

The Influence of School Principals' Transformational Leadership and Pedagogical Competence on the Performance of Elementary School Teachers in Jirak Jaya District, Musi Banyuasin Regency

Pengaruh Kepemimpinan Transformasional Kepala Sekolah dan Kompetensi Pedagogik terhadap Kinerja Guru Sekolah Dasar di Kecamatan Jirak Jaya, Kabupaten Musi Banyuasin

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Abstract

This study aimed to determine the influence of transformational leadership of school principals and pedagogical competence on the performance of elementary school teachers in Jirak Jaya District, Musi Banyuasin Regency. This research employed a quantitative approach using an explanatory research method. The population consisted of 60 teachers, and all members of the population were selected as the sample using a saturated sampling technique. Data were collected through observation, documentation, and questionnaires using a Likert scale. Data analysis was conducted using multiple linear regression analysis with the assistance of SPSS software. The results showed that transformational leadership of school principals had a positive and significant effect on teacher performance with a t-value of 4.268 > 2.002 and a significance value of 0.000 < 0.05. Pedagogical competence also had a positive and significant effect on teacher performance with a t-value of 5.134 > 2.002 and a significance value of 0.000 < 0.05. Simultaneously, transformational leadership of school principals and pedagogical competence had a positive and significant effect on teacher performance with an F-value of 54.942 > 3.16 and a significance value of 0.000 < 0.05. The coefficient of determination (R^2) value of 0.658 indicated that 65.8% of teacher performance was influenced by transformational leadership of school principals and pedagogical competence, while the remaining percentage was influenced by other factors outside this study. Therefore, the better the transformational leadership of school principals and the higher the pedagogical competence of teachers, the better the teachers' performance in carrying out their professional duties.

Keywords

Transformational Leadership, Pedagogical Competence, Teacher Performance.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan transformasional kepala sekolah dan kompetensi pedagogik terhadap kinerja guru SD Negeri di Kecamatan Jirak Jaya Kabupaten Musi Banyuasin. Penelitian ini menggunakan pendekatan kuantitatif dengan metode explanatory research. Populasi penelitian berjumlah 60 guru dan seluruh populasi dijadikan sampel menggunakan teknik sampling jenuh. Teknik pengumpulan data dilakukan melalui observasi, dokumentasi, dan kuesioner dengan skala Likert. Analisis data menggunakan regresi linear berganda dengan bantuan program SPSS. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional kepala sekolah berpengaruh positif dan signifikan terhadap kinerja guru dengan nilai thitung sebesar 4,268 > ttabel 2,002 dan nilai signifikansi 0,000 < 0,05. Kompetensi pedagogik juga berpengaruh positif dan signifikan terhadap kinerja guru dengan nilai thitung sebesar 5,134 > ttabel 2,002 dan nilai signifikansi 0,000 < 0,05. Secara simultan, kepemimpinan transformasional kepala sekolah dan kompetensi pedagogik berpengaruh positif dan signifikan terhadap kinerja guru dengan nilai Fhitung sebesar 54,942 > Ftabel 3,16 dan nilai signifikansi 0,000 < 0,05. Nilai koefisien determinasi (R^2) sebesar 0,658 menunjukkan bahwa sebesar 65,8% kinerja guru dipengaruhi oleh kepemimpinan transformasional kepala sekolah dan kompetensi pedagogik, sedangkan sisanya dipengaruhi oleh faktor lain di luar penelitian. Dengan demikian, semakin baik kepemimpinan kepala sekolah dan semakin tinggi kompetensi pedagogik guru, maka semakin meningkat pula kinerja guru dalam melaksanakan tugas profesionalnya.

Kata Kunci

Kepemimpinan Transformasional, Kompetensi Pedagogik, Kinerja Guru.

Introduction

Basic education plays a fundamental role in shaping students' character, foundational competencies, and ways of thinking (Mahmuddah, 2025). At this level, children's cognitive, personal, and social development is fostered through high-quality learning experiences (Almarizka, 2022). Teachers therefore serve multiple professional roles, including educators, facilitators, mentors, trainers, advisors, innovators, role models, researchers, motivators, evaluators, and learning facilitators. As the primary agents of classroom instruction, teachers significantly influence educational quality and student achievement (Rosni, 2024). Effective teacher performance extends beyond instructional competence to encompass lesson planning, classroom management, assessment, and exemplary professional conduct (Canuto et al., 2020). Consequently, teacher performance is widely recognized as a critical determinant of educational quality in elementary schools. Supportive and communicative school leadership further enhances teacher professionalism by promoting collaboration, academic supervision, constructive feedback, and continuous professional development (Zulfahmi & Mulyadi, 2024; Ali & Susilawati, 2025). In addition, pedagogical competence represents a fundamental internal factor influencing teacher performance because it enables teachers to design student-centered learning, understand diverse learner characteristics, and implement appropriate remedial and enrichment activities in accordance with the Independent Curriculum and previous curricula (Hakim et al., 2023; Dihe, 2024; Arif, 2023).

According to the Directorate General of Teachers and Education Personnel, approximately 774,999 teachers had been appointed as civil servant or government contract teachers (ASN/PPPK) by 2023, reflecting the government's commitment to improving teacher employment equity across Indonesia (Ministry of Elementary and Secondary Education, 2024). Nevertheless, national data indicate that the average Teacher Competency Test (UKG) score remained below the minimum standard, with an average of 54.05 compared with the required score of 55.0, suggesting that many teachers continue to face challenges in achieving expected professional competencies (Risna et al., 2024). Previous studies associate this condition with ineffective instructional practices, inadequate work discipline, and limited use of innovative teaching strategies (Dewi & Rochmaningsih, 2024). Although certification programs and competency training have been widely implemented, disparities between educational policy and practice remain evident, particularly in rural and remote areas where access to professional development, academic supervision, and managerial support is limited (Setiadi & Muhafidin, 2024).

These challenges are also evident in public elementary schools in Jirak Jaya District, where differences in teacher competence, limited educational resources, and varying principal leadership practices continue to affect instructional quality. While some principals actively supervise and mentor teachers, others prioritize administrative responsibilities, resulting in uneven professional development opportunities. Frequent curriculum changes further require teachers to continually strengthen their pedagogical competence (Rahmi & Rasanjani, 2025). Although numerous studies have examined the effects of principal leadership and pedagogical competence on teacher performance, their findings remain inconsistent. Several studies reported significant positive effects of principal leadership on teacher performance (Ulfa & Ramadhansyah, 2023), whereas others found that its influence depends on contextual factors such as school characteristics and teacher competence (Chulaelah & Raharja, 2025). Likewise, research has shown that principal leadership and teacher competence jointly influence teacher performance, although other unexamined variables also contribute substantially (Qomusuddin, 2020). Similarly, the influence of pedagogical competence has not been consistently confirmed across different contexts (Nurmalasari, 2018), although evidence suggests that pedagogical competence combined with effective principal leadership contributes to improved teacher performance (Ardliana et al., 2021).

These findings reveal both empirical problems and research gaps concerning teacher performance, particularly regarding the roles of principal leadership and pedagogical competence. In practice, many teachers continue to experience difficulties in instructional management, implementing innovative teaching methods, and conducting continuous learning assessment. Variations in principal leadership also influence teachers' motivation, discipline, and professionalism. As teacher performance is a key indicator of instructional quality and student learning outcomes (Hanafi et al.,

2025), identifying the factors that enhance teacher effectiveness remains essential for improving the quality of basic education.

Teacher performance refers to the extent to which teachers successfully fulfill their professional responsibilities, including instructional planning, classroom implementation, assessment, and student guidance. Performance is influenced by individual ability, motivation, and opportunities to perform (Robbins, 2006; Robbins & Judge, 2017). It can be enhanced through competency development, training, supervision, and appropriate recognition (Armstrong, 2014; Dessler, 2015). Within schools, principals contribute significantly to teacher performance by providing academic supervision, motivation, and fostering a positive school culture (Sergiovanni, 2009), while supportive organizational environments further strengthen teacher effectiveness (Hoy & Miskel, 2013).

This study is grounded in Transformational Leadership Theory developed by Bass (1985) and further refined by Bass and Avolio (1994). Transformational leaders inspire organizational members through a shared vision, positive interpersonal relationships, and continuous professional development, thereby fostering commitment to organizational goals (Bass, 1985). In educational settings, principals function not only as administrators but also as instructional leaders who influence, direct, and motivate teachers toward improved educational outcomes (A'yun, 2025; Setiawan et al., 2017). Transformational leadership has been shown to enhance teacher motivation, engagement, and job satisfaction, ultimately improving teacher performance (Harsoyo, 2022; Widyawati, 2024). Alongside leadership, pedagogical competence remains a core professional competency that enables teachers to design adaptive, innovative, technology-supported, and student-centered instruction while responding effectively to classroom dynamics and learner diversity (Hali, 2021; Yusnita et al., 2025; Sodikin et al., 2022).

Previous empirical studies consistently emphasize the importance of principal leadership and teacher competence in improving teacher performance. Principal leadership and teacher competence have been found to exert significant positive effects both individually and simultaneously (Chulaelah & Raharja, 2025; Nurmallasari, 2018; Qomassudin, 2020). Furthermore, pedagogical competence has been identified as a critical factor in improving instructional quality by enabling teachers to design systematic and effective learning experiences (Arif, 2023; Suryani, 2021). Effective principal leadership also contributes to creating a supportive school climate that strengthens teacher professionalism and performance (Hidayat, 2022). These findings provide the theoretical and empirical foundation for examining the combined influence of principal leadership and pedagogical competence on teacher performance in public elementary schools.

Method

This research will be conducted at a public elementary school in Jirak Jaya District, Musi Banyuasin Regency. The research locations consist of three schools: Setiajaya 1 Public Elementary School, Setiajaya 2 Public Elementary School, and Layan Public Elementary School. The study is planned to last two months, from March 2026 to May 2026. This study uses a quantitative approach because all data analyzed are in numerical form and interpreted using statistical techniques (Sugiyono, 2019). This approach was used to determine the relationship and influence between the variables of principal leadership, pedagogical competence, and teacher performance. Based on its objectives, this study is included in explanatory research, namely research that aims to explain the causal relationship between research variables. The data collection techniques in this study were: observation, questionnaires, and documentation. The research was collected using a questionnaire compiled based on the indicators of each variable. The questionnaire was given to all teachers as respondents using a Likert scale of 1–5, ranging from “strongly disagree” to “strongly agree.” The questionnaire can be distributed directly (offline) or digitally via Google Form, depending on the field conditions. The research instrument used in this study was a questionnaire compiled based on the indicators of each research variable, namely the principal's transformational leadership, teacher pedagogical competence, and teacher performance. Data analysis in this study was carried out with the help of statistical programs that include descriptive statistical analysis, classical assumption tests, multiple linear regression analysis, and hypothesis testing. The classical assumption tests used in this study include normality tests, multicollinearity tests, and heteroscedasticity tests.

Results

1. Descriptive Statistical Test

Before testing the hypotheses, a descriptive statistical analysis was conducted on the research data. The descriptive statistical analysis aimed to provide a general overview of the data conditions for each research variable, namely principal leadership, pedagogical competence, and teacher performance. This analysis identified the minimum, maximum, average (mean), and standard deviation values for each studied variable.

Table 1.Descriptive Statistical Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Kepemimpinan	60	126	135	131.00	2.171
Pedagogik	60	125	135	131.07	2.154
Kinerja	60	125	135	131.08	2.227
Valid N (listwise)	60				

Source: Processed Data 2026

Overall, the three research variables have high average values and low standard deviations, so it can be concluded that respondents gave relatively good and consistent assessments of the leadership, pedagogy, and performance variables.

2. Testing Data Analysis Requirements

A. Classical Assumptions

Before testing the hypothesis, a data normality test was first performed. The purpose of the normality test is to determine whether the research data is normally distributed, as one of the requirements for regression analysis. In this study, the normality test was performed using SPSS using the Kolmogorov-Smirnov and Shapiro-Wilk tests.

Table 2.Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.089	60	.200 [*]	.984	60	.628
Kepemimpinan	.150	60	.002	.948	60	.012
Pedagogik	.201	60	.000	.904	60	.000
Kinerja	.176	60	.000	.938	60	.005

Source: Processed Data 2026

Based on the results of the normality test in the Tests of Normality table, the test was conducted using the Kolmogorov-Smirnov and Shapiro-Wilk methods. In regression research, the assumption of normality is seen from the residual value, namely the Unstandardized Residual. Data is said to be normally distributed if the significance value is greater than 0.05. The test results show that the significance value of the Unstandardized Residual is 0.200 in the Kolmogorov-Smirnov test and 0.628 in the Shapiro-Wilk test. Both values are greater than 0.05, so the residuals in the regression model are declared normally distributed.

B. Multicollinearity Test

Before conducting multiple linear regression analysis, a multicollinearity test was first performed. This test was conducted to determine whether there was a significant correlation between the independent variables in the research model.

Table 3. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	16.387	11.021			1.487	.143		
Pedagogik	.299	.133	.289		2.256	.028	.364	2.747
Kepemimpinan	.576	.132	.562		4.377	.000	.364	2.747

Source: Processed Data 2026

The results of the study indicate that all independent variables have tolerance values greater than 0.10 and VIF values less than 10. Thus, it can be concluded that there is no multicollinearity among the independent variables in the regression model. This means that the pedagogical and leadership variables do not have a high correlation, making them suitable for use in regression analysis to explain their influence on performance.

C. Autocorrelation Test

To ensure the appropriateness of the regression model used in the study, an autocorrelation test was also conducted. This test aims to determine whether there is a relationship between the residual error in one observational data set and other observations.

Table 4. Autocorrelation Test Results

Model Summary ^a					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.811 ^a	.658	.646	1.324	2.064

Source: Processed Data 2026

The results showed that the Durbin-Watson value of 2.064 fell between 1.5 and 2.5. Thus, it can be seen that the regression model in this study did not exhibit autocorrelation. This means that the residuals in each observation are unrelated or correlated with the residuals in other observations, thus the data in the study are independent.

D. Heteroscedasticity Test

Before conducting a regression analysis, a heteroscedasticity test is performed. This test aims to determine whether there are differences in residual variance in the regression model from one observation to the next. A good regression model should have a constant residual variance to prevent heteroscedasticity.

Table 5. Heteroscedasticity Test Results

Model	Coefficients ^a		Standardized Coefficients		Sig.
	Unstandardized Coefficients		Beta	t	
	B	Std. Error			
1 (Constant)	2.131	7.017		.304	.762
Kepemimpinan	-.133	.084	-.340	-1.582	.119
Pedagogik	.124	.084	.315	1.465	.148

Source: Processed Data 2026

The results of the study indicate that the significance value of the leadership variable is 0.119 and the pedagogical variable is 0.148, both of which are above 0.05. This indicates that there are no symptoms of heteroscedasticity in the regression model used. Thus, the residual variance in the regression model is constant or homogeneous in each observation. Based on these results, it can be concluded that the regression model in this study has met the assumption of heteroscedasticity and is therefore suitable for further analysis.

3. Hypothesis Testing

A. Multiple Linear Regression Test

To determine the influence of principal leadership and pedagogical competence on teacher performance, a multiple linear regression analysis was conducted. This analysis was used to examine the influence of independent variables on the dependent variable in the study, both collectively and individually. The results of the multiple linear regression test are shown in the following table.

Table 6. Multiple Linear Regression Test Results

Model	Coefficients ^a		Standardized Coefficients		Sig.
	Unstandardized Coefficients		Beta	t	
	B	Std. Error			
1 (Constant)	16.387	11.021		1.487	.143
Pedagogik	.299	.133	.289	2.256	.028
Kepemimpinan	.576	.132	.562	4.377	.000

Source: Processed Data 2026

Thus, it can be concluded that pedagogy and leadership partially have a positive and significant influence on performance, with the leadership variable as the most dominant factor influencing performance.

B. T-test

To determine the partial effect of each independent variable on the dependent variable, a t-test, or partial test, was conducted. This test was used to determine whether each independent variable in the study—principal leadership and pedagogical competence influenced teacher performance individually. The t-test revealed which variables significantly influenced teacher performance. The results of the t-test are shown in the following table.

Table 7. T-Test Results Table

Model	Coefficients ^a		Standardized Coefficients		Sig.
	Unstandardized Coefficients		Beta	t	
	B	Std. Error			
1 (Constant)	16.387	11.021		1.487	.143
Pedagogik	.299	.133	.289	2.256	.028
Kepemimpinan	.576	.132	.562	4.377	.000

Source: Processed Data 2026

The results of this study indicate that the principal has a significant role in improving teacher performance through leadership skills, providing motivation, coaching, direction, and creating a conducive work environment in schools. Based on the Standardized Coefficients Beta value, the principal's leadership variable has a more dominant influence on teacher performance than pedagogical competence. This can be seen from the beta value of the leadership variable of 0.562,

while the pedagogical competence variable is 0.289. These results indicate that the principal's leadership contributes a greater influence on improving teacher performance.

C. F test

In addition to the partial test (t-test), this study also conducted a simultaneous test (F-test). The F-test aimed to determine whether the independent variables, namely principal leadership and pedagogical competence, jointly influence the dependent variable, namely teacher performance. This test was conducted to assess the feasibility of the regression model and to determine whether all independent variables used in the study were able to simultaneously explain the dependent variable. The results of the F-test can be seen in the following table.

Table 8.F Test Results Table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	192.650	2	96.325	54.942	.000 ^b
	Residual	99.933	57	1.753		
	Total	292.583	59			

Source: Processed Data 2026

Based on the results of the F test in the ANOVA table, the F count value was obtained at 54.942 with a significance level of 0.000. The F test was conducted to determine whether the independent variables in the study, namely principal leadership and pedagogical competence, jointly have an influence on the dependent variable, namely teacher performance. This test was also used to see whether the regression model used in the study was adequate to explain the relationship between the research variables. According to Imam Ghazali (2018), if the significance value in the F test is less than 0.05, then the independent variables simultaneously have a significant effect on the dependent variable. Based on the results of the study, the significance value of 0.000 is less than 0.05. The results of this study indicate that teacher performance is not only influenced by one factor, but also influenced by a combination of several mutually supporting factors. Good principal leadership will create a conducive work atmosphere, provide motivation, direction, and guidance to teachers in carrying out their duties.

Table 9.Distribution of F Values Table Significance 5%

df2 / df1	1	2	3	4	5
40	4.08	3.23	2.84	2.61	2.45
50	4.03	3.18	2.79	2.56	2.40
57	4.01	3.16	2.76	2.53	2.37
60	4.00	3.15	2.76	2.53	2.37
=	3.84	3.00	2.60	2.37	2.21

Source: Processed Data 2026

Based on the SPSS output table in Table 4.7 F Test Results, it is known that the calculated F value is 54.942 with a significance level of 0.000. The F table value obtained is 3.16. Because the calculated F value of 54.942 is greater than the F table value of 3.16 ($54.942 > 3.16$), and the significance value of 0.000 is smaller than 0.05 ($0.000 < 0.05$), then based on the basis of decision making in the F test it can be concluded that the hypothesis is accepted.

D. Determination Test

After conducting the regression test, t-test, and F-test, the coefficient of determination test was then conducted. The coefficient of determination test aims to determine the extent to which the independent variables, namely principal leadership and pedagogical competence, are able to explain the dependent variable, namely teacher performance. Through this test, the magnitude of the contribution of the influence of the independent variables on the dependent variable in the research model can be determined. The coefficient of determination test is carried out by looking at the Adjusted R Square value in the Model Summary table resulting from data processing using the SPSS

program. According to Imam Ghozali (2018), the greater the coefficient of determination value, the greater the ability of the independent variables to explain the dependent variable. The results of the coefficient of determination test can be seen in the following table.

Table 10. R square test results table

Model Summary ^a					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.811 ^a	.658	.646	1.324	2.064

Source: Processed Data 2026

Based on the analysis results in the Model Summary table, a correlation coefficient (R) value of 0.811 was obtained. This value indicates that the relationship between the variables of principal leadership and pedagogical competence on teacher performance is in the very strong category. According to Sugiyono (2019), correlation coefficient values in the range of 0.80–1.00 are included in the very strong relationship category. This indicates that principal leadership and pedagogical competence have a close relationship with improved teacher performance.

Furthermore, the R Square value was obtained at 0.658. This value indicates that 65.8% of the variation in teacher performance can be explained by the principal's leadership and pedagogical competence variables. This means that the two independent variables in this study have a significant contribution in influencing teacher performance. Meanwhile, the remaining 34.2% is influenced by other factors outside the research model that were not examined, such as work motivation, work discipline, work environment, teaching experience, school facilities, and other factors that can also affect teacher performance. Then, the Adjusted R Square value of 0.646 indicates that after adjusting for the number of independent variables used in the study, the ability of the regression model to explain teacher performance variables is 64.6%. In addition, the Std. Error of the Estimate value of 1.324 indicates a relatively small level of prediction error of the regression model. The smaller the prediction error value, the better the regression model used will be in predicting the dependent variable.

Based on these results, it can be concluded that the variables of principal leadership and pedagogical competence have a strong contribution in explaining variations in teacher performance at public elementary schools in Jirak Jaya District, Musi Banyuasin Regency. The better the principal's leadership and the higher the teacher's pedagogical competence, the more likely it is that teacher performance will improve.

Discussion

The findings indicate that pedagogical competence significantly influences teacher performance, confirming that it is a fundamental determinant of professional effectiveness. Pedagogical competence extends beyond instructional skills to include understanding students' characteristics, designing and implementing learning activities, selecting appropriate teaching methods, managing classrooms, utilizing instructional media, and conducting continuous assessments. Mastery of these competencies enables teachers to perform their duties systematically and effectively, resulting in improved professional performance. Consistent with competency theory, higher levels of competence enhance individuals' ability to accomplish work responsibilities and achieve organizational objectives (Wijayanti & Sari, 2023; Nadeem et al., 2025). Teachers with strong pedagogical competence are also more capable of fostering meaningful learning interactions with students (Chen et al., 2025), supporting the view that pedagogical competence encompasses student understanding, instructional planning, implementation, and learning evaluation (Yunanti & Amaliyah, 2025).

Furthermore, pedagogical competence equips teachers to respond effectively to continuous developments in curriculum, technology, and students' learning needs (Amaliah et al., 2024). Consequently, it contributes not only to instructional quality but also to overall professional performance (Anggraini et al., 2025). The findings further suggest that pedagogical competence reflects professional readiness rather than merely technical expertise (Fitriyah et al., 2025). Teachers with strong pedagogical skills are more adaptable to educational changes, demonstrate greater creativity in instructional design, and apply innovative approaches to solving classroom challenges

(Fachrin, 2025). These results are consistent with previous studies showing that pedagogical competence, together with principal leadership, enhances teacher performance and professional effectiveness (Syarifah & Santi, 2025).

The study also demonstrates that effective leadership positively influences teacher performance. Teachers who feel valued, supported, and respected by school leaders tend to exhibit higher motivation, stronger responsibility, and improved work quality (Sandi & Cindrakasih, 2025). This finding aligns with leadership theory, which emphasizes a leader's ability to influence, guide, and develop others toward achieving shared organizational goals (Van Diggele et al., 2020). Moreover, leadership emerged as the most influential factor affecting performance (Italiani et al., 2022), highlighting that employee performance depends not only on individual competence but also on effective leadership practices. Principals who establish harmonious relationships, maintain open communication, provide constructive guidance, and demonstrate discipline and professionalism create a supportive school environment that promotes teacher performance (Tiro, 2025; Ökdem, 2025; Chasbullah & Rindaningsih, 2025; Hutabarat & Wijaya, 2025). These findings are consistent with Sahira and Copriady (2025), who reported that principal leadership has a significant positive effect on teacher performance.

Overall, the findings suggest that improving educational quality requires simultaneous attention to both teacher competence and principal leadership. Strengthening pedagogical competence alongside effective school leadership can foster a more professional, productive, and sustainable educational environment, ultimately leading to improved teacher performance and school effectiveness.

Conclusions

Based on the results of research on the influence of principal leadership and pedagogical competence on teacher performance at Public Elementary Schools in Jirak Jaya District, Musi Banyuasin Regency, the following conclusions can be drawn:

1. Principal leadership has a positive and significant impact on teacher performance. This indicates that the better the principal's leadership in providing direction, motivation, coaching, and creating a conducive work environment, the higher the teacher's performance in carrying out their professional duties. The test results showed a t-value of 4.268 with a significance level of $0.000 < 0.05$.
2. Pedagogical competence has a positive and significant impact on teacher performance. Teachers with strong pedagogical skills in understanding student characteristics, planning, implementing, and evaluating learning tend to perform better. The test results show a t-value of 5.134 with a significance level of $0.000 < 0.05$.
3. Principal leadership and pedagogical competence simultaneously have a positive and significant effect on teacher performance. The results of the study indicate that the improvement in teacher performance. The F test results show an F-count value of 54.942 with a significance of $0.000 < 0.05$, so that both variables together are proven to influence teacher performance.
4. The coefficient of determination (R^2) of 0.658, or 65.8%, indicates that variations in teacher performance can be explained by the principal's transformational leadership and pedagogical competence. Meanwhile, 34.2% is influenced by other factors not examined in this study, such as work motivation, work discipline, work environment, teaching experience, and school facilities. Thus, both research variables make a strong contribution to improving teacher performance.

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