



## The Influence of the principal's leadership style and teacher work discipline on teacher performance at YPPK high school St. Agustinus Sorong

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### Abstract

The research aims to analyze the influence of the principal's leadership style and teacher work discipline on teacher performance at YPPK High School St. Agustinus Sorong has been carried out. Data collection in this research used questionnaire and documentation methods. The method used is a questionnaire or questionnaire. The research instrument was tested using validity and reliability tests. The data analysis technique in this research is to use descriptive statistical analysis and multiple regression correlation analysis. The hypothesis tests used are the partial test (T test) and the simultaneous test (F test). The results show that there is a significant influence of the principal's leadership style on teacher performance at YPPK High School St. Agustinus Sorong. This means that the principal's leadership style can improve teacher performance. There is a significant influence of teacher work discipline on teacher performance results at YPPK High School St. Agustinus Sorong. This illustrates that teacher work discipline can be one of the factors that influences improving teacher performance. There is a significant influence of the principal's leadership style and teacher work discipline on teacher performance at YPPK High School St. Augustine Sorong. Thus, the principal's leadership style and teacher work discipline can improve teacher performance.

**Keywords:** Principal's leadership style, teacher work discipline, teacher performance

### Introduction

School management or educational management is a unit that includes the leadership model or style adopted by the school principal in carrying out his role as a leader. The leadership style adopted by the principal will be related to the results and effectiveness of the principal in leading and carrying out the educational process in the school. As stated by Glatthorn (2000) <sup>[8]</sup> who said "There is a strong connection between the leadership style used by the school principal and the overall effectiveness of the educational process in the school". This means that reliable human resources cannot be separated from the influence of the leadership pattern or style applied in an organization, this will be reflected in the implementation of the organization. A good leadership style will be seen in the running of the organization in an orderly, comfortable, conducive manner and in accordance with the goals to be achieved. The principal is an educational leader who really depends on the skills and wisdom of the principal in leading the school or institution under his care. A school principal must be able to provide a charismatic leadership effect, be able to set an example, be able to mobilize and direct all school stakeholders to achieve the goals they want to achieve.

Education and the learning process can be created well depending on the teacher's performance and productivity in teaching. One indicator of increased performance is increased work discipline. Employee work discipline is a reflection of the teacher's attitude and personality that they display in complying with all school rules. Employee work discipline in an organization is one of the functions of human resource management, because with conditions full of employee discipline it can be expected to become a strong basic pillar for an organization to achieve its goals.

Discipline can be interpreted as the attitude of a person or group who intends to follow the rules that have been set. In relation to work, the definition of work discipline is an attitude and behavior that shows employee compliance with organizational regulations. This means that attitudes and behavior to comply with organizational regulations emerge from within him. Intention can also be interpreted as the desire to do something or the willingness to conform to the rules. Attitudes and behavior in work discipline are characterized by various initiatives, willingness and desire to comply with regulations.

Teachers are one of the elements in the field of education that must play an active role and position themselves as professionals in accordance with the growing demands of society. In this case, the teacher is not only a teacher who transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and guides students in learning. Teachers must also teach according to school procedures and carry them out with full responsibility. In order to realize competent teacher performance, schools must also provide adequate facilities so that teachers can work optimally. With adequate facilities, teacher performance will be maximized. Supardi (2014) <sup>[22]</sup> stated that: "Educational success is greatly influenced by the performance of teachers as educators. "Every school will always try to improve the performance of teachers as educational facilitators, with the hope that the school's goals will be achieved." In the Constitution of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers, article 1 paragraph (1) explains that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in education. early childhood

through formal education, primary education and secondary education." The success of an education is greatly influenced by the teacher's professional performance.

YPPK High School St. Agustinus Sorong is one of the Private High Schools (SMAS) in Sorong City which is located at Jl. Rajawali, No. 43, North Remu, Malaingke, Sorong District, Sorong City, West Papua Province. This school, with a land area of 7,140 m<sup>2</sup> and a building of 1,799 m<sup>2</sup>, is located next to a main highway, so noise levels cannot be avoided. YPPK High School St. Agustinus Sorong uses the 2013 curriculum with Specialization Subject Groups consisting of 3 (three) groups, namely Mathematics and Science Specialization, Social Specialization, and Language Specialization. As an important component in the learning process, teachers must have four competencies in accordance with Minister of National Education Regulation Number 16 of 2007 concerning qualifications and competencies. The four competencies that teachers must have are pedagogical competence, personality competence, professional competence and social competence. These four competencies that teachers must have can provide an illustration of the teacher's performance in carrying out their duties. Based on the results of initial observations, it was found that YPPK High School St. Agustinus Sorong has a total of 47 teachers, of which there are 2 qualifications, namely: Permanent Foundation Teachers totaling 29 people and Civil Servants totaling 18 people. Then it was further classified into 2 graduates, namely: 4 master's education teachers, 43 education master's teachers.

The factor that influences teacher performance is the leadership of the school principal. Principal leadership is the methods, methods, techniques or characteristics used by a principal in leading an educational unit or school. In carrying out his leadership duties, the principal has the characteristics and leadership style to achieve the goals he hopes for. As a leader, the principal has his own unique characteristics, habits, temperament, character and customs, so that his own behavior and style differentiates him from other people. This style or type of life will definitely color his behavior and type of leadership. Atmodiwirio (2003) states that: "An effective school principal based on national research from the Association of Secondary School Principals is a combination of personal traits and leadership style, namely: setting an example, having an interest in quality, working on the basis of human relations, understanding the surrounding community, have good mental qualities and excellent physical stamina, have an interest in staff and the school, make compromises to reach agreements, maintain stability, be able to deal with stress, create structures so that things can happen, tolerate mistakes, do not create conflict, lead through positive education, does not stay away from or get ahead of the people he leads, is easy for people to contact." The principal as the quality controller and central figure in the school he leads must always strive to implement leadership that is democratic, empowering, motivating, rewarding, punishing, situational, balanced and continuous so that teacher performance improves in carrying out their duties.

Based on research conducted by Rahmawati (2013), the results of data analysis show that there is a positive and significant influence of principal leadership on teacher performance at Sandikta Bekasi Vocational School of 15.1%. In line with research conducted by Pangalila (2023)

[16], based on the research results, it concluded that the leadership of the school principal had an effect on teacher performance. This is in contrast to research conducted by Hasan (2017) [10] which stated that the principal's leadership had a negative and significant influence on teacher performance at SMA 1 Ampana. Performance is important to research because the measure of success of an organization or school can be seen from the performance and implementation of its work so that the progress of a school can be influenced by the performance of its teachers. Teacher performance assessment is actually an assessment of the teacher's own work performance regarding the level of teacher work potential in an effort to develop themselves for the benefit of the school. Teacher performance is all of a teacher's efforts and abilities in carrying out the learning process to achieve the goals of education. Teacher performance includes all activities related to the main duties as a teacher as well as the personal development of a teacher.

In the results of observations at YPPK High School St. Agustinus Sorong, the school principal has paid attention to his leadership, but there is still a lack of teacher work motivation and lack of attention to work discipline. The school principal gives warning letters starting from medium to high warning letters and the highest is issued to teachers who commit serious violations. School principals do not give enough rewards to teachers who excel. This greatly influences teacher performance, because with rewards, teachers become increasingly motivated to do better things to develop their performance. And also the principal at YPPK High School St. Agustinus Sorong also pays attention to teacher performance as evidenced by regular supervision 2-3 times a year.

From the results of observations and data collected, it is clear that the performance of existing teachers has not been maximized properly. Based on the results of interviews on Monday 28 February 2023 with 5 teachers at YPPK High School St. Agustinus Sorong, that under the leadership of the current principal, there are some teachers who still pay little attention to discipline, and often there is a lack of firmness in leaders in following up on teachers who commit violations which can be seen in the daily attendance list of teachers which shows a lack of attendance and discipline in terms of time. The school principal also supervises twice a year, namely once every semester. Teachers in carrying out their professional duties must be able to carry out their duties effectively and efficiently in accordance with the provisions set by the school, in order to support teacher performance both inside and outside of school. Teacher at YPPK High School St. Agustinus Sorong is still often late when starting class and during non-learning hours, such as teacher meetings, leaving early so that teachers are not time disciplined. From the results of observations and data collected, there are 27 teachers out of a total of 47 teachers who have not arrived on time. There are also teachers who do not create learning plans in the teaching and learning process. Based on the background that has been described, this research aims to analyze the influence of the principal's leadership style and teacher work discipline on teacher performance at YPPK High School St. Agustinus Sorong.

### Method

This research approach is quantitative research. This type of research uses associative research. The population in this

study was the principal and all teachers at YPPK High School St. Agustinus Sorong. The total population to be studied is 40 people. The instruments used in this research were questionnaires and documentation. Data collection in this research used questionnaire and documentation methods. The method used is a questionnaire or questionnaire. An instrument is said to be good if it meets important data requirements, namely validity and reliability. An instrument is said to be valid if it can be described when the probability for each question is less than 0.05. The way to test the validity of the instrument is by calculating the correlation between the scores for each question and the total score using the Product Moment correlation formula. In testing the reliability of the instrument, the Alpha Cronbach formula is used. The criteria for testing the reliability value of the instrument: 1) If the reliability value of the instrument is above 0.6 or 60%, then it can be interpreted that the data is reliable with a confidence level of 95% and 2) If the reliability value of the instrument is less than 0.6 or 60%, then the data is said to be unreliable at a confidence level of 95%.

The data analysis technique in this research is to use descriptive statistical analysis and multiple regression correlation analysis. The classic assumption tests used are the normality test and multiple linear regression analysis. The normality test applies the Kolmogorov-Smirnov test. As for the application of the Kolmogorov-Smirnov test: 1) If it is significant below 0.05 then it means the data is not normal and 2) if the significant value is above 0.05 then the data is normal. The hypothesis tests used are the partial test (T test) and the simultaneous test (F test). The criteria for acceptance or rejection in the T test are as follows: 1) The calculated T value  $<$  T table, the null hypothesis is accepted and the alternative hypothesis is rejected; 2) T calculated  $>$  T table, the null hypothesis and alternative hypothesis are accepted; 3) Significant  $<$  0.05 null hypothesis and alternative hypothesis accepted; and 4) The significance of  $t >$  0.05 means the null hypothesis is accepted and the alternative hypothesis is rejected. The criteria for accepting and rejecting the hypothesis in the F test are as follows: 1) The calculated F value  $<$  F table, the null hypothesis is accepted and the alternative hypothesis is rejected and 2) The calculated F value  $>$  F table, the null hypothesis is rejected and the alternative hypothesis is accepted. Meanwhile, to see the significance of F, it is as follows: 1) Significance of  $F <$  0.05 means the null hypothesis and alternative hypothesis are accepted and 2) Significant  $>$  0.05 then the null hypothesis is accepted and the alternative hypothesis is rejected.

## Results and Discussion

### A. Results

#### 1. Instrument Analysis

The validity test is used as a measure that can indicate the level of validity of the instrument to be used. An instrument can be said to be valid if it can be used to measure what it should measure. Validity testing uses the product moment formula proposed by Pearson. An instrument is said to be invalid if the sig value is  $>$  0.05, if it is less than 0.05 then it can be concluded that the instrument items are valid. Based on the test results, it is known that the measurement of the Principal Leadership Style variable (X1) from the 12 questions given to 47 respondents, there are 2 invalid questions because the probability value is greater than the

significance level, namely numbers 1 and 9, there are 10 valid ones item. Therefore, these 2 questions were not used again in further data collection.

Based on the test results, it is known that in the measurement of the teacher work discipline variable (X2) from the 13 questions given to 47 respondents, there were 3 invalid questions because the probability value was greater than the significance level, namely numbers 1, 4 and 11, and the valid ones were there are 10 items. Therefore, these 3 questions were not used again in further data collection. Based on the test results, it is known that measuring the teacher performance variable (Y) from the 11 questions given to 47 respondents, there was 1 invalid question because the probability value was greater than the significance level, namely number 9, and there were 10 valid items. Therefore, this 1 question item was not used again in subsequent data collection.

Reliability is the test that an instrument is reliable enough to be used as a data collection tool. A reliable instrument is an instrument that can be used several times to measure the same object and will produce the same data. The instrument reliability test in this research uses the Cronbach's Alpha formula, if the Cronbach's Alpha value is more than 0.6 then the variable is declared reliable. The results of the reliability test on the principal leadership style variable (X1) show a Cronbach Alpha value of 0.858 which is greater than 0.6 so it can be said to be reliable because Cronbach Alpha  $>$  0.6 means the measuring instrument can be used as a research instrument.

The results of the reliability test on the teacher work discipline variable (X2) show a Cronbach Alpha value of 0.709 which is greater than 0.6 so it can be said to be reliable because Cronbach Alpha  $>$  0.6 means the measuring instrument can be used as a research instrument. The results of the reliability test on the teacher performance variable (Y) show a Cronbach Alpha value of 0.687 which is greater than 0.6 so it can be said to be reliable because Cronbach Alpha  $>$  0.6 means the measuring instrument can be used as a research instrument. The values of these three variables show that Cronbach Alpha is greater than 0.6 so that they can be used for further data collection.

#### 2. Descriptive Analysis

The description of the research data is the score obtained per item from each research variable, namely the principal's leadership style (X1), and teacher work discipline (X2) and teacher performance (Y). Data on the principal leadership style variable (X1) was obtained from a questionnaire filled out by 47 respondents. Based on the descriptive statistical output of the principal leadership style variable (X1), it is known that the highest score (maximum) is 40, the lowest score (minimum) is 22, the average score is mean (m) 32.34, the median point (me) is 32.00, the value which frequently appears mode (mo) 31, and standard deviation (SD) 4.082. Data on the teacher work discipline variable (X2) was obtained from a questionnaire filled out by 47 respondents. Based on the descriptive statistical output of the teacher work discipline variable (X2), it is known that the highest score (maximum) is 40, the lowest score (minimum) is 26, the average score is mean (m) 33.30, the median midpoint (me) is 33.00, The frequently occurring value is mode (mo) 33, and standard deviation (SD) 4.343. Data on the teacher performance variable (Y) was obtained from a questionnaire filled out by 47 respondents. Based on the descriptive

statistical output of the teacher performance variable (Y), it is known that the highest score (maximum) is 38, the lowest score (minimum) is 26, the average score is mean (m) 32.51, the median midpoint (me) is 33.00, the most frequent value appears mode (mo) 32, and standard deviation (SD) 3.568.

### 3. Test the Analysis Prerequisites

The data normality test aims to determine whether the data distribution for each variable being analyzed is normal or not. The normality test as described is that the principal's leadership style and teacher work discipline on teacher performance are normally distributed or not. A good regression method is a data distribution that is close to normal. The method that the researcher will use is the Kolmogorov Smirnov statistical test, therefore if the significance of the Kolmogorov Semirnov test results is greater than 0.05 then it is normally distributed and if it is less than 0.05 then it is not normally distributed. The normality test for variable X1 against Y shows the statistical value Asymp. Sig. (2-tailed) for the Kolmogorov Smirnov test of 0.448. This significance value is greater than 0.05, so it can be concluded that the data on principal leadership style on teacher performance is normally distributed, or meets the assumption of data normality. The normality test for variable X2 against Y shows the statistical value Asymp. Sig. (2-tailed) for the Kolmogorov Smirnov test of 0.977. This significance value is greater than 0.05, so it can be concluded that the data on teacher work discipline on teacher performance is normally distributed, or meets the assumption of data normality.

The linearity test is carried out in order to find out whether two variables have a linear relationship or not. This test is carried out on each independent variable on the dependent variable. In this study, researchers conducted a linearity test using the SPSS version 20 application. If the significance value seen from the deviation from linearity is greater than 0.05, it means that there is a linear relationship between the independent and dependent variables. On the other hand, if the significance value seen from the deviation from linearity is smaller than 0.05, it means that there is no linear relationship between the independent and the dependent. The linearity test of variable the linearity test of variable.

### 4. Hypothesis Testing

Hypothesis testing used multiple regression analysis to determine the influence of the principal leadership style and teacher work discipline variables simultaneously on teacher performance. The multiple regression test of the principal's leadership style (X1), teacher work discipline (X2) on learning outcomes (Y) shows a significance value of 0.327 which is greater than 0.05, so the regression model can be used to predict participation variables or in other words there is an influence of variables principal leadership style (X1) and teacher work discipline (X2) on teacher performance (Y). The results of multiple regression analysis obtained the following multiple regression equation:  $Y' = 14.482 + 0.357X1 + 0.626X2$ .

From the regression equation obtained, the following can be explained: 1) The constant value is 14.428, stating that if the principal's leadership style variable and the teacher's work discipline variable are 0 then the average teacher performance variable will have a value of 14.428. 2) The regression coefficient for the independent variable X1 principal leadership style is positive, indicating that there is

a unidirectional relationship between principal leadership style (X1) and teacher performance (Y). The regression coefficient for the variable 3) The regression coefficient for the independent variable X2 teacher work discipline is positive, indicating that there is a unidirectional relationship between teacher work discipline (X2) and teacher performance (Y). The regression coefficient for the variable. Basically, the T test is carried out to test the research hypothesis regarding the influence of each independent variable partially on the dependent variable. The results of hypothesis testing (T Test) show that the significance value of the principal leadership style variable is 0.000, which is smaller than 0.05 and the  $t_{count}$  is greater than the  $t_{table}$ , namely  $3,956 > 2,015$ . and the teacher discipline variable shows a significance value of 0.000 which is smaller than 0.05, and the  $t_{count}$  is greater than the  $t_{table}$ , namely  $7.609 > 2.015$ . This shows that the principal leadership style and teacher work discipline variables have an influence on teacher performance.

The results of the F test show an F value of 28,951, while the  $F_{table}$  value with a significance value of 0.05, with degrees of freedom  $df_1 = (\text{number of variables} - 1)$  or  $df_1 = 3 - 1 = 2$  and  $df_2 = (n - k - 1)$  or  $df_2 = 47 - 2 - 1 = 44$ , the results obtained are  $F_{table}$  of 3.20. When compared, the calculated F value of 28,951 is greater than the  $F_{table}$  of 3.20. Thus it can be concluded that the principal's leadership style and teacher work discipline simultaneously influence teacher performance.

## B. Discussion

### 1. Principal Leadership Style on Teacher Performance

Based on the results of a questionnaire distributed by researchers to teachers at YPPK High School St. Agustinus Sorong can know the value of the Principal's Leadership Style. Looking at the results of regression calculations using SPSS carried out on the principal leadership style variable on teacher performance, several values were obtained. In the calculation table it is known that  $t_{count} (3.956) > t_{table} (2.015)$  and the significance of  $t (0.000) < (0.05)$ , so that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Thus, the Principal Leadership Style variable influences teacher performance at YPPK High School St. Augustine Sorong.

Previous research conducted by Nasution (2020) explained that based on the results of a simple linear regression equation, namely constant (a) = 27.437, this shows that if the leadership style variable = 0 then teacher performance will remain at 27.437. The regression coefficient The research results show that the leadership style indicator (X) has a positive and significant relationship with teacher performance (Y). From the results of the t test calculation (partial test) it can be seen that  $t_{count} > t_{table} (5.458 > 2.069)$ . Thus,  $H_1$  is accepted and  $H_0$  is rejected. The coefficient of determination ( $R^2$ ) of 0.569 means 56.9%, which means that the variability of teacher performance variables can be influenced by leadership style variables while the remaining 43.1% can be influenced by other factors not studied such as salary, motivation, bonuses and others. And there is a close relationship between the independent variable, namely leadership style, and the dependent variable, namely teacher performance, where the R value is 0.578, in other words, it has a positive correlation.

Other similar research also conducted by Frismely (2021) concluded that the school principal's leadership style can be

interpreted as the perception of teachers and all employees of a school regarding the behavior patterns or forms of a school principal's procedures for influencing his subordinates to be willing to carry out their duties happily passionate about achieving the goals of the school. Based on the results of the research and discussion obtained by researchers regarding the influence of the Principal's Leadership Style on teacher performance, it can be concluded that there are several leadership styles, an instructive (telling) leadership style, this style is carried out by meeting teachers personally. Apart from that, authoritarian leadership style is also a leadership style which is implied to increase teacher discipline so as to produce good performance for the teacher. Furthermore, in the delegative style the principal provides very little direction, because teachers can describe institutional programs and implement them, teachers can solve problems independently and decide on the best solution for the sake of successfully achieving educational goals. So the principal's leadership style on teacher performance has quite a significant influence

A leadership style is said to be good if the leadership style can be applied well by a leader and can be accepted by employees so that the employee's performance increases. If employee performance increases, school achievement will also be maximized. Therefore, leadership style plays an important role and must be considered by a leader. Leadership style must be able to influence the behavior of its members or employees. A leader or principal can be recognized as a leader if he can have influence and is able to direct his members towards achieving the school's goals.

## 2. The Influence of Teacher Work Discipline on Teacher Performance

Based on the results of a questionnaire distributed by researchers to teachers at YPPK High School St. Agustinus Sorong. Looking at the results of regression calculations using SPSS carried out on the teacher work discipline variable on teacher performance, several values were obtained. In the calculation table it can be seen that  $t_{count} (7.609) > t_{table} (2.015)$  and the significance of  $t (0.000) < 0.05$ , so that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Thus, the teacher work discipline variable influences teacher performance.

Previous research conducted by Kania (2019) explained that the results of data processing obtained a simple linear regression equation for the hypothesis of the teacher work discipline variable on the teacher performance variable being  $\hat{Y} = 23.298 + 0.739(X)$  with a constant of 56.56. The positive sign (+) shows that the relationship between the independent variable and the dependent variable goes in one direction, so that the higher the teacher's work discipline, the higher the teacher's performance, and vice versa significance test using the t test. Based on this, the  $t_{count}$  value is 3.1875 and the  $t_{table}$  value is 2.0181. Thus, the  $t_{count}$  value  $> t_{table}$  value ( $3.1875 > 2.0181$ ), then  $H_0$  is rejected and  $H_1$  is accepted. With these results it can be concluded that "there is an influence of teacher work discipline on teacher performance". Based on the coefficient of determination, the influence of teacher work discipline on teacher performance is 19%, while 81% is influenced by other factors not examined in this research.

Similar research was also conducted by Damanik (2019) explaining that based on the results of data analysis it was

found that the influence of work discipline on teacher performance was  $0.288 = 28.8\%$ . To test whether the influence of work discipline on teacher performance is significant or not, based on the test results it can be seen that in the Sig (significant) column on the Coefficients table, a Sig value of 0.00 ( $0.05 > 0.00$ ) is obtained. The research results show that work discipline directly influences teacher performance, meaning that if teachers have high work discipline they tend to have high performance. Teacher work discipline as reflected in awareness, willingness, obedience and work ethics has a positive and significant effect on teacher performance as reflected in work quality, work accuracy, initiative in work, work ability and communication. Thus, increasing teacher work discipline is one of the crucial factors for improving teacher performance which is very much needed in implementing quality education. Without the presence of teachers who have discipline and high performance, the quality of education is at stake.

## 3. The influence of the Principal's Leadership Style and Teacher Work Discipline on teacher performance

The results of the research conducted by researchers stated that simultaneously the leadership style of the principal and the work discipline of teachers at YPPK High School St. Agustinus Sorong jointly influences teacher performance. Based on calculations proven by  $F_{count} (28,951) > F_{table} (3,020)$  and the significance value  $F (0.000) < 0.05$ , this shows that  $H_0$  is rejected and  $H_a$  is accepted. Thus, the principal's leadership style and teacher work discipline at YPPK High School St. Agustinus Sorong can simultaneously improve teacher performance.

The results of this research are supported by research conducted by Julianarti (2020) explaining that the results of this research show that: 1) There is a very significant positive influence between the school principal's leadership style on teacher performance as shown by the simple regression line equation  $\hat{Y} = 138.57 + 1.65X_1$ . This means that increasing the effectiveness of the madrasa head's leadership style will result in increased teacher performance. 2) There is a very significant positive influence between job satisfaction and teacher performance as shown by the simple regression line equation  $\hat{Y} = 73.05 + 1.62X_2$  with a constant of 73.05. This means that increasing teacher work discipline will result in increased teacher performance. 3) There is a positive influence between organizational commitment and job satisfaction together on teacher performance as indicated by the multiple correlation coefficient between the two independent variables and the dependent variable  $R_{y.12}$  of 0.833. This means, if there is an increase in the effectiveness of the madrasa head's leadership style and control is carried out over teacher work discipline, then this increase will be followed by an increase in teacher performance.

Other similar research was also conducted by Eliyah (2019) explaining that testing the third hypothesis in the research, the final result was that  $H_0$  was rejected and  $H_1$  was accepted, meaning that there was a positive and significant influence on the principal's leadership style and teacher work discipline together on teacher performance. Meanwhile, to state the size of the influence of the principal leadership style variables ( $X_1$ ) and teacher work discipline ( $X_2$ ) together on teacher performance ( $Y$ ), it can be seen from the table above that  $R^2$  is 0.105. This means that the influence of the principal's leadership style ( $X_1$ ) and teacher

work discipline (X2) together on teacher performance (Y) is 10.5% while the remaining 89.5% is determined by other factors which are not researched in research.

Performance reflects the success of an organization, so it is considered important to measure the characteristics of its workforce. Teacher performance is the culmination of three interrelated elements, namely skills, efforts, circumstances and external conditions. Skill level is the raw material that a person brings to the workplace, such as experience, ability, interpersonal skills and technical skills. This effort is expressed as the motivation shown by employees to complete their work tasks. Meanwhile, external conditions are the level to which external conditions support work productivity. Leadership in the field of education means that leaders must have skills in influencing, encouraging, guiding, directing and mobilizing other people who are related to the implementation and development of education and teaching or training so that all activities can run effectively and efficiently which in turn will achieve the goals education and teaching that has been determined.

Meanwhile, teacher work discipline is a condition that is created and formed through the process of a series of behaviors that demonstrate the values of obedience, submissiveness, loyalty, regularity and/or order. Because he has become one with himself, the attitudes or actions he performs are no longer or are not felt as a burden at all, on the contrary, they will burden him if he does not act as usual. The research results show that the principal's leadership as one of the research's independent variables has a positive relationship with teacher discipline and performance. The higher the principal's leadership, the higher the work discipline which influences teacher performance, but conversely, the lower the principal's leadership results in lower teacher discipline and performance.

Based on this research, it can be interpreted that teacher performance will be high if the principal's leadership style is effective and if the teacher has high teacher work discipline as well. Teacher performance can be optimized with the principal's leadership style which can encourage teachers to have high discipline towards the school so that they always show the best performance in achieving school goals. Thus, the findings of this research support the opinion that the interaction between work discipline and the principal's leadership style has a direct positive effect on teacher performance.

### Conclusion

Based on data analysis, hypothesis testing and the results of the discussion presented by the researcher, it can be concluded as follows.

1. There is a significant influence of the principal's leadership style on teacher performance at YPPK High School St. Agustinus Sorong. This means that the principal's leadership style can improve teacher performance.
2. There is a significant influence of teacher work discipline on teacher performance results at YPPK High School St. Agustinus Sorong. This illustrates that teacher work discipline can be one of the factors that influences teacher performance improvement.
3. There is a significant influence of the principal's leadership style and teacher work discipline on teacher performance at YPPK High School St. Agustinus

Sorong. Thus, the principal's leadership style and teacher work discipline can improve teacher performance.

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