



## The Impact of Work Discipline and Leadership on Teacher Performance

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### ABSTRACT

**Purpose**—This study attempts to examine how the work discipline of teachers and the leadership of the principal affect the performance of teachers at the Al Huda Pekanbaru school. **Methodology**—Data was collected by teachers at Al Huda Pekanbaru school completing out questionnaires. 52 teachers at the Al Huda Pekanbaru school made up the study's population; each was a sample (saturated sample).

**Findings**—Principal leadership and teacher performance were found to have a strong positive relationship and influence. Workplace discipline among teachers has a strong positive correlation with their effectiveness. The principal's leadership and the teachers' work discipline have a substantial positive relationship and impact on the teachers' performance.

**Novelty**—there will be a positive tendency for teacher performance if the principal's leadership and the discipline of the teachers' work are both enhanced. **Keywords** Principal Leadership, Work Discipline, Teacher Performance.

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### INTRODUCTION

Four educational institutions are housed at Al-Huda School in Pekanbaru. These include three secondary education institutions (MTs, Vocational School, High School), and one college. Additionally, MTs, Vocational Schools, and Senior High Schools in the Al-Huda Pekanbaru School setting were the subject of this study. A school is a system made up of associated students (pupils), the teaching council, the administration staff, the founding party (foundation), and the management (school leadership) (Harris et al., 2019), such that in order to accomplish the intended goals of each function and job, synergistic management must be used in operations (Dyllick, 2015) (Egeberg et al., 2016), such as: from the proprietor, the management, the teacher council, the personnel in charge of the school, and the pupils.

Because teachers are able to compete with other educational institutions and create graduates of high quality, they play a crucial role in society and should not be disregarded (Demir, 2015). However, teachers are integral to the process of imparting knowledge to students. As such, their role has implications for the sustainability agenda of the school in question. Teachers are also tasked with complex responsibilities that have a direct bearing on the number of graduates and their quality, as well as the school's reputation (Okeke & Mtyuda, 2017). In an era where excellent performance and quality

are expected of instructors (Albuni et al., 2022), defined by their professional identity and personality (Makovec, 2018), Teachers also deal with issues like: placement of teachers that isn't in line with their expertise and field; rules and policies that don't make sense when applied in the real world; scarce facilities and resources; unruly teachers; and insufficient funding and remuneration (Hajjali et al., 2022), If you want to acquire good results with proven quality, you have to start with solving all of these challenges and provide coordinated management and guidance (Green & Muñoz, 2016) (Okeke & Mtyuda, 2017) (Rivaldo & Nabella, 2023).

Concerning the field, the research that was done (Fudiyah et al., 2021) (Amini et al., 2022) (Atika et al., 2022) claims that because work discipline involves acknowledging a course of action that will be taken to fulfill the school's mission and vision, it has a positive and persuasive impact on teachers' performance. Similarly, in the Al-Huda Pekanbaru School setting, instructors must adhere to all current policies and procedures and possess strong moral convictions. This is because maintaining discipline at work is crucial to raising student achievement (Wibowo, 2016), Additionally, educators with strong work habits typically possess a strong sense of ethics and the capacity to overcome challenges encountered during the learning process (Akmal et al, 2020). Enforcing discipline at work requires teachers to behave in a way that complies with all rules and regulations, which has an impact on their performance.

Additionally, research on leadership and how it affects performance yields two distinct conclusions, namely: studi (Atika et al., 2022), (Andrianto et al., 2023) claimed that teacher performance was not much impacted by leadership. Meanwhile studies (Yuniarti, 2022), (Qomariah et al., 2022), (Daheri et al., 2023) affirms that teacher performance is significantly impacted by the principal's leadership. Since the educational system is a system, administrators and other stakeholders play a part as well, and teachers cannot function in isolation. A school organization's aims may be attained through leadership, as this is seen as the driving force behind the organization's progress toward its objectives (Al-maaitah et al., 2021). Effective leadership may inspire and direct educators to successfully accomplish their learning objectives (Baluyos et al., 2019). The best learning process, in the opinion of some teachers, is hampered by policy constraints that demand alignment with other agencies, which provide challenges for the leadership at Al Huda School. Nonetheless, these barriers can be overcome by proactive and creative leadership in the face of today's educational difficulties (Tjiptono, 2017). The significance of leadership in the educational setting is well acknowledged as a crucial component that might affect the caliber of teacher performance ((Ansori, 2021; Iskanto, 2022; Iskanto et al., 2021; Qasim et al., 2022)Leithwood et al., 2004).

In order to accomplish the established goals, the school must pay attention to teacher performance (Qomariah et al., 2022). Leadership and discipline have a close relationship with teacher performance (Daheri et al., 2023). Consequently, work discipline and teacher leadership have an impact on teachers' performance both directly and indirectly (Albuni et al., 2022). Positive working connections and support for the professional growth of teachers can be fostered by effective leadership (Smylie, 2018). However, maintaining the degree of productivity and efficacy in their work also requires teachers to have strong work habits (Saputro, 2016). Thus, it is vital to perform study on how work discipline and leadership affect teacher performance at the Al Huda School in Pekanbaru. In order to ascertain what the research's purpose is: i) Determine and evaluate how leadership affects teachers' performance at Al-Huda Pekanbaru School, ii) Determine and assess the impact of teacher work discipline on the performance of teachers at Al-Huda Pekanbaru School, iii) Determining how work discipline and leadership affect teachers' performance at the Al-Huda school in Pekanbaru.

## **LITERATURE REVIEW**

*Teacher*; is an expert in an area, capable of imparting information to others, teaching, mentoring, training, assessing, and evaluating the outcomes of the teaching and learning process in both formal and informal settings (Dias-lacy & Guirguis, 2017). One way to conceptualize the process of teaching and learning is as the transfer of knowledge from instructor to pupil. It is called the amalgam of many components of the process by which a teacher determines and establishes learning goals, creates instructional materials, and puts teaching and learning tactics into practice (Gregory & Fergus, 2017). However, the most important thing a teacher needs to focus on when instructing children is learning

(Munna & Kalam, 2021). The study's findings were disclosed by (Makovec, 2018) that teachers are able to establish their personality traits and professional identities, and that the more experienced instructors have, the more qualified they are to teach, and the easier it will be for them to plan, develop models, and choose instructional tactics.

*Leadership*; within the educational setting, leadership entails the social interaction of principals, instructors, students, staff, and other stakeholders with the aim of accomplishing the intended learning objectives (Andrianto et al., 2023). According to this view, leadership is defined by a number of factors, including creating an inclusive school culture, empowering teachers and students, and having a clear vision and mission, Encourage and uplift students, and cultivate a sense of mutual trust between leaders and students (Hoy & Miskel, 2013). To attain optimal performance, school members can be inspired, moved, and changed through the transformative process of leadership (Fudiyah et al., 2021). According to this view, a leader must possess qualities like motivation, inspiring vision, empowering teachers and students, developing individual potential, and enhancing a positive school culture (Leithwood et al., 2014). Teachers' professionalism toward performance is strengthened and continuously developed through leadership (Demir, 2015). In conclusion, as has been highlighted, teacher leadership gives educators the capacity to impact the educational system and bring about change. In study (Shao et al., 2022) It is clarified that the term "individual consideration" refers to leaders who can encourage educators to reach their full potential by providing compassionate leadership and nurturing instruction to boost creativity and learning capacities. Teachers' problem-solving skills can be enhanced by intellectual stimulation, thus leaders should encourage teachers to approach challenges from multiple perspectives (Spillane et al., 2018). Leadership is a process in which different parties and students work together to share accountability, make decisions together, and accomplish the intended learning objectives (Shao et al., 2022). In the meanwhile, the following criteria can be used to evaluate the leadership in question: involvement, communication, inspiration, motivation, and facilitation skills (Qomariah et al., 2022). "The leadership of the school principal influences the performance of teachers at the Al-Huda Pekanbaru school" is a hypothesis that may be developed based on the preceding description and assertion" initial H<sub>1</sub>.

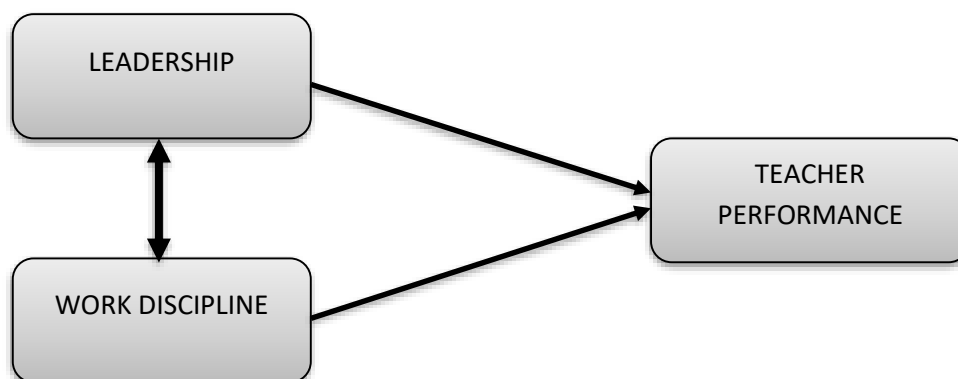
*Work Discipline*; it is crucial to retain highly disciplined teachers in order to deliver high-quality instruction in schools. A teacher can only teach professionally when he possesses strong discipline (Tehseen & Hadi, 2015). Teachers with strong discipline will perform their jobs with passion because they have certain intentions or goals in mind. Teachers are motivated when they have a strong sense of purpose in their profession. Strengthen this opinion (Daheri et al., 2023) argues that discipline and aptitude aspects are what affect teachers' performance. In addition, work discipline refers to an individual's heart and mind's resolve to follow all organizational policies and procedures in order to positively impact outcomes (Rivaldo & Nabella, 2023).

Study Kardata (2018) in (Albuni et al., 2022) discovered a favorable relationship between performance and work discipline. Teaching professionals find it challenging to provide their best work when they lack strong work habits (Yuniarti, 2022), Conversely, an educator's performance will increase with improved work discipline. (Amini et al., 2022) states that a person's willingness to mobilize their abilities, roles in the form of knowledge and skills, energy, and time to carry out various tasks that are assigned to them is a result of their work discipline (Ingsih et al., 2021). A teacher must be prepared to plan and manage learning, follow lesson plans, attend school functions and meetings, and act with professionalism and integrity when participating in the educational process in order to perform their duties as an educator on a regular basis, efficiently, and effectively in compliance with the laws, rules, and ethics that apply to the teaching profession (Gregory & Fergus, 2017). Thus, work discipline develops a person's capacity to focus, manage their time, and complete activities quickly and effectively in order to enhance performance (Naz & Rashid, 2021). involves being prepared to put work obligations first, stay focused, and complete tasks on time (Albuni et al., 2022). Workplace norms and procedures, prompt attendance, following instructions, adhering to school laws, and obeying when performing duties and obligations are all indicators of a teacher's work discipline (Atika et al., 2022). A hypothesis such as "Teacher work discipline influences teacher performance at Al-Huda Pekanbaru school" can be made in light of the preceding description and assertion" initial H<sub>2</sub>.

*Performance*; the teacher's capacity to carry out instructional duties in an efficient manner, which includes organizing lessons in line with the curriculum and the needs of the students, facilitating an engaging and dynamic learning environment, and accurately assessing the learning outcomes of the students (Darling-Hammond, 2017). In order to assist the learning process, teachers with strong communication skills may effectively manage the classroom, inspire kids to learn, and build strong relationships with parents and other educators (Ingersoll & Strong, 2011). (Albuni et al., 2022) demonstrates in his research that the primary element influencing the quality of learning is teacher performance. This implies that teachers who participate in educational activities will be able to raise the standard of instruction in the classroom if they perform well. (Tehseen & Hadi, 2015) demonstrates the strong relationship between a teacher's actions in the classroom and how those actions affect the learning activities of their students. A teacher's ability to manage the learning process will yield great performance (Ingsih et al., 2021), and leadership, or the capacity to encourage and inspire subordinates to produce better outcomes than anticipated, is one of the elements that might affect a teacher's effectiveness (Berkovich, 2016). Robbins, S. P., & Coulter, M. (2017) defines performance as the outcome attained by a person or organization when they carry out tasks or activities in compliance with established criteria. In an organizational setting, they also stress the significance of meeting predefined goals or performance indicators, such as sales, profits, productivity, or customer happiness (Qomariah et al., 2022). According to them, performance is determined by more than just the outcomes attained; it also takes into account the procedures used to get there and the capacity of individuals or organizations to manage their available resources.

Finally, assessing student learning outcomes is another aspect of teacher performance. Learning requirements can be identified, constructive comments can be given, and suitable corrective actions can be planned by educators who are able to evaluate and monitor student learning outcomes objectively (Darling-Hammond, 2017; Hattie & Timperley, 2007). As a result, the following are some ways to assess a teacher's effectiveness: creating lesson plans, carrying out instruction, adjusting to students and other teachers, doing action research in the classroom, and improving instructional resources. Thus, the following formulation of the hypothesis can be made: "At Al-Huda Pekanbaru school, teacher performance is influenced by principal leadership and teacher work discipline" initial  $H_1$ ,  $H_2$  to Y. Drawing from the background information, literature research, and descriptions of teachers' work discipline, school leadership, and performance, the study's structure can be seen in the accompanying image:

Figure 1. Conceptual Framework



## METHOD



This research was conducted at the Al Huda Pekanbaru school which is located at Jl. H.R Soebrantas No. 57 KM. 12, Simpang Baru, Kec. Tampan, Kota Pekanbaru, from July 2023 to December 2023 applying a correlational design in a quantitative manner. The impact of the principal's leadership =  $X_1$  and the work discipline of the teachers =  $X_2$  on the performance of the teachers =  $Y$  is measured and analyzed using a quantitative technique. To investigate the association between principle leadership factors, teacher work discipline, and teacher performance, a correlational approach was selected (Shao et al., 2022).

The study's population consisted of fifty-two instructors from the Al Huda Pekanbaru institution. Since there are  $\leq 100$  samples in the population, the entire population serves as the sample (saturated sample) for this investigation (Herispon & Hendrayani, 2021). Valid and dependable research tools, such surveys, are used to collect data on variables related to principal leadership, teacher work discipline, and teacher performance.

The primary, secondary, direct observation, and documentation sources of data employed in this study (Herispon, 2019). Direct observation and questionnaire-based direct surveys were used to gather primary data (Harlan, 2018). Respondents were requested to use a Likert scale at levels in order to rate various variables; Never =1, Rarely =2, Sometimes =3, Very Often =4, Always =5 (Dawes, 2008)(Brown, 2010) (Herispon, 2019). Following collection, the data is examined statistically using methods like significance testing, correlation analysis, and repeated regression analysis with the aid of statistical software like SPSS or other pertinent data analysis programs, in formulas  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$ .

## RESULT

Following the data entry and tabulation procedures specified by the research guidelines (there are no missing data and outlier data), Afterwards, the independent variable is subjected to a regression analysis on the dependent variable. The descriptive statistics for each variable are displayed below:

Table 1. Description of Data Frequencies

Statistics		Principal Leadership	Work Discipline	Teacher Performance
N	Valid	52	52	52
	Missing	0	0	0
Mean		63.58	69.21	67.60
Std. Error of Mean		1.104	.580	.630
Median		64.50	70.00	68.00
Mode		62	70	68 <sup>a</sup>
Std. Deviation		7.962	4.179	4.543
Variance		63.386	17.464	20.638
Range		30	15	19
Minimum		45	60	56
Maximum		75	75	75
Sum		3306	3599	3515

Sources: SPSS results from 2023 research

Principal Leadership on Teacher Performance  $X_1 \rightarrow Y$  (see table 2), A regression equation can be used to express the nature of the relationship between these two variables  $\hat{Y} = 47.612 + 0.314X_1$  with the subsequent explanation:

Table 2. Analysis of Significance Test and Linear Regression (X<sub>1</sub> with Y)

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	47.612	4.315		11.035	.000
	Principal Leadership	.314	.067	.551	4.667	.000

a. Dependent Variable: Teacher Performance

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Sources: SPSS results from 2023 research

Table 2 above shows, results of regression analysis between independent variables X<sub>1</sub> (school principal leadership) The regression direction coefficient (b) is 0.314, meaning that if the leadership changes by one unit, teacher performance will increase by 0.314 units. With the dependent variable Y (teacher performance) obtained a constant (a) of 47,612, meaning teachers will still have performance at Al-Huda school when leadership is deemed to be absent. As a result, the regression direction coefficient (b) of 0.314 indicates how much of a change in the independent variable (school principal leadership) can account for in terms of changes in the dependent variable (teacher performance). Additionally,  $t_{\text{count}} 4.667 > t_{\text{table}} 0.266$  at p-value 0.01 and p-value 0.05 indicates the outcomes of the t test and the hypothesis, indicating that the hypothesis is accepted at a high degree of positive significance.

Table 3. Shows the analysis of the coefficient of determination (R) and correlation coefficient (r) between X<sub>1</sub> and Y.

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551 <sup>a</sup>	.303	.290	3.829

a. Predictors: (Constant), Principal Leadership

b. Dependent Variable: Teacher Performance

Sources: SPSS results from 2023 research

Table 3 above shows, the correlation coefficient ( $r=R$ ) measured at 0.551 indicates that the relationship between teacher performance and leadership variables at the Al-Huda Pekanbaru school is relatively close. The coefficient of determination ( $R^2$ ), which was achieved at 0.303, then illustrates the relationship between leadership characteristics and teacher performance at the Al-Huda Pekanbaru school. This circumstance explains why teacher performance at the Al-Huda Pekanbaru school is significantly impacted by the principal's leadership.

Work Discipline on Teacher Performance;  $X_2 \rightarrow Y$  (see table 4), The form of relationship between these two variables can be expressed using a regression equation  $\hat{Y} = 29.485 + 0.551X_2$  with the following description:

Table 4. Analysis of Significance Test and Linear Regression (X<sub>2</sub> with Y)

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	29.485	9.191		3.208	.002
	Work Discipline	.551	.133	.507	4.154	.000

Sources: SPSS results from 2023 research

Table 4 above shows, the results of the regression analysis between the independent variable X<sub>2</sub> (work discipline) and the dependent variable Y (teacher performance) obtained a constant (a) of 29,485 which means, teachers will still have performance at Al-Huda school when work discipline is considered non-



existent, then the regression direction coefficient (b) is 0.551, which means teacher performance will increase by 0.551 units if work discipline changes by one unit. Because of this, a one unit change in the independent variable (teacher work discipline) may account for a level of change in the dependent variable (teacher performance), as indicated by the regression direction coefficient (b) of 0.551. Additionally,  $t_{\text{count}} 4.154 > t_{\text{table}} 0.266$  at p-value 0.01 and p-value 0.05 indicates the outcomes of the t test and the hypothesis, indicating a high degree of positive significance for the hypothesis.

Table 5. Analysis of correlation coefficient (r) and coefficient of determination (R)  
between  $X_2$  and Y

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.507 <sup>a</sup>	.257	.242	3.956

a. Predictors: (Constant), Work Discipline

b. Dependent Variable: Teacher Performance

Sources: SPSS results from 2023 research

Table 5 above shows, the correlation coefficient ( $r=R$ ) measured at 0.507 indicates that the work discipline variables and teacher performance at the Al-Huda Pekanbaru school have a close association. The coefficient of determination ( $R^2$ ), which was found to be 0.257, then illustrates the relationship between the work discipline variable and teacher performance at the Al-Huda Pekanbaru school. This situation explains why teachers' performance at Al-Huda Pekanbaru school is significantly impacted by work discipline.

The Influence of Principal Leadership and Work Discipline on Teacher Performance;  $X_1, X_2 \rightarrow Y$  (see table 6) The form of relationship between these two variables can be expressed using a regression equation  $\hat{Y} = 25.064 + 0.224X_1 + 0.391X_2 + e$  with the following description:

Table 6. Analysis of Significance Test and Linear Regression ( $X_1, X_2$  with Y)

<b>Coefficients<sup>a</sup></b>					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	25.064	8.307		3.017	.004
Principal Leadership	.244	.066	.427	3.676	.001
Work Discipline	.391	.126	.359	3.094	.003

a. Dependent Variable: Teacher Performance

Sources: SPSS results from 2023 research

Table 6 above shows, results of regression analysis between independent variables  $X_1$  (school principal leadership) and  $X_2$  (work discipline) towards the dependent variable Y (teacher performance) constant is obtained (a) in the amount of 25.064 which means, teachers will continue to perform at Al-Huda school when the principal's leadership and work discipline are deemed to be absent. Furthermore, the regression direction coefficient (b) is 0,224  $X_1$  means teacher performance will increase by 0,224 units if the principal's leadership changes by one unit, and the regression direction coefficient (b) is 0,391 which means teacher performance will increase by 0,391 units if work discipline changes by one unit. Thus, the regression direction coefficient  $X_1$  and  $X_2$  shows how much of a change in the independent factors (work discipline and leadership) may account for in changing the dependent variable (teacher performance). Furthermore, the results of the t test and hypothesis for  $X_1$  are shown by  $t_{\text{count}} 3.676 > t_{\text{table}} 0.266$  at p-value 0.01 and p-value 0.05 for  $X_2$  shown by  $t_{\text{count}} 3.094 > t_{\text{table}} 0.266$  at p-value 0.01 and p-value 0.05, thus the hypothesis of the two independent variables is accepted at a high level of positive significance.

Table 7. Analysis of correlation coefficient (r) and coefficient of determination (R)  
between  $X_1$ ,  $X_2$  and Y

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646 <sup>a</sup>	.417	.394	3.538

a. Predictors: (Constant), Work Discipline, Principal Leadership

b. Dependent Variable: Teacher Performance

Sources: SPSS results from 2023 research

Table 7 above shows, the correlation coefficient ( $r=R$ ) obtained at 0.646 or 65 percent indicates the close and strong relationship between the independent variables of principal leadership, work discipline, and teacher performance (dependent variable) at the Al-Huda Pekanbaru school. Subsequently, the impact of work discipline and principal leadership on teacher performance at Al-Huda Pekanbaru school is demonstrated by the coefficient of determination ( $R^2$ ), which came in at 0.417, or 42 percent. This condition explains why teacher performance at Al-Huda Pekanbaru school is significantly impacted by the principal's work discipline and leadership.

## DISCUSSION

*Leadership*: the findings of the investigation into the relationship and impact of leadership variables on teacher performance fall into a very strong category. This means that, regardless of the model and style of leadership in place at the Al-Huda Pekanbaru school, it will not be effective and will not function as planned if there is little room for movement. Instead, a leader needs to have some degree of independence in order to accomplish the collectively decided direction (Shao et al., 2022). These findings offer policymakers and education practitioners important new information (Andrianto et al., 2023). One tactic that may be used to raise the standard of instruction and overall teacher performance is to enhance the leadership of principals (Daheri et al., 2023). Knowing that leadership variables might explain variations in teacher performance allows efforts to be directed toward enhancing and expanding leadership capacities at the school level (Harris et al., 2019). This offers a solid foundation for creating leadership development initiatives focused on raising educational standards generally and school effectiveness in particular.

*Work discipline*: it is hard to deny that a teacher's discipline in the classroom is vital if he hopes to achieve high performance standards for both the school and himself (Amini et al., 2022). The analysis's findings indicate that teachers at Al-Huda School have relatively strong work ethics, as evidenced by the fact that all teacher councils must be aware of sufficient work ethics and that leaders or teachers must be able to identify the aspects of discipline that need to be upheld and strengthened (Gregory & Fergus, 2017). Naturally, this needs to consider the work discipline indicators that are relevant to the Al-Huda Pekanbaru school. When developing human resource development plans for the affected teachers, educational policy makers and practitioners can draw heavily from these findings as an empirical foundation (Fudiyah et al., 2021). Enhancing work-related components of discipline can be a useful strategy for raising the standard of instruction by highlighting the caliber of teacher performance.

*Teacher performance*; which is bolstered by work discipline and teacher leadership; The analysis's findings indicate that there is a sufficient relationship and influence between work discipline and leadership on a teacher's performance, which means that the two independent variable components-work discipline and leadership-need to be strengthened where their flaws and weaknesses are (Diaslacy & Guirguis, 2017). This is a particular issue for leaders, and in order to attain the necessary quality and best results, the concerned teachers must be able to reflect on the components of their own performance that need to be maintained or improved (Tehseen & Hadi, 2015). The teacher performance metrics that are relevant to the Al-Huda Pekanbaru school must, of course, be examined in this. These findings have important ramifications for teacher human resource development and school administration (Shao et al., 2022). When combined, the work discipline and leadership of the principal





can play a significant role in raising the caliber of instruction in a school by enhancing the performance of teachers (Daheri et al., 2023).

## CONCLUSION

Whatever the Al-Huda school's style of leadership, if the principal's position is allowed some latitude or independence, it can enhance and have an impact on the effectiveness of the instructors at the Al-Huda Pekanbaru school. The analysis's findings, which show that leadership has a significant impact on performance, support this. Instructor. Additionally, the analysis's findings demonstrate that improving teacher work discipline can enhance teachers' effectiveness at Al-Huda Pekanbaru School.

This suggests that initiatives to enhance the leadership of the principal and the work discipline of teachers can both favorably impact teacher performance. The research findings collectively demonstrate that teacher work discipline and the principal's leadership both significantly affect the performance of teachers. It is therefore envisaged that initiatives to raise teacher effectiveness can concentrate on raising these two factors concurrently.

According to the research, the Al-Huda school is run by a private company, so its administration will differ from that of state schools. Owner pressure and penetration will undoubtedly be stronger and more pervasive in private schools, which will have an impact on how the school runs. Thus, a comparison of the work discipline of teachers in state schools and private schools, as well as the leadership of school principals, can be done for future research.

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