The Influence of Principal Leadership Style on Teacher Performance

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Abstract: The purpose of this article is to determine whether the principal's leadership style influences teacher performance. This qualitative research employed a literature review method, which examined several national articles. The results indicate that the principal's leadership style has both positive and negative effects on teacher performance in schools. The various leadership styles include transformational leadership, charismatic leadership, transactional leadership, autocratic leadership, bureaucratic leadership, and democratic leadership.

Keywords: autocratic leadership, leadership style, teacher performance

1. INTRODUCTION

In the world of education, the role of the principal is crucial for determining the direction and quality of educational delivery. The principal serves not only as an administrative manager but also as a leader capable of motivating all school components toward achieving educational goals. One crucial aspect of a principal's leadership is the leadership style they employ, as this directly and indirectly influences the enthusiasm, motivation, and performance of teachers, who spearhead the teaching and learning process.

Leadership style refers to how a leader influences, guides, and directs their subordinates. In the school context, a democratic, participatory, or transformational leadership style tends to create a positive work climate, foster a sense of belonging, and encourage teachers to perform optimally. Conversely, an authoritarian or inconsistent leadership style can lower teacher morale, cause confusion in carrying out tasks, and even lead to internal conflict.

Therefore, it is important to examine the extent to which a principal's leadership style influences teacher performance. This literature review will discuss the relationship between various leadership styles employed by principals and teacher performance, including teaching effectiveness, discipline, responsibility, and professionalism. A deep understanding of this matter is expected to provide input for education policy makers in efforts to improve the quality of learning in schools.

2. METHOD

This study is a qualitative study using a literature review method. The aim is to examine and analyze various previous research findings related to the influence of principal leadership

styles on teacher performance. Data sources were obtained from national scientific journals relevant to the topic. The literature reviewed was selected based on specific criteria, such as topic relevance, source credibility, year of publication, and clear research methodology.

3. RESULTS

In this study, researchers found that the principal's leadership style influences teacher performance in schools. The following table shows the article title, methods, and research results.

Judul Artikel	Tahun	is dan Metode Penelitian	Hasil Penelitian
Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Motivasi Terhadap Kinerja Guru Dengan Disiplin Kerja Sebagai Variabel Mediasi	2024	Penelitian Kuantitatif dengan pendekatan asosiatif	Gaya kepemimpinan berpengaruh signifikan terhadap Kinerja Guru
Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di MAN 1 Bukittinggi	2024	Penelitian kualitatif dengan metode kepustakaan	Kepemimpinan demokratis, transformasional, birokrasi dan otokratis memberikan dampak positif terhadap kinerja guru Madrasah Aliyah Negeri 1 Bukittinggi
Gaya Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru Di Madrasah Aliyah	2024	Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus	Gaya kepemimpinan transformasional yang diterapkan oleh kepala sekolah berperan signifikan dalam meningkatkan motivasi, keterlibatan, dan kinerja guru.

egeri 1 Kota Sukabumi			
Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMA	2023	Penelitian kuantitatif dengan metode survei	gaya kepemimpinan kepala sekolah memiliki hubungan serta pengaruh yang positif dan signifikan bagi Kinerja guru
Efektivitas Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru	2023	Penelitian ini menggunakan metode kuantitatif dengan teknik pengumpulan data yang digunakan adalah teknik observasi, angket, wawancara dan dokumentasi	Kepemimpinan kepala sekolah memiliki pengaruh positif terhadap kinerja guru

4. DISCUSSION

Performance

Performance in English is called "performance," which can be interpreted as work, action, or appearance. Performance has a broader meaning, not just stating the results of work, but also how the work process occurs. Therefore, performance is about doing work and the results achieved from that work. According to Bukit et al. (2017), performance is the success of every organization in achieving its goals, which is largely determined by the performance of its employees. Similarly, Sumardjo & Priansa (2018) expressed a similar sentiment: performance is the level of employee success in completing their work. Performance is not an individual characteristic, such as talent or ability, but rather the manifestation of that talent or ability itself. Performance is the manifestation of ability in the form of tangible work. Performance is the work results achieved by employees in carrying out tasks and work originating from the organization. Wibowo (2017:67) states that performance is the result of work that has a strong relationship with the organization's strategic goals, customer satisfaction, and economic contribution. Meanwhile, organizational performance is the totality of work results achieved by an organization. From the definition above, it can be concluded that performance refers to work results, as measured by the quantity, quality, and time spent working toward achieving the company's stated goals.

Leadership Style

Every leader essentially has alternative behaviors for directing their subordinates; these behaviors are referred to as leadership styles. Leadership style is the way leaders influence their subordinates, communicated as standards of behavior or character. A leader is someone who has a program and acts with a group of individuals using a specific method or style. Leadership provides a dynamic force that supports, inspires, and organizes them in achieving established goals. As Thoha (2014) points out, "leadership style is the standard of behavior used by an individual when attempting to influence the behavior of others from their perspective."

Transformational Leadership Style

Transformational leadership exists to address the challenges of a time of change. The times we face today are not ones where humans acknowledge everything that happens to them, but rather ones where humans can criticize and demand what is rightfully given to humanity. Innovative power is not just a need for self-confidence, but also fosters leaders' focus on doing their best, in line with the focus of executives and administrative progress, which views individuals, execution, and authoritative growth as generally attractive aspects.

(Sofyan, 2021) "Transformational leadership means transforming supporters or subordinates, directed toward driving hierarchical change." In this way, a principal is said to apply innovative administrative standards, if he can change the energy of assets; two individuals, instruments, and circumstances to achieve the goals of school change. In addition, according to (Rofiq, 2019) in implementing breakthrough administration, there are 10 (ten) standards of breakthrough authority that must be considered, namely: (1) The leader's vision is clear and conveyed to subordinates; (2) Subordinate awareness of the importance and significance of their work tasks; 3) Orientation to achieve a shared vision; 4) Pioneering nature towards change; 5) Continuous development of self-potential; 6) The occurrence of a learning process in subordinates; 7) The process of empowering subordinates' potential; 8) The process of developing innovation and creativity; 9) The realization of a culture of cooperation in the organization; and 10) The creation of a conducive organization.

Charismatic Leadership Style

According to (Asbari, 2019), charismatic and engaging leadership is considered one of the best administrative styles, where magnetic pioneers create and attract followers to follow and implement their vision and mission. Intriguing authority welcomes the progress and imagination of subordinates and is considered an inspiration to them. However, a fundamental weakness of this engaging administrative style is that followers are highly dependent on the pioneers, and

when the pioneers leave the group, their association becomes aimless. (Mirayani, 2019) Unfortunately, charismatic leaders fail to prepare their subordinates to act as their future successors. This style of authority produces happy followers, but rarely creates future leaders. As a result, it can impact hierarchical implementation (Ajilaksana, 2011). (Ojukuku, 2012) also presented comparative results through their exploration. They conducted quantitative explorations on twenty survey studies. According to (Hanum, 2019), their research findings indicated that charismatic initiatives negatively impact associations with hierarchical administration. Failing to inspire and pressure subordinates until they achieve the expected performance (Ojukuku, 2012).

Transactional Leadership Style

A leader is known as a transactional leader if they are always willing to give something back (Hendriani, 2023). This includes various things, such as advancement, compensation increases, performance audits, and new obligations. Expectations are a key issue in this leadership style. Thus, conditional leadership can be characterized as a trade-off between leaders and subordinates in targets and rewards (Ojukuku, 2012). A study by (Gani, 2020) revealed that a transactional leadership style has a positive impact on organizational performance. According to (Mirayani, 2019), a transactional leadership style facilitates the expression and implementation of creative ideas by subordinates and their participation in decision-making, both of which contribute to creating and maintaining a context for organizational performance. This leadership style also plans for future leaders and helps the organization in the long term.

Autocratic Leadership Style

Dictator leaders believe that their subordinates must work according to their directives. Typically, absolutist leaders consistently oversee decision-making (Obiwuru et al., 2011). The power of dictatorial leaders restricts their followers from running the government and system according to their own methods. As Mirayani (2019) points out, absolute leadership, also known as the tyrannical initiative style, requires creativity and only promotes unbalanced correspondence. This significantly impacts the level of inspiration and satisfaction of subordinates. Absolute authority styles are known to be temporarily coercive. Socialization and two-way communication in the workplace are limited by autocratic leadership. Arrogant initiative also triggers hierarchical clashes, negatively impacting overall execution (Iqbal, 2015). (Bhargavi, 2016) suggests that autocratic leadership styles improve organizational performance.

Bureaucratic Leadership Style

Administrative leaders direct their subordinates to follow their planned strategies and techniques. According to Asbari (2019), leaders are highly committed to managing procedures

and processes, but not to their employees. This strategy is not very effective and does not encourage change and inspire subordinates. These pioneers focused solely on efficiently executing their responsibilities (Germano, 2010). (Ojukuku, 2012) also stated that regulatory initiatives negatively impacted authoritative performance. According to them, regulatory pioneers did not pressure their subordinates in authority to work in a normal manner, which could have encouraged better hierarchical implementation (Ojukuku, 2012). (Mirayani, 2019) also presented similar findings, stating that a bureaucratic leadership style did not significantly impact subordinates or organizational performance. This method was only useful for tasks that must be completed over a longer period of time following the aforementioned procedures (Hanggraeni, 2012).

Democratic Leadership Style

(Laliasa, 2018) A majority leadership style is the ability to influence others to participate in achieving predetermined goals through various exercises that are not determined by the pioneers and their subordinates. (Asbari, 2019) defines democratic leadership as leadership in which a number of subordinates share decision-making authority.

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