



The School Principals' Leadership Style on Teacher Performance

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ABSTRACT

The school principal is not only tasked with managing administration, but also providing direction to educators and education staff to develop the school and improve the quality of teaching. Therefore, in this research, it is important to review the principal's leadership style on teacher performance. The method in this study uses a literature review. The findings in this research are that the school principal's leadership style or other language is a distinctive way or characteristic of leading a school. Each school principal is of course different in implementing his leadership style, but they both want to achieve the school's goals and vision. The principal's leadership style relates to the way or characteristics of a leader in managing, guiding and directing teachers to achieve educational goals. Leadership styles such as self-criticism, democracy, instructive, consultative, delegative, participative, transformational, situational and transactional, of course each leadership style has its strengths and weaknesses, so it needs to be appropriate to the conditions and situation. The principal's leadership style has an influence on teacher performance and the success or failure achieved.

Keywords: *Leadership Style, Teacher Performance*

ARTICLE INFO

Article history:

Received
December 31, 2024
Revised
January 19, 2025
Accepted
February 27, 2025

Journal Homepage <https://ojs.staialfurqan.ac.id/IJoASER/>

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INTRODUCTION

Education is a very important learning process because it can develop skills, knowledge and behavior, in determining the success of an education, it cannot be separated from the management of a leader. Because leadership has a very important role in the dynamics of the life of an educational institution. The existence of the principal as a leader is expected to be able to contribute in mobilizing all existing resources in the school environment, so that the existence of the principal can become an agent of change for the school in a better direction.

Carrying out his leadership, the principal certainly has a characteristic or style in leading his school, because this leadership style is a principal's way of influencing teachers to achieve the goals or vision of a school (Ningsih & Muslimah, Lutfi, 2024), which in determining the principal has various considerations and depends on the situation and conditions in his environment (Muhammad Idris et al., 2023).

According to Rouf and Basrowi from the article entitled "The Influence of Principal Leadership and Teacher Performance on School Effectiveness with the Quality of School Services", a teacher who has a disciplined attitude, has a good work ethic, always maintains the quality of his work (Dwi Saputra et al., 2021), is responsible and has high dedication and entrepreneurial spirit (Saputra et al., 2021), by having this attitude, a teacher will have high performance and have the ability to adapt in the classroom environment (Muslimah, 2021). 2016). Teacher performance

plays a role in increasing educational attainment, thus a teacher must maintain and strive to have maximum performance which is very necessary (Supaini, 2019), and it cannot be denied that one of the factors that can influence teacher performance is the leadership style of the school principal in leading teachers (Ningsih & Muslimah, Lutfi, 2024).

Therefore, one of the factors that plays a role in improving a teacher's performance is the leadership method or style used by a leader as an example of the principal's leadership for teachers. The role of the school principal, not only in the role of a leader who not only manages administration, but also provides direction to educators and education staff so that they can develop the school and improve the quality of teaching (Sultan Sidiq, 2024). A school principal's leadership style can be seen from what he implements (Winda Maysara, Muslimah, 2022), so that it can influence teacher performance in the teaching and learning process (Fahrianur et al., 2022). Having a leadership style that is right on target can produce a good and comfortable working environment and increase teacher motivation, which of course will have an impact on teacher performance in schools.

Research conducted by Khaerul Anwar (2021) also states the same thing, namely that the school principal's leadership style is applied, this is related to teacher performance. Furthermore, according to Kempa (2015), all teacher behavior in achieving the goals of what they are assigned, such as carrying out the duties of teaching, training, guiding, coaching and instructing given students, can be said to be teacher performance, and in carrying out these main tasks, a teacher's profession can also improve in carrying out teaching and learning activities (S et al., 2021). So performance can be said to be a very important element in assessing the quality of a teacher's work (Rosaliawati et al., 2020).

Based on the ideas that have been explained, you can understand style—the principal's leadership on teacher performance, it is necessary to carry out literature research so that we can obtain information related to previous research that has been carried out before. The focus of this literature review is to examine the leadership style of school principals in improving teacher performance in schools.

METHOD

In this research the researcher used the method *literature review*, here researchers analyze various articles and scientific journals that are relevant to the leadership style of school principals on teacher performance. This library research method uses sources from previous research, namely articles and journals that are relevant to the topic discussed (Ahmad & Muslimah, 2021). Next, an analysis of some of the data and information obtained will be carried out so that the researcher provides comments and conclusions, the data is described using words/sentences, not using numbers or statistical results, by discussing several opinions of experts or previous researchers (Hafizi & Muslimah, 2021), whose data is taken from secondary data.

RESULTS AND DISCUSSION

Based on the results *review* From previous research, there are several findings that the author obtained, namely that a person's way of leading his subordinates can be classified into several styles so that each leader can have various kinds of leadership styles that he uses. Every leader must be able to adapt to the situation or circumstances they face. This article discusses the leadership style of school principals

so that in carrying out their duties the principal can determine his/her leadership style. Furthermore, the research results show that school principals apply several types of instructive leadership styles and consultative leadership styles and apply delegative leadership styles, democratic leadership styles, participatory leadership styles, autocratic leadership styles, transformational leadership styles, situational leadership styles, and authoritarian leadership styles.

Leadership style refers to a pattern of action that is consistently used in the management process. This style depends on the existing situation and conditions, including those that occur in the field surrounding the principal's place of duty. In general, leadership styles can be defined as various types of actions between guides and their group members (S. M. Tang 2017). Therefore, we can draw the conclusion that leadership style is the way in which the leader interacts and provides subordinates as part of a group. In the educational context, leadership style refers to the way in which leading providers of educational institutions manage, lead and prove that they produce cooperation in achieving the desired educational goals, in the business world to achieve its business goals (Dwi Saputra et al., 2022), in the world of education to achieve the educational goals themselves.

According to Henslin (2007), an authoritarian leadership style is an approach in which leaders give men and women clear orders about what to do. This style is used when teachers do not fulfill their duties or do not fulfill their instructions. In an authoritarian leadership style, leaders make full decisions and guidelines without discussing with their subordinates. All tasks, guidelines, and decisions are the responsibility of the leader, but subordinates are only to carry out specified orders.

Authoritarian leadership styles usually focus on fulfilling tasks. This means that for tasks assigned by an institution or organization, the guidelines for this institution must be implemented by the leader. Leaders direct subordinates to ensure that their goals are achieved effectively. Betasarsavila and others from the magazine "*Type and Style*" revealed that authoritarian style subordinates only function as tools who are forced to follow the will of their leaders, and subordinate initiatives are not taken into consideration. Meanwhile, "The Impact of School Culture on the Performance of Primary School Teachers in Indramayu Regency, Gabswetan District," written by Farah Zihan Basilly and others.

The democratic leadership style has its strength to be found in the active participation of all subordinates, not in the management situation itself. This democratic leadership style is a guiding ability to influence other people, and they are ready to work together to achieve specified goals in various ways or activities that can be decided jointly by subordinates and managers, both in advanced and traditional educational institutions (Hamdanah et al., 2024). The richness of this democratic leader's leadership style is subordinates and vice versa, (they are supervised appropriately with attitudes, behavior or activities, and leaders create a sense of mutual trust, mutual trust and respect. The leadership style used by the principal to improve teacher performance is a meaningful leadership style. This style is carried out through personal meetings by the teacher. This meaningful leadership style is carried out by the principal during meetings with teachers, in connection with the principal's meaningful style, he immediately reminds him that lessons must be of high quality.

According to Siti Nurbaya's research, the delegated style, the level of relationship is in the small category, because it carries out strict supervision, but pays attention to higher education organizations/institutions Wahyudi (2012: 140). This

description of leadership style, in education is used for teachers who cannot possibly and cannot be held responsible or supervised necessary to carry out tasks. The principal carries out strict supervision and has a lower level of social contact, but a higher level of attention to the school. The principal gives the teachers a lot of direction and provides close supervision. In the educational style, the principal directs tasks in terms of relational behavior (higher and lower relationships) and predominantly controls more of his tasks.

As teacher motivation increases, it is necessary for principals to use communication as an advisor. If the principal implements this communication, teachers cannot carry out tasks independently, but are willing to take responsibility. When principals use communication as an advisor, the principal exhibits their directing behavior, often providing encouragement and motivation to perform tasks (higher tasks and high relationships). If teachers do not do their jobs properly, principals use an authoritarian style.

According to Mulyasa (2013: 196), motivation is one of the factors that determines the effectiveness and success of learning. Because students study seriously when they are motivated. Therefore, according to Maryanto, teachers who implement it can choose the best solution to solve problems independently and successfully achieve educational goals (Edi Maryanto, 2018). The distribution of tasks to teachers must be fair and in accordance with each scientific discipline.

The results of research by Rosaliawati et al. (2020), there is a significant positive relationship between the principal's leadership style and teacher performance. This means that teacher performance has a significant relationship with the participative leadership style of school principals. This result is consistent with previous research by (Bajrie & Pujiyati, 2023), that there is a positive and important relationship between the participative leadership style of school leaders and teachers. These findings support Hashibuan's Leadership Theory (2016: 172), which is participative leadership where leadership is persuasive, produces harmonious cooperation, and promotes loyalty and participation of subordinates. The principal motivates the lower ranks to have a feeling of ownership of the facilities. Principals with a participative style encourage subordinates' ability to make decisions and ensure that principals are continuously trained to take on more responsibilities (Munir et al., 2021).

Transformative leadership is built from two words: leadership and transformation. Leadership is all the steps a person takes to coordinate, guide, and influence others in choosing and achieving certain goals. Meanwhile, the term conversion comes from the words "to convert." This means changing something into another form. The original concept of change presented by (Haryani et al., 2022) explains that transformational leadership is a process in which school principals and teachers reach a higher level of morality and motivation. According to James Mac Gregor Burns quoted by (Hidayat et al., 2024), a transformative leadership style is a leadership style in which the leader and his subordinates try to reach a higher level of morality and motivation. The parameters used to measure this leadership style take into account the measures of trust, obedience, praise, loyalty and respect. This parameter is used because followers will be motivated by transformational leaders and continue to achieve better educational institution goals.

Subsequent research by Akbar & Imaniyati (2019) shows that transformational leadership includes good suggestions for teachers, so that teachers can carry out their performance. A great intellectual simulation of the principal, doing all the tasks they

do well, it should be known that the principal cannot always pay attention to all the teachers.

Furthermore, situational leadership is a leadership style that can vary depending on the situation and conditions of the school principal. The basic understanding of situational leadership is that there is no top leadership style. Situational leadership theory is based on two basic concepts. This means the motivation/maturity of the individual or group as a supporter and leadership style.

This is different from transactional leadership in relation to teacher performance. It has been proven that principals criticize teachers when teachers make mistakes. Instead, teachers will receive rewards when they achieve success or implement rules. The research results also show that the transaction leadership style influences teacher performance. Therefore, every teacher delegates tasks that can carry them out or vice versa, they will receive rewards and punishments in accordance with the previously proposed agreement and maintain these rewards and punishments in their leadership. In this case, leadership oriented towards the results of the teacher's work can be a motivation for teachers to comply with applicable regulations. Punishment and rewards which are the cause of transactional style leadership here do not mean always dealing with rewards, what is meant is appreciation, it can be in financial form, also in the form of praise, acceptance and so on.

CONCLUSION

Based on the results of discussions from several journal articles in the explanation above, it can be concluded that the school principal's leadership style is a typical way or characteristic of leading a school. Every school principal has a different leadership style. Everything can influence teachers so that they can achieve the goals or vision and mission of the school they lead. If the school principal applies the right leadership style to the conditions and situations in the school environment, then the principal is able to ignite teacher motivation so that he can improve teacher performance, which will later affect the quality of learning. The various leadership styles of school principals include: instructive leadership style, consultative leadership style, delegative leadership style, democratic leadership style, participatory leadership style, autocratic leadership style, transformational leadership style, situational leadership style, and authoritarian leadership style. School principals as leaders and policy makers certainly influence the performance of teachers and are responsible for the success or failure of teacher performance.

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