

## **School Principal's Leadership Style and Its Impact on School Management**

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**Abstract:** This study aims to (1) identify and describe the leadership style adopted by the Principal of SMP 5 Tulung Selapan, (2) determine the impact of this leadership style on school management and (3) strategies for improving teacher performance. The method used in this research is qualitative research using in-depth interviews which have been conducted directly with the informants. The validity of the data was carried out with the persistence of observers and the triangulation method. The conclusions obtained in this research are, (1) The principal's leadership in an effort to improve teacher performance at SMP Negeri 5 Tulung Selapan, Tulung Selapan sub-district, Ogan Komering Ilir Regency has been carried out quite well even though it has not been supported by complete facilities (2) Teacher performance in carrying out learning is good enough, and (3) the principal's efforts to improve teacher performance in carrying out learning are carried out, among others, through several activities, namely: a) carrying out teacher performance assessments, b) carrying out academic supervision of learning carried out by teachers in class, c) carrying out follow-up results supervision.

**Keywords:** Leadership Style, Supervision, Teacher's Performance

### **A. Introduction**

Education in Indonesia plays a very important role in nation building, especially human development. Whole human development cannot be separated from the participation of society and various institutions in the field of education. PISA assessment results (*Programme for International Assessment*) coordinated by the OECD (*Organization for Economic Cooperation and Development*) based in Paris France in stating that the quality of education in Indonesia "ranked 69th out of 76 countries" (Octavia & Savira, 2016). Leadership can also be formulated as a personality of a person who brings a desire to a group of people to imitate or follow him, or who emits a certain influence, a power or authority, in such a way as to make a group of people want to do what they want. The principal as a leader of an educational institution is responsible for all activities that occur in the school environment. The success of education in schools is largely determined by the success of the principal in managing the educational staff available at the school.

The principal is one of the components of education that is influential in improving teacher performance. The school principal is responsible for organizing educational activities, school administration, developing other educational staff and utilizing and maintaining facilities and infrastructure.

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School Management is an activity that is carried out effectively and efficiently to improve performance school in achieving educational goals, both national goals and institutional goals, the results of which can be seen from several factors as performance indicators that have been successfully achieved by schools. Principals are required to be able to carry out their duties and functions in managing various components of the school to achieve the formulated school goals. The principal shows his function as two major roles, namely the role of manager and the role of leader (Suprayogi, 2011).

The problems that occurred at SMPN 5 Tulung Selpan were (1) Kelapa SMPN 5 did not care about the main school, especially the teacher; (2) Educators or teachers who teach in junior high schools are teachers who also teach in elementary schools; (3) There is no concern for student facilities and educational needs; and (4) The problem of teacher honorarium salaries that are not in accordance with the severity of the work being forgiven. Based on the above background, this study aims to (1) identify and describe the leadership style adopted by the Principal of SMP 5 Tulung Selapan; (2) determine the impact of this leadership style on school management; and (3) strategies to improve teacher performance.

Leadership is a process undertaken by company managers to direct(*directing*) and influence his subordinates in activities related to the task, so that the subordinates want to mobilize all their abilities, both as individuals and as members of a team, to achieve the goals that have been set. Leadership is the ability and skill of someone who occupies a position as a leader in a work to influence the behavior of other people, especially his subordinates, to think and act in such a way that through positive behavior it makes a real contribution to achieving organizational goals.

Leadership style is closely related to the formulation of organizational goals, the types of activities to be led, the characteristics of subordinates, business motives, and other conditions that will have an impact on the organization. Terry (2014) as one of the developers of management science suggests the following types of leadership (Terry, 2014)

#### Personal Leadership

A manager in carrying out not only always done by way of personal contact. Instructions delivered orally or in person delivered by the manager concerned. This type of leadership is often embraced by small companies because the complexity of the subordinates and their activities is very small. As a result, besides being easy to implement, it is also very effective and is usually done without going through complicated procedures.

#### Non-personal Leadership

Rules and policies that apply to the company through its subordinates or using non-personal media, both plans, instructions and programs for providing them. In this type, the program of delegation of powers plays a very important role and must be applied.

#### Authoritarian Leadership

Authoritarian type managers usually work seriously, thoroughly and meticulously. Managers work according to strictly enforced policy regulations. Even though it is a bit rigid and all instructions must be obeyed by subordinates, subordinates are not entitled to comment on it. The manager thinks that he is the one who acts as a driver who will be responsible for everything in the complexity of the organization (Siswanto, 2019).

#### Democratic Leadership

In democratic leadership, managers assume that they are the same part as elements of the company and simultaneously all of these elements are responsible for managing it.

#### Paternalistic Leadership

Paternalistic leadership is characterized by a paternal influence on the relationship between managers and the company. The goal is to protect and provide direction, action, and behavior like a father's role to his child. Leadership According to

Talents Types of leadership according to talents usually emerge from informal groups that are obtained through training, although not directly. With the existence of a competition system, it can lead to exciting differences of opinion from the group concerned. The role of talent is very prominent, as an innate effect and may be due to heredity (Siswanto, 2019).

According to Syafaruddin (2002), educational leadership is the process of influencing all personnel who support the implementation of teaching and learning activities in order to achieve educational goals in schools. The leadership role of educational institutions is carried out by rectors, directors, principals, madrasas, and pesantren leaders (Syafaruddin, 2002).

Based on some previous research on leadership style, it can be seen that the principal tends to use the Path Goal leadership style with leadership characteristics that are directive, supportive, participatory, goal oriented, besides that the principal also applies a transformational leadership style which has the characteristics of giving vision and mission, inspiration, intellectual stimulation, and individual considerations adapted to the situation and conditions (Suprayogi, 2011).

The influence of leadership style, SBM, and organizational climate through the impact of job satisfaction on teacher performance is carried out by adding organizational climate variables which are hypothesized to have a positive influence on teacher performance through the positive impact of job satisfaction (Sunarto & Purwoatmodjo, 2011). Mailani & Armanto, (2022) entitled Analysis of the Principal's Leadership Style in Improving Teacher Performance (Case Study SDN 163085 Kota Tebing Tinggi) can be concluded that in improving teacher performance by using a participatory leadership style.

Akbar, (2020) entitled School Principals in Carrying Out Management Functions at Baleendah 1 Public High School research shows that the leadership style used by the head of Baleendah 1 State High School tends to use democratic and participative leadership. Research on the Analysis of the Principal's Leadership Style in the Implementation of School-Based Management at Mukomuko State High School conducted by Eriyati (2016) can be concluded that the leadership style of the Mukomuko State Senior High School principal is included in the situational leadership style category (Eriyati, 2016).

Subsequent research entitled The Role of School Leadership in Improving Teacher Performance at SMA Islam Cendikia Bandar Lampung. The results of this study indicate that the role of leadership is carried out by the principal to improve teacher performance by directing and guiding teachers in times of difficulty in the learning process (Hasibuan et al, 2023). Ilma (2021) in a study entitled Analysis of the

Leadership Style of Early Childhood Education in Improving Teacher Performance at RA Darusallam concluded that the leadership style of the principal in leading will have an impact on teacher performance (Ilma, 2021).

Marsongko (2009) in his research entitled Leadership of the Principal in Improving the Quality of School Education (Special Studies) Principal Management of SD Muhamadiyah Wonorejo Polokarto (Marsongko, 2009) resulted that (1) Improving the quality of learning at SD Muhamadiyah Wonorejo is determined by how the leadership style of the school principal can manage management schools and the ability to set the vision, mission and goals of education in SD Muhamadiyah Wonorejo, strategies and targets that are appropriate to the situation and conditions of the school (2) improving the quality of principal's leadership competencies is determined by self-motivation and how to manage learning input, carry out the process and produce output , (3) overall the condition of the Principal of SD Muhamadiyah Wonorejo in carrying out his duties and functions as an educator (educator), manager, administrator, supervisor, leader, innovator and motivator is very good so that he can be an example in carrying out his duties.

Another research conducted by Anggayani et al, (2009) titled Analysis of Principal's Leadership Style in Improving Teacher Performance (Case Study of Public Elementary School 2 Pemecutan, Denpasar City) has the conclusion that the principal's leadership style in improving teacher performance at Pemecutan 2 Public Elementary School uses a participatory leadership style.

## **B. Methods**

The research location is at SMP Negeri 5 Tulung Selapan, OKI Regency, the research time is from November to December 2022. According to (Sugiyono, 2014) the object of research is an attribute or characteristic or value of a person, object or activity that has certain variations determined by the researcher to be studied and then drawn conclusions. The informants of this study were: 7 teachers who had worked for 2 years at SMP Negeri 5 Tulung Selapan and the principal of SMP Negeri 5 Tulung Selapan.

In this study, the authors used a qualitative approach. According to Sugiyono (2014) qualitative research is a research method based on post-positivism philosophy, used to examine the condition of natural objects. The data collected by the researchers is primary data in the form of interview data which is validated by the firmness of the informants and source triangulation. Sidiq et al., (2019) suggests that activities in qualitative data analysis are carried out interactively and continuously until complete, until the data is saturated. The activity is data reduction, conclusion drawing, and verification.

### **C. Results and Discussion**

In an organization there must be a leader who is in charge of the organization and who makes the progress of an organization. So, a leader here plays an important role in the progress of the organization, a leader must be good at all fields, for example good at communicating with employees, good at resolving conflicts, and others. However, with competence in all fields there are still many leaders (*Headmaster*) those who are less successful in running school organizations are none other than negligence in managing the time between carrying out their duties as school principals and their academic tasks.

As a teacher entrusted with being the principal of the school, the principal of SMPN 5 Tulung Selapan is considered quite good at managing time. This is seen from the research findings which show that there is effective time management carried out by school principals such as selecting teaching days on Friday and Saturday where the election today has taken into account that activities at the Office of Education office are off work on Saturday so that matters relating to with the principal's duties relating to the Education Office on that day did not exist. This means that the principal's time is fully at school. In addition, the principal also arranges the time to receive guests from outside the school, namely being served after the principal's teaching and learning activities finish at 08.45 or 09.00 in the morning. Principal as leader must be able to provide guidance and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks. Friedman (2020) argued that the principal as *leader* must have a special character that includes personality, basic skills, experience and professional skills, as well as administrative and supervisory knowledge.

In relation to school management planning, the research findings show that the principal of SMP Negeri 5 Tulung Selapan has paid attention to the teacher's involvement in the preparation of the RKAS. Positive input and suggestions from teachers and staff were heard and considered for allocation into the RKAS which was prepared together. The attitude of transparency in terms of school financial management was also shown by the school principal so that it did not create negative prejudice among teachers and parents of students regarding school finances.

In managing educational staff, one of the important tasks that teachers have is to carry out professional development activities through various education and training activities, both carried out by schools, such as: KKS, KKG, Competition (school level), workshop, in house training, professional discussions and so on, or through education and training activities outside of school, such as: opportunities to continue their education or take part in various training activities organized by

other parties. The research findings show that teacher professional development activities carried out by school principals are still limited in the school environment. Training and activities have gone on long enough KKG has not been held yet. From the perspective of researchers, school principals are most likely constrained by minimal school funding to be able to organize activities such as seminars *Zoom* others at school.

In school management, the role of the principal is very prominent, evidence that this role is very strong, the existence of a good principal, very close relationships and collaboration with the company and other parties so that the principal has many donors who are related to the world of education states that "the principal must have the right strategy to increase the professionalism of the teaching staff in their schools, create a conducive school climate, and provide advice to school members. The principal as an education manager must be fully responsible for the smooth implementation of education and learning in schools. Therefore, the school principal has an important role and heavy responsibility, thus requiring high skills in various fields, especially in the profession he carries as a manager in implementing the learning process at school.

The school principal as a manager has an important role in developing the quality of education at SMP Negeri 5 Tulung Selapan. As a manager, the school principal has considered the important role that not only makes an impact but also fosters subordinates so that they have the ability to manage their performance, both managerial and technical abilities. For this reason, managers are required to have long-term views and strategies towards which the organization will be directed. In implementing school programs, it must be supported by the managerial capabilities of democratic and professional principals. Principals and teachers as staff implementing the core of school programs are people who have the ability and professional integrity.

The research findings show that in order to carry out their roles and functions as managers, the principal of SMP Negeri 5 Tulung Selapan has the right strategy to empower all school resources to achieve educational goals even though the facilities and infrastructure are still minimal compared to the surrounding schools. However, the managerial ability of the SMP Negeri 5 Tulung selapan principal is quite good in coordinating, mobilizing and harmonizing all available resources in the education unit he leads to achieve common goals. This is in line with the function of the leader stated by Wiltshire (2012) that leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes. This opinion views that leadership is a relationship of mutual influence between leaders and those who are led with the intention of obtaining real results and changes that reflect a common goal.

Basically, managerial ability is closely related to how management functions or management processes are implemented, namely planning, organizing, implementing, controlling, and evaluating. The principal is the school-level education manager and the main spearhead in managing school-level education. The responsibility that must be carried is that the principal must have the ability to carry out his leadership duties properly which is manifested in the ability to develop school programs, organize personnel, empower educational staff, and utilize school resources optimally.

Permendiknas RI Number 13 of 2007 concerning School Principal Standards, also requires school principals to have five competency dimensions, namely: personality competence, managerial competence, supervision competence, entrepreneurial competence, and social competence. The personality dimension is a dimension related to morals and character. On the personality dimension, six competencies are described, namely: (1) having noble character, developing a culture and tradition of noble character, and being an example of noble character for the community in schools/madrasas, (2) having personality integrity as a leader, (3) having a strong desire in self-development, (4) being open in carrying out basic tasks and functions, (5) self-control in dealing with problems at work as school/madrasa principals, (6) having talent and interest in positions as educational leaders.

The research findings show that from a personality perspective, the leadership of the principal of SMPN 5 Tulung Selapan has succeeded in becoming a role model for teachers and students. This exemplary can be seen from the disciplinary attitude that is applied by the principal as well as the communication patterns that are built and developed at SMPN 5 Tulung Selapan which set an example in terms of attendance at school. He tries to be the first to attend school. This turned out to make it easier for the Principal of SMPN 5 Tulung Selapan to control teacher discipline in serving students.

In addition, routine flag ceremony activities are not only routine activities for students alone, but are also used by school principals as a means of controlling the discipline of teachers and students as well as a means of character education for loving the motherland and nation. In addition, the good personality shown by the principal of SMPN 5 Tulung Selapan can also be a motivation for teachers and students to carry out the same disciplinary activities in order to achieve school goals.

Furthermore, based on research findings on teacher performance at SMPNc5 Tulung Selapan, the performance characteristics of teachers at SMPN5 Tulung Selapan can be identified as follows: (1) the percentage of late teachers coming to school is very low. In addition to the example of discipline shown by the principal,

most of the teachers live not too far from school, (2) teachers have made learning tools at the beginning of the school year as an administrative task, (3) in carrying out the learning process in class, most of the junior high school teachers 5 Tulung Selapan brings learning tools when carrying out the learning process in class, (4) carrying out a learning process that educates students, and (5) carrying out evaluations that are in accordance with the learning objectives.

According to researchers, the performance characteristics shown by SMPN 5 Tulung Selapan are good enough to support the achievement of school goals. The performance shown by the teacher can be observed and measured by the school principal and the teacher himself. This is in line with the notion of performance expressed by Behn, (2003) states that performance is something that people actually do and can be observed. In this sense, performance includes actions and behaviors that are relevant to organizational goals. The definition of performance or work performance is the result of a person's work in quality in carrying out their duties in accordance with the responsibilities given to that person. Performance is a work ability or work performance shown by an employee to obtain optimal work results.

Teacher teaching performance is related to the task of planning, managing learning and assessing student learning outcomes. The research findings show that there are efforts by teachers at SMP Negeri 5 Tulung Selapan to improve their professional competence. A concrete example is that last year SMP Negeri 5 Tulung Selapan in 2021 had not yet been registered as a Mobilizing School. Thanks to the hard work of the teacher council, the school has become a Mobilization School using the Independent Curriculum, learning enthusiasm for students to study hard, so the exam results are quite satisfactory. because, the Principal's Policy, meeting with teachers and student guardians, agreed to use the curriculum that resulted from their meeting, namely the Freedom to Learn curriculum.

The supporting factor for good enough teacher performance is the control function of the school principal on teacher performance. Starting from efforts to control learning devices or planning, controlling the implementation of learning, and controlling learning evaluations carried out by teachers. Performance reflects the success of an organization, so it is considered important to measure the characteristics of its workforce. Teacher performance is the culmination of three related elements namely skills, effort, nature of circumstances and external conditions. Individual performance is the result of work both in terms of quality and quantity based on predetermined work standards. Individual performance is achieved if it is supported by individual attributes, work effort, and organizational support.

#### **D. Conclusion**

Based on the presentation of research findings data, it can be concluded that the principal's leadership in an effort to improve teacher performance in carrying out learning at SMPN 5 Tulung Selapan, Tulung Selapan sub-district, did not experience significant obstacles and could be managed properly. Furthermore, several specific conclusions can be presented, 1) the leadership of the school principal in an effort to improve teacher performance in carrying out learning at SMPN 5 Tulung Selapan, Tulung Selapan sub-district, Ogan Komering Ilir Regency, has been carried out quite well, although it has not been supported by complete facilities, especially in managing time between carrying out additional assignments as a school principal and carrying out academic tasks as a teacher. In addition, the situational leadership approach is applied through good personality aspects and fostering work discipline and developing effective communication patterns among school members; 2) the teacher's performance in carrying out learning at SMPN 5 Tulung Selapan is quite good. This is characterized by high responsibility and discipline in carrying out teaching tasks, carrying out educational learning and coaching for students, and receiving supervision results for increasing competence and improving performance, and 3) efforts by the school principal to improve teacher performance in carrying out learning at SMPN 5 Tulung Selapan are carried out, among others, through several activities, namely: a) carrying out teacher performance assessments, b) carrying out academic supervision of learning carried out by teachers in class, c) carrying out follow-up on the results of supervision

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