

# Using The Principal's Leadership Style to Improve Teachers' Work Motivation and Performance

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## Abstrak

Penggunaan gaya kepemimpinan yang tepat dapat meningkatkan motivasi dan kinerja guru. Artikel ini membahas peningkatan motivasi kerja dan kinerja guru dengan gaya kepemimpinan kepala sekolah. Memberikan motivasi kepada guru sangat penting dan memiliki tujuan tertentu. Motivasi kerja adalah aktivitas seseorang yang menyebabkan orang tersebut atau orang lain bertindak dengan baik, oleh karena itu motivasi memiliki peran penting. Demikian pula dengan kinerja guru, kinerja guru akan meningkat jika guru mendapatkan motivasi dari rekan kerja dan atasan. Kinerja guru dipengaruhi oleh beberapa indikator, penilaian kinerja, kriteria, dan beberapa faktor lainnya. Gaya kepemimpinan memiliki beberapa jenis, yaitu, 1) gaya kepemimpinan otoriter, 2) gaya bebas (*Laissez Faire*), 3) gaya kepemimpinan visioner, 4) gaya kepemimpinan demokratis, dan 5) gaya kepemimpinan transformasional. Setiap jenis gaya kepemimpinan memiliki kelebihan dan kekurangannya sendiri, karakteristiknya, dan juga memiliki dampak yang berbeda. Karakteristik setiap gaya kepemimpinan juga sangat berbeda. Jika seorang pemimpin menggunakan gaya kepemimpinan yang tepat, hal itu akan meningkatkan motivasi kerja dan kinerja guru di sekolah yang dipimpinnya. Secara keseluruhan, efektivitas kepemimpinan menentukan keberhasilan.

**Kata kunci:** Gaya Kepemimpinan, Kinerja Guru dan Motivasi.

## Abstract

The use of the right leadership style can increase teacher motivation and performance. This article discusses improving teachers' work motivation and performance with the principal's leadership style. Providing motivation to teachers is very important and has a specific purpose. Work motivation is a person's activity that causes the person or others to act well, therefore motivation has an important role. Likewise with teacher performance, teacher performance will improve if the teacher gets motivation from colleagues and superiors. Teacher performance is influenced by several indicators, performance assessments, criteria and several other factors. Leadership styles have several types, namely, 1) authoritarian leadership style, 2) Free (*Laissez Faire*), 3) Visionary Leadership Style, 4) Democratic Leadership Style, and 5) Transformational leadership style. Each type of leadership style has its own advantages and disadvantages, characteristics and also has different impacts. The characteristics of each leadership style are also very different. If a leader uses the right leadership style, it will increase the work motivation and performance of teachers in the school he leads. Overall, leadership effectiveness determines success.

**Keywords:** Leadership Style, Teacher Performance and Motivation

## 1. INTRODUCTION

An integrated education system is connected to education as a purpose-aware activity. According to Djamarah (2021), education from a system is nothing more than a functional wholeness focused on an objective. Many parents (for a variety of reasons) delegate their children's obligations to the school, despite the fact that schools are the second most formal educational institution after home education. Because school has a defined structure for instance, a teacher creates a lesson plan it serves as a bridge for kids to connect their family life with life in society later on.

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The school principal's leadership style reveals both the positive and negative aspects of teachers' work and instruction. Teachers, staff, and students all look up to the principle as a leader in the school community. As a leader, the principal is accountable for the organization's and educational institutions' survival. "Maintaining and increasing the work motivation of educators and education personnel with a system of awarding awards for achievements and sanctions or violations of rules and code of ethics for teachers" is the specific goal of Permendiknas No. 28 of 2021 regarding the assignment of teachers as principals of schools and madrassas.

A school administrator with good leadership is one who can use his fostered program to increase teacher effectiveness and job motivation. Having empathy or affection for the people they lead is essential for a leader to begin leading effectively. A capable and successful principal is crucial to the school's development because they must be able to provide a positive learning environment, serve as a motivator, and inspire all facets of the institution to raise standards. For pupils' growth, the administrator must establish a secure, cozy, and encouraging environment.

The principal's leadership style involves giving teachers more responsibility by offering rewards, incentives, and other benefits beyond the national certification standards. It is intended that these social programs, incentives, and rewards would help meet other growing requirements. In addition to job motivation, Robbins/Judge stated that talent is another aspect that influences performance. The motivation system is seen as the entirety or system of factors that influence a career that has to be pursued. For the kariawan, the leader's inspiration may be an asset in and of itself. Consequently, What sort of leadership style may improve teacher effectiveness and job motivation?

## **2. METHOD**

The author uses a qualitative approach with data collection techniques and literature studies to get relevant results. The author looks through, searches, and gathers information from a variety of library sources as references, including books, journals, articles, papers, and the internet that are relevant to this discussion. by using data in a descriptive manner that is, by searching for information. Sugiyono (2021) asserts that qualitative research methods are philosophically grounded, investigate scientific settings (experiments) and researchers as tools, and highlight meaning via data gathering and interpretation.

### ***Type and Approach of the Study***

This study employed a qualitative descriptive approach using a literature review method. The data obtained from secondary sources, including books, scientific journals, articles, and relevant publications related to leadership styles, teacher motivation, and teacher performance. The collected data were analyzed descriptively to synthesize theoretical perspectives and previous research findings in order to provide a comprehensive understanding of the role of the principal's leadership style in improving teachers' work motivation and performance.

## **3. DISCUSSION**

In addition to being an administrative manager, the principle also acts as a leader in receiving and instructing, motivating the development of a strong workplace culture, and fostering a common vision for the school. The intended policy is a leadership policy rather than a mastery policy since the principal is a leader rather than a ruler. This is what the principals of the schools agree upon. This knowledge is also recognized in relation to the role of a school principal. Teachers are given extra responsibilities to oversee and direct formal

educational institutions as principals, who are chosen in accordance with the responsibilities and powers of the government or educational establishments, claims Suparman (2019). Initially, the principal was referred to be the "minister of teachers," which is another name for the head teacher, who is responsible for guiding the instructors in his school so that they may perform well.

The principal's leadership is a daily task for the principle, who is preoccupied with his actions that have an impact on the staff and teachers who conduct academic activities at the school. Leaders collaborate with individuals and groups to consider and resolve issues related to high-quality education in schools. Improving the effectiveness of the instructors who oversee it is the primary goal of its actions according to Susanto (2021).

If there is no one else to serve as a leader, the people will be divided and lack a clear path for struggle in the endeavor of amar ma'ruf nahi munkar, as Allah states in Surah An-Nisa Verse 59: "O you who believe! Among you, obey Allah and obey Allah's Messenger, ulil Amri (the one who guides us) (An-Nisa:59). Instead of controlling, leadership inspires and welcomes. A person's capacity to persuade others to strive toward preset organizational objectives is known as leadership according to Suparman (2019). We may infer that leadership is the interaction a leader has with members of a team or group in order to invite them to collaborate in order to accomplish a goal. It is clear from the definition of the principal and leadership that the principal's leadership plays a significant role in a school unit.

The principal's main responsibilities focus on instructional leadership and administrative management, with primary emphasis on ensuring effective learning processes. As a learning leader, the principal determines school goals, develops and communicates expectations for student success, monitors student progress and placement, maintains appropriate teaching loads, ensures mastery of curriculum content and delivery, coordinates curriculum implementation, supports instructional improvement, conducts supervision and evaluation, and fosters a productive work climate. Effective and innovative leadership enables principals to explore teachers' potential, reward strong performance, provide clear guidance, and act as role models. Selecting an appropriate leadership style is therefore essential for achieving optimal teacher performance.

### ***Work Motivation***

Yukl (2019) explains that leadership effectiveness is reflected in its ability to influence subordinates' motivation, job satisfaction, and productivity. In schools, this means that principals play a crucial role in shaping teachers' work attitudes and performance. is a key factor in improving performance. It arises from the interaction between attitudes, needs, decisions, perceptions, and the environment. Morgan defines motivation as an internal drive directing individuals toward specific goals. Supardi and Anwar (2019) describe work motivation as a psychological condition encouraging individuals to achieve objectives, while Robbins and Judge (2019) definhe it as the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining goals.

### ***Purpose of Motivation.***

Motivation provides direction for employees to work diligently and consistently, and the level of motivation received strongly influences workplace behavior. Leaders therefore play a crucial role in enhancing employee motivation. According to Hasibuan (2019), the purposes of motivation include encouraging employees, increasing job satisfaction and productivity, strengthening stability and loyalty, improving discipline and attendance, ensuring effective staffing, fostering a positive work climate, enhancing creativity and

participation, improving well-being, strengthening responsibility, and increasing efficiency in the use of tools and materials.

### ***Importance of Work Motivation.***

Organizations must maintain high employee motivation because it leads to significant benefits. Fitri Rezeki (2020) notes that motivated employees contribute to higher productivity, greater innovation, lower absenteeism and turnover, and a stronger organizational reputation that supports recruitment.

### ***Teacher Performance***

Performance refers to work achievement or results that determine organizational success. Teachers are key actors in the learning process and serve as role models according to Widdy (2020), while Rulitawati et al. (2020) emphasize that teachers are professional educators and the most important factor in the school system. Teacher performance involves planning, implementing, controlling, and evaluating learning activities (Widdy, 2020). According to Robinson (2020), instructional leadership has a stronger impact on teacher performance than general leadership practices because it focuses directly on teaching quality and learning outcomes.

### ***Indicators of Teacher Performance***

Kasmir (2021) identifies performance indicators such as quality, timeliness, cost efficiency, supervision, and interpersonal relations. Overall, teacher performance is reflected in work quality, accuracy, initiative, competence, and communication.

### ***Teacher Performance Criteria and Assessment***

Teacher performance assessment is based on competencies reflected in professional actions. According to the Director General of Higher Education of the Ministry of National Education (2019) in the Teacher Competency Standards (SKG), teachers must possess four core competencies: mastery of subject matter, understanding of students, effective instructional practice, and continuous personality and professional development.

Teacher performance assessment measures the level of success in carrying out teaching tasks using specific benchmarks. Sudjana (2021) states that teacher performance can be evaluated through the ability to plan instruction, master subject content, implement and manage learning, and assess learning progress. Similarly, Soekartawi (2019) emphasizes that teachers must be able to plan, implement, and evaluate teaching.

Gibson et al. (2022) identify three factors affecting teacher performance: individual variables (skills, background, demographics), organizational variables (resources, leadership, rewards, structure, job design), and psychological variables (perception, attitude, personality, learning, motivation).

### ***Principal's Leadership Style***

Iswahyudi (2023), Leadership style reflects a leader's preferences, approaches, and behaviors in influencing others. House (2019), building on Fiedler's Contingency Theory, explains that leadership effectiveness depends on situational factors such as leader-member relations, task structure, and position power.

According to Paul Hersey and Blanchard in Permadi (2020), four leadership styles include directing, consulting, participatory (democratic), and delegating. Leadership style therefore determines how goals are achieved within an organization.

According to Bass (2020), transformational leadership increases followers' motivation by inspiring them, providing individualized consideration, and encouraging

professional growth. This type of leadership is highly effective in improving teachers' commitment and performance

### ***Authoritarian Leadership Style***

This style centralizes decision-making and limits subordinate participation. According to Muhammad Subhah Iswahyudi (2023) It may cause work stress and reduced motivation. Characteristics include absolute authority, rejection of criticism, coercive approaches, and reliance on formal power (Hadari Nawawi, 2020).

Advantages include quick decision-making and strict supervision (Wendy Sepmady Hutahaean, 2020). However, weaknesses involve hostility, fear, limited participation, and high pressure (Wendy Sepmady Hutahaean, 2021).

### ***Laissez-Faire Leadership Style***

Marx Skousen (2019), Derived from the French concept of minimal interference, this style allows subordinates to act independently. Leaders provide minimal direction and supervision. Adiwilaga (2021) highlights characteristics such as full delegation, passive leadership, and limited evaluation.

However, weaknesses include lack of guidance, conflict, and inconsistent performance (Sandra Citra Kusuma, 2024).

### ***Visionary Leadership Style***

Marno and Tryo (2020) states visionary leaders focus on future-oriented goals and organizational sustainability. Goleman (2021) explains that visionary leadership creates positive emotional climates and is effective during change. According to Goleman (2021), its main characteristics are confidence, self-awareness, and empathy.

### ***Characteristics of Visionary Leadership***

Goleman states that visionary leaders build strong relationships and motivate members toward a shared vision. According to Aan Komariah and Cepi Triatna (2021) describe visionary leaders as future-oriented, capable of navigating challenges, determining organizational direction and priorities, acting as professional coaches, developing employees' abilities, and guiding members toward professionalism.

### ***Democratic Leadership Style***

Democratic leadership emphasizes participation and shared decision-making. Leaders empower subordinates and delegate tasks competence (Suparman, 2019). Andang (2014), Policies are decided collectively by involving members at all levels, while equality and respect for each member's dignity are emphasized (Karwati & Priansa, 2019). Robbins (2022) notes characteristics such as leader-guided discussions, group decision processes, freedom in task division, and balanced attention to people and duties. Indicators include decisions by consensus, appreciation of talent, openness to criticism, and cooperation (Ariani, 2015). Advantages include harmonious relations and creativity, while weaknesses include slow decisions and potential conflict (Wendy Sepmady Hutahaean, 2020).

### ***Transformational Leadership Style***

Danim (2019), Transformational leadership focuses on inspiring change and optimizing organizational resources. It requires strong commitment from followers (Iswahyudi et al., 2024) and is characterized by vision, inspiration, adaptability, openness, and progressiveness. Leaders as change agents, risk-takers, value-based, lifelong learners,

and visionaries. Iqbal (2021) emphasizes charisma, intellectual stimulation, concern for followers, effective symbolic communication, and fostering independence. Robbins and Judge (2022) identify ideal influence, individualized consideration, inspirational motivation, and intellectual stimulation. that transformational leaders inspire, motivate, and develop members to reach full potential.

Empirical studies show strong effects of transformational leadership on teacher motivation and performance. Kuswaeri (2021) found that transformational leadership of junior high school principals in Sumedang Regency contributed to higher teacher performance motivation, with increases in leadership followed by increases in motivation. Windiawan et al. (2024) reported that transformational leadership enhanced teachers' motivation, commitment, and performance in elementary schools in Bumijawa District. Siemze et al. (2022) demonstrated a positive and significant indirect effect of transformational leadership on teacher performance through work motivation. Sabariah et al. (2024) showed that principals' transformational leadership generated enthusiasm and responsibility among teachers in achieving institutional goals. Megiati (2019) also found a significant effect of transformational leadership on teacher work motivation (Sig. = 0.000 < 0.05).

Similarly, Windiawan et al. (2024), Luthfi Akbar (2019), Taufik B.K (2019), Rahawarin Christifora and Suharsimi Arikunto (2015), and Komang and Ni Ketut (2023) reported positive and significant influences of principals' transformational leadership on teacher performance across different schools and regions.

#### **4. CONCLUSION**

From the results of data collection and literature studies, it can be concluded that transformational leadership style is a very effective leadership style of school principals to increase work motivation and teacher performance. Because leaders who apply a transformational style are leaders who are charismatic, inspiring, adab, more exemplary, motivating and open, and prioritizing the comfort of teachers. Giving teachers the opportunity to express and express their creativity. According to Northouse (2021), leadership is a process whereby an individual influences a group to achieve a common goal. Therefore, the principal's leadership style is a key factor in building a positive work environment that enhances teacher motivation and performance

#### ***Suggestions***

Based on the results of the above conclusion, the author gives suggestions: the results of the research can be used as a reference for futher research. School principals can use a transformational leadership in the leading their school residents because it is considered more affective, school residents feel safer and more comfortable so that they work more conductively.

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