
The Influence of Leadership, Motivation and Discipline on Teacher Performance at Assalam High School Martapura, Banjar Regency, South Kalimantan Province

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Abstract

The purpose of this study was to determine the effect of Leadership, Motivation and Discipline simultaneously or partially on the teacher performance at Assalam High School. This study uses a quantitative approach with explanatory research, the type of data used in this research is quantitative data. The population in this study were 19 teacher at Assalam High School Martapura. The method of determining the sample used saturated sampling, in which all 19 members of teacher at Assalam High School Martapura were sampled in this study. To determine the causal relationship between the variables of Leadership, Motivation and Discipline on the on the teacher performance using multiple linear regression tests. The results of the study show that: 1) Simultaneously there is a significant influence between Leadership, Motivation and Discipline on the on the Teacher Performance, 2) Partially, Leadership, Motivation and Discipline on the on the Teacher Performance have significant effect on the teacher performance, 3). Leadership are the variable that makes the greatest contribution to the Teacher Performance.

Keywords: Leadership, Motivation, Discipline, Teacher Performance

1. Introduction

The passage discusses various aspects of education in Indonesia, focusing on the need for equal educational opportunities, quality improvement, relevance, and management efficiency. It emphasizes the role of leadership in achieving these goals, particularly in schools. Leadership is crucial in shaping the direction and policies of education, creating a conducive learning environment, and influencing teacher motivation and performance.

The text underscores that a leader's effectiveness is instrumental in problem-solving and attaining the organization's objectives. Teacher performance is seen as a key determinant of educational success, closely tied to effective leadership. The motivation of teachers is highlighted as a critical factor affecting their performance. Motivation is viewed as arising from individual needs and interests, driving active engagement in work.

The importance of discipline in enhancing teacher performance is also highlighted. It's noted that leadership should play a role in fostering discipline among teachers, ensuring attendance, punctuality, and planned lesson delivery. Additionally, the passage stresses that performance can

be measured and improved through appropriate leadership styles, including situational leadership, which takes into account varying school contexts.

The role of leadership in a school's success is emphasized, as a capable leader can manage the institution, anticipate changes, correct weaknesses, and guide the organization towards its goals. Leadership quality is seen as a decisive factor in the success or decline of an educational institution. Therefore, the text suggests that the leader's role is pivotal in improving teacher performance and ultimately contributing to the quality of education (Moeheriono, 2019).

Table 1
Data of Assalam Martapura High School Teachers, Banjar Regency

Highest Education Level	Total	%
S2	1	5.3
S1	14	73.3
D3	4	21.4
Total	19	100,0

Sources: Assalam High School, Martapura, Banjar Regency 2023

The total number of teachers at SMA Assalam Martapura in Banjar Regency is 19 people. There are 18 honorary teachers, and 1 teacher is a civil servant (ASN) with certification. It is important to enhance the qualifications of teachers at SMA Assalam Martapura in Banjar Regency, especially those who are certified. This will help make the teachers more competent in delivering education.

Table 2
Student Data of Assalam High School in Martapura, Banjar Regency

Year	Student	School Principal
2019/2020	75	Agusrini Khairunnida, S.Pd
2020/2021	61	Agusrini Khairunnida, S.Pd
2021/2022	57	Mahmud Fauz.i H., M.Pd
2022/2023	59	Abdul Karim Omar, S.H, M.H

Sources: Assalam High School, Martapura, Banjar Regency 2023

The table above shows that the number of students at SMA Assalam Martapura has been decreasing each year, despite several changes in school leadership. The observed reality during the initial semester of the school year is that the school principal coordinates teaching assignments and additional duties for the teachers. There are also meetings and supervision by the principal in the execution of these tasks, with the aim of enabling the principal to provide effective motivation to the teachers so that their performance improves significantly.

Based on the existing phenomenon and issues, the research question related to the influence of Leadership, Motivation and Discipline on Teacher Performance at Assalam High School Martapura, Banjar Regency, South Kalimantan Province, is:

- Does Leadership, Motivation, and Discipline significantly influence the Teacher Performance simultaneously at Assalam High School in Martapura, Banjar Regency, South

Kalimantan Province?

- b. Does Leadership, Motivation, and Discipline significantly influence the Teacher Performance partially at Assalam High School in Martapura, Banjar Regency, South Kalimantan Province?
- c. Which variable has the dominant influence on the Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan Province?

2. Literature Review

2.1 Human Resource Management

In an organization or company, the role of Human Resource Management (HRM) is extremely important. This can be understood as without HRM, an organization cannot function. Humans are the driving force and managers of other production factors such as capital, raw materials, equipment, and others in order to achieve the organization's goals. With the growing complexity of an organization, the planning and control of its employees become more challenging. Therefore, the need for personnel management is crucial to handle and address issues related to personnel matters, including administration, task allocation, and other personnel activities.

Here are some definitions of HRM according to several experts that have been widely published: personnel management is defined as a science and art to carry out planning, organizing, actuating, and controlling, in order to maximize the effectiveness and efficiency of personnel in achieving goals (Nitisemito, 2020). Human Resource Management is the policies and practices related to the empowerment of human resources or the HR aspects of a management position, including recruitment, selection, training, rewards, and assessment (Dessler, 2020). Human Resource Management is the attraction, selection, development, retention, and utilization of human resources to achieve both individual and organizational goals.

Furthermore, according to Handoko (2019:61), Human Resource Management involves the recruitment, selection, development, maintenance, and utilization of human resources to achieve both individual and organizational goals. Essentially, the goal of HR management is to provide effective workforce support for the organization to attain its predetermined objectives. In the process of achieving these goals, personnel management examines how to acquire, develop, utilize, evaluate, and retain the workforce in the right quantity and type. Personnel management can be successful when it is capable of providing competent personnel to carry out the required tasks.

2.2 Leadership

The role of a leader fundamentally involves mobilizing, guiding, and overseeing the execution of tasks carried out by employees in each department or work unit, to ensure that the results of their work achieve optimal outcomes in pursuit of organizational objectives. Leadership is a process in which a leader is depicted as giving commands or directions, providing guidance, or influencing the work of others in selecting and achieving predetermined or established goals (Thoha, 2017).

Leadership is not only an ability but also an art of influencing the behavior of others to follow the leader's directives. Meanwhile, according to Thoha (2017) in his book "Leadership in Management," leadership is defined as follows: Leadership is the activity of influencing the

behavior of others, or the art of influencing the behavior of individuals or groups. Leadership can occur anywhere, as long as someone demonstrates the ability to influence the behavior of others towards the achievement of a specific goal.

According to Hamdani Nawawi (2019) in his book "Effective Leadership," there are five leadership functions. These five leadership functions are:

- a. Instructional Function
- b. Consultative Function
- c. Participation Function
- d. Delegation Function
- e. Control Function

These functions represent various aspects and roles of effective leadership in an organization.

2.3 Motivation

Motivation discusses how to encourage someone's work enthusiasm so that they are willing to work with their optimal abilities and skills to achieve organizational goals. Motivation becomes crucial because through motivation, it is expected that every employee will work hard and enthusiastically to achieve high work productivity. An individual's behavior is influenced and stimulated by desires, needs fulfillment, goals, and satisfaction. Stimulation arises from both internal and external sources. This stimulation creates an impetus for someone to engage in activities. As previously cited, according to Berelson and Steiner in Sunyoto (2019), the definition of motivation is a conscious effort to influence someone's behavior to align with the achievement of organizational goals. According to Abraham Maslow, every individual consists of five needs, namely Physiological Needs which include the need for housing, food, drink, and health. The Need for Safety in the workplace involves employees desiring social security, retirement benefits, workplace safety equipment, and job security. Social Needs are related to being part of a group, being loved by others, and loving others. The Need for Esteem is connected to not only being part of a group. Meanwhile, the need for self-actualization is the need to utilize one's abilities, skills, and potential (Casio, 2018).

2.4 Discipline

A successful individual is someone who can manage and control themselves in terms of lifestyle and work approach. Thus, there is a strong connection between a successful person and personal discipline. In relation to discipline itself, experts have various interpretations, as Martoyo (2018) expressed that discipline originates from the Latin word "discipline," which means training or education in manners, spirituality, and habit development. According to Sinungan (2018), discipline is the mental attitude of an individual or a group of people who consistently have the willingness to follow/comply with all established rules. Discipline also signifies training that cultivates self-control, character, or orderliness, and efficiency; compliance or obedience to government regulations or ethics, norms, and prevailing societal standards.

According to Arisandy (2017:28), there are several factors that influence employee discipline, including:

- a. Goals and Abilities

- b. Leadership Example
- c. Rewards
- d. Fairness
- e. Embedded Supervision
- f. Punishment Sanctions
- g. Firmness
- h. Human Relations

These factors interact with each other and contribute to shaping the level of work discipline within an organization.

2.5 Teacher Performance

In the Indonesian Language Dictionary's second edition from 1991, a teacher is defined as a person whose occupation or livelihood is teaching. McLeod, as quoted by Muhibbin Syah (2017), defines a teacher as "A person whose occupation is teaching others," meaning someone whose job involves instructing others. In Law number 14 of 2005 concerning teachers and lecturers, it is explained that a teacher is a professional educator with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students in primary and secondary education (Chapter 1 Article 1). Words such as education, educator, teacher, and instructor have become part of daily discussions. However, there are still misconceptions about their essence. Nursid Sumaatmadja defines education as a process of transforming individual behavior towards maturity and maturity. In education, a teacher is an essential element, as "no teachers, no education."

The position and role of a teacher can be observed from various dimensions: as an individual, within the family, within the school, as a member of society, and as a citizen. In today's context, a teacher is not only an instructor but also an educator. In general and in a broader sense, a teacher is someone who imparts knowledge to others or a group of individuals, both in formal and non-formal educational institutions, and even within the family environment.

According to Majid (2018), "teacher performance is the result of a teacher's work that can be achieved within an organization (school), in accordance with the authority and responsibilities given by the school in efforts to achieve the legal vision, mission, and objectives of the school without violating the law and in accordance with morality and ethics." A teacher's performance is evident from their responsibilities in fulfilling entrusted tasks, their profession, and their moral values.

2.6 Conceptual Framework and Research Hypothesis

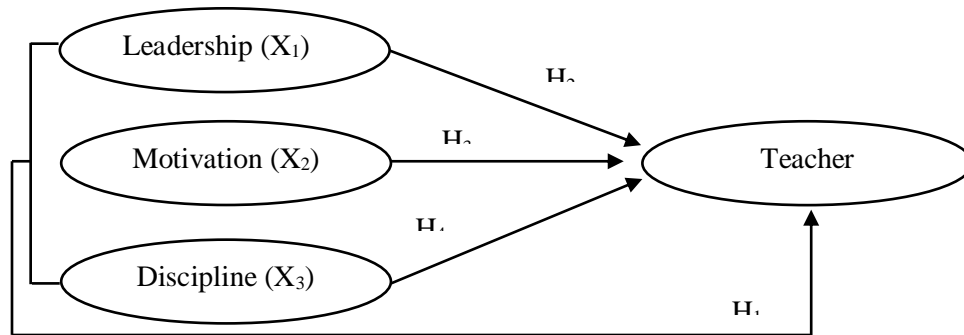


Figure 1. Conceptual Framework

Hypotheses are temporary answers to research findings, the truth of which will be verified through the research results. The hypotheses proposed in this study are as follows:

- a. Leadership, Motivation, and Discipline have a significant simultaneous effect on Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan.
- b. Leadership, Motivation, and Discipline have a significant partial effect on Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan.
- c. Leadership is the dominant variable affecting Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan.

3. Research methods

The research method used in this study is the survey method, the survey method is research conducted to obtain factors about phenomena related to emerging issues. This research activity was conducted on the Discipline's Influence on Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan Province. Quantitative research, as defined by Margono (2017), is a process of acquiring knowledge using numerical data as a tool to find information about what we know.

The population in this study were all 19 teachers at Assalam Martapura Senior High School, Banjar Regency, South Kalimantan Province. The sampling technique uses total sampling, namely using all members of the population as samples.

3.1 Variable Operational Definitions

Leadership (X₁) is the ability possessed by someone in mobilizing their subordinates, so that the skills, abilities and discipline of employees can be improved, so that organizational goals can be achieved in accordance with the target. This leadership indicator is stated by Siagian (2018: 121), as follows: X_{1.1} A climate of mutual trust, X_{1.2} Respect for subordinates, X_{1.3} Attention to work comfort for subordinates, X_{1.4} Attention to the welfare of subordinates, X_{1.5} Take into account the job satisfaction factor of subordinates, X_{1.6} Recognition of the status of subordinates quickly and professionally

Motivation (X₂) is a conscious effort to influence one's behavior in order to lead to the achievement of organizational goals. According to Robbins (2009) in Almustofa (2017) The

indicators used to measure work motivation are as follows X_{2.1} Awards, X_{2.2} Social relations, X_{2.3} Life Needs, X_{2.4} Success in work

Discipline (X₃) is the psychological attitude of a person or group of people who always want to follow/obey all the rules that have been set. Discipline indicators (Sinungan, 2019:142) include: X_{3.1} Timeliness, X_{3.2} Use office equipment properly, X_{3.3} High responsibility, X_{3.4} Compliance with rules

Performance (Y) Teacher performance is the result of a teacher's work manifested in the form of the knowledge, skills, values, and attitudes of the teacher in carrying out their duties and functions, demonstrated through their appearance, actions, and work achievements. The indicators of Teacher Performance can refer to the opinion of Nana Sudjana et al. (2019) about teacher performance indicators, as follows: Y₁ Mastery of the subject matter to be taught, Y₂ Managing the teaching and learning program, Y₃ Managing the classroom, Y₄ Mastery of educational foundations, Y₅ Managing teaching and learning interactions, Y₆ Assessing student achievements, Y₇ Understanding the functions and programs of guidance and counseling, Y₈ Understanding and conducting school administration, Y₉ Understanding the principles of teaching and learning

4. Research Result

4.1 Validity Test

Table 3
Validity Test Result

Variable	Item Statement	r-count	r-table	Sig	Sig 5%	Description
Leadership (X ₁)	X _{1.1}	0,867	>0,46	0,000	<0,05	Valid
	X _{1.2}	0,869	>0,46	0,000	<0,05	Valid
	X _{1.3}	0,796	>0,46	0,000	<0,05	Valid
	X _{1.4}	0,860	>0,46	0,000	<0,05	Valid
	X _{1.5}	0,730	>0,46	0,000	<0,05	Valid
	X _{1.6}	0,751	>0,46	0,000	<0,05	Valid
Motivation (X ₂)	X _{2.1}	0,907	>0,46	0,000	<0,05	Valid
	X _{2.2}	0,876	>0,46	0,000	<0,05	Valid
	X _{2.3}	0,881	>0,46	0,000	<0,05	Valid
	X _{2.4}	0,703	>0,46	0,000	<0,05	Valid
Discipline (X ₃)	X _{3.1}	0,831	>0,46	0,000	<0,05	Valid
	X _{3.2}	0,927	>0,46	0,000	<0,05	Valid
	X _{3.3}	0,870	>0,46	0,000	<0,05	Valid
	X _{3.4}	0,732	>0,46	0,000	<0,05	Valid
Teacher Performance (Y)	Y.1	0,863	>0,46	0,000	<0,05	Valid
	Y.2	0,905	>0,46	0,000	<0,05	Valid
	Y.3	0,812	>0,46	0,000	<0,05	Valid
	Y.4	0,860	>0,46	0,000	<0,05	Valid
	Y.5	0,812	>0,46	0,000	<0,05	Valid
	Y.6	0,818	>0,46	0,000	<0,05	Valid
	Y.7	0,609	>0,46	0,000	<0,05	Valid
	Y.8	0,798	>0,46	0,000	<0,05	Valid
	Y.9	0,837	>0,46	0,000	<0,05	Valid

Source: SPSS data output 26

Based on Table 1, it shows that all the variable statement items on Leadership (X_1), Motivation (X_2), Discipline (X_3) and Teacher Performance (Y) are valid, because each item statement has a positive value (r -result $>$ r -table 0,46 at a significant level of 5%).

4.2 Reliability Test

Table 4
Reliability Test Result

Variable	Cronbach's Alpha	Decision
Leadership (X_1)	0,897	Reliable
Wages (X_2)	0,822	Reliable
Work Motivation (X_3)	0,864	Reliable
Performance (Y)	0,933	Reliable

Source: SPSS data output 26

The results of the reliability test are in Table 2, Cronbach's alpha value the variable Leadership (X_1), Motivation (X_2), Discipline (X_3) and Teacher Performance (Y) are larger 0.6 so that the instrument is declared reliable.

4.3 Multiple Linear Regression

Table 5
Coefficients Results

Variable	Regression Coefficient (bi)	t hitung	t table	beta	Sig
Constant	1.803				
Leadership (X_1)	0,869	6.379	2,131	0,398	.000
Wages (X_2)	0,826	5.375	2,131	0,332	.000
Motivation (X_3)	0,821	5.792	2,131	0,396	.000
Constant = 1.803		F result = 628.218			
Multiple R = 0,996 ^a		F table = 3,63			
R square (R^2) = 0,991		Sig = 0,000			

Source: SPSS data output 26

Based on Table 3, the multiple linear regression equation is $Y = 1.803 + 0,869X_1 + 0,826X_2 + 0,826X_3$

The regression equation can be explained as follows:

- a. The constant of 1.803 indicates that when the variables Leadership (X_1), Motivation (X_2), and Discipline (X_3) are held constant, the value of Teacher Performance is 1.803.

- b. The regression coefficient of Leadership of 0.869 states that each one percent increase in Leadership will result in a change of Teacher Performance by 0.869.
- c. The regression coefficient of Motivation of 0.826 states that each one percent increase in Motivation will result in a change of Teacher Performance by 0.826.
- d. The regression coefficient of Discipline of 0.821 states that each one percent increase in Discipline will result in a change of Teacher Performance by 0.821.

4.4 F test (simultaneous)

Based on Table 3, the calculated F-result is 628,218, which is greater than the tabulated F-table of 3.63. This indicates a positive direction and has a significance value of 0.000, which is less than 0,05. Therefore, it can be concluded that simultaneously, the variables Leadership (X_1), Motivation (X_2), and Discipline (X_3) have a positive and significant impact on Teacher Performance at Assalam Martapura High School, Banjar Regency, South Kalimantan Province. Thus, the hypothesis (H_1): Leadership, Motivation, and Discipline significantly affect Teacher Performance simultaneously in Assalam Martapura High School, Banjar Regency, South Kalimantan Province, is accepted.

4.5 t test (partial)

Based on Table 3, the Influence of Leadership on Teacher Performance at Assalam Martapura High School, Banjar Regency, South Kalimantan Province, the calculated t-value is 6.379, which is greater than the tabulated t-value of 2.131. This indicates a positive direction and has a significance value of 0.000, which is less than 0.05. Therefore, it can be concluded that Leadership has a positive and significant impact on Teacher Performance at Assalam Martapura High School, Banjar Regency, South Kalimantan Province.

The Influence of Motivation on Teacher Performance at Assalam Martapura High School, Banjar Regency, South Kalimantan Province, the calculated t-value is 5.375, which is greater than the tabulated t-value of 2.131. This indicates a positive direction and has a significance value of 0.000, which is less than 0.05. Therefore, it can be concluded that Motivation has a positive and significant impact on Teacher Performance at Assalam Martapura High School, Banjar Regency, South Kalimantan Province.

The Influence of Discipline on Teacher Performance at Assalam Martapura High School, Banjar Regency, South Kalimantan Province, the calculated t-value is 5.792, which is greater than the tabulated t-value of 2.131. This indicates a positive direction and has a significance value of 0.000, which is less than 0.05. Therefore, it can be concluded that Discipline has a positive and significant impact on Teacher Performance at Assalam Martapura High School, Banjar Regency, South Kalimantan Province.

Thus, it can be concluded that the hypothesis (H_2): Leadership, Motivation, and Discipline significantly affect Teacher Performance partially at Assalam Martapura High School, Banjar Regency, South Kalimantan Province, is accepted.

4.6 Dominant Test

Beta coefficients are used to determine the strength of each independent variable in influencing the dependent variable. The purpose of the beta test is to identify which independent variable has

the dominant or greatest impact on the dependent variable. However, when the tested independent variables can be compared for their impact on the dependent variable, the coefficients of the regression variables need to be standardized. The standardized regression coefficient is indicated by the value of beta. As it has been standardized, the independent variables can be compared to find out which independent variable has a dominant impact on the dependent variable.

Based on Table 3, the beta values for the variables are as follows: Leadership 0.398, Motivation 0.332, Discipline 0.396. Therefore, it can be concluded that the Leadership variable has a dominant influence on Teacher Performance at Assalam Martapura High School, Banjar Regency, South Kalimantan Province. Thus, the hypothesis (H_3): Leadership is the variable with a dominant influence on Teacher Performance at Assalam Martapura High School, Banjar Regency, South Kalimantan Province, is accepted.

5. Discussion

Leadership, Motivation, and Discipline Simultaneously Have a Significant Effect on Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan. The presence of teachers at Assalam High School in Martapura, Banjar Regency, South Kalimantan, in carrying out their duties and responsibilities is not separated from the influence of both internal and external factors that bring about changes in teacher performance. Several factors shaping teacher performance can be seen from various aspects such as personality and dedication, professional development, teaching abilities, interpersonal relationships and communication, community relations, discipline, well-being, and the work environment. Meanwhile, the factors shaping performance based on the research findings include the school principal's leadership, motivation, and discipline, which are indicators of teacher performance that are closely related to the level of well-being provided by the school to the teachers.

The influence of Leadership, Motivation, and Discipline Partially on Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan.

- a. The Influence of Leadership on Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan: The research findings show that Leadership has a positive and significant influence on Teacher Performance. This is evidenced by the statistical test results of the t-test for Leadership, which yielded a significance value of 0.000, smaller than 0.05. Thus, it proves the hypothesis stating that Leadership significantly influences Teacher Performance at Assalam High School. Good relationships established in the internal and external school environment foster harmonious relationships among teachers, leading to comfortable work. Maintaining effective leadership enhances Teacher Performance by minimizing communication errors and misunderstandings in assigning tasks. This finding aligns with Firmawati's research (2018) titled "The Influence of School Principal Leadership and Work Motivation on Teacher Performance," which also indicates a significant influence of Leadership on Teacher Performance. This study also concurs with the research by Wihartuti et al. (2017) titled "The Influence of Work Motivation and School Principal Leadership on Junior High School Teacher Performance in Pematang Regency."

Both Motivation and Leadership have a positive and significant impact on Teacher Performance.

- b. The Influence of Work Motivation on Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan: The research findings indicate that Work Motivation has a positive and significant influence on Teacher Performance at Assalam High School. This is confirmed by the statistical test results of the t-test for Motivation, which yielded a significance value of 0.000, smaller than 0.05. Thus, the second hypothesis is supported, stating that Work Motivation significantly affects Teacher Performance at Assalam High School. Providing motivation enhances the intrinsic drive of teachers at Assalam High School to work better, resulting in the effective implementation of teaching methods for students and ultimately improving Teacher Performance. This finding aligns with Yenny's research (2019) titled "The Influence of Competence, Motivation, and Work Discipline on Teacher Performance in Imanuel Education Foundation, Palu," which also highlights the significant influence of Motivation on teacher performance.
- c. The Influence of Work Discipline on Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan: The research findings show that Work Discipline has a positive and significant influence on Teacher Performance. This is evidenced by the statistical test results of the t-test for Work Discipline, which yielded a significance value of 0.000, smaller than 0.05. Thus, the first hypothesis is confirmed, indicating that Work Discipline significantly affects Teacher Performance at Assalam High School. Effective implementation of work discipline practices, such as adhering to appropriate work regulations and imposing suitable consequences, minimizes the occurrence of errors among teachers. The school's implementation of work discipline through proper regulations and fair and firm sanctions has a deterrent effect, preventing teacher mistakes. Enforcing work discipline encourages teachers to work punctually and efficiently, as well as imposing sanctions for violations, which motivates teachers to work diligently and effectively, ultimately enhancing Teacher Performance. This finding aligns with Hadiati's research (2018) titled "The Influence of Work Discipline on Teacher Performance in Bandar Lampung City Middle School." The results show that Work Discipline significantly influences Teacher Performance in Middle Schools in Bandar Lampung.

Leadership is the Dominant Variable Affecting Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan. Leadership plays a dominant, crucial, and critical role in all efforts to enhance Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan, at the individual, group, and organizational levels. The school principal, as a leader, is responsible for teacher performance in relation to teaching and learning activities in the school, ensuring smooth operations. To establish effective leadership at Assalam High School, the school principal must execute the four functions of school management: planning, organizing, actuating, and controlling. These functions are as described by (Pidarta, 2011):

- a. Planning is the process of considering and determining activities or programs that will be carried out in the future to achieve specific goals. Planning involves defining objectives or action frameworks necessary to achieve specific goals. It involves analyzing the institution's strengths and weaknesses, identifying opportunities and threats, and determining strategies,

policies, tactics, and programs. Planning is the initial step before performing other management functions.

- b. Organizing entails structuring the organization in accordance with its organizational structure, available resources, and surrounding environment, organizing is the process of breaking down tasks into smaller tasks, assigning these tasks to individuals based on their capabilities, allocating resources, and coordinating for organizational goal achievement.
- c. Actuating involves how a manager directs and influences subordinates, creating a conducive environment for cooperative work (Rohiat, 2010: 3). Actuating is a crucial management function since planning and organizing efforts are vital but won't yield tangible outcomes without the implementation of activities, known as actuating, to generate action.
- d. Controlling is closely tied to planning, as effective management can be measured through supervision. Therefore, supervision is a necessary activity for every implementation, particularly for those in leadership positions. Without supervision, leaders cannot identify deviations from established plans or develop improved work plans based on past experiences.

6. Conclusion

Based on the analysis and discussion presented, the conclusions of this research are as follows:

1. Leadership, Motivation, and Discipline Simultaneously Affect Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan.
2. Leadership, Motivation, and Discipline Partially Affect Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan.
3. Leadership is the Dominant Variable Affecting Teacher Performance at Assalam High School in Martapura, Banjar Regency, South Kalimantan.

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