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## Principal's Leadership Style in Improving Teacher Performance and Motivation

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### Abstract

The style or method of a school principal in his capacity as a leader will determine the success of improving teacher performance under his leadership. The purpose of this study was to analyze the principal's leadership style in improving teacher performance and motivation. This research was conducted at Madrasah Tsanawiyah Negeri 3 Aek Natas with a total of 58 respondents. Data collection techniques were carried out using interview, observation and documentation methods. Data analysis techniques are carried out with 3 paths, namely data reduction, data presentation, and drawing conclusions. The results showed that the principal's leadership style applied in schools was able to improve teacher performance. What the principal does is to set an example for the teacher and hold strict supervision and supervision of the teacher in carrying out teaching and learning tasks. The principal also gives appreciation to teachers who excel to be a motivation for other teachers. In terms of increasing teacher motivation, the principal provides a comfortable work environment where young teachers and senior teachers mingle with each other and senior teachers share experiences with young teachers, for example in terms of obtaining professional allowances such as teacher certification. The principal also provides high wages to honorary teachers so that they are able to meet the daily needs of teachers which has a positive impact on teachers because teachers are enthusiastic in carrying out the tasks assigned by the school

### Keywords:

Leadership Style, Principal, Teacher Performance, Teacher Motivation

### Introduction

School is an educational institution that is organized and run to provide educational services led by the principal. The teacher is an important component in schools that is the most decisive in the education system as a whole who should get attention and is a figure who is in the strategic spotlight when talking about education because schools are directly related to the process of educating the nation's children in teaching and learning. [1]. In achieving the vision, mission and educational goals that have been set, conducive and harmonious school conditions are needed between the education staff in the school and the community because each has a fairly large role in achieving organizational goals. The principal's job is to be able to evaluate teacher performance. This assessment is important to do considering its function as a leadership evaluation tool for school principals [2].

Leadership is defined as habits, ways of influencing others, interactions, positions in organizations and perceptions of legitimate influence and driving the behavior of others and their actions. It is necessary to distinguish between types and styles of leadership. A person's leadership can be classified into one type and each type can have various leadership styles. A leader who has one type can adapt to the situation at hand in carrying out his leadership. There are three types of leadership, namely 1) authoritarian type; 2) the Laissez-faire type, and 3) the

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democratic type The leadership behavior shown in the managerial process is consistently referred to as the leadership style. Leadership style is more inclined to the situation [3].

The style or method of a school principal in his capacity as a leader will determine the success of improving teacher performance under his leadership [4]. The principal must be responsible for managing education on a micro basis, namely a stage that discusses and implements the teaching and learning process, and the teacher is the main manager of education. Recognizing the importance of the teacher's role in improving the quality of education, the government has made various efforts that have been and are being made to improve the quality of national education, for example the development of eight national education standards, allocation of education funds of at least 20% of the APBN and APBD, certification of educators and their professional allowances, implementation of exams national level, increasing community participation in education, and a number of new breakthroughs based on Law Number 20 of 2003 concerning the National Education System [5].

The low performance of teachers can be seen from the presence of symptoms: such as teachers often skip classes/absent from teaching, teachers who come to class not on time/late. Teachers who teach do not have teaching preparation or incomplete teaching preparation. Teachers teach only as a routine without further development innovation, even with some new concepts of teaching methods such as Lesson Study which are still rarely applied, because these methods are considered less attractive to them. Work motivation is the whole process of giving work motivation to subordinates in such a way, so that they want to work sincerely in order to achieve organizational goals efficiently and economically. It can be concluded that work motivation is the whole process of providing work motives or encouragement to subordinates, especially teachers as agents of education and teaching, so that educational and teaching goals can be achieved in accordance with the expected plan [6].

Teacher performance in teaching, namely: (1) planning learning, (2) implementing learning and (3) evaluating learning. Teacher performance is influenced, among other things, by motivation that comes from leaders such as school principals who move their teachers to perform well. However, what happened at Madrasah Tsanawiyah Negeri 3 in Aek Natas District, was the teacher's performance good or not?

Achieving performance targets, is this due to high or low teacher motivation and also the principal's leadership style? How much influence does it have on teacher performance? To find out the actual conditions, the purpose of this study was to analyze the principal's leadership style on teacher performance and motivation.

## **Literature Review**

### **Leadership Style**

Leadership style is the result to be achieved by a successful leader. Leadership does not mean that an administrator must become a leader or a head must change to become a leader, but the most important thing is how the principal influences all elements in the school in achieving goals. Therefore, an effective principal's leadership style is a leader who can feel what is needed by providing motivation so that teachers can perform well in achieving the goals of the school's vision and mission. [6].

The Principal as a leader has a Leadership Style that can adapt to the school climate to drive school equipment so that goals are achieved. In addition to the Leadership Style of a Principal, the Work Environment is one of the factors that can affect work productivity and employee work effectiveness. Motivation is basically a motive which means encouragement, a cause or reason for someone to do something. It can be concluded that work motivation is an effort to provide work encouragement given by the Principal as a leader to subordinates, especially teachers to improve performance and achieve the goals of education [1].

### **Teacher Performance and Motivation**

Performance standards need to be formulated to be used as a reference in making comparisons of what is achieved with what is expected, or quality of work is a form of behavior or activities carried out and in accordance with expectations and needs or goals to be achieved effectively and efficiently. Teacher performance indicators according to Rebores relate to (1) learning performance, (2) professional performance, and (3) personal performance Parlaungan Lubis, Zainuddi, and Wildansyah Lubis

[3]. The main task of the teacher as a teacher is to plan a learning/teaching program. Learning program planning is something that is very much needed in the learning process, it can be estimated what things are to be realized during the teaching and learning process [7]. Teacher performance evaluation indicators, namely: (1) Learning activity program planning; (2) implementation of learning activities; and (3) evaluation/assessment of learning [8].

There are many opinions expressed regarding factors that can affect performance, one of which is Mulyasa. According to Mulyasa (2003, p. 140), the factors that influence a teacher's performance include: 1) Mental attitude in the form of motivation, discipline and work ethics. 2) Level of education, in general people who have higher education will have broader insights. 3) Skills, the more skilled the educational staff, the better able to work together and use the facilities properly. 4) Management or leadership style of the school principal, means the same as matters relating to the system implemented by the leadership to manage and lead and control educational staff 5) Industrial relations, creating calm work and providing work motivation, creating harmonious and dynamic working relationships in work and increase the dignity of educational staff so as to encourage the realization of a dedicated soul in efforts to improve their performance. 6) Adequate levels of income or salary, this can lead to work concentration and capabilities that can be used to improve performance. 7) Health, will increase morale. 8) The social security provided by the education office to teaching staff is intended to increase their dedication and work enthusiasm. 9) A good social environment and working atmosphere will encourage educational workers to be happy to work and increase their responsibility to do a better job. 10) The quality of learning facilities will support learning activities and have an effect on improving teacher performance in the teaching and learning process [9].

## Research Methods

This research was conducted using descriptive method. Data collection techniques were carried out using interview, observation and documentation techniques. The research respondents were permanent teachers at Madrasah Tsanawiyah Negeri 3, totaling 58 people. Data analysis techniques use 3 paths, namely data reduction, data presentation and drawing conclusions.

## Results and Discussion

### Principal's Leadership Style to Improve Teacher Performance

The principal needs to improve his ability to apply the right leadership style that can be used in leading his subordinates. With an increase in leadership style, the principal can improve his ability to lead his subordinates. Leadership style adapted to the conditions and characteristics of subordinates. There needs to be different treatment or action from the principal as the school leader towards the teacher as his subordinates because teachers have different characteristics and abilities by giving these different treatments, it will improve teacher performance. Based on the results of interviews with the principal stated that in order to improve teacher performance, the principal set an example to the teacher by first and giving appreciation to teachers who excel in order to motivate other teachers to get appreciation from the principal.

From the results of observations at school, it was found that the principal came to school on time, but the principal's treatment looked different to certain teachers who did not have achievements. The principal gives appreciation to teachers who excel, but some teachers show differences in behavior because of a kinship relationship with the teacher. The school principal's leadership style that can be applied in improving teacher performance is the telling leadership style, this style is done by meeting the teacher personally [4]. The results of Situmoran et al [10] stated that the leadership style of telling was able to improve teacher performance by 90.3% in Public Middle Schools in Toho District.

In improving teacher performance, there are several styles applied by the principal. Based on the results of interviews with teachers, stated that the way that is usually done by school principals is to give responsibility to teachers to carry out their duties in the field of teaching, namely by appointing teachers as subject coordinators who will later guide and supervise teachers in teaching and learning activities. The principal also supervises and

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supervises teachers by paying attention to the way the teacher teaches and manages the class and treats students when studying. The principal gives a lot of instructions to teachers and carries out strict supervision. Head schools are more dominant in providing direction about teacher duties to teachers and less in relational behavior.

Teacher performance is the degree of achievement achieved by the teacher as seen through the planning of learning activities, implementing learning, implementing learning assessments, and following up on the results of the assessment. teacher performance is influenced by knowledge, abilities, attitudes, work style, personality, interests, basic values, beliefs and leadership style” teacher performance can be seen from the teaching task of the teacher which is divided into three stages, namely the pre-teaching stage (preactive), the teaching (interactive), and the stage after teaching (pastactive)[8]. The creation of professional quality teacher performance in schools requires the support of a competent school principal as a leader and manager. On the one hand, the principal acts as a leader who has a clear and achievable vision for the future and is able to encourage transparency in schools. On the other hand, the principal acts as a manager, who has effective and efficient strategies for implementing various policies and decisions that have been set. [6].

### **Principal's Leadership Style to Increase Teacher Motivation**

Work motivation is the whole process of giving work motivation to subordinates in such a way, so that they want to work sincerely in order to achieve organizational goals efficiently and economically. The results of interviews with school principals regarding the things that are done to increase teacher work motivation are by creating a sense of security and comfort at school, providing opportunities for advancement for teachers who want to take part in activities or training to improve their competence and providing wages or salaries that are honorary given in large amounts, because in schools there are donations from parents and donors which of these funds can be used to provide wages to honorary teachers so that they get a decent living and feel enough for everyday life.

Interviews were conducted with teachers regarding the work environment and the answer was that the work environment supported the teachers in the school. Young teachers are always motivated by senior teachers in carrying out teaching assignments, even senior teachers help young teachers to get professional allowances in the form of teacher certification. Teachers at school protect each other so as to provide a sense of comfort in carrying out their duties. With regard to facilities, the teacher stated that the facilities at the school were qualified with good buildings, there was a mushalla for prayer practice, a school bus which made it easier for teachers when there were activities outside of school. The teacher also stated that every year to build intimacy, the school held a study tour by inviting all the teachers to just break the ice so they wouldn't get bored at school.

The things that have been done by the principal have shown that the principal is able to increase teacher motivation by providing comfort and facilities so that the teacher is enthusiastic about carrying out learning. Caksana research results (2019)[1] shows that the work environment has a positive influence on the performance and motivation of teachers in SMA Negeri 1 Tulungagung. Factors in work that affect teacher work motivation is a sense of security, namely the certainty of getting a permanent job, holding a position in the organization as long as possible as they expect. 2) Opportunity to advance, namely the possibility to progress, level up, gain position and expertise. 3) Type of work, namely the existence of jobs that are in accordance with educational background, experience, talents, and interests. 4) The good name of the place of work, namely a school that gives employees pride when working at the company or school, 5) Colleagues, namely co-workers who are like-minded, who are suitable for working together. 6) Wages, namely income received. 7) Supervisors, namely leaders or superiors who have good relations with their subordinates, know their subordinates, and consider the opinions expressed by their subordinates. 8) Working hours, namely regular or certain working hours in a day. 9) Working conditions, namely as cleanliness of the workplace, temperature, working space, ventilation, noise, odor and so on. 10) Facilities, namely leave opportunities, health insurance, treatment and so on [6].

The principal is an educational leader who has a very large role in developing education. The development of work spirit, harmonious cooperation, interest in the development of the quality of education, a pleasant working atmosphere and the development of the professional quality of teachers is largely determined by the quality of Parlaungan Lubis, Zainuddi, and Wildansyah Lubis

leadership by the school principal. The principal's leadership quality is reflected in the leadership style. Principal leadership is the ability of leaders to persuade and convince subordinates so that they are willing to follow their leaders with sincerity and enthusiasm. School-based management is a series of activities that involve many people in a school in making decisions, starting from decentralization, a delegation of certain powers from the center to schools, covering the range of power from a small, limited area to cover everything. Decision making in school-based management, using a decision-making focus [5].

The tendency of high teacher performance needs to be maintained or even increased. This is important to improve the quality of education in Indonesia which is highly expected from various parties today. From the above conclusions the importance of participatory leadership style variables, teacher work motivation and organizational culture in building teacher performance, so these variables must be managed in order to provide maximum encouragement. This management is closely related to school management and existing supervisors.

## Conclusions

The principal's leadership style applied in schools is able to improve teacher performance. What the principal does is to set an example for the teacher and hold strict supervision and supervision of the teacher in carrying out teaching and learning tasks. The principal also gives appreciation to teachers who excel to be a motivation for other teachers. In terms of increasing teacher motivation, the principal provides a comfortable work environment where young teachers and senior teachers mingle with each other and senior teachers share experiences with young teachers, for example in terms of obtaining professional allowances such as teacher certification. The school principal also provides high wages to honorary teachers so that they are able to meet the daily needs of teachers which has a positive impact on teachers because teachers are enthusiastic in carrying out the tasks assigned by the school.

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