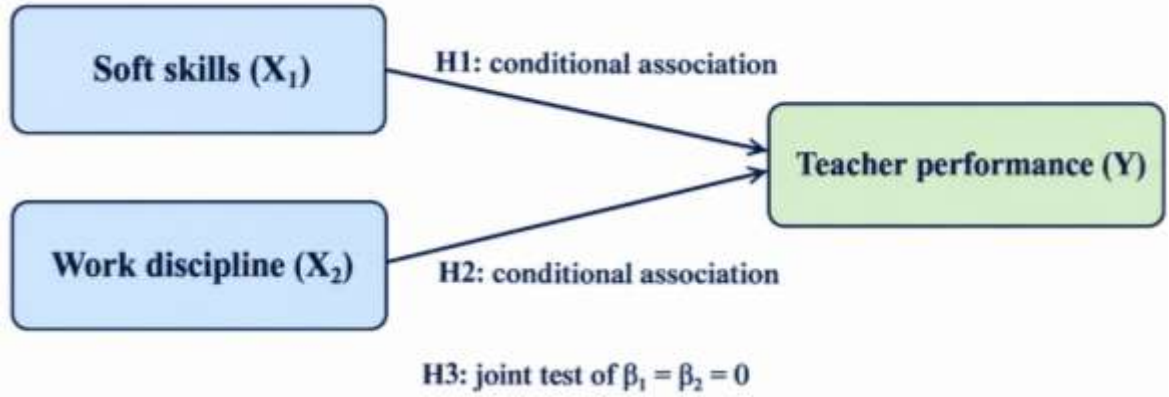


Figure 1. Soft skills and work discipline as separate predictors of teacher performance.
Source: Author's analytical arrangement of the original study variables; theoretical interpretation informed by (Campbell & Wiernik, 2015; Jennings & Greenberg, 2009).

Figure 1 shows a regression model in which soft skills and work discipline are specified as two separate predictors of teacher performance, allowing their individual associations to be examined within the same analytical framework while preserving distinctions between explanatory constructs. The upper path represents H1, the conditional association between soft skills and teacher performance after accounting for work discipline, while the lower path represents H2, the conditional association between work discipline and teacher performance after accounting for soft skills simultaneously. H3 identifies the null hypothesis that both regression slopes equal zero, so the model evaluates whether soft skills and work discipline collectively explain variation in teacher performance beyond a model containing no predictors, subject to sample size and measurement quality. The directional arrows define the statistical specification rather than a proven causal sequence, because the cross-sectional arrangement does not establish temporal precedence, exclude omitted variables, or demonstrate that changes in either predictor would produce corresponding changes in teacher performance alone.

2. RESEARCH METHOD

This study used a quantitative, cross-sectional survey design to examine the associations of teachers' soft skills and work discipline with teacher performance at SDN Cicau 01, Bekasi Regency. A structured questionnaire provided the scores used for descriptive analysis and multiple regression. The descriptive component portrayed the condition of each construct, while the verificative component assessed the partial and simultaneous associations of the two explanatory variables with teacher performance. Because the study involved one measurement occasion and no intervention, the findings describe statistical associations rather than causal effects (Creswell & Creswell, 2018).

The population comprised 30 teachers at SDN Cicau 01, and all were included through census sampling. This approach represented the available teaching workforce in the participating school and avoided selection within the school. The unit of analysis was the individual teacher, with each completed questionnaire treated as one observation. The results therefore describe this school's workforce and should not be generalised automatically to teachers throughout Bekasi Regency (Creswell & Creswell, 2018).

Primary data were obtained from questionnaires completed by the participating teachers. Soft skills (X_1) and work discipline (X_2) were explanatory variables, while teacher performance (Y) was the outcome. Soft skills covered communication, cooperation, interpersonal interaction, adaptability, and self-management. Work discipline covered punctuality, rule compliance, responsibility, and regular completion of assigned duties. Teacher performance covered lesson planning, lesson delivery, classroom management, learning resources, and assessment (Creswell & Creswell, 2018).

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The three constructs were analysed as distinct quantitative measures. This separation was necessary because responsibility and task completion may appear in both discipline and performance items if the questionnaire does not distinguish behavioural regularity from instructional accomplishment. Academic publications and educational policy documents were used for theoretical contextualisation and comparison with previous studies. They were not additional observations. Since all empirical variables came from one questionnaire administered to the same respondents, the study used theoretical rather than source triangulation. Common-method bias and measurement overlap were therefore considered in interpreting the findings (Podsakoff et al., 2003).

Data analysis was conducted using IBM SPSS Statistics version 25. Descriptive statistics summarised the construct scores, after which multiple linear regression estimated the proposed relationships:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \varepsilon_i,$$

where Y_i is teacher performance, X_{1i} is soft skills, X_{2i} is work discipline, β_0 is the intercept, and ε_i is the residual. Partial t tests assessed each predictor while controlling for the other predictor, and the simultaneous contribution of both predictors was assessed using the F test. The analysis followed the sequence of score preparation, descriptive summarisation, regression estimation, and interpretation of partial and joint results. Statistical significance was considered together with direction, theoretical meaning, sample size, and the study's school-specific context.

Participation was treated as voluntary, and the findings were reported in aggregate form to protect individual teachers. Questionnaire responses were used for research purposes, while the analysis focused on construct-level patterns rather than named evaluations. Confidentiality was particularly important because all participants worked in the same institution and could face professional consequences if individual responses were disclosed. The cross-sectional design, single questionnaire source, small census population, and absence of independent performance ratings limit causal and wider population inference.

Table 1. Study constructs and operational domains.

Construct	Analytical role	Operational domain in this study	Relevance to the analysis
Soft skills (X_1)	Explanatory variable	Communication, cooperation, interpersonal interaction, adaptability, and self-management	Represents the personal and relational capacities expected to support effective teaching and professional interaction.
Work discipline (X_2)	Explanatory variable	Punctuality, compliance with rules, responsibility, and regular completion of assigned duties	Represents behavioural consistency in fulfilling institutional and instructional obligations.
Teacher performance (Y)	Dependent variable	Lesson planning, lesson delivery, classroom management, use of learning resources, and assessment	Represents the instructional performance outcome examined in relation to the two explanatory variables.

Source: Author's operationalisation of the constructs examined in the study, based on the questionnaire domains and the theoretical literature reviewed in the article (2026).

Table 1 clarifies the analytical position of each construct and prevents conceptual overlap between predictors and outcome. It also shows how the questionnaire domains were translated into variables that could be compared descriptively and tested through multiple regression.

3. RESULT AND DISCUSSION

Teacher performance and the meaning of the descriptive findings

The original manuscript reports a mean teacher-performance score of 3.77 and classifies it as good. It also describes soft skills and work discipline as generally good, but supplies no numerical

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means for those predictors. Table 2 presents the available descriptive information and identifies what remains unavailable. The result establishes the original study's reported aggregate assessment of performance. Without the response scale, standard deviation, item-level distribution, and classification thresholds, it does not establish how consistently teachers performed, how close they were to a meaningful professional standard, or which instructional tasks needed the greatest improvement.

Table 2. Descriptive information available for teachers at SDN Cicau 01

Measure	Reported value	Evidential status
Teacher population/sample	30	Stated in the supplied manuscript; complete-case count unreported
Mean teacher performance	3.77	Stated in the supplied manuscript
Performance classification	Good	Original classification; thresholds and scale anchors unreported
Mean soft skills	Not reported	No value available
Mean work discipline	Not reported	No value available
Dispersion and item-level profiles	Not reported	No standard deviations, ranges, or dimension scores available

Source: Processed by the researcher using IBM SPSS Statistics version 25 in 2026, based on the questionnaire summary and descriptive information reported in the supplied manuscript.

Table 2 shows that the available descriptive evidence supports a mean teacher-performance score of 3.77 for 30 teachers, while numerical summaries for soft skills, work discipline, dispersion, and dimension-level performance remain absent from the supplied results of this school. The table therefore permits a cautious description of overall performance, but it cannot compare the two predictors, identify the weakest instructional domain, or determine whether the reported classification reflects consistent responses across teachers and questionnaire items in the participating school. The absence of scale anchors and variation measures also limits substantive interpretation, because a favourable average may conceal disagreement among respondents or uneven performance across planning, lesson delivery, classroom management, learning resources, and assessment activities within the same school context. Accordingly, the descriptive result functions as an initial school-level indicator rather than a complete performance diagnosis, and its policy value depends on combining questionnaire evidence with clearly defined instructional records and independent assessment of teaching practice in subsequent local review.

A favourable aggregate score can coexist with specific instructional problems. The manuscript's concerns about lesson planning, teaching approaches, and coordination address particular activities, whereas an overall questionnaire score summarises multiple responses. If most tasks receive favourable assessments, shortcomings in a narrower domain may be obscured. This is a possible explanation of the apparent tension, not an observed item-level pattern. The practical issue is therefore whether the performance measure captures the problems that motivated the study. A questionnaire focused mainly on general responsibility might produce a satisfactory overall score while providing little evidence about instructional responsiveness or the quality of assessment feedback.

Performance should also be distinguished from teachers' perceptions of performance. The manuscript identifies teachers as respondents but does not explain whether they rated themselves, colleagues, or another specified unit. That omission affects the interpretation of the mean. A self-rating expresses a professional judgement shaped by personal standards and knowledge of one's work; an independent observation assesses a defined episode through an external framework. Neither should be presented as equivalent to pupil achievement. In a study involving teacher and student reports, Burić & Kim, (2020)found different relationships across instructional quality and student motivational beliefs, reinforcing the need to keep teacher characteristics, classroom processes, and learner outcomes analytically separate.

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The descriptive finding consequently provides a starting point for school assessment rather than a complete diagnosis. A useful next step is to align each performance domain with evidence appropriate to the task: lesson-plan review for planning, structured observation for instruction, and assessment records for feedback and follow-up. These are proposed verification sources. They were not collected in the documented study. Once available, they could establish whether the reported mean reflects broadly satisfactory teaching or conceals variation requiring targeted support. The analysis therefore retains 3.77 without constructing unsupported dimension scores or converting it into an attainment percentage.

Because the supplied results report no numerical means for soft skills or work discipline, a comparative plot is not included. Presenting estimated bars or intervals for those constructs would add values that are absent from the empirical record. The reported performance mean is therefore retained in tabular form, where its evidential status can be stated directly. This decision preserves the distinction between available evidence and analytical possibilities.

Soft skills and teacher performance

The soft-skills result is unresolved because its reported t statistic and probability are incompatible. The manuscript pairs $t = 1.813$ with $p = .008$ and interprets the result as statistically significant. Under the conventional regression specification described in Methods, a two-sided t test with 27 residual degrees of freedom produces p approximately .081. This discrepancy is too large to be explained by rounding. It may reflect transcription, misaligned output columns, or a different analysis, but the supplied document does not establish which explanation is correct. Table 3 therefore preserves both the original entry and the conditional audit rather than declaring a corrected substantive result.

The theoretical significance of soft skills remains coherent even though this statistical claim is unsettled. Communication determines whether instructions are understandable, whether pupils can express uncertainty, and whether teachers can recognise misunderstandings before they become persistent learning difficulties. Cooperation can help teachers exchange information about learners and coordinate the use of teaching resources. Adaptive interaction may be particularly relevant when a planned explanation fails or a pupil requires a different approach. These are proposed professional pathways from relational capacity to performance. The current questionnaire summaries do not show which pathway operated at SDN Cicau 01, and the regression contains no direct measure of any mediator.

The prosocial classroom model gives those pathways a specific interpretation. Jennings & Greenberg, (2009) locate teachers' social-emotional competence within relationships and classroom processes, rather than treating it as an undifferentiated personal advantage. For the present study, the relevant implication is that a soft-skills score should be connected to recognisable teaching behaviours. A claim about improved communication requires indicators of communication, while a claim about classroom management requires appropriate performance evidence. This distinction prevents a broad predictor label from being used to explain every aspect of teaching. It also provides a basis for examining whether predictor items merely repeat behaviours already counted in the performance score.

Comparison with recent research supports investigating such pathways without predetermining their statistical outcome. Xu et al., (2024) found associations between educators' social-emotional competence and several classroom and organisational outcomes, but no significant association with students' overall social-emotional competence. Their results illustrate outcome specificity, not an assurance that any general soft-skills scale must predict performance. Anisa et al., (2019) provide an Indonesian comparison through students' assessments of teachers and learning motivation. Together, these studies support taking relational competence seriously while showing that age group, respondent perspective, and the selected outcome matter when comparing findings across settings.

The implication for RQ1 is precise: the present manuscript cannot yet establish an independent soft-skills association. If the reported t value is verified under the assumed model, the conventional

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two-sided test would not meet the .05 threshold. That would indicate insufficient evidence for H1 in this analysis, not proof that soft skills are irrelevant to teaching. Conversely, a verified coefficient table supporting $p = .008$ would require correction of the associated statistic and complete reporting of the estimate and interval. In either case, communication training should be justified through the broader literature and documented school needs, rather than attributed to an unverified regression result.

Work discipline and teacher performance

The discipline result contains the same reporting problem. The original entry is $t = 1.275$ with $p = .013$, followed by a conclusion of statistical significance. With 27 residual degrees of freedom, the conventional two-sided probability associated with that statistic is approximately .213. The revision therefore suspends the independent significance claim for H2. A t statistic also cannot establish the practical importance of discipline without the coefficient, measurement units, and uncertainty. The present results do not indicate how much performance differs between teachers with different discipline scores, or whether any difference would be educationally meaningful.

Discipline offers a plausible explanation of instructional reliability. Teachers' preparation, attendance, timely assessment, and completion of agreed responsibilities make it possible for learning activities to proceed consistently. If a lesson is prepared but repeatedly delayed, or assessments are completed without feedback, professional capacity may not be translated into dependable instruction. This argument concerns the enactment of responsibilities. It does not equate effective teaching with unquestioning conformity, nor does it imply that tighter monitoring will improve instructional quality. The empirical question is whether the study's discipline indicators capture behaviours that contribute information beyond the performance measure itself.

Previous Indonesian findings show why that question should remain open. Hosang et al., (2023) reported a positive discipline–performance association in a regression including leadership and motivation. Haekal et al., (2023) reported no significant direct association in a madrasah model, while identifying an indirect relationship through work ethic. These studies are not interchangeable tests: their institutional settings, populations, covariates, and model structures differ. The comparison indicates that discipline's statistical contribution can depend on what else is measured. The SDN Cicau 01 analysis adds a local test of discipline alongside soft skills, but cannot adjudicate between those broader explanations with summary statistics alone.

Measurement overlap is an especially important alternative explanation. If punctual completion of tasks appears in both the discipline scale and the performance scale, their association may partly reflect shared content. A better-defined performance outcome would emphasise the quality of planning, instruction, and assessment while recording punctuality as a separate professional behaviour. However, it would be inappropriate to retrospectively claim that the original questionnaire made this distinction. This interpretation depends on inspection of the instrument. Any revised scale used in future research would require new measurement evidence and should not be substituted silently for the instrument administered to the 30 teachers.

The school-level implication is to connect accountability with support for reliable teaching routines. A principal could clarify deadlines, identify barriers to task completion, and coordinate feedback before escalating monitoring. Workload, conflicting instructions, or inadequate resources might interfere with reliability even when teachers accept their responsibilities. Collie, (2021) found associations between leadership conditions and teacher strain in an Australian pandemic setting, providing contextual evidence that management practices can matter for teachers' functioning. It does not establish a discipline effect at this school. RQ2 therefore remains an empirical question awaiting verification, while a supportive approach to professional reliability remains a proposal to evaluate locally.

The joint model and the distinction between omnibus and separate tests

The original manuscript reports an omnibus F statistic of 20.269 and a significance entry of 0.000. A displayed value of 0.000 should be reported as $p < .001$ rather than as a probability of exactly

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zero. Assuming two predictors, an intercept, and 30 complete observations, the model would have numerator and denominator degrees of freedom of 2 and 27. Under those assumptions, the reported statistic corresponds to an omnibus probability of approximately .00000421. This audit supports the plausibility of the rounded significance display. Verification is still needed to establish that the statistic belongs to the intended model and analytical sample.

Table 3. Reported hypothesis-test summaries and conditional statistical consistency checks

Test	Original statistic	Original *p* entry	Audit under the assumed model	Current interpretation
H1: soft skills	$t = 1.813$	.008	Two-sided $p \approx .081$ with df = 27	Incompatible pair; independent association unresolved
H2: work discipline	t = 1.275	.013	Two-sided p ≈ .213 with df = 27	Incompatible pair; independent association unresolved
H3: joint model	F = 20.269	.000	F(2, 27) implies p ≈ .00000421	Reported omnibus significance is plausible; model and sample need verification

Source: Original statistics transcribed from the supplied manuscript's IBM SPSS Statistics output; the researcher performed the 2026 consistency audit using Python statistical routines for Student's *t* and *F* distributions.

The audit assumes ordinary least-squares regression, 30 complete cases, two predictors, an intercept, and conventional tests. These are conditional checks of summary statistics, not a reanalysis of original observations. No original value has been silently replaced.

Table 3 shows that the reported omnibus F statistic is numerically compatible with a highly significant joint test under the assumed regression model, whereas the reported t statistics and p values for the two individual predictors do not correspond mathematically. The joint test can therefore support an overall association involving the predictor set, but it cannot prove that both predictors are individually significant, positive, important, or causally responsible for differences in teacher performance across this workforce at SDN Cicau 01. The discrepancy may reflect transcription, column misalignment, or results produced by different analytical samples, so the conditional audit should guide interpretation of reporting quality rather than replace the original SPSS output or silently alter the study's empirical findings in 2026. This distinction is important for the research questions because partial tests address each predictor conditionally, whereas the F test evaluates whether the predictors jointly improve explanation of performance compared with an intercept-only model under the specified assumptions of this regression.

An omnibus test addresses the joint null that both predictor coefficients equal zero. Rejecting that null supports an association involving at least one predictor within the specified model. It does not demonstrate that each coefficient is individually different from zero, that both predictors have positive coefficients, or that the predictors reinforce one another. Those questions require coefficient estimates and, for reinforcement in a statistical sense, an explicitly specified interaction. The original model contains no reported interaction term. Accordingly, the phrase "simultaneous influence" is replaced by a joint-model association, preserving the original research objective while narrowing its interpretation to what the test actually addresses.

The combination of a large omnibus statistic and weaker individual statistics can arise when predictors share substantial information. It can also reflect a reporting error or results drawn from different analyses. The present manuscript does not supply the predictor correlation matrix, tolerance, variance inflation factors, or coefficient table needed to distinguish these possibilities. Multicollinearity is therefore a diagnostic question, not an established finding. Equally, the joint statistic should not be used to argue that the school must invest equally in both domains. Statistical attribution and resource allocation require evidence about effect magnitude, uncertainty, needs, feasibility, and the consequences of alternative actions (Wasserstein & Lazar, 2016).

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The substantive value of the model would become assessable through estimates expressed on the actual questionnaire scale. An unstandardised coefficient would describe the expected difference in performance score associated with a unit difference in one predictor, conditional on the other. Its confidence interval would show the precision of that estimate under the model's assumptions. Standardised coefficients could help describe associations in comparable units, but would remain sensitive to the variation observed in this particular workforce. Neither coefficient form establishes the return from investing in an intervention. The present summary statistics therefore cannot rank soft skills and discipline as policy priorities or identify a minimum effective improvement in either score.

The joint model is conceptually useful because instructional work involves both interaction and execution. A teacher can communicate an engaging lesson plan while failing to carry it through consistently; another can complete every required document without adapting instruction to pupils' needs. These examples explain why analysing two distinguishable domains can be informative. They are not observed teacher types in this dataset. The empirical contribution would be stronger if the recovered model showed whether each domain adds information after accounting for the other. Until those estimates are available, the defensible conclusion is a reported overall association whose internal statistical allocation remains unsettled.

Interpreting relationships across performance domains

The three objectives concern an aggregate performance outcome, but their educational interpretation requires attention to the tasks underlying that outcome. Planning, lesson delivery, classroom management, and assessment do not depend on interpersonal capacity and reliability in identical ways. Planning involves converting knowledge of learners into an organised sequence of activities; delivery involves communicating and adjusting that sequence; assessment involves gathering information and acting on it. Table 4 presents an interpretive mapping of the original conceptual domains. It does not report separately estimated effects, because the source provides neither dimension scores nor dimension-level regression results.

Table 4. Proposed pathways connecting the study constructs with professional performance domains.

Performance domain	Proposed soft-skills pathway	Proposed work-discipline pathway	Evidence needed to examine the pathway
Instructional planning	Consultation, communication about pupil needs, adaptation of activities	Preparation completed in time for use; scheduled review	Actual lesson plans, review criteria, dates, original questionnaire items
Lesson delivery and learning resources	Clear explanation, responsive dialogue, flexible interaction	Consistent implementation and preparation of resources	Structured observation and resource-use records
Classroom management	Constructive relationships and conflict handling	Predictable routines and dependable responsibilities	Classroom observations distinguishing teacher conduct from pupil behaviour
Assessment and follow-up	Understandable feedback and professional discussion of progress	Timely marking, recording, and completion of follow-up	Assessment records, feedback samples, agreed timelines

Source: Researcher's analytical synthesis prepared in Microsoft Excel in 2026, drawing on the study framework, questionnaire domains, and cited literature.

Table 4 shows how soft skills and work discipline could connect with distinct instructional tasks while keeping the proposed pathways separate from the regression results actually reported for the aggregate performance outcome in the supplied manuscript for SDN Cicau 01. The mapping clarifies

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that communication, adaptation, and cooperation relate conceptually to interactional teaching, whereas punctuality, responsibility, and regular task completion relate to dependable enactment of professional duties across planning, delivery, classroom management, and assessment within the teachers' daily instructional work. These pathways provide a theoretically coherent interpretation of possible relationships, but they do not demonstrate mediation, dimension-specific effects, or temporal processes because the study measured the constructs through one questionnaire and reported only an aggregate performance outcome for all teachers. The table therefore functions as an interpretive bridge between theory and practice, indicating which professional records could be examined later to determine whether the proposed associations correspond with observable differences in teachers' instructional work within this school setting over time.

For planning and delivery, the distinction is between having an instructional intention and enacting it responsively. A well-written plan provides structure, but interaction with pupils determines whether an explanation needs adjustment. Conversely, responsiveness can become inconsistent if teachers lack predictable preparation and follow-up routines. Frenzel et al. (2021) describe links between teacher emotions, instructional and relational behaviour, and student responses that can operate recursively. This perspective helps explain why classroom relationships should not be interpreted as a simple one-way product of stable teacher attributes. The SDN Cicau 01 design does not measure those reciprocal processes, but they identify a boundary around its predictor–outcome interpretation.

Assessment highlights another boundary: completion and quality are different accomplishments. Returning work promptly is a reliability indicator; providing usable feedback concerns pedagogical judgement and communication. A development programme should establish whether its purpose is to reduce delays, improve feedback quality, or address both. Without that distinction, an apparently comprehensive intervention may produce more completed forms without meaningful changes in instruction. The revised framework consequently treats performance domains as a way to specify professional decisions. It does not infer that all dimensions improved together or claim that a single aggregate score establishes equally strong relationships across planning, delivery, management, and assessment.

Several rival explanations deserve consideration when interpreting the proposed relationships. Teachers assigned less demanding classes might find it easier both to maintain positive interactions and to complete responsibilities. More experienced teachers might report greater capability because familiar routines reduce the difficulty of preparation. A shared assessment climate could influence how generously respondents rate all three constructs. These possibilities concern classroom conditions, professional experience, and response behaviour; none is documented as an explanation of the observed results. They nevertheless show why an association among questionnaire scores should not immediately be attributed to an individual competency. The appropriate response is to examine available contextual information and state what the model adjusts for.

The school setting also provides little leverage for estimating institutional effects. Teachers in one school share aspects of leadership, scheduling, facilities, and administrative expectations, although their individual experiences may differ. The current model can examine variation among teacher scores within that setting. It cannot estimate how differences between schools alter the relationship or whether a particular leadership arrangement explains performance. Describing school context remains useful because it defines the conditions under which the observations occurred. Extending the analysis to school-level explanations, however, would require variation across institutions and an appropriate design, rather than treating 30 teachers as 30 independent examples of organisational policy.

These distinctions sharpen the theoretical contribution. Relational capacity concerns how teachers engage with people; reliability concerns the continuity of their professional conduct; performance concerns the quality of the tasks accomplished. Keeping those concepts separate makes an unexpected finding informative. For example, a verified weak discipline coefficient could prompt

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examination of limited variation or overlap with soft skills, while a weak soft-skills coefficient could prompt examination of whether the outcome actually captures relational teaching. Neither possibility should be used to rewrite the instrument after seeing the results. Instead, the original analysis should remain traceable, with any subsequent measurement changes reported as a distinct investigation.

Implications for school management and teacher development policy

A feasible policy response is to begin with a jointly agreed account of the instructional problem. The principal and teachers could identify a limited set of activities requiring improvement, examine existing evidence, and distinguish communication difficulties from reliability difficulties. The first category might require practice in explanations, feedback, or professional discussion. The second might require clearer schedules, manageable task allocation, or coordination of responsibilities. This sequence reduces the risk of treating every problem as insufficient discipline. It also makes subsequent monitoring relevant to teaching rather than to the volume of administrative documentation produced.

Teacher development should include opportunities to practise the targeted behaviour and receive useful feedback. Kraft et al., (2018) synthesised causal evidence on coaching and reported improvements in instruction and student achievement, while identifying challenges in maintaining effectiveness at scale. Oliveira et al., (2021) provide complementary evidence for teacher social-emotional interventions, but their reported benefits and heterogeneity concern outcomes that cannot be assumed to match this school's performance scale. These sources justify considering supported practice as an option. The current study does not establish the effectiveness of a specific coaching programme, training duration, delivery format, or expenditure level.

Sustained implementation depends on how support is organised. Ulla & Poom-Valickis, (2023) identify programme support and contextual conditions in implementation research, while Ved & Kareem, (2026) direct attention to retaining social-emotional competence over time. For a school with 30 teachers, management could consider using existing coordination meetings for focused discussion and feedback, subject to teachers' workload and available time. Participation should produce an observable opportunity to improve instruction rather than another reporting obligation. The proposed arrangement is a local adaptation to test; no evidence in the supplied manuscript shows that the school already implemented it or that it produced benefits.

Evaluation should distinguish delivery, adoption, and outcomes. Delivery concerns whether support was provided; adoption concerns whether teachers used the intended practice; outcomes concern whether planning, instruction, or assessment changed. A simple monitoring arrangement could combine a defined baseline, repeated review of selected teaching evidence, and teachers' feedback on implementation barriers. Without a comparison or credible identification strategy, improvement over time would still not establish that the programme caused the change. Sims & Fletcher-Wood, (2021) caution against inferring effective programme characteristics from weak comparisons, reinforcing the need to evaluate the proposed school response rather than assume its success.

Policy feasibility depends on identifying who would provide support and what existing activity it would replace. If instructional coordination is already problematic, adding meetings may consume preparation time without improving communication. A focused arrangement could instead reserve part of an existing meeting for one agreed instructional issue and record the action needed for the next lesson. Feedback would then address the chosen behaviour, while management would review whether teachers had sufficient time and resources to enact it. This proposed process links responsibility to an opportunity for improvement. It avoids deriving a detailed programme specification from an aggregate statistical result that contains no implementation data.

The choice of monitoring indicators should follow the intended change. A punctuality concern requires a defined attendance or task-timing record; an explanation concern requires evidence about the clarity and responsiveness of instruction. A mixed objective requires both kinds of evidence, interpreted separately before an overall judgement is made. Management should also agree how the information will be used so that developmental review does not become an undisclosed disciplinary

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assessment. In a small workforce, this distinction affects whether teachers can discuss difficulties openly. The manuscript supplies no evidence of such an arrangement, so these considerations describe conditions for a proposed policy response rather than results of an existing programme.

The broader policy implication is therefore a decision rule, not a universal intervention prescription: diagnose the professional task, identify the relevant capacity or routine, provide feasible support, and evaluate the intended change. District-level adoption would require evidence from additional schools, including differences in staffing and organisational resources. The current study can contribute a carefully documented local case to that evidence base once its results are verified. Its value would be weakened by claiming that an omnibus association alone establishes an effective policy or that a desirable training agenda has already been validated by the data.

4. CONCLUSION

This study examined whether soft skills and work discipline were associated with teacher performance among 30 teachers at SDN Cicau 01, using questionnaire data and a multiple-regression framework to assess each predictor separately and both predictors jointly within this context. The mean performance score was 3.77 and was classified as good under the original study's criteria, while numerical means for the two predictors and dimension-level distributions were unavailable for evaluating variation across the teaching workforce within that school setting. The omnibus regression statistic was reported as $F = 20.269$ with $p = .000$, which supports a statistically significant joint model when audited under the assumed degrees of freedom and ordinary least-squares specification used in this revision for the participating teachers. The inconsistent partial statistics prevent a defensible conclusion about the independent association of soft skills or work discipline with performance, so the evidence supports a joint association while leaving H1 and H2 unresolved in their present reported form for verification.

The article contributes a clearer distinction between soft skills as relational and self-regulatory capacities, work discipline as dependable professional conduct, and teacher performance as the quality of instructional tasks delivered in a particular institutional setting by a defined teaching workforce. This conceptual separation strengthens interpretation because a statistically significant joint result cannot automatically show that each predictor contributes unique information, operates through a mediator, or produces improvement in classroom practice without corresponding evidence from measurement and design within the study. The proposed pathways connect communication, cooperation, adaptability, punctuality, responsibility, and task completion with planning, lesson delivery, classroom management, and assessment, thereby translating abstract constructs into professionally recognisable areas for focused school-level inquiry and development under school conditions and resources locally. Its contribution is therefore analytical and contextual: it clarifies what the available questionnaire evidence can support, identifies the statistical relationships requiring careful interpretation, and connects school management decisions with evidence about specific professional tasks rather than broad labels alone only.

For school management, the findings support a focused development approach that begins by identifying whether a difficulty concerns communication, interaction, preparation, punctuality, follow-up, or the quality of instructional judgement before selecting training, coaching, monitoring, or organisational support for teachers locally. The policy implication is to align each proposed action with observable evidence, such as lesson plans, structured observations, assessment records, and documented completion of responsibilities, while preserving teachers' opportunity to discuss barriers affecting professional performance within their actual working conditions. A development programme should be evaluated through delivery, teacher adoption, and changes in the targeted instructional outcome, because implementation activity alone cannot demonstrate that training or monitoring caused better planning, teaching, classroom management, or assessment within this school context locally. This approach keeps accountability connected to support, recognises workload and resource constraints, and avoids treating the omnibus statistical finding as sufficient evidence for a uniform

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intervention across schools, districts, or different groups of teachers, with different institutional capacities and resources.

The study remains limited by one school, a census of only 30 teachers, a single questionnaire source, incomplete measurement detail, and statistical reporting inconsistencies that restrict precision, construct verification, and generalisation beyond the participating institutional setting and its immediate context. These limitations do not erase the value of the local inquiry, but they require the reported associations to be interpreted as conditional evidence about this workforce rather than as estimates of causal effects or universal teacher-development priorities for other schools. The article also identifies a practical research agenda: recover the original coefficient and diagnostic tables, preserve the distinction among constructs, and combine questionnaire evidence with independent observations and repeated measurements across comparable schools in future studies with appropriate ethical safeguards. Such work can determine whether soft skills, work discipline, or their combination contributes meaningfully to teacher performance, while retaining proportionate claims about what the data demonstrate and what remains a question for future empirical examination for Indonesian schools in practice.

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