

The Effect of Principal Leadership and Work Discipline on Teacher Performance

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Abstract

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The main task of a teacher is to educate, teach, guide, direct, train, assess, and evaluate students. The school principal should make a policy to qualify teachers, include the demands placed on teachers so that teachers are able to improve their performance, and apply good work discipline, so that teacher performance increases to the fullest. The purpose of conducting this research is to find out the influence of the principal's leadership and work discipline on teacher performance. Using a quantitative approach with the help of IBM SPSS version 23, this study tested the validity and reliability of the research instruments. While the respondents in the study were 95 respondents, using the census method by taking the entire population as a sample. Collecting data in research using a questionnaire. This study shows that the principal's leadership variable (X1) has an influence on teacher performance (Y1) seen in testing the T-test hypothesis where $T_{count} > T_{table}$ ($2.225 > 1.986$) and a significant level of less than 0.05, namely ($0.029 < 0.05$), on the work discipline variable (X2) there is an influence on teacher performance, it is known based on the results of the t-test, namely $T_{count} > T_{table}$ ($5.567 > 1.986$) and a significant level of less than 0.05 ($0.000 < 0.05$), the variable principal's leadership and work discipline has a simultaneous influence on teacher performance, based on the F test, namely $F_{count} (35.394) > F_{table} (3.09)$, with a significant level of less than 0.05, namely ($0.000 < 0.05$).

Kata kunci:

Kepemimpinan Kepala Sekolah, Disiplin Kerja, Kinerja Guru

Abstrak.

Tugas utama dari seorang guru adalah mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, mengevaluasi siswa. Kepala sekolah hendaknya membuat suatu kebijakan untuk mengkualifikasi guru, mencakup tuntutan yang diberikan pada guru agar guru mampu meningkatkan kinerjanya, dan menerapkan disiplin kerja yang baik, sehingga kinerja guru meningkat secara maksimal. Tujuan dari dilakukannya penelitian ini adalah untuk mengetahui bagaimana pengaruh kepemimpinan kepala sekolah dan disiplin kerja terhadap kinerja guru. Menggunakan metode pendekatan kuantitatif dengan bantuan IBM SPSS versi 23, penelitian ini dilakukan uji validitas dan reliabilitas terhadap instrumen penelitian. Sedangkan responden pada penelitian sebanyak 95 responden, menggunakan metode sensus dengan mengambil keseluruhan populasi untuk dijadikan sampel. Pengumpulan data pada penelitian menggunakan kuesioner. Penelitian ini menunjukkan variabel kepemimpinan kepala sekolah (X1) memiliki pengaruh terhadap kinerja guru (Y1) terlihat pada pengujian hipotesis uji T yang mana $T_{hitung} > T_{tabel}$ ($2.225 > 1,986$) serta taraf signifikansi kurang dari 0,05 yaitu ($0,029 < 0,05$), pada variabel disiplin kerja (X2) terdapat pengaruh terhadap kinerja guru, diketahui berdasarkan hasil uji t yaitu $T_{hitung} > T_{tabel}$ ($5.567 > 1,986$) serta taraf signifikansi kurang dari 0,05 yaitu ($0,000 < 0,05$), variabel kepemimpinan kepala sekolah dan disiplin kerja memiliki pengaruh secara simultan terhadap kinerja guru, berdasarkan uji F yaitu $F_{hitung} (35,394) > F_{tabel} (3,09)$, dengan taraf signifikansi kurang dari 0,05 yaitu ($0,000 < 0,05$).

INTRODUCTION

Teacher performance during the post-pandemic period must be further improved, considering that the pandemic period has ended and face-to-face meetings have resumed in the classroom. Teacher performance is very important considering that teachers are the pillars for a country to build civilization and quality of life in the future. Statistically, the number of teachers qualified to teach in Indonesia has increased from year to year (Angelia, 2022). However, this number is not directly proportional to the quality of these teachers, according to the World Bank (Rythya, 2021), Teacher performance is still in the spotlight regarding their work discipline, as is the case in the Seruyan area of Central Kalimantan (Edy, 2023). Quoted from Kompas, currently the organization that oversees teachers (PGRI) is also not doing well (Ihsan, 2023). Based on the description above, it is necessary to formulate problems regarding teacher performance by policy and interest stakeholders, even though there are already laws and regulations that regulate teacher performance.

Teacher performance is a teacher's achievement as measured by predetermined and mutually agreed standards or other possibilities in a learning plan that has been standardized through a syllabus based on patent provisions. (Jumiati, 2020), while another opinion says teacher performance is the result of real work in quality and quantity that has been achieved by teachers in carrying out their duties in accordance with their responsibilities which include preparing learning programs, implementing and evaluating learning (Dina, Yohanda, Fitri, & ..., 2022). Teacher performance indicators consist of planning learning activity programs, implementing learning activities and evaluating learning (Tutik Rachmawati, 2013). (Bastian, Patterson, & Carpenter, 2022) reveal the factors that influence performance consisting of ability factors and motivation factors.

Teacher performance is influenced by the leadership of the madrasa head as revealed by research conducted by (Bahrudi Efendi Damanik & Dedi Suhendro, 2022; Faisal, 2012; Rosmika, Enita, Yuli Dwi Prastika, 2020) revealed that teacher performance was influenced by the leadership of the madrasa head. The principal is the person who most importantly influences teachers and their school activities in realizing educational goals (Ahmad, Bahri, & Fauzi, 2023; Banani, 2017). The principal's leadership dimensions consist of moving, directing, motivating and empowering (Wahjosumidjo, 2010). Factors that influence the principal's leadership include personality and past experience, appreciation and behavior of superiors, characteristics, task requirements, organizational climate and policies and the expectations and behavior of colleagues. (Fattah, 2004).

Apart from being influenced by the leadership of the madrasa head, performance is also influenced by the teacher's work discipline (Kurniawati, 2023). Discipline is said to be an attitude of respect, respect, obedience and obedience to applicable regulations, whether written or not, as well as being able to carry them out and not avoiding accepting sanctions if the employee violates the duties and authority given to him. (Marentek, Pio, & Tatimu, 2021; Tsyvinski & Werquin, 2017). The types of discipline are self-discipline, group discipline, preventive discipline, corrective discipline, and progressive discipline (Putri & Sukirno, 2020). Discipline indicators include attendance, compliance with regulations, compliance with work standards and ethical work (Sekartini, 2016).

In this research, we want to try to test the consistency of theory and look for gaps in previous research with the same scope in order to produce findings that can be used as concepts and theories in the future. In order to answer this objective, 2 research questions were stated which will be answered in the next section. The first question is how the principal's leadership and work

discipline partially influence teacher performance. The second question is how the principal's leadership and work discipline influence teacher performance simultaneously. These two questions will be answered by respondents who understand the principal's leadership, work discipline and teacher performance.

Based on the description above, a hypothesis or temporary answer can be made from this research, namely, the school principal and work discipline have a significant partial effect on teacher performance. This is supported by research conducted by (Rostini, Zaeni Achmad Syam, & Achmad, 2022; Tohan, Nyoto, & Chandra, 2022), which states that school principals influence teacher performance significantly. Meanwhile, research stating that work discipline influences performance was developed from research conducted by (Suryati, Tannady, Lestari, Supriatna, & Mayasari, 2022). The second hypothesis is that the leadership of the madrasa head and work discipline have a positive and significant effect on teacher performance simultaneously. These results were developed based on research conducted by (Siregar, Akrim, & Prasetya, 2022). The difference with previous research is the indicators used in this research.

RESEACHD METHODS

This research will be carried out at MAN 2 Mojokerto located on Jl. R.A. Basuni No. 306 Sooko. North Daleman, Japan, Kec, Sooko. This research was conducted from January to May 2023. The scope of this research is human resource management, especially related to transformational leadership, work discipline and teacher performance. This research uses quantitative research, with a causality or cause and effect approach between the independent variable and the dependent variable. The independent variable in this research is the principal's leadership (X1) with the indicators of moving, directing, motivating and empowering. The next independent variable is work discipline (X2) which has indicators of attendance, compliance with regulations, compliance with work standards, and ethical work. The dependent variable in this research is teacher performance which has 3 indicators for planning learning activity programs, implementing learning activities and evaluating/assessing learning.

The population is all objects in the research (Arikunto, 2010). In this study, the teachers at MAN 2 Mojokerto were teachers. Meanwhile the sample (Moleong, j, 2006) reveal which is part of the population, if the sample does not reach 100 people, it is recommended to take it as a whole, then this method is called the census method (Ari Kartiko, Sanusi Anwar, 2021). The data used in this research uses primary data obtained directly from respondents. Respondent data was obtained through a questionnaire which contained a set of questions or statements related to the variables studied. To examine and investigate problems, this research instrument uses a 1-5 Likert scale (Joshi, Kale, Chandel, & Pal, 2015). The 1-5 criteria are described as a score of 1 as strongly disagree, score 2 as disagree, score 3 as neutral, score 4 as agree and 5 as strongly agree. (Munawar & Com, 2022).

Data analysis techniques for instrument testing use validity tests and reliability tests. Validity test uses product moment correlation, with the aim of testing each item and using the following formula:
$$r_{xy} = \frac{n(\sum XY) - \sum X \sum Y}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Explanation

r_{xy} = Korelasi *Product Moment*
X = Scores obtained by subjects from all items

- Y = The total score obtained from an item
- $\sum X$ = X number of scores
- $\sum Y$ = Y number of scores
- $\sum X^2$ = X sum of squares
- $\sum Y^2$ = sum of squares

(Hanafi, 2017) Testing the reliability results uses the Cronbach's Alpha formula as follows :

$$r_{11} = \frac{k}{k-1} x \left\{ 1 - \frac{\sum Si}{St} \right\}$$

Explanation

- r_{11} = Reliability Value
- $\sum Si$ = The amount of variance in the scores for each item
- St = Total Variance
- K = Number of Items

The next data analysis technique is to use the classical assumption test using the normality test, linearity test and multicollinearity test, after carrying out the classical assumption test, then carry out hypothesis testing using the multiple linear regression test, coefficient of determination test, t test and f test.

RESULT AND DISCUSSION

RESULT

Based on the research results, the characteristics of respondents based on gender were obtained as follows:

Table 1 Respondent Identity Based on Gender

Gender	Frequency	Percentage
Male	46	48,4
Female	49	51,6
Total	95	100

Table 1 shows that the number of female respondents was 49 more than the number of male respondents, but the difference in numbers did not have a large effect.

The second characteristic of respondents is based on the age of the respondent, presented in table 2 below:

Table 4.2 Respondent Identity Based on Respondent Age

Gender	Frequency	Percentage
24-28	7	7,4
29-33	12	12,6
34-38	7	7,4
39-48	30	31,6

49-60	39	41,1
Total	95	100

(Source: primary data processed 2023)

The characteristics of respondents based on age were obtained from the fact that teachers at MAN 2 Mojokerto were placed by senior teachers because the majority were in the 49-60 year age range, numbering 39 people, followed by 30 people in the 39-48 year age range.

The characteristics of the respondents are seen from the teacher status of MAN 2 Mojokerto. The results are obtained in table 3 below:

Tabel 3 Respondent Identity Based on Teacher Status

Teacher Status	Frequency	Percentage
PNS	61	64,2%
Honorer	16	16,8%
GTT (Guru Tidak Tetap)	18	18,9%
Total	95	100%

(Source: primary data processed 2023).

The teacher status in table 3 shows that the majority of teachers at MAN Mojokerto are teachers who have Civil Servant (PNS) status and the next are non-permanent teacher status.

The results of testing the validity test instrument are obtained if all question items on the three variables studied are valid or have been tested, because the overall value of the Corrected item - Total Correlation is $>$ r_{table} (0.344), so it is able to measure each variable studied. The results of the reliability test are presented in table 4 below:

Tabel 4 Hasil Uji Reliabel

No	Variabl	Cronbach's Alpha	Explanation
1	Principal Leadership (X1)	.894	Reliability
2	Work Discipline (X2)	.879	Reliability
3	Teacher Performance (Y)	.650	Reliability

(Source: primary data processed 2023).

Based on the table of reliability test results, each variable that has been tested has a Cronbach's Alpha coefficient value greater than 0.60, so that all reliable variables can be used in this research. The results of the normality test can be presented in table 5 below :

Table 5 One-Sample Kolmogorov-Smirnov Normality Test

		Unstandardized Residual
N		95
Normal Parameters^{a,b}	Mean	0
	Std. Deviation	2.32066551
Most Extreme Differences	Absolute	0.062
	Positive	0.062
	Negative	-0.052
Test Statistic		0.062
Asymp. Sig. (2-tailed)		.200c,d

(Sumber: Hasil pengolahan kuesioner 2023

The normality test in this study had significant results ($0.200 > 0.05$), it was concluded that the normality test had a normal distribution in this study. The linearity test is in table 6.

Table 6 Linearity Test Results

Variable	Deviation from Linearity	Expansion
(X1).(Y1)	0.487	Linear
(X2).(Y1)	0.261	Linear

(Source: primary data processed 2023)..

The linearity test results above show a Deviation from Linearity sig value that is greater than 0.05. So there is a linear relationship between the Principal Leadership variable (X1) on Teacher Performance (Y1), and the Work Discipline variable (X2) on Teacher Performance (Y1). Furthermore, the multicollinearity test is presented in table 7 below:

Tabel 7 Uji Multikolinearitas

Varibael	Tolerance	VIF	Keterangan
X1	.700	1.430	Non Multikolinearitas
X2	.700	1.430	Non Multikolinearitas

(Source: primary data processed 2023).

Based on the results of the multicollinearity test, it is known that the Tolerance value is $0.700 > 0.10.00$, and the VIF value is 1.430 smaller than 0.10.00. So it is concluded that there is no multicollinearity. The results of the multiple linear regression hypothesis test can be seen in table 8 below :

Tabel 8 Hasil Analisis Regresi Linear Berganda

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.303	3.043		3.057	.003
1 Kepemimpinan Kepala Sekolah (X1)	.098	.044	.209	2.225	.029
Disiplin Kerja (X2)	.271	.049	.522	5.567	.000

Source: primary data processed 2023)

Based on the table above, coefficient B is the form of a regression equation which can be produced as follows: $Y = 9.303 + 0.098 X1 + 0.271 X2 + e$. through this equation, it can be used as a reference for interpretation, the constant (a) = 9.303 means a constant price, if the variables of school head leadership (X1) and work discipline (X2) = 0, then teacher performance = 9.303. The principal's leadership coefficient value (X1) = 0.098, has a positive value, that is, the better the principal's leadership, the teacher performance will increase, and the regression coefficient value of work discipline is 0.271, this shows that the work discipline variable contributes positively to teacher performance. The results of the coefficient of determination test which aims

to see simultaneously the influence of the principal's leadership and work discipline on teacher performance.

Table 9 Determinant Coefficient Test Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659 ^a	.435	.423	2.346

Source: primary data processed 2023)

The R Square (R²) figure is 0.435 (43.5%), this figure is used to see the magnitude of the influence of the principal's leadership and work discipline on teacher performance. 43.5% influences teacher performance with two independent variables (school principal leadership and work discipline), by calculating the coefficient of determination using the formula:

$$KD = R^2 \times 100\%$$

$$KD = 0,435 \times 100\%$$

$$KD = 43,5\%$$

The meaning of 43.5 is the magnitude of the influence of the principal's leadership and work discipline on teacher performance, while the remaining 56.5% (100% - 43.5%) is influenced by other variables not examined by researchers..

DISCUSSION

The influence of the Principal's Leadership and Partial Work Discipline on Teacher Performance at MAN 2 Mojokerto.

Leadership is an effort that uses certain styles and tricks to influence individual motivation and responsibility to achieve common goals. The principal's leadership is the principal's ability and competence, both hard skills and soft skills, to influence all school resources so that they are able to achieve the goals and targets set by the school. The leadership of the principal at MAN 2 Mojokerto can be said to be quite good, so that the teachers want to be involved in every activity which will then trigger the teachers to be enthusiastic and improve their performance.

There are several indicators of school principal leadership that researchers used in this study, totaling 4 indicators, the first indicator is mobilizing, the principal must be able to mobilize his subordinates with the authority he has, such as the principal showing enthusiasm for school programs which can motivate teachers, as well as the principal. The school provides clear instructions to teachers to improve the quality of learning thereby increasing the performance of teachers. It can be seen from the results of the descriptive analysis that the researcher carried out that moving the principal leadership variable has a high value.

The second indicator is directing, the principal has directed teachers to have teaching tools (RPP, Syllabus, Attendance List) and directs teachers by providing training space so that teaching is appropriate. This can be seen from the results of the descriptive analysis that researchers have

carried out that moves the variable The principal's leadership has the highest score compared to other indicators. This shows that the direction given by the principal to the teachers is good in its implementation.

The third indicator is motivation, as a school principal motivating teachers is a necessity that must be done both by providing facilities, as well as raising enthusiasm directly for teachers, and having adequate facilities will make it easier for teachers to carry out learning.

The fourth indicator is empowerment, the principal continues to encourage teachers to develop innovative learning models, so that teachers can continue to develop well, and in this indicator the average value shows quite high results, thus showing that the empowerment carried out by the principal is felt it's good enough.

This research supports previous research by Rachma Putri Haerani in 2020 which stated that the principal's leadership had a positive and significant effect on teacher performance with calculation results of $t_{count} > t_{table} = 4.042 > 2.056$. In other words, the greater the leadership role of the school principal, the greater the teacher's performance will increase. One effort to improve the quality of teacher performance is by having a This research is also strengthened by research conducted in 2019 leader role, namely, the school principal.

Penelitian ini juga diperkuat dengan penelitian yang dilakukan pada tahun 2019 (Pratiwi, 2019) by title "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMK Negeri 1 Ponorogo". With research results, principal leadership has a positive effect on teacher performance. So a leader must have the skills to influence subordinates/teachers, to work on all plans together and maximize them as best as possible, and the influence of a school principal is very strong in carrying out his duties and obligations in an effective way.

The results of the research above have in common that the principal's leadership can improve teacher performance. The magnitude of the influence of the principal's leadership on teacher performance at MAN 2 Mojokerto is 0.098, meaning that the principal's leadership influences teacher performance by 9.8%, while 90.2% is influenced by other variables not examined in this research..

Hypothesis testing carried out in this study shows that the principal's leadership has a significant effect on the performance of MAN 2 Mojokerto teachers as proven based on the results of the significance value in the multiple regression test, the value of which is smaller than the 0.05 significance level, namely 0.00, while the t value is $5.567 > t_{table}$ is 1.986. The work discipline variable consists of 4 indicators, namely attendance, compliance with regulations, compliance with work standards, and working ethically.

Work discipline is the process of exercising self-control to improve work performance so that you can work effectively, efficiently and productively. The high work discipline shown by the MAN 2 Mojokerto teachers, namely by working ethically, is proven by the results of descriptive analysis, this indicator has the highest value compared to other indicators at 4.52%. This means that the ethical work indicator is good in its implementation and this also provides an overview of the environmental conditions that exist at MAN 2 Mojokerto, so that it will have an effect on increasing teacher performance..

Researchers also found the lowest value for work discipline, namely the attendance indicator, with the statement item "rest according to rest hours" with a value of 4.21%. In this case, it can be seen that MAN 2 Mojokerto teachers do not always take breaks at the specified times, thus the teachers need to be reprimanded in order to become more disciplined, because the purpose of work discipline is to form a more positive attitude.

This research is supported by previous research which has been researched by (Nurfadilah, 2021) with the title "The Influence of Work Motivation and Discipline on Teacher Performance at Madrasah Tsanawiyah Negeri 2 Bondowoso" the research shows that there is a significant influence between work discipline and teacher performance, shown by the higher the teacher's work discipline, the higher the teacher's performance, and vice versa. Other research conducted by (Zuliawati, 2016) with the title "The Relationship between Motivation and Work Discipline on Teacher Performance at SMK Muhammadiyah 2 Yogyakarta" the results of this research are that there is a positive and significant relationship between work discipline and teacher performance at SMK Muhammadiyah 2 Yogyakarta, which means that the better the teacher's work discipline improves teacher performance in Muhammadiyah Vocational School 2 Yogyakarta also increased.

Work discipline carried out by teachers is very necessary because it can help the growth and improvement of teacher performance which will have a real impact, both on each teacher and the teacher's work environment. The magnitude of the influence of work discipline on teacher performance at MAN 2 Mojokerto is 27.1%, while the remaining 82.6% is influenced by other variables not included in this research.

The Effect of Principal Leadership and Work Discipline on Teacher Performance Simultaneously

This research obtained positive and significant results after carrying out several research instrument tests. School leadership and work discipline have a positive and significant influence on teacher performance together, as evidenced by the significance value that occurs in the multiple regression test which is smaller than the 0.05 significance level, namely 0.000, and the Fcount value is greater than Ftable ($35.394 > 3.09$).

Teacher performance is a teacher's ability to carry out learning activities and be responsible for the students under his guidance by improving the quality of learning and student achievement. Many factors can influence whether a teacher's performance will increase or decrease, including the principal's leadership and work discipline.

The way the principal leads and the work discipline that is implemented and followed well will lead to good teacher performance and the teacher will naturally feel happy and comfortable with the work carried out by the teachers, or in other words, the principal is good at carrying out his duties and is disciplined. Good work done by all parties will lead to high performance and will bring a positive atmosphere to the school environment.

MAN 2 Mojokerto has a school environment that can be said to be positive due to the leadership carried out by the principal and good work discipline which can create good teacher performance. Principal leadership is a way for the principal to be responsible for organizing educational activities, school administration, coaching other educational staff in order to update knowledge and maximize the tasks carried out, utilization and maintenance of infrastructure. As a leader, the principal of MAN 2 Mojokerto sets a good example for his subordinates, such as discipline in work, by committing to not violating applicable regulations. There are several factors that influence work discipline which can increase or decrease teacher performance, including the presence/absence of exemplary leadership, the presence/absence of definite rules that can be used as a guide, the size of compensation.

The principal's leadership and work discipline can influence teacher performance. Without the leadership of a school principal and good work discipline, it will be difficult for an institution to achieve optimal results. So the principal's leadership and work discipline are the keys to the success of an institution in achieving its goals, this is supported by research that has been

conducted by Rahmadiyah Siregar (2019), research title about "The Influence of School Principal Leadership and Work Discipline on Primary School Teacher Performance in Region 18 Precut Sei Tuan District", which states that the principal's leadership and work discipline together have an influence on teacher performance by 63.9%.

The journal that supports this research was conducted by (Usman, 2020) entitled "The Influence of School Head Leadership and Work Discipline on Teacher Performance" after carrying out a series of tests, and getting positive and significant results by obtaining an Fcount value greater than Ftable of 31.019 greater than 3.16, and the influence of both on the dependent variable is 52.6%. Through the discussion above, results can be found which state that MAN 2 Mojokerto has a fairly high level of principal leadership, high work discipline and quite high teacher performance. Judging from the research indicators that researchers have given to MAN 2 Mojokerto teachers, it is proven that the principal's leadership and work discipline influence teacher performance. As for the principal's leadership, there is an indicator with the highest score, namely the driving indicator with the statement item "The principal gives clear instructions when giving assignments to subordinates" and the directing indicator with the statement item "The school principal directs teachers to have teaching tools (RPP, Syllabus, Attendance list)" from this item it can be seen that the principal pays attention to what teachers need, and what will be given to teachers to improve teacher performance. Meanwhile, in work discipline, there is an indicator that has the highest value, namely working ethically. The magnitude of the influence of the principal's leadership and work discipline on teacher performance in this study was 43.5%, while 56.5% was influenced by other variables not examined in this study.

CONCLUSION

The principal's leadership with 4 indicators, namely the indicators of moving, directing, motivating and empowering, has a positive and significant impact on teacher performance, meaning that the better the principal's leadership towards teachers, the better the teacher's performance will be. Work discipline with 4 indicators, namely attendance, compliance with regulations, compliance with work standards, and ethical work has a positive and significant impact on teacher performance. This means that the higher the teacher's work discipline, the higher the teacher's performance. There is a simultaneous positive and significant influence between the principal's leadership and work discipline on teacher performance at MAN 2 Mojokerto. This means that the better the principal's leadership and the higher the teacher's work discipline, the higher the teacher's performance, and vice versa, the worse the principal's leadership. school and the lower the work discipline together, the lower the teacher's performance will be.

This research contributes to enriching the body of knowledge in the field or scope of human resources in education, so that it can be used as a reference by future researchers. Practically, it can be used by school principals to improve the performance of teachers by paying attention to their leadership and improving work discipline by making themselves an example or role model for their members. This research has several limitations, such as a relatively short research time, a limited population and sample, and few research variable methods, so that in the future researchers can increase the number of variables studied, increase the population and sample and use research methods with other methods.

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