

# The Influence of Principal Leadership and Principal Management on Teacher Performance at the Babussalam Islamic Boarding School in Pekanbaru

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## ABSTRACT

This study aims to analyze the influence of principal leadership and principal management on teacher performance at the Babussalam Islamic Boarding School in Pekanbaru. The research approach used is quantitative with a survey method through the distribution of questionnaires to 33 teachers as respondents. The results of the study indicate that principal leadership has a positive and significant effect on teacher performance. Similarly, principal management has a positive and significant effect on teacher performance. Simultaneously, both variables contribute significantly to improving teacher performance. These findings confirm that effective leadership and planned management can create a conducive working climate, increase motivation, and enhance the professionalism of teachers in the pesantren environment. Therefore, strengthening the role of the principal as an educational leader and manager needs to be continuously developed to support the improvement of education quality in Islamic boarding schools.

**Keywords:** *Principal Leadership, Principal Management, Teacher Performance.*

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## INTRODUCTION

Education is a fundamental aspect that is very important and inseparable from human life, both in the family, society, nation, state, and in religious contexts. The development and progress of a nation is largely determined by the extent to which the nation succeeds in managing education. The success of education will ultimately give birth to superior human resources, who can face the challenges of the times and contribute to the development of the nation. Education is understood as a conscious effort that is carried out in a planned manner to develop the potential of individuals and communities through a continuous learning process. Bramianto et al. (2021) stated that education is a process of inheriting knowledge, skills, and habits from one generation to the next through various paths such as learning, training, and research. Law Number 20 of 2003 concerning the National Education System emphasizes education as a conscious and planned effort to create an active and continuous learning atmosphere and learning process, so that students can develop their potential optimally both intellectually, spiritually, personality, and skills.

In an effort to achieve optimal quality education, teachers have a strategic role as the spearhead of implementing education in schools. Professionalism and teacher performance are one of the determining factors for achieving national education goals. The world of education will not undergo significant changes without changes in attitudes, behaviors, and adaptations from the teachers themselves. Unfortunately, until now, many research results and reports show that the quality and performance of teachers in Indonesia are still relatively low, thus having an impact on the achievement of education quality at various levels (Wachidi et al., 2019). Teacher performance can be interpreted as the result of work achieved by teachers in carrying out their professional duties, both related to planning, implementation, and learning evaluation. Teacher performance also reflects the level of teacher contribution to the success of the school in realizing the vision, mission, and goals of education. Teacher performance standards are very important

to ensure that the entire learning process runs effectively and meaningfully (Susanti et al., 2020).

The success of education in schools is also highly determined by the role of the principal, both as a leader and an education manager. An effective school principal is able to foster, direct, and empower teachers optimally. According to Budianto and Komalasari (2016), the quality of leadership of school principals will have a significant influence on teachers' motivation, discipline, and work productivity if supported by adequate managerial skills and abilities. Thus, school principals not only play the role of administrators, but also as drivers of change, motivators, and determinants of the direction of school development (Masturi, 2022; Nellitawati & Yunistisa, 2022). The principal's duties in managing schools are very complex, starting from compiling an organizational structure, regulating the division of tasks, designing policies, developing human resource potential, to building a conducive work culture. The principal is also expected to be able to adjust his leadership and managerial style to the conditions of the school and the surrounding environment. Good managerial skills will have an impact on the realization of effectiveness, productivity, creativity, and efficiency in the implementation of education in schools.

The city of Pekanbaru as the capital of Riau Province is a rapidly growing education center, not only at the general formal education level, but also in Islamic boarding school-based education. The Babussalam Pekanbaru Islamic Boarding School is one of the Islamic educational institutions that has an important role in producing a young generation who are religious, intelligent, and characterful. However, the results of initial observations at the Babussalam Islamic Boarding School in Pekanbaru show that there are still a number of challenges related to teacher performance, such as low discipline, lack of motivation and initiative in developing learning methods, teachers' delay in entering the classroom, and the use of conventional learning evaluations.

Another problem found is that the innovation and creativity of teachers in managing classes and evaluating learning are not optimal. This is exacerbated by the rapid development of science, technology, and socio-cultural changes, thus requiring teachers and school principals to constantly make self-adjustments and improve competencies. Based on theoretical studies and empirical findings, there have been many studies that prove the significant influence between principal leadership and principal management on teacher performance (Juniarti et al., 2020; Jaliah et al., 2020; Herry et al., 2020; Rohim et al., 2023). However, there is a research gap which is the main reason why this research is important. First, the majority of previous research was conducted more in public schools or public schools, so research on Islamic boarding school-based education units is still very limited. Second, pesantren education has different characteristics of management, leadership, and organizational culture, so that the results of research in public schools cannot necessarily be directly implemented in the context of pesantren. Third, there have not been many studies that have simultaneously tested the influence of the leadership of the principal and the management of the principal on the performance of teachers in Islamic boarding schools, especially in the Pekanbaru area.

The novelty of this study lies in the focus of the study which specifically analyzes the influence of the leadership of the principal and the management of the principal on the performance of teachers in the Islamic boarding school environment, which has been lacking research so far. This research is expected to be able to provide an empirical overview and relevant recommendations regarding strategies for optimizing the role of school principals as leaders and education managers in Islamic boarding schools. Furthermore, the results of this study are expected to be a policy reference for the development of pesantren education in Pekanbaru and other areas that have similar characteristics.

## METHOD

This study uses a quantitative approach with an ex post facto survey method, because data is obtained from conditions that have occurred without variable manipulation. The research subjects consisted of 33 teachers of the Babussalam Pekanbaru Islamic Boarding School who were taken using the saturated sample technique. The research instrument is in the form of a Likert scale

questionnaire which is compiled based on variable indicators of principal leadership, principal management, and teacher performance. The instrument has gone through a validity and reliability test using SPSS version 27, with results showing that all instruments meet valid and reliable criteria.

The research steps include: (1) the preparation of instruments based on variable theories and indicators; (2) instrument trials; (3) distribution of questionnaires to respondents; (4) data collection and processing; and (5) analysis of the results to test the hypothesis. Data were analyzed descriptively to describe the conditions of each variable, and inferentially using simple and multiple linear regressions to test the partial and simultaneous influence between variables with a significance level of  $\alpha = 0.05$ .

## FINDINGS AND DISCUSSION

### Principal's Leadership

The principal's leadership is one of the independent variables in this study that describes the extent of the principal's ability to influence, direct, and motivate teachers at Babussalam Junior High School Pekanbaru to achieve educational goals. Data collection was carried out through the distribution of questionnaires to 33 teacher respondents with 11 statement items that have been tested for validity and reliability. The following table shows the distribution of the results of categorization of the principal's leadership variables based on the total score of respondents.

Table 1 Results of Categorization of the Leadership of the Principal of Babussalam Junior High School Pekanbaru

| Category  | Score Range   | Frequency | Percentage (%) |
|-----------|---------------|-----------|----------------|
| Excellent | 46,21 – 55,00 | 22        | 66,7           |
| Good      | 37,41 – 46,20 | 9         | 27,3           |
| Keep      | 28,61 – 37,40 | 2         | 6,0            |
| Less      | 19,81 – 28,60 | 0         | 0,0            |
| Very Less | 11,00 – 19,80 | 0         | 0,0            |
| Total     |               | 33        | 100            |

Based on Table 1 above, it can be seen that of the 33 teachers who were respondents, most or 22 people (66.7%) rated the principal's leadership in the "Very Good" category, while 9 people (27.3%) rated it in the "Good" category, and 2 people (6.0%) rated it in the "Medium" category. There were no respondents who rated the principal's leadership in the "Less" or "Very Less" categories.

These results show that in general, the leadership of the principal of Babussalam Pekanbaru Junior High School is considered very good by the teachers. This means that the principal has carried out his leadership function effectively, both in providing direction, building positive communication, and in motivating teachers to improve their performance. Good leadership of a school principal is reflected in the ability to develop cooperation, provide examples, and create a harmonious work climate in the school environment. However, there is still a small percentage of teachers (6%) who rate it in the "Medium" category, which indicates that there are several aspects of leadership that can still be improved, such as the intensity of supervision, involvement in teacher development activities, and the provision of feedback on teachers' work.

Overall, these findings confirm that the principal of Babussalam Pekanbaru Junior High School has shown excellent leadership qualities, thereby contributing positively to the achievement of educational goals and improving teacher performance in the school environment.

### Principal Management

The management of the principal is one of the important aspects in the successful implementation of education in schools. The principal plays the role of a manager who is responsible for planning, organizing, implementing, and supervising all educational activities so that they run effectively and efficiently. In this study, the variables of principal management were measured using a principal management questionnaire consisting of 14 statement items. The questionnaire was distributed to 33 teachers of Babussalam Junior High School Pekanbaru as research respondents.

The data from the questionnaire results was then tabulated and analyzed to find out the picture of the principal's management level based on the total score obtained from each respondent. The determination of categories is carried out using the score range benchmark as the basis for the classification of assessments. The results of descriptive categorization regarding the management of the principal of Babussalam Junior High School Pekanbaru can be seen in Table 2 below.

Table 2 Results of Categorization of the Management of the Principal of Babussalam Junior High School Pekanbaru

| Category  | Score Range   | Frequency | Percentage (%) |
|-----------|---------------|-----------|----------------|
| Excellent | 49,21 – 70,00 | 2         | 6,1            |
| Good      | 40,41 – 49,20 | 4         | 12,1           |
| Keep      | 31,61 – 40,40 | 26        | 78,8           |
| Less      | 22,81 – 31,60 | 1         | 3,0            |
| Very Less | 14,00 – 22,80 | 0         | 0,0            |
| Total     |               | 33        | 100            |

Based on Table 2 above, it can be seen that of the 33 teacher respondents, 26 people (78.8%) assessed the principal's management as in the "Medium" category, 4 people (12.1%) assessed in the "Good" category, and 2 people (6.1%) assessed in the "Excellent" category. Meanwhile, only 1 respondent (3.0%) rated it in the "Less" category, and no respondents rated it in the "Very Less" category.

These results show that in general, the management of the principal of Babussalam Pekanbaru Junior High School is in the "Medium" category. This means that the principal has carried out some of his managerial functions quite well, but his effectiveness is still not optimal in all aspects. Several managerial activities such as school program planning, resource organization, and supervision of the implementation of teachers' duties are considered to be ongoing, but still need improvement in terms of coordination, monitoring, and evaluation.

In addition, the proportion of respondents who rated the categories "Good" and "Very Good" (as many as 18.2%) showed that some teachers had felt an improvement in the performance of school principals in aspects of school management, especially in terms of regulating academic and administrative activities. Thus, it can be concluded that the management of the principal of Babussalam Pekanbaru Junior High School is quite good (medium category), and still needs improvement efforts so that all management functions of planning, organizing, implementing, and supervising can be carried out optimally and consistently in all lines of school activities.

### Teacher Performance

Teacher performance is one of the important factors that determine the success of the learning process in schools. Teachers' performance not only reflects professional ability in teaching, but also responsibility, discipline, and dedication in carrying out their duties as educators. In this study, the teacher performance variables were measured using a teacher performance instrument consisting of 12 statement items.

This instrument was given to 33 teachers of Babussalam Junior High School Pekanbaru as research respondents. The data from filling out the questionnaire was then processed and analyzed descriptively to determine the level of teacher performance based on the total score obtained by each respondent. Categorization is done using a score range adjusted to the number of statement items. The results of the categorization of the performance of Babussalam Junior High School teachers can be seen in Table 3 below.

Table 3 Results of Categorization of Teacher Performance of Babussalam Junior High School Pekanbaru

| Category  | Score Range   | Frequency | Percentage (%) |
|-----------|---------------|-----------|----------------|
| Excellent | 50,41 – 60,00 | 22        | 66,7           |
| Good      | 40,81 – 50,40 | 9         | 27,3           |
| Keep      | 31,21 – 40,80 | 2         | 6,0            |
| Less      | 21,61 – 31,20 | 0         | 0,0            |
| Very Less | 12,00 – 21,60 | 0         | 0,0            |
| Total     |               | 33        | 100            |

Based on the results of the descriptive analysis shown in Table 3 above, it is known that the majority of respondents, namely 22 teachers (66.7%), were in the "Very Good" category, then 9

teachers (27.3%) were in the "Good" category, and 2 teachers (6.0%) were in the "Medium" category. There are no teachers in the "Less" or "Very Less" category.

These findings show that in general, the performance of teachers at Babussalam Junior High School Pekanbaru is very good. Teachers have shown high responsibility in carrying out their professional duties, both in learning planning, implementing teaching activities, and in evaluating student learning outcomes. Teachers are also considered to have a disciplined attitude, high work spirit, and commitment to improving the quality of learning.

## Discussions

### Principal Leadership at Pondok Pasantren Babussalam Pekanbaru

Based on the results of the categorization above, it indicates that the principal of Babussalam Junior High School Pekanbaru has shown strong transformational leadership behavior, especially in terms of setting an example, inspiring teachers to work better, providing motivation, and paying attention to the individual needs of teachers. The principal is also considered to be able to create effective communication and a work atmosphere that is conducive to the development of teacher professionalism. This result is in line with Bass and Riggio's (2006) theory of transformational leadership which emphasizes four main dimensions, namely *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*. These four dimensions seem to be well implemented by the principal at Babussalam Junior High School, as evidenced by the teacher's high assessment of the principal's leadership performance. In general, the results of this study show that the leadership of the principal at Babussalam Junior High School Pekanbaru is in the very good category, which means that the principal has played an effective role in directing and empowering teachers to achieve the goals of pesantren education optimally.

### Management of the Principal at Pondok Pasantren Babussalam Pekanbaru

Based on the results of the descriptive analysis in Table 2, it shows that in general, the management of the principal at Babussalam Junior High School Pekanbaru is considered quite good, although it is not fully optimal in all aspects of the education management function. The principal has tried to carry out his managerial responsibilities through school program planning activities, resource management, implementation of academic activities, and supervision of the implementation of teacher duties. However, the intensity and consistency of the implementation of these management functions are not evenly distributed in all fields, so teachers' perceptions still vary between medium to good categories. If associated with the theory of education management according to George R. Terry (in Siagian, 2018), the management function includes four main aspects, namely planning, organizing, actuating, and controlling. Based on the results of the research, it can be interpreted that the principal has carried out the planning and organizing functions quite well, for example through the preparation of an annual work program, a clear division of tasks to teachers, and efforts to create a conducive work climate. However, in the aspect of supervision and evaluation of program implementation, some respondents still assessed that the implementation was not optimal, so that assessments in the medium and poor categories emerged.

This finding is also in line with the Minister of National Education Regulation Number 13 of 2007 concerning Standards for Principals of Schools/Madrasahs, which emphasizes that school principals must have managerial competencies that include the ability to prepare school planning, manage educators and education personnel, manage facilities and infrastructure, and supervise the implementation of educational activities. Based on the results of this study, most teachers assessed that the principal of Babussalam Junior High School had shown this ability, although there is still room for improvement in terms of monitoring and follow-up of the results of the evaluation of school activities. In addition, contextual factors such as the number of teachers, the workload of school principals, and the characteristics of Islamic boarding schools that have their own organizational system can affect the effectiveness of the implementation of management functions. School principals in Islamic boarding schools usually also play a dual role, both as academic leaders and figures who protect religious values. This can be a challenge in maintaining a balance between administrative managerial functions and spiritual moral development.

Thus, the results of this study show that the management of the principal of Babussalam

Pekanbaru Junior High School is quite good, but it needs to be improved in the aspects of supervision, evaluation, and teacher empowerment so that the managerial function of the principal can run more optimally. Improving the managerial competence of school principals through leadership training and educational management can also be a strategic step to strengthen the effectiveness of school management and improve teacher performance in the future.

### **Teacher Performance at Pondok Pasantren Babussalam Pekanbaru**

Based on the results of the descriptive analysis, it shows that teachers at Babussalam Junior High School Pekanbaru have shown high ability and work responsibility in carrying out their professional duties. In general, the achievement of high teacher performance indicates that teachers have been able to carry out their professional functions and roles well, including learning planning activities, the implementation of the teaching and learning process, and the evaluation of student learning outcomes. Teachers are also considered to have high commitment and discipline, and are active in developing their professional abilities. This is in accordance with the opinion of Supardi (2013) who states that teacher performance reflects the ability of individuals to carry out teaching tasks in accordance with the responsibilities given, both in terms of planning, implementation, and learning assessment.

High teacher performance is not only influenced by individual competence, but also by the work environment and the support of the principal. The principal of Babussalam Junior High School Pekanbaru plays an important role in creating a conducive work atmosphere, providing motivation, and carrying out academic supervision in an ongoing manner. This is in line with the findings of Usman (2019) who explained that school principals who are able to manage human resources well will have a positive impact on improving teacher performance. In this context, the principal at Babussalam Junior High School Pekanbaru seems to have succeeded in encouraging teachers to work optimally through a participatory leadership approach and effective management. In addition, the results of this study also show that there is a collaborative work culture in the school environment that supports improving teacher performance. Teachers not only carry out teaching duties, but are also active in school development activities, such as preparing annual programs, curriculum evaluations, and extracurricular activities. This condition is in line with Mulyasa's theory (2017) which states that good teacher performance can be achieved if teachers work in a supportive environment, with leadership that encourages innovation and participation.

Thus, it can be concluded that the performance of teachers at Babussalam Junior High School Pekanbaru is very good, which means that teachers have shown high professionalism in carrying out their duties. This high performance is inseparable from the leadership role of school principals and effective school management in creating a productive and harmonious work environment. However, improving the quality of teacher performance still needs to be carried out on an ongoing basis through professional training, systematic performance evaluation, and coaching that focuses on the development of pedagogic competencies and learning innovations.

With these results, it can be said that the performance of teachers at Babussalam Junior High School Pekanbaru is a reflection of good collaboration between the principal's leadership, school management, and the professional commitment of the teachers themselves. These three factors contribute to each other in forming an effective and quality education system in the school environment.

### **The influence of the principal's leadership on teacher performance at Pondok Pasantren Babussalam Pekanbaru**

The results of the study show that the leadership of the principal has a positive and significant effect on the performance of teachers at the Babussalam Islamic Boarding School in Pekanbaru. This means that the better the principal's leadership in carrying out managerial, supervision, and motivational functions, the higher the level of teacher performance in carrying out their professional duties. These findings indicate that school principals have an important role in building a productive work climate, increasing teachers' morale, and creating an organizational culture that supports improving the quality of learning.

Theoretically, this result is in line with the opinion of Wahjosumidjo (2018) who states that

the success of schools in achieving their goals is largely determined by the effectiveness of the principal's leadership. The principal not only plays the role of an administrative manager, but also as an instructional leader who plays a role in guiding, directing, and motivating teachers to work optimally. In this context, a leadership style that is democratic, open to ideas, and able to provide examples will increase the loyalty, responsibility, and dedication of teachers to their work. The findings of this study are also consistent with the results of research conducted by Sulistiya (2020) which found that the leadership of school principals has a significant effect on teacher performance at SMK Sandikta Bekasi. The study explained that school principals who implement transformational leadership are able to foster a sense of responsibility, confidence, and work spirit in teachers. Similar results were also obtained by Akbar (2021) in his research at the University of Education Indonesia which concluded that the transformational leadership style of school principals has a positive effect on teacher performance through increased motivation and job satisfaction. Thus, the results of this study strengthen empirical evidence that the effectiveness of school principal leadership is an important determinant in improving teacher performance at various levels of education.

Furthermore, the results of this study support the findings of Robinson, Lloyd, and Rowe (2008) that learning-oriented leadership has a significant impact on teacher performance and student learning outcomes. Principals who focus on improving the quality of teaching, providing professional support, and developing collaboration between teachers will create a work environment conducive to improving teacher performance. In addition, Day and Leithwood (2014) in their research on educational leadership in various countries also emphasized that effective leadership is able to increase teacher commitment, work morale, and motivation, which ultimately has a positive impact on learning performance in schools.

These findings show that the principal's leadership practice at the Babussalam Pekanbaru Islamic Boarding School has been quite effective, characterized by the ability of the principal to provide examples, open communication, and support for teachers' innovations in the learning process. This encourages teachers to work more disciplined, creative, and responsible in carrying out their duties. In the context of Islamic boarding schools, the principal also plays a role as a moral and spiritual figure who becomes a role model, so that the authority and example of the principal are important factors that strengthen the teacher's motivation to work.

Practically, this result implies that improving teacher performance cannot be separated from efforts to improve the quality of leadership of school principals. Therefore, it is recommended that the principal continue to develop his or her leadership competencies through instructional leadership training, change management, and teacher professional development. School principals also need to build a collaborative and appreciative work culture that fosters a sense of belonging to the organization. Thus, the quality of effective leadership will directly contribute to improving the professionalism and performance of teachers in the Babussalam Pekanbaru Islamic Boarding School.

### **The Influence of Principal Management on Teacher Performance at Pondok Pasantren Babussalam Pekanbaru**

Based on the results of the study, it was shown that the principal management variable ( $X_2$ ) had a positive and significant influence on teacher performance ( $Y$ ). It can be concluded that the better the implementation of management functions by the principal including planning, organizing, implementation and supervision, the better the performance of teachers in the Babussalam Pekanbaru Islamic Boarding School environment. These findings are consistent with the current literature that emphasizes that good school management is not just a matter of administration, but includes aspects of structured supervision, professional development, teacher empowerment and a clear performance evaluation system.

Based on the results of the study, it was found that school principals who carry out participatory management, conduct regular classroom supervision, and associate teacher performance evaluation with student learning outcomes, are proven to be able to improve teacher performance and student academic achievement (Fauji, Misriandi & Hadi, 2023). In addition, research (Papilaya & Nanda, 2024) shows that principals' managerial skills and supportive school climate contribute

significantly to teacher performance.

Thus, the management of school principals that is collaborative, proactive and evaluative is an important factor in improving teacher performance. Implicitly, these results confirm that it is not only "leadership" that is crucial, but also the "management" of the principal in the sense of organizing, allocating resources, monitoring and continuous evaluation. In an Islamic boarding school environment like Babussalam, good management can take the form of: preparing a joint learning plan, scheduling learning supervision, organizing teacher training, performance assessment based on pesantren standards, and constructive feedback. Thus, teachers feel operationally supported, have a clear direction, and are motivated to carry out their teaching tasks more effectively.

### **The influence of the leadership of the principal and the management of the principal together on the performance of teachers at Pondok Pasantren Babussalam Pekanbaru**

The results of the data analysis showed that the variables of the principal's leadership and the principal's management simultaneously had a positive and significant effect on the performance of teachers at the Babussalam Pekanbaru Islamic Boarding School. These findings confirm that the success of improving teacher performance is not only determined by the principal's leadership style alone, but also by the principal's ability to manage, organize, and direct all school resources effectively (Papilaya & Nanda, 2024). Visionary leadership of school principals and efficient management have a synergistic relationship in creating a productive and quality-oriented work environment. Principals who are able to combine transformational leadership with the implementation of participatory management tend to produce a collaborative school climate, where teachers feel valued and motivated to improve their professionalism (Maryani, 2025; Lestari et al., 2024). In the context of the Babussalam Islamic Boarding School, leadership based on religious and moral values also strengthens the discipline, responsibility, and spirit of teacher devotion to educational institutions.

Previous research by Fauji, Misriandi, and Hadi (2023) also showed that collaboration between leadership and principal management has a strong effect on improving the performance of Madrasah teachers, especially in terms of learning planning and achieving academic goals. These results are in line with the studies of Akbar (2021) and Sulistiya (2020), which stated that effective leadership contributes to improving teachers' work ethic, while good management ensures that educational resources are optimally used to support teachers' duties.

Theoretically, the results of this study strengthen the educational leadership model put forward by Robinson, Lloyd, and Rowe (2008), which affirms that the leadership of the principal and school management are two complementary dimensions in shaping teacher performance. School principals who play the role of instructional leaders must be able to integrate leadership and managerial strategies to achieve the effectiveness of school organizations (Day & Leithwood, 2014). Therefore, the success of teacher performance at the Babussalam Islamic Boarding School in Pekanbaru can be seen as the result of the synergy between inspirational leadership and adaptive and well-planned management.

## CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that the leadership of the principal has a positive and significant influence on the performance of teachers at the Babussalam Islamic Boarding School in Pekanbaru. This shows that the better the ability of the principal to lead, direct, and motivate teachers, the higher the level of teacher performance in carrying out their professional duties. In addition, the management of the principal has also been proven to have a positive and significant effect on teacher performance. This means that the ability of school principals to plan, organize, direct, and supervise school activities contributes significantly to increasing the effectiveness of teachers' work. Simultaneously, the leadership and management of the principal together have a positive and significant influence on teacher performance. Thus, the success of improving teacher performance in the pesantren environment is highly determined by a combination of inspiring leadership and effective school management, which is able to create a conducive work climate and support teacher professionalism in a

sustainable manner.

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