



# The Influence of Personality Competence, Social Competence, and Professional Competence of School Principals on Teacher Performance in Kopang District, Central Lombok



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## Abstract

The purpose of this study was to analyze and describe the influence of the variables of personality, social, and professional competence of the principal on teacher performance. This study was ex-post-facto on teachers of Public Elementary Schools in Kopang District, Central Lombok. The population of this study was 314 teachers spread across 47 schools. The research sample of 173 people was determined through the Isaac and Michael formula developed by Sugiyono. The data collection technique used a questionnaire and the analysis method was simple regression, and multiple regression using the SPSS application. The results were; (1) Personality competence has a very significant influence on teacher performance as evidenced by the regression equation  $Y = 32.161 + 1.072X_1$  correlation coefficient 0.204 and SE 14.52%. (2) Social competence has a very significant influence on teacher performance evidenced by the regression equation  $Y = 26.448 + 1.590X_2$  correlation coefficient 0.439 and SE 37.72% (3) Professional competence has a very significant influence on teacher performance as evidenced by the regression equation  $Y = 20.777 + 1.295X_3$  correlation coefficient 0.343 and SE 29.46% (4) Simultaneously personality, social and professional have a very significant influence on teacher performance as evidenced by regression equation  $Y = -0.755 + 0.307X_1 + 0.812X_2 + 0.517X_3$  correlation coefficient 0.904 results from F-Count 251.733 and SE 81.70%. The research findings that social competence has the greatest influence. In addition, the personality and professionalism of the principal can also improve teacher performance very significantly.

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## 1 Introduction

The results of the national assessment in 2024 on the education report card for elementary education in Central Lombok are that literacy skills are 32.14% in the less category, while numeracy is 29.26% in the less category. With this data, around 61.40% of students have not achieved literacy and numeracy skills or most of the literacy and numeracy skills are classified as low. This requires hard work to encourage students to achieve these competencies (National Education, 2024). If examined more deeply, it turns out that the cause is teachers who are not serious about carrying out their teaching duties properly. Teachers are responsible for the success of implementing learning starting from planning, implementation, building relationships and communication during learning, conducting evaluations, and following up on evaluation results. (Ministerial regulation No. 22 2016) in it can be said that the performance of elementary school teachers in Kopang sub-district is in the low category.

The low ability of teachers is thought to be due to the leadership role of the principal in implementing his/her competence not running well, thus impacting the low ability and performance of teachers. The principal must be able to identify the need for teacher capacity development, design development programs, and be able to facilitate the needs of teachers in learning resources and professional development such as; training, seminars, and workshops. In addition, it is necessary to provide awards for teacher achievements and dedication in improving their capacity so that teachers can improve their performance (Ministerial Regulation No. 13, 2007). Principal leadership development, positioning learning leaders responsible for curriculum development, and strengthening the role of the principal in initiating, leading, and managing learning (Elly & Soraya, 2020).

Personality competency in this study is the ability of individual leaders of elementary education units in Kopang District, Central Lombok to manage themselves and interact with others based on moral and ethical values including: Honesty, Consistency and responsibility, fairness, daring to take risks and being able to control themselves. Social competence builds effective cooperation (Cheung & Lee, 2010). Professional competence is the ability to follow the latest developments in their fields and continue to develop themselves. Meanwhile, teacher performance can be measured by the ability to prepare learning plans, the ability to carry out learning effectively and efficiently, and the ability to use learning methods and media as well as the ability of teachers to assess learning and the ability to follow developments in science and technology and be able to improve their competence continuously (Vila et al., 2014; Kachalov et al., 2015).

In reality, not all principals have the competencies as expected. Principals have not been able to focus on school programs that are in favor of students and facilitate teacher access to adequate digital technology and infrastructure, and have not been able to provide training to teachers on how to use technology in learning. Not all principals can implement the system. The inability of the principal has an impact on teacher performance, teachers have not been able to plan learning according to curriculum demands so learning becomes ineffective (Sutikno et al., 2022). Teachers have not been able to provide objective and constructive assessments so students have not understood their weaknesses and strengths. The inability of teachers to integrate literacy and numeracy in various materials and learning makes students unable to achieve their best potential when facing the National Assessment.

Based on these problems and considering the importance of teacher performance which has an impact on improving the quality of learning, it is necessary to conduct research to find the factors causing low teacher performance through research that aims to analyze and describe the influence of principal competence on the performance of public elementary school teachers in Kopang District, Central Lombok Regency (Nazim et al., 2023).

## 2 Materials and Methods

### *Research Design*

This type of quantitative research is "ex-post facto", which is a causative type carried out without the respondent, except to obtain data from the conditions experienced by the respondent in the past until now as research data (Widarto & Anindita, 2018). In this study, the independent variable occurred when observations and interviews were carried out and when the research questionnaire was filled out (Sugiyono, 2018). This research is to evaluate the independent variables, namely the professionalism of leaders towards teacher abilities partially and simultaneously, which is depicted as a constellation design shown in Figure 1 below.

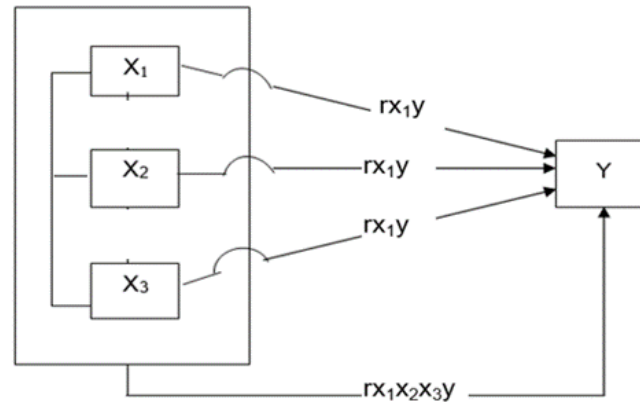


Figure 1. Research Variable Constellation

The research location in Kopang sub-district, Central Lombok district, is where the researcher works because it is known that teacher performance is low. In addition, the researcher intends to contribute research results to improve teacher performance in Kopang sub-district, Central Lombok. The research was carried out for 6 months from August to December 2024.

#### *Subjects and Samples of the Research*

The subjects of the study were elementary school teachers with a population of 314 people, they had the status of state teachers or teachers under work agreements spread across 47 elementary schools in Kopang sub-district, Central Lombok district (Source: Data from the Central Lombok Education Office, 2024). The sample determination was based on the Isaac and Michael formula, to obtain a sample size of 173 people, and the sample was distributed proportionally according to the population in each school, while the sample members were determined randomly (McNaughton & Cowell, 2020).

#### *Research instrument*

The research instrument is in the form of a questionnaire or survey which is made based on the description of the indicators for each variable and is in the form of questions to be answered by respondents who are selected at random (Anak Agung Gede Agung, 2014). The questionnaire was made in the form of positive and negative questions or statements on a Likert scale with 5 choices and the answer scores for positive questions were; strongly agree answers were given a score of 5; agree answers were given a score of 4, so-so/uncertain answers were given a score of 3, disagree answers were given a score of 2 and strongly disagree answers were given a score of 1. If the negative questions were given the opposite answer score (Maidiana, 2021).

Creating an instrument requires a grid so as not to deviate from the established variables. Personality competency instrument ( $X_1$ ) indicators include; having a noble character, being a role model, having integrity, developing oneself, being transparent, controlling oneself, and having leadership talent. Social competency ( $X_2$ ) indicators are; working together, participating, and having social sensitivity. Professional competency ( $X_3$ ) indicators are; Preparing plans, developing schools, Leading, and managing changes indicators are; workability, commitment, responsibility, discipline, work ethic, and seriousness, Teacher performance (Y) indicators are: the ability to prepare learning plans, ability to implement learning, ability to make assessments, ability to follow developments in science and technology and ability to improve competence. Each instrument contains at least 30 closed questions or statements with 5 alternative answer choices. Research instruments must be tested to evaluate the feasibility of the instrument on validity and reliability standards (Budiastuti & Bandur, 2018).

#### *Data collection techniques*

To obtain data related to the research object, namely the principal's personality competence, the principal's social competence, the principal's professional competence, and teacher performance, it is done by distributing questionnaires

to samples selected randomly to become respondents and answering the questionnaire made in the form of a google form answered online and after being complete, respondents send it back to the researcher via the link provided (Bartel-Radic & Giannelloni, 2017; Dewberry et al., 2013). The collected data must be checked by the researcher, if there is an incomplete answer it is considered invalid (Koyan, 2017). In this study, all respondents' answers were filled in completely and 173 pieces of data were collected completely.

### *Data Analysis Techniques*

The research data collected is still in the form of qualitative answers and the researcher then converts it into numerical data in a scale data tabulation. Furthermore, to carry out the analysis using two techniques, namely descriptive statistical analysis, the aim is to see quantitative univariately (A.A. Gede Agung, 2020). Meanwhile, the inferential analysis aims to test the influence of independent variables, namely; personality competency data (X1), social competency data (X2), and professional competency data (X3) on teacher performance data (Y) using multiple linear regression analysis techniques (Sugiyoyo, 2018; Sudariana & Yoedani, 2022). Research data analysis was carried out using the latest SPSS application version 27.

## 3 Results and Discussions

### 3.1 Result

The research data in the form of numerical data was then evaluated to see the quality of the data univariately using descriptive statistical analysis and the results are as follows.

Table 1  
Results of Descriptive Statistical Analysis

Statistical	Competence Personality (X1)	Competence Social (X2)	Competence Professional (X3)	Performance Teacher (Y)
Mean	120.5838	84.9133	108.6416	161.4277
Median	122.0000	85.0000	108.0000	161.0000
Mode	128.00	86.00	108.00	161.00
Standard Deviation	12.9394	10.5228	12.9295	19.4775
Variance	167.430	110.731	167.173	379.374
Range	51.00	49.00	61.00	91.00
Minimum	94.00	56.00	74.00	109.00
Maximum	145.00	105.00	135.00	200.00

Based on Table 1 above, it is explained that; (1) the personality competency variable (X1) with a standard deviation of 12.9394 and an average score of 120.5838 is on the interval scale  $X \geq 116$  in the high category, (2) social competency with a standard deviation of 10.5228 and an average score of 84.9133 is on the interval scale  $X \geq 84$  in the very high category, (3) professional competency with a standard deviation of 12.9295 and an average score of 108.6416 is on the interval scale  $X \geq 108$  in the very high category, (4) teacher performance with a standard deviation of 19.4775 and an average score of 161.4277 is on the interval scale  $X \geq 160$  in the very good category.

Furthermore, the research data must undergo prerequisite tests to determine the normality of data distribution, linearity, multicollinearity and autocorrelation, and heteroscedasticity and the results are (1) data on the independent variables and variables are normally distributed with values of 0.076; 0.066 and 0.078 greater than 0.05. (2) There is a linear relationship between Personality, Social, and Professional Competence with teacher performance as shown in the results of the F Deviation from Linearity F count of more than 0.05 (3) The model formed is free from multicollinearity problems as shown in the Tolerance value of the three independent variables is more than 0.1 and the VIF value of the three independent variables is less than 10. (4) The model is free from autocorrelation in the Durbin-Watson test results of 1.818 which is greater than the upper limit (dU) of 1.786 and less than 2.214, and (5) The data does not experience heteroscedasticity as shown in the significance value of the Personality Competence variable of

0.689, Social Competence of 0.172, and Professional Competence of 0.895 which is greater than 0.05. Based on the results of the prerequisite test, the data is stated to have met the classical assumption test so that the data can be continued for hypothesis analysis.

The results of the hypothesis test to analyze and determine the relationship between variables through partial regression, multiple regression correlation between variables, and effective contributions are shown in the following summary.

Table 2  
Results of Simple Regression Test, Multiple Regression, Correlation and Effective Contribution

Variable	Regression Equation	rx <sub>y</sub>	r Partial	T Calculate	R <sub>y</sub>	F Calculate	SE (%)
X1→Y	Y= 32,161 + 1,072 X1	0,712	0,204	-	4,483	-	14,52
X2→Y	Y= 26,448 + 1,590 X2	0,859	0,439	-	6,880	-	37,72
X3→Y	Y= 20,777 + 1,295 X3	0,859	0,343	-	4,962	-	29,46
X1, X2, X3→Y	Y= -0,755 + 0,307 X1 +0,812 X2 + 0,517 X3	-	-	0,904	-	251,733	81,70

### 3.2 Discussion

The discussion of the results of this study is described in depth regarding the relationship between variables partially and/or simultaneously, accompanied by support from previous findings.

#### *Principal personality competence influences teacher performance*

The results of the univariate descriptive statistical analysis show that the quantitative personality competency data is very good. Furthermore, according to the results of the hypothesis test on the partial relationship between personality competency and performance, it is proven in the regression equation, namely  $Y = 32.161 + 1.072X_1$  and the F-count value is 175.985, while the correlation coefficient obtained is 0.712 and the sig. score is  $0.000 > 0.05$  with a large contribution of 50.7%. In this case, H1 is accepted while H0 is rejected. It is stated that personality competency has a significant influence on teacher performance, meaning that if the personality competency value is high, it will cause teacher performance to also be high. In addition, personality competency provides an effective contribution (SE) of 14.52% to teacher performance (H-1). It is stated that personality contributes highly to teacher performance, thus it can be used as a predictor to improve the performance of elementary school teachers in Kopang District, Central Lombok Regency.

Personality competencies inherent in the principal, such as integrity, discipline, authority, and empathy, play an important role so that teachers and education personnel can carry out their respective jobs with sincere and earnest intentions (Nurchaeni et al., 2023; Andesmiyanti & Juarsa, 2019). Apart from this, the principal is obliged to provide motivation and increase self-confidence. As a leader, a principal who can be a role model in professionalism and work ethics will encourage teachers to act more responsibly and with full dedication in carrying out their duties (Sutikno et al., 2022). Personality is possessed to create a pleasant atmosphere, provide clear direction, and enforce discipline firmly and fairly. A principal who has authority and firmness in making decisions is also able to provide a sense of trust to teachers and manage challenges and conflicts in the educational environment wisely. In addition, a principal who has emotional maturity and self-stability can face various situations with a cool head, which is very much needed to maintain harmony in the school. (Regulation of the Minister of Education No. 13, 2007).

Teachers in carrying out their duties need direction and guidance from leaders who set an example, protect, and help overcome difficulties while working, leaders who act wisely, and school leaders who pay attention to physical and spiritual welfare. Principals who are empathetic and listen to teachers' aspirations and problems will create better relationships, build trust, and increase teacher morale (Harris & Sass, 2014; Chen et al., 2015). All of this contributes to increasing creativity, innovation, and professionalism in teaching. When teachers feel appreciated and supported by the principal, they will be more motivated to give their best in learning (Kerja & Pendidikan, 2022). Overall, good principal personality competency improves learning. Thus, the personality competency possessed by the principal will

have a significant impact on the performance of public elementary school teachers in the Kopang sub-district of Central Lombok.

Research conducted by [Jusuf \(2023\)](#) at Madrasah Tsanawiyah Negeri 2 Kotamobagu. The relationship between variables is classified as strong at a correlation value of 0.731, meaning that 73.1% of teacher performance is influenced by the personality competence of the madrasah principal. This is also in line with research by [Tanjung et al. \(2021\)](#), where the results show that personality competence has a significant effect on teacher performance. A good principal's personality, such as integrity, assertiveness, and empathy, can create a positive work environment, motivate teachers, and increase teaching enthusiasm. Wise leadership and the ability to communicate well also strengthen cooperation between the principal and teachers, which ultimately improves the quality of teaching and education at SD Negeri Pangandaran Regency. Research by [Agus et al. \(2022\)](#), also strengthens the findings of this quantitative descriptive method with a sample of 30 teachers at MTS Darul Istiqamah Bulukumba. The results of the analysis show a positive relationship between personality competence and motivation, with a strong correlation coefficient value of 0.72. In addition, it has a significant impact on teacher performance, the R-Square value  $r^2 = 0.55$  teacher performance is influenced by principal competence ([Solihah & Iskandar, 2023](#)) in line with research ([Sriyono, 2024](#)). The findings of this study strengthen the results of this study which stated that personality competence has a significant influence on performance. The overall results of the study stated that the same support, namely that the personality competence of the principal plays a major role in improving the performance of a teacher has an impact on improving learning. ([Nurchaeni et al., 2023](#)).

#### *Principal's social competence influences teacher performance*

The results of the statistical analysis show that social competence is very good quantitatively. Furthermore, according to the results of the hypothesis test on the partial relationship between social competence and teacher performance, it is proven in the regression equation  $Y = 26.448 + 1.590X_2$  and the F-count value is 480.535, while the correlation coefficient obtained is 0.859 sig,  $0.000 > 0.05$  with a large contribution of 73.8%. In this case, H1 is accepted while H0 is rejected. It is stated that social competence has a significant influence on teacher performance, meaning that if the value of social competence increases, it will cause teacher performance to also increase. In addition, social competence supports an effective contribution (SE) of 37.72% to teacher performance (H-2). It can be concluded that the principal's social competence contributes very highly to teacher performance, thus it can be used as a predictor to improve the performance of elementary school teachers in Kopang District, Central Lombok Regency.

The social competence of the principal in this study has indicators; teacher empowerment improves the quality of learning, building cooperation to improve the quality of learning, and actively involved in building networks. Social competence refers to the quality of empowering all members of the educational unit, working together with all educators, and improving the quality of education in the educational unit ([Andesmiyanti & Juarsa, 2019](#)). Wide social system, effective. A good relationship with the community is crucial to providing an understanding of the organization's perspective. However, repairing a tarnished reputation requires consistent efforts over a long period ([Faridah & Nugroho, 2023](#)). Teachers who always receive attention, direction, guidance, and direct assistance from the principal in solving learning problems will be more active and enthusiastic in carrying out their duties, thus the social attitude of the principal has a very real impact on teacher performance ([Hilel & Ramírez-García, 2022](#)). Social competence has a significant influence on the performance of public elementary school teachers in Kopang District, Central Lombok.

This social competence includes the principal's ability to interact and engage in professional organizations and wider networks to improve the quality of education. Principals who have good social competence can create a conducive work environment, increase motivation, and strengthen teacher work spirit, which in turn contributes to improving teacher performance in elementary schools (Regulation of the Minister of Education No. 13, 2007). Including being inclusive, objective, non-discriminatory, and communicating effectively, empathetically, and politely with fellow teachers, education personnel, and parents of students. As a result, 78% of teachers at MI Salafiyah have implemented teacher performance indicators well, indicating a significant increase in teacher performance. Principals who are active in professional organizations and educational networks are better able to provide support and resources for teacher professional development ([Avalos & Assael, 2006](#); [Barrera-Ororio & Raju, 2017](#)). This can strengthen the work spirit and motivation of teachers, and encourage them to contribute better to the learning process. Supporting research that is in line with ([Ritonga et al., 2022](#); [Solihah & Iskandar, 2023](#)). If teachers can carry out their main tasks optimally or perform well, it will ultimately have an impact on improving the quality of learning and education in Kopang District, Central Lombok Regency.

### *Principal's professional competence influences teacher performance*

The results of the descriptive statistical analysis show that the data on professional competence quantitatively is very good. Furthermore, according to the results of the hypothesis test on the partial relationship between professional competence and teacher performance, it is proven by the regression line equation  $Y = 20.777 + 1.295X_3$  and the F-count value of 483.090, while the correlation coefficient obtained a result of 0.859a with a significance of  $0.000 > 0.05$  accompanied by a large contribution of 73.9%. In this case, H1 is accepted while H0 is rejected. It is stated that professional competence has a significant effect on teacher performance, meaning that if the value of professional competence increases, it will cause teacher performance to also increase. In addition, professional competence has an effective (SE) of 29.46% on teacher performance (H-3). It can be stated that the principal's professional competence contributes highly to teacher performance, thus this professional competence can be used as a predictor to improve the performance of elementary school teachers in Kopang District, Central Lombok Regency.

The professional competence of the principal in this study has indicators; development of a vision and culture of learning, development of student-centered learning, and effective, transparent, and accountable management of resources have a significant influence on teacher performance because the principal is responsible for creating an environment that supports the development of teaching quality. Principals who have competence in instructional leadership, human resource management, and effective communication can provide clear direction and appropriate learning strategies to teachers (Sutikno et al., 2022). In addition, a competent principal is obliged to provide constructive coaching, guidance, and direction that can help teachers recognize strengths and weaknesses in carrying out learning tasks. Furthermore, the principal is required to provide the necessary support for improvement. The principal's competence in creating a safe and supportive environment, as well as providing awards for teacher achievements, also plays an important role in improving teacher performance (Agus et al., 2022). Professional competence is the ability to master learning materials broadly and deeply that connects the contents of learning materials by utilizing various communication and information technologies, and providing guidance to students by national education standards. Therefore, the professional competence of the principal plays a very important role in significantly improving teacher performance. Thus, the results of this study state that the professional competence of the principal has a significant effect on the performance of public elementary school teachers in Kopang District, Central Lombok.

Study Nurchaeni et al. (2023), about the role of the ideal principal, especially professional competence at SDIT Buah Hati Pemalang. The results of the study indicate that the principal's professional competence has a significant influence on teacher performance. This study also found that professional competence has an indirect effect on teacher performance through increased work motivation. This means that when teacher's professional competence is improved, it can increase their motivation to work better, which ultimately automatically contributes to teacher performance. Based on this study, a Principal who has good professional competence will also affect teacher performance (Nurchaeni et al., 2023). In addition, principals who have professional competence can create good and collaborative communication with teachers, and support a positive work environment, which will reduce stress and confusion among teachers. When teachers work in a supportive and collaborative environment, they will be more productive and creative in designing interesting learning for students. In this case, the principal's competence in managing the team, providing support, and creating opportunities for teachers to continue to develop greatly affects teacher performance. Good teacher performance does not only depend on the individual abilities of the teacher himself but is also influenced by external factors such as the support of a competent principal. because a competent principal can create an environment that encourages teachers to give their best in teaching. This is in line with research whose results show that the principal's professional competence has a significant influence on teacher performance. A professional principal can provide various training programs and workshops to improve skills and innovation in teaching (Solihah & Iskandar, 2023; Rejeki et al., 2023). Thus, it can be concluded that the professional competence of the principal not only influences the effectiveness of school management but also has a direct impact on teacher performance.

### *Principal's personality, social, and professional competencies simultaneously influence teacher performance*

The results of descriptive statistical analysis show that the data from personality, social, and professional competencies in multivariate are very good. Furthermore, according to the results of the hypothesis test on the simultaneous relationship of Personality, social and professional competencies on teacher performance, it is proven in the regression equation  $Y = -0.755 + 0.307X_1 + 0.812X_2 + 0.517X_3$  and the F-count value is 251,733, while the simultaneous correlation coefficient obtained results of 0.904 and the significance value is  $0.000 > 0.05$  accompanied by a large

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contribution of in this case H1 is accepted while H0 is rejected. It is stated that personality, social, and professional competencies have a significant positive effect on teacher performance, meaning that if the personality competence value is high, it will cause teacher performance to be high too. It also provides an effective contribution (SE) of 81.7% to teacher performance (H-4). It can be concluded that the principal's personality and social and professional competencies simultaneously influence teacher performance, thus the independent variables can be used as predictors to improve the performance of elementary school teachers in Kopang District, Central Lombok.

Principals who implement their competency roles such as personality, social, and professional partially have a positive influence, then simultaneously of course also have an influence and make a very big contribution in improving teacher performance. The personality competencies of the principal, such as integrity, discipline, authority, and empathy, create a conducive and harmonious work environment. Principals who are role models in work ethics and professionalism will motivate teachers to work more responsibly and dedicatedly. who have empathy and concern for the condition of teachers can increase their work enthusiasm, which ultimately has a positive impact on learning (Trisna et al., 2022). In addition, social competence also plays a role in supporting teachers. The principal's ability to build effective communication, and establish good relationships with teachers, students, and the community, creates a harmonious and collaborative atmosphere. Good interaction allows teachers to better understand the school's vision and mission and carry out their duties more comfortably. Thus, the results of this study conclude that simultaneously the principal's competence has a significant effect on teacher performance in Kopang District, Central Lombok Regency.

Supporting research was conducted by Elly & Soraya (2020), at SMK Negeri Taniwel, West Serang Regency, namely researching the Principal and School Environment for Teachers conducted at SMK Taniwel, West Seram Regency. In line with the research results (Mardiana et al., 2024). In addition, principals who are active in professional organizations and educational networks are also able to provide various development opportunities for teachers, so that they can continue to improve the quality of teaching. The principal's competence in personality, social, and professional aspects plays a major role in creating a conducive school environment, supporting teacher development, and improving the quality of learning. Principals who have good competence will be able to guide, motivate, and manage resources effectively, so that teacher performance increases and the quality of education in schools continues to develop (Ritonga et al., 2022; Hayati et al., 2023). Therefore, improving the competence of school principals must be a priority in efforts to improve the overall quality of education.

## 4 Conclusion

The conclusion of the results of this study is described based on the results of data analysis and discussion, namely: (1) The personality competence of the principal has a significant effect on the performance of elementary school teachers in Kopang sub-district, Central Lombok Regency with an effective contribution of 14.52% (2) The personality competence of the principal has a significant effect on teacher performance shown by an effective contribution of 37.72%. (3) The personality competence of the principal has a significant effect on teacher performance with an effective contribution of 29.46% and (4) Simultaneously, the Personality Competence, Social Competence, and Professional Competence of the Principal have a positive and significant effect on teacher performance with an effective contribution of 81.70% in the high category, this means that the rest is influenced by other variables. The finding of the variable with the greatest influence is the social competence of the principal on the performance of elementary school teachers in Kopang sub-district, Central Lombok Regency.

### *Conflict of interest statement*

The author(s) declared that (s)he/they have no competing interests.

### *Statement of authorship*

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

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