Edumaniora : Jurnal Pendidikan dan Humaniora

The Influence of Principal Leadership and Work Discipline on Teacher Performance at SD Negeri 2 Angsau

Sulasih[1], Hadi Sunoto[2]
SD Negeri 2 Angsau[1,2]

ARTICLEINFO	ABSTRACT
	This research aims to: 1) Identify whether the school principal's leadership influences teachers' performance or not; 2) Determine whether teachers' work discipline has an impact on their performance or not; 3) Investigate whether the school principal's leadership and teachers' work discipline together influence teachers' performance. The research subject is SDN 2 Angsau Pelaihari. This research employs a quantitative method with a total of 34 respondents.. The results indicate that: 1) There is a very significant positive influence between the school principal's leadership style and teachers' performance; 2) There is a very significant positive influence between job satisfaction and teachers' performance; 3) There is a positive influence between organizational commitment and job satisfaction together on teachers' performance on 81.8%.
Corresponding Author: Sulasih[1], Hadi Sunoto[2] SD Negeri 2 Angsau E-mail:-	

1. INTRODUCTION

Elementary School (SD) is a basic formal education level that provides a mandatory curriculum for children in the age range of around 6 to 12 years, usually taken over 6 years. Elementary schools aim to provide basic general education to students, covering subjects such as mathematics, Indonesian, English, natural sciences, social sciences, arts, and physical education. Education in elementary school has the aim of forming a foundation of knowledge, skills and positive attitudes in students as preparation for continuing to a higher level of education (Gandha et al, 2019).

A principal is an individual who is responsible for the leadership and management of an educational institution, such as a school or other educational institution. The principal's primary duties involve planning, organizing, implementing, supervising, and evaluating educational activities within the institution. The school principal has a key role in creating a conducive learning environment, developing school policies, leading educational and administrative staff, and communicating with various related parties, including students,

parents and the community. The school principal also has responsibility for aspects of managing human resources, budget and school infrastructure to achieve the stated educational goals (Akhmad, 2018).

In its implementation in the school environment, school leadership is carried out by the school principal in managing education, both in planning, organizing, implementing, supervising and controlling education in schools. School principals are expected to be able to develop various potentials and skills in leadership aspects, especially in managing school resources according to their capacities and needs. One of the school resources that is very crucial in improving school quality is teachers, where teachers have a very significant responsibility and role in optimizing the potential of students. (Susanto, 2016).

A successful principal is one who not only has a deep understanding of schools as complex and unique organizations, but is also able to carry out the role of principal as an individual who is fully responsible for school leadership (Wahjosumidjo, 2013). In this context, understanding the internal and external dynamics of schools is the main key to managing various aspects, including the curriculum, human resources and learning environment.

Teachers, as a key factor in determining the quality of education, have a central role as learning agents. A teacher's job includes more than just delivering material; they also function as learning facilitators, motivators, motivators, and encouragers for students. The teacher's ability to create a pleasant learning environment is crucial in stimulating students' curiosity and creating a calm, effective and enjoyable learning process. Thus, the synergistic relationship between an effective school principal and dedicated teachers is the main foundation for educational success in a school. (Mulyasa, 2011).

The success of education in the school environment depends greatly on the extent to which the principal can provide strong motivation to improve the performance and discipline of teachers in managing the education system. As the main implementer, the school principal has broad responsibilities, including carrying out effective educational activities, managing school administration efficiently, developing other educational staff, and managing and maintaining existing resources at the school. Through their holistic role, school principals play an important role in creating a conducive learning environment and improving the overall quality of education in the institution. (Susanto, 2016).

Education is the most important indicator of a country's progress (Asvio, 2019). Education is a conscious effort to form quality human resources to compete (Tobari et al, 2018). Quality human resources are more important than natural resource wealth, because natural resource wealth cannot guarantee the prosperity and success of a nation.
A country's progress is not only reflected in its natural wealth, but also in the extent to which education is the main focus in forming a generation that is able to compete in the era of globalization. Education is a long-term investment that forms the foundation of a nation's progress. Educated and qualified human resources have the potential to face future challenges, contribute to innovation and increase economic competitiveness.

In this way, understanding of the importance of education as a driving force for a country's progress becomes increasingly deeper. Education is not only about increasing knowledge, but also about developing character, skills and positive attitudes that support sustainable development. Therefore, investment and attention given to the field of education has a significant impact on the progress and sustainability of a nation. (Asvio, 2019).

The duties and functions of a school principal involve various aspects, and one of the most important roles is as a motivator. In this context, a motivator is defined as a motivator or motivator who helps inspire and encourage subordinates, including teaching and education staff, in fulfilling their duties. School principals need to have effective leadership skills to create a work environment that motivates and mobilizes all team members. In carrying out

this task, the principal has the responsibility to provide support, provide clear direction, and motivate his staff so that they can complete their tasks on time and with high enthusiasm.

Through supportive and inspiring leadership, school principals can create conditions that are conducive for teaching and educational staff to work as optimally as possible. The importance of the role of this motivator lies in efforts to achieve mutual success, namely realizing the vision and mission of the school that has been mutually agreed upon. By motivating and encouraging the entire school team, the principal can help create a positive atmosphere that spurs productivity, collaboration and achieving common goals to improve the quality of education in the school.

The success of an educational institution is influenced by a number of factors, including the leadership of the school principal. According to Danim and Suparno (2019), leadership can be defined as the ability to influence a group towards achieving certain goals. This influence arises from interactions originating from formal and informal positions.

According to Mulyasa (2011), the roles and functions of school principals can be identified at least as Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator. The competencies required by a school principal as a leader can be evaluated based on aspects of personality, knowledge of education, school vision and mission, decision-making skills, and communication skills.

The influence of the principal's leadership on teacher performance involves the formation of a school climate that can provide encouragement or obstacles to the effectiveness of teacher work. As a leader in the educational environment, the school principal is expected to be the main driver in overseeing the course of the educational process. The school principal consistently tries to channel his abilities in carrying out tasks to achieve the goals that have been set. The abilities required by a leader, including a school principal, involve a personality that can be used as an example by his subordinates, the ability to motivate, make decisions, communicate, and delegate responsibility.

SDN 2 Angsau Pelaihari is a basic education service located at Jl. Jl. A. Yani No. 47, Angsau, Kec. Pelaihari, Kab. Tanah Laut Province South Kalimantan. SDN 2 Angsau has 7 study groups with 98 male students and 57 female students. Currently SDN 2 Angsau Pelaihari has A accreditation with the principal Mr. Asrul Majidi.

Research related to the Influence of Principal Leadership and Work Discipline on Teacher Performance has been carried out, including by Ardiansyah et al (2020) with the title "The Influence of Principal Leadership and Teacher Discipline on Teacher Performance". The results of this research show that: 1) there is a very significant positive influence between the principal's leadership style on teacher performance; 2) there is a very significant positive influence between job satisfaction and teacher performance; 3) there is a positive influence between organizational commitment and job satisfaction together on teacher performance.

Apart from that, research was also conducted by Purwoko (2018) with the title "The influence of principal leadership, teacher commitment, teacher work discipline, and school culture on vocational school teacher performance". The research results show that: (1) there is a positive and significant influence of the principal's leadership on teacher performance; (2) there is a positive and significant influence of teacher commitment on teacher performance; (3) there is a positive and significant influence of teacher discipline on teacher performance of; (4) there is a positive and significant influence of school culture on teacher performance; (5) there is a positive and significant influence on leadership performance, teacher commitment, teacher work discipline and school culture simultaneously on teacher performance.

2. METHOD

The method used in this research is a quantitative method with a survey approach. The suitability of the survey method in this research is in line with the views of Sugiyono (2015),

who explains that the survey method is used to collect data from a location that is natural, not artificial. In this context, researchers carry out certain actions in collecting data, such as distributing questionnaires, conducting tests, conducting structured interviews, and using other methods. This approach allows researchers to obtain quantitative data that can be analyzed statistically, providing a solid basis for answering research questions and organizing findings systematically.

The variables used in this research include Leadership as X1, Discipline as In order to collect data, researchers used data collection techniques in the form of questionnaires and documentation. Before the questionnaire/questionnaire is distributed to respondents, the first step is to carry out a validity and reliability test. This is done to ensure that the instruments used have a high level of validity and reliability, so that the data obtained can be relied upon and well represents the characteristics being studied.

In this research, the data analysis technique used involves simple correlation analysis methods and multiple regression with support from SPSS for Windows Version 20 software. The analysis process involves several stages, namely: (1) descriptive analysis, which involves an in-depth understanding of the characteristics of the data used. collected; (2) test analysis requirements, which include normality tests, homogeneity tests, and linearity tests, to ensure the data meets the assumptions required for correlation and regression analysis; and (3) hypothesis testing, which is carried out to test the significance of the relationship between certain variables within the analytical framework. By using this analysis technique, research is expected to produce in-depth and reliable findings to answer the research questions asked.

3. RESULTS AND DISCUSSION
Principal Leadership Variables

As a result of correlation testing, it was concluded that all statements in the Principal Leadership variable were correlated with each other. This is based on the calculated r value more than the r table. The R table with an N of 34 is 0.339. So this statement is worthy of being used as an instrument for research. In this research, 10 statements were prepared to measure variable X1.

Figure 1. Results of the correlation test for variable X1

DitionWorkplace

Sulasih, et al

As a result of correlation testing, it was concluded that all statements in the Work Discipline variable were correlated with each other. This is based on the calculated r value more than the r table. The R table with an N of 34 is 0.339. So this statement is worthy of being used as an instrument for research. In this research, 10 statements were prepared to measure variable X1.

Correlations

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	Total X2
X2.1	Pearson Correlation	1	.853**	.676**	.549**	.036	.052	-.097	.046	-.043	-.078	.513**
	Sig. (2-tailed)		<.001	<.001	<.001	.840	.769	.584	.794	.810	.662	.002
	N	34	34	34	34	34	34	34	34	34	34	34
X2.2	Pearson Correlation	.853**	1	.779**	.430*	.094	.137	-.066	.037	-.112	-.143	.502**
	Sig. (2-tailed)	<.001		<.001	.011	.596	.439	.712	.834	.528	.419	.003
	N	34	34	34	34	34	34	34	34	34	34	34
X2.3	Pearson Correlation	.676**	.779**	1	.585**	.247	.248	.020	-.104	.069	.031	.600**
	Sig. (2-tailed)	<.001	<.001		<.001	.159	.157	.910	.560	.697	.863	<.001
	N	34	34	34	34	34	34	34	34	34	34	34
X2.4	Pearson Correlation	.549**	.430*	.585**	1	.114	.087	-.053	.013	.216	.164	.563**
	Sig. (2-tailed)	<.001	.011	<.001		.521	.623	.764	.941	.220	.355	<.001
	N	34	34	34	34	34	34	34	34	34	34	34
X2.5	Pearson Correlation	.036	.094	.247	.114	1	.149	-.003	-.140	.004	.205	.324
	Sig. (2-tailed)	.840	.596	.159	.521		.400	.984	.429	.981	.245	.062
	N	34	34	34	34	34	34	34	34	34	34	34
X2.6	Pearson Correlation	.052	.137	.248	.087	.149	1	.774**	.504**	.461**	.386*	.685**
	Sig. (2-tailed)	.769	.439	.157	.623	.400		<.001	.002	.006	.024	<.001
	N	34	34	34	34	34	34	34	34	34	34	34
X2.7	Pearson Correlation	-.097	-.066	.020	-.053	-.003	.774**	1	.500**	.357*	.299	.505**
	Sig. (2-tailed)	.584	.712	.910	.764	.984	<.001		.003	.038	.086	.002
	N	34	34	34	34	34	34	34	34	34	34	34
X2.8	Pearson Correlation	.046	.037	-.104	.013	-.140	.504**	.500**	1	.485**	.426*	.541**
	Sig. (2-tailed)	.794	.834	.560	.941	.429	.002	.003		.004	.012	<.001
	N	34	34	34	34	34	34	34	34	34	34	34
X2.9	Pearson Correlation	-.043	-.112	.069	.216	.004	.461**	.357*	.485**	1	.934**	.637**
	Sig. (2-tailed)	.810	.528	.697	.220	.983	.006	.038	.004		<.001	<.001
	N	34	34	34	34	34	34	34	34	34	34	34
X2.10	Pearson Correlation	-.078	-.143	.031	.164	.205	.386*	.299	.426*	.934**	1	.617**
	Sig. (2-tailed)	.662	.419	.863	.355	.245	.024	.086	.012	<.001		<.001
	N	34	34	34	34	34	34	34	34	34	34	34
Total X2	Pearson Correlation	.513**	.502**	.600**	.563**	.324	.685**	.505**	.541**	.637**	.617**	1
	Sig. (2-tailed)	.002	.003	<.001	<.001	.062	<.001	.002	<.001	<.001	<.001	
	N	34	34	34	34	34	34	34	34	34	34	34

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Figure 2. Results of the correlation test for variable X2

Teacher Performance

As a result of correlation testing, it was concluded that all the statements in the Teacher Performance variable were correlated with each other. This is based on the calculated r value more than the r table. The R table with an N of 34 is 0.339. So this statement is worthy of being used as an instrument for research. In this research, 10 statements were prepared to measure variable X1.

Correlations

		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Total Y
Y1	Pearson Correlation	1	.522**	.251	.243	-.017	.135	-.036	.062	.097	.052	.526**
	Sig. (2-tailed)		.002	.152	.166	.926	.447	.840	.728	.586	.771	.001
	N	34	34	34	34	34	34	34	34	34	34	34
Y2	Pearson Correlation	.522**	1	.470**	.377*	.219	.118	-.232	.071	-.155	.005	.552**
	Sig. (2-tailed)	.002		.005	.028	.213	.508	.186	.688	.380	.978	<.001
	N	34	34	34	34	34	34	34	34	34	34	34
Y3	Pearson Correlation	.251	.470**	1	.567**	.380*	.292	.228	-.068	.031	.008	.628**
	Sig. (2-tailed)	.152	.005		<.001	.027	.094	.194	.702	.863	.966	<.001
	N	34	34	34	34	34	34	34	34	34	34	34
Y4	Pearson Correlation	.243	.377*	.567**	1	.102	.498**	.003	.015	-.268	.182	.526**
	Sig. (2-tailed)	.166	.028	<.001		.567	.003	.986	.934	.125	.304	.001
	N	34	34	34	34	34	34	34	34	34	34	34
Y5	Pearson Correlation	-.017	.219	.380*	.102	1	.203	.371*	.175	.348*	.025	.525**
	Sig. (2-tailed)	.926	.213	.027	.567		.250	.031	.322	.044	.888	.001
	N	34	34	34	34	34	34	34	34	34	34	34
Y6	Pearson Correlation	.135	.118	.292	.498**	.203	1	.384*	.418*	.285	.129	.600**
	Sig. (2-tailed)	.447	.508	.094	.003	.250		.025	.014	.102	.469	<.001
	N	34	34	34	34	34	34	34	34	34	34	34
Y7	Pearson Correlation	-.036	-.232	.228	.003	.371*	.384*	1	.453**	.705**	.287	.493**
	Sig. (2-tailed)	.840	.186	.194	.986	.031	.025		.007	<.001	.100	.003
	N	34	34	34	34	34	34	34	34	34	34	34
Y8	Pearson Correlation	.062	.071	-.068	.015	.175	.418*	.453**	1	.595**	.661**	.550**
	Sig. (2-tailed)	.728	.688	.702	.934	.322	.014	.007		<.001	<.001	<.001
	N	34	34	34	34	34	34	34	34	34	34	34
Y9	Pearson Correlation	.097	-.155	.031	-.268	.348*	.285	.705**	.595**	1	.413*	.489**
	Sig. (2-tailed)	.586	.380	.863	.125	.044	.102	<.001	<.001		.015	.003
	N	34	34	34	34	34	34	34	34	34	34	34
Y10	Pearson Correlation	.052	.005	.008	.182	.025	.129	.287	.661**	.413*	1	.448**
	Sig. (2-tailed)	.771	.978	.366	.304	.888	.469	.100	<.001	.015		.008
	N	34	34	34	34	34	34	34	34	34	34	34
Total Y	Pearson Correlation	.526**	.552**	.628**	.526**	.525**	.600**	.493**	.550**	.489**	.448**	1
	Sig. (2-tailed)	.001	<.001	<.001	.001	.001	<.001	.003	<.001	.003	.008	
	N	34	34	34	34	34	34	34	34	34	34	34

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Figure 3. Results of the Y variable correlation test

Correlation Analysis Between Variables

The results of correlation testing show that the relationship between the Leadership variable (X1) and the Performance variable (Y) has a calculated r value of 0.828, which is greater than the r table of 0.339, from this it can be concluded that there is a relationship or correlation between the Leadership variable (X1) and the variables Performance (Y). Because the calculated r value is positive, it means that the relationship between the two variables is positive, or in other words, the more leadership increases, the more teacher performance will increase. Apart from that, the relationship between the Discipline variable (X2) and the Performance variable (Y) has a calculated r value of 0.822, which is greater than the r table of 0.339, from this it can be concluded that there is a relationship or correlation between the Discipline variable (X2) and the Performance variable (Y). Because the calculated r value is positive, it means that the relationship between the two variables is positive, or in other words, as discipline increases, teacher performance will also increase.

Correlations

		X1	X2	Y
X1	Pearson Correlation	1	.665**	.828**
	Sig. (2-tailed)		.000	.000
	N	34	34	34
X2	Pearson Correlation	.665**	1	.822**
	Sig. (2-tailed)	.000		.000
	N	34	34	34
Y	Pearson Correlation	.828**	.822**	1
	Sig. (2-tailed)	.000	.000	
	N	34	34	34

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 4. Results of correlation tests between variables

Partial T Test

The results based on the SPSS "Coefficients" output table below show that the Significance (Sig) value of the Leadership variable (X1) is 0.000. Because the Sig value. $0.000 < $ probability 0.05, then it can be concluded that H1 or hypothesis is accepted. This means that there is an influence of Leadership (X1) on Performance (Y). Apart from that, the significance value (Sig) of the Discipline variable (X2) is 0.000. Because the Sig value. $0.000 < $ probability 0.05, then it can be concluded that H1 or hypothesis is accepted. This means that there is an influence of Discipline (X2) on Performance (Y).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-2.641	3.866		-.683	.500		
	X1	.553	.112	.505	4.918	.000	.558	1.791
	X2	.515	.109	.486	4.736	.000	.558	1.791

a. Dependent Variable: Y

Multiple Linear Regression

The test results show that the coefficient of determination (R Square) is 0.818. Based on the SPSS "Model Summary" output table above, this comes from squaring the correlation coefficient or "R" value, namely 0.904 x 0.904 = 0.818. The coefficient of determination (R Square) is 0.818 or equal to 81.8%. This figure means that the Leadership variable (X1) and the Discipline variable (X2) simultaneously (together) influence the Teacher Performance variable (Y) by 81.8%. Meanwhile, the remainder (100% - 81.8% = 18.2%) is influenced by other variables outside this regression equation or variables that were not studied. The magnitude of the influence of other variables is also called error (e). To calculate the error value, we can use the formula $e = 1 – R^2$. The value of the coefficient of determination or R Square generally ranges from 0-1. However, if in a study we find that R Square is minus or negative (-), then it can be said that there is no influence of variable X on variable Y.

Furthermore, the smaller the value of the coefficient of determination (R Square), this means the influence of the independent variable (X) on the dependent variable (Y) is getting weaker. On the other hand, if the R Square value is closer to 1, the influence will be stronger.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.904^a	.818	.806	1.680

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Figure 5. Coefficient of Determination Results

Based on the SPSS output table above, it is known that the sig value is 0.000. Because the sig value is 0.000 < 0.05, in accordance with the basis for decision making in the F test, it can be concluded that the hypothesis is accepted or in other words Leadership (X1) and Discipline (X2) simultaneously influence teacher performance (Y). Besides that, it is known that the calculated F value of 69.484 is greater than the F table of 3.29, so as is the basis for decision making in the F test it can be concluded that the hypothesis is accepted or in other words Leadership (X1) and Discipline (X2) simultaneously influence teacher performance. (Y).

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	392.093	2	196.046	69.484	.000^b
	Residual	87.466	31	2.821		
	Total	479.559	33			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Figure 6. Anova table results

Linearity Test

From the output below, the Deviation from Linearity Sig value is obtained. is 0.295 greater than 0.05. So it can be concluded that there is a significant linear relationship between the Leadership variable (X1) and the Performance variable (Y). Based on the calculated F value it is 1.289 < F table 3.29, it can be concluded that there is a significant linear relationship between the Leadership variable (X1) and the Performance variable (Y).

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	379.350	10	37.935	8.707	.000
		Linearity	328.811	1	328.811	75.469	.000
		Deviation from Linearity	50.539	9	5.615	1.289	.295
	Within Groups		100.208	23	4.357		
	Total		479.559	33			

Figure 7. Linearity of Variables X1 and Y

From the output below, the Deviation from Linearity Sig value is obtained. is 0.697 greater than 0.05. So it can be concluded that there is a significant linear relationship between the Discipline variable (X2) and the Performance variable (Y). Based on the calculated F value, it is 0.720 < F table 3.29, it can be concluded that there is a significant linear relationship between the Discipline variable (X2) and the Performance variable (Y).

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	362.259	11	32.933	6.177	.000
		Linearity	323.852	1	323.852	60.739	.000
		Deviation from Linearity	38.407	10	3.841	.720	.697
	Within Groups		117.300	22	5.332		
	Total		479.559	33			

Figure 7. Linearity of Variables X2 and Y

Normality test
Based on the output display below, you can see histogram graphs and plot graphs. Where the histogram graph shows a distribution pattern that deviates to the right, which means the data is normally distributed. Furthermore, in the P-Plot image you can see the points following and approaching the diagonal line so it can be concluded that the regression model meets the normality assumption..
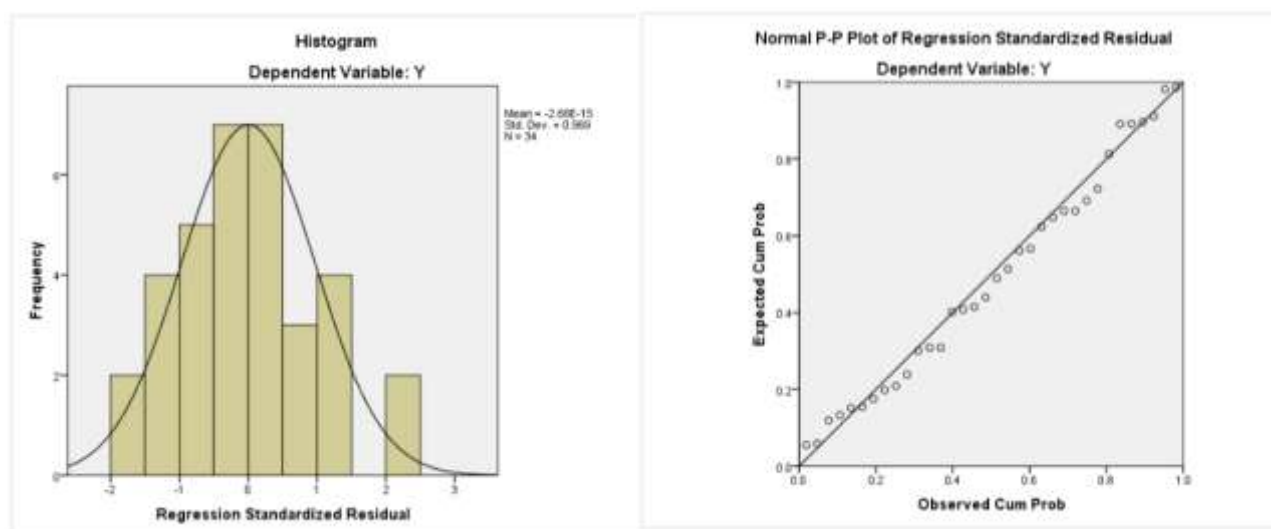

Figure 8. Histogram and P-Plot

4.   CONCLUSION

The results of this research show that: 1) there is a very significant positive influence between the principal's leadership on teacher performance as indicated by the Sig value. 0.000 < probability 0.05. This means that improving the principal's leadership will result in increased teacher performance. 2) there is a very significant positive influence between discipline on teacher performance as indicated by the Sig value. 0.000 < probability 0.05. This means that increasing teacher work discipline will result in increased teacher performance. 3) there is a positive joint influence between leadership and discipline on teacher performance as shown by the coefficient of determination (R Square) of 0.818 or equal to 81.8%. This figure means that the Leadership variable (X1) and the Discipline variable (X2) simultaneously (together) influence the Teacher Performance variable (Y) by 81.8%. Meanwhile, the remainder (100% - 81.8% = 18.2%) is influenced by other variables outside this regression equation or variables that were not studied. This value is positive, which means that if there is an increase in leadership and discipline values, it will have an impact on increasing teacher performance.

BIBLIOGRAPHY
[1]   Asvio, N., Yamin, M., & Risnita. (2019). Influence of Leadership Style, Emotional Intelligence and Job Satisfaction toward Organizational Commitment (Survey at SMA

Muhammadiyah South Sumatra). International Journal of Scientific & Technological Research 8 (8).

[2] Danim, S., & Suparno. (2019). Management and Transformational Leadership in Principalship. Jakarta: Rineka Cipta.

[3] Ismarini, E., Djasmi, S., & Suntoro, I. (2014). The Influence of Principal Leadership, Work Discipline and School Work Climate on the Performance of State Middle School Teachers, Kotabumi District, North Lampung Regency. Journal of Educational Quality Management 2 (1).

[4] Mulyasa, E. (2011). Become a Professional School Principal. Bandung: PT Teen Rosdakarya.

[5] Murkatik, K., Harapan, E., & Wardiah, D. (2020). The Influence of Professional and Pedagogic Competence on Teacher's Performance. Journal of Social Work and Science Education, 1(1), 58-69. Retrieved from https://ejournal.karinosseff.org/index.php/jswse/article/view/10.

[6] Rifa'i, M. (2018). The Influence of Principal Leadership on Teacher Work Discipline in State Elementary School 060794

[7] Medan Area District. HIJRI- Journal of Educational and Islamic Management, 7 (1).

[8] Rohma, S., Harapan, E., & Wardiah, D. (2020). The Influence of School-Based Management and Teacher's

[9] Professionalism toward Teacher's Performance. Journal of Social Work and Science Education, 1(1),

[10] 13-23. Retrieved from https://ejournal.karinosseff.org/index.php/jswse/article/view/6

[11] Rusneli., Sumadi., & Karwan, H. (2018). The Influence of Principal Leadership, Work Discipline, and Self-Concept on the Professional Competence of Public Elementary School Teachers. FKIP Unila Education Quality Management Journal 6 (1).

[12] Sugiyono. (2015). Educational Research Methods, Quantitative, Qualitative and R & D Approaches. Bandung:

[13] Alphabet.

[14] Supriadi. (2017). The Influence of Madrasah Head Leadership Style and Work Discipline on Teacher Performance at Madrasah Tsanawiyah Diniyyah Putri Lampung, Gedong Tataan District, Pesawaran Regency. UIN Raden Intan Lampung: Thesis.

[15] Sutanto, A. (2016). Teacher Performance Improvement Management Concepts, Strategies and Implementation. Jakarta: Kencana.

[16] Tobari., Kristiawan, M. & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality in the Asean Economic Community (AEC) Era. International Journal of Scientific & Technology Research 7 (4).

[17] Toha, M. (2014). Leadership in Management. Jakarta: PT Raja Grapindo.

[18] Wahjosumidjo. (2013). Principal Leadership (Theoretical Review and Problems). Jakarta: Rajawali Press.

[19] Maeliva, Martha Paramitha, and Maria Veronica Gandha. "CONTEMPORARY PRIMARY SCHOOL WITH FLEXIBILITY AND SPACE CONNECTIVITY AS A DESIGN STRATEGY." Journal of Science, Technology, Urban, Design, Architecture (Stupa) 1.2 (2019): 1315-1324.

[20] Said, Ahmad. "The principal's leadership in preserving the school's culture of quality." EVALUATION: Journal of Islamic Education Management 2.1 (2018): 257-273.

[21] Juniarti, Elvi, Nur Ahyani, and Arif Ardiansyah. "The Influence of Principal Leadership and Teacher Discipline on Teacher Performance." Journal of Educational Research 1.3 (2020): 193-199.

[22] Purwoko, Sidik. "The influence of principal leadership, teacher commitment, teacher work discipline, and school culture on vocational school teacher performance." Journal

of Educational Management Accountability 6.2 (2018): 150-162.