

## ANALYSIS OF THE INFLUENCE OF PRINCIPAL'S LEADERSHIP ON TEACHER PERFORMANCE IN SECONDARY SCHOOL

Abdul Hakim<sup>1</sup>, Baharuddin<sup>2</sup>, Irnie Victorynie

<sup>1,2</sup>Universitas Muhammadiyah Indonesia, Bekasi

abdul\_hakim@unismabekasi.ac.id

baharuddin@unismabekasi.ac.id

victorynie@unismabekasi.ac.id

### ABSTRAK

sesuai dengan karakternya. Disisi lain, kepuasan kerja seorang guru merupakan salah satu hasil yang dicapai dari penerapan gaya kepemimpinan kepala sekolahnya. Penelitian studi literatur ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah terhadap kinerja guru di berbagai sekolah menengah dengan tipe dan lokasi yang beragam. Kepemimpinan kepala sekolah memainkan peran strategis dalam menciptakan lingkungan kerja yang kondusif, memberikan motivasi, serta mengarahkan guru dalam melaksanakan tugas-tugas profesionalnya. Pendekatan penelitian yang digunakan adalah studi literatur (literature review). Studi literatur dilakukan dengan pengumpulan berbagai sumber data yang relevan dengan masalah atau topik penelitian yang terkait. Hasil penelitian menunjukkan bahwa gaya kepemimpinan kepala sekolah memiliki hubungan positif dan signifikan terhadap peningkatan kinerja guru, khususnya dalam aspek perencanaan pembelajaran, pelaksanaan pembelajaran, dan evaluasi. Faktor-faktor seperti komunikasi efektif, pemberian penghargaan, serta keterlibatan kepala sekolah dalam pengembangan profesional guru juga terbukti berkontribusi terhadap peningkatan kualitas kinerja. Dengan demikian, diperlukan penguatan kapasitas kepemimpinan kepala sekolah melalui pelatihan manajerial dan supervisi pendidikan yang berkelanjutan guna mendorong peningkatan mutu pendidikan secara keseluruhan

**Kata kunci** : Kepemimpinan Kepala Sekolah, Kinerja Guru, Sekolah Menengah

### ABSTRACT

*The principal as a leader has a variety of different leadership styles according to his character. On the other hand, a teacher's job satisfaction is one of the results achieved from the application of the principal's leadership style. This literature study research aims to determine the influence of principals' leadership on teacher performance in various secondary schools with various types and locations. The leadership of the principal plays a strategic role in*

*creating a conducive work environment, providing motivation, and directing teachers in carrying out their professional duties. The research approach used is literature review. Literature studies are carried out by collecting various data sources that are relevant to the related research problem or topic. The results of the study showed that the leadership style of school principals has a positive and significant relationship with improving teacher performance, especially in the aspects of learning planning, learning implementation, and evaluation. Factors such as effective communication, awarding, and principals' involvement in teacher professional development have also been proven to contribute to improving the quality of performance. Thus, it is necessary to strengthen the leadership capacity of school principals through continuous managerial training and educational supervision to encourage the improvement of the overall quality of education.*

**Keywords :** *Principal's Leadership, Teacher Performance, High School*

## **INTRODUCTION**

Education is the main foundation in the development of quality human resources. Schools as formal educational institutions have a strategic role in achieving these goals. In the school organizational structure, the principal plays a central role in managing and leading all educational activities, including directing, guiding, and motivating teachers as the spearhead of the implementation of the teaching and learning process. So that education management cannot be separated from the role of the principal in carrying out his role as a *leader*. The leadership of the principal is one of the key factors that determine the success of an educational institution. The principal not only plays the role of an administrative manager, but also as a visionary leader who is able to move all elements of the school to achieve the expected educational goals. In the context of modern education that continues to develop, the challenges faced by school principals are increasingly complex, ranging from demands for quality of education, human resource management, to adjustments to government policies.

Teachers have a strategic role in facing the challenges of school principals so that they can create a generation that is intelligent, characterful, and competent. In the secondary school environment, teachers not only function as conveyors of subject matter, but also as guides, facilitators, and role models for students. Therefore, teacher performance is one of the main indicators in determining the

success of the educational process in schools. Teacher performance includes various aspects, including the ability to plan learning, the implementation of the teaching process, the evaluation of learning outcomes, and social interaction with students, colleagues, and parents. Teachers who perform well will be able to create a conducive learning atmosphere, increase student participation, and encourage the achievement of academic and non-academic achievements.

The results of research conducted by (Carudin, 2011) show that the leadership of school principals has a good effect on improving teacher performance. On the contrary, a study conducted by Yogaswara (2010) concluded that in the application of leadership, it is important to adapt it to the abilities and desires of subordinates. This means that when teachers have achieved effective ability and readiness, the leadership required is to maintain a focus on the task and increase attention to relationships. The results of the study clearly state that the leadership style of school principals has a significant impact on teacher performance (Yogaswara, 2010).

However, there are many challenges faced by teachers in carrying out their duties, ranging from limited facilities and infrastructure, high administrative burden, to welfare problems. This condition can have a direct impact on the quality of teachers' performance. Therefore, it is necessary to evaluate and analyze teacher performance periodically, especially at the secondary school level, in order to improve the quality of education evenly.

Given the very important role of school principals in improving teacher performance, it is necessary to analyze the leadership style and practice applied, as well as how much it affects teacher performance in secondary schools. This study aims to find out the relationship or influence between the leadership of school principals on teacher performance, so that it can provide a reference for improving education management at the secondary school level.

The research method used in this study is literature *review*. Literature studies are carried out by collecting various kinds of data sources that are relevant to the research problem discussed (Habsy, 2017). Literature studies will be available to researchers by collecting various related scientific research articles from *databases* in the form of *PubMED*, *Science Direct* and *Google Scholar*. The search for scientific research articles from several *databases* is limited by the keyword

"Analysis of Principals' Leadership on Teacher Performance in Secondary Schools". The literature study in this article is focused on the analysis of the principal's leadership analysis on teacher performance in secondary school. This literature *review* technique uses scientific articles as the main data analyzed by researchers or authors without the need for direct observation in the field (Sari et al., 2021). The search was conducted on *the PubMed database, the Science Direct database and the Google Scholar database* with the combination of the keywords "analysis of the principal's leadership on teacher performance in secondary school". Based on the search results in the three databases, 12 scientific research articles were identified that will go through the *process of identification, screening, and eligibility* using inclusion and exclusion criteria.

## DISCUSSION

### **The Level Of Influence Of The Principal's Leadership**

Analysis of the level of influence of school principal's leadership on educational productivity shows that the role of a leader is not just managerial, but as the main driving force for change in schools. Effective leadership acts as a catalyst capable of transforming the work environment into an ecosystem that supports teachers' professional growth. Based on various literature studies, the leadership style of school principals has a huge influence because they are able to determine the direction of policy, the psychological climate in the teacher's room, and the availability of emotional support needed by educators in facing curriculum challenges.

Transformational leadership styles, for example, work by inspiring teachers to go beyond their personal interests for the sake of a larger school vision. This type of leader builds intellectual and emotional commitment, so teachers feel they have a crucial role in student success. On the other hand, situational styles provide the flexibility that principals need to tailor their responses to each teacher's level of maturity and competence. Democratic leadership complements this dynamic by ensuring participation and inclusivity in decision-making. The synergy of these styles creates a supportive structure that makes teachers feel valued, which automatically triggers an improvement in their performance. Conversely,

inadequate leadership styles—such as rigid authoritarianism or indifferent laissez-faire—tend to create uncertainty and dissatisfaction.

Without clear guidance and sincere appreciation, teachers' intrinsic motivation will be eroded, leading to a decrease in the quality of teaching in the classroom. Teacher performance is very sensitive to the behavior of the principal; If leaders are able to provide resources, provide constructive feedback, and create a sense of security, then teachers will show high loyalty and innovation. Therefore, investment in the development of the leadership capacity of school principals is the main key to ensuring stability and continuous improvement of the quality of education.

### **Benefits Of A Principal's Leadership Style**

The leadership of a school principal is not just an administrative position, but the heart of the operational and cultural dynamics in educational institutions. Referring to the thinking of Setiyati (2014), the effectiveness of the principal's leadership style is directly correlated with the improvement of teacher performance. As the top manager, the principal is fully responsible for the strategic direction of the organization. Its ability to integrate administrative functions, resource management, and the art of leadership is a determining factor in whether a school will develop into a superior institution or simply run a routine without a clear vision.

#### **1. The Principal as the Central Force.**

The principal acts as the central force or driving force that moves all elements of the school. The right leadership style allows for the creation of a stable yet innovative work environment. According to Kracabey et al. (2022), the success of staff coaching is highly dependent on this leadership competence. Effective leaders not only provide instructions, but also provide moral example and support. When the principal demonstrates a supportive and transparent leadership style, the teacher feels psychologically protected to experiment with new teaching methods, which in turn improves the overall quality of educational output.

#### **2. Effectiveness and Efficiency of Goal Achievement**

In line with the opinion of Usman (2013), leadership style is a key variable that ensures that schools achieve goals effectively (on target) and efficiently

(right use of resources). Leaders who have a sharp vision are able to identify the scale of priorities in the midst of budget or facility limitations. Concern for staff and students, as emphasized by Wahjosumidjo (2011), builds organizational loyalty. Teachers who feel cared for will work above and beyond the minimum standards, while students under caring leadership will experience a safe school climate.

### 3. School Culture Transformation

Deeper, the leadership style of the principal is useful in shaping the school culture. Democratic and collaborative leadership encourages the creation of two-way communication, minimizes internal conflicts, and strengthens a sense of community. By understanding their duties and functions in depth, the principal acts as a bridge between government policy and the reality on the ground. The long-term benefits of a strong leadership style are the creation of schools that are adaptive to the changing times, able to compete in terms of achievement, and still maintain human values in the educational process.

## **Leadership Style Challenges To Teacher Performance**

Leadership in educational institutions often hits a complex wall of reality, especially when dealing with the diversity of human resource characters. One of the biggest challenges for principals is aligning the various personalities of teachers into one collective vision. Each teacher brings a different background, motivation, and work ethic; Some have high initiative and natural adherence to regulations, but others require greater external stimulation to simply meet minimum standards of discipline. This challenge requires the principal to not only act as a manager, but also as an organizational psychologist capable of mapping the character of each individual.

### 1. Commitment and Influence Through Example

According to Syah & Satria (2020), the effectiveness of leadership is highly dependent on the ability of school principals to influence teachers to be actively involved in achieving institutional goals. The most fundamental but often overlooked strategy is modeling. Leaders who demand discipline but are often late or inconsistent in policy will lose moral legitimacy in the eyes

of staff. In addition to examples, effective communication is a bridge to reduce resistance. Open two-way communication between principals, teachers, and administrative staff allows personal barriers to be identified early before they develop into conflict or massive performance declines.

## 2. Formalization of Rules and Strictness of Sanctions

Leadership barriers often arise due to the presence of "gray areas" in regulations. Without a clear operational foundation, teacher performance assessments can become highly subjective and trigger social jealousy. Swasto (2011) emphasized that the compliance of organizational members can only be guaranteed if there are explicit and mutually agreed rules. The leadership must dare to take firm steps in applying sanctions if there are irregularities. The enforcement of this rule is not intended to create fear, but to build a fair system. Hardworking teachers will feel appreciated if their colleagues who commit violations are sanctioned in accordance with the applicable procedures.

## 3. Synergy Between Compliance and Motivation

The final challenge in teacher performance management is how to balance the legality approach (sanctions/rules) with the emotional approach (motivation). School principals must ensure that existing rules do not kill the creativity of educators. Regulations should be seen as safety corridors, not shackles that stifle innovation.

By bringing together individual commitment, leader example, persuasive communication, and an objective sanction system, obstacles in leadership style can be minimized. The end result is the creation of a healthy organizational culture, in which teacher performance increases not because of coercion, but because of an awareness of professional responsibility and love for the institution.

### **Teacher Performance Factors**

According to Abdullah (2013: 16), teacher performance is the ability shown by teachers in carrying out their duties or work. Performance is said to be good and satisfactory if the results achieved are in accordance with the standards that have been set.

According to Simamora (in Wardana, 2013, p. 102), teachers' performance is influenced by three factors, namely **Individual Factors** consisting of (1) abilities and expertise, (2) background, and (3) demographics. **Psychological factors** consisting of (1) perception, (2) *attitude*, (3) *personality*, (4) learning and (5) motivation. **Organizational factors** consisting of (1) leadership, (2) awards, (3) structure and (4) *job design*.

### **Strategies And Good Practices**

A progressive leadership strategy places teachers not just as curriculum implementers, but as strategic partners in educational innovation. One of the good practices identified is the granting of professional autonomy in a measurable manner. When principals provide space for teachers to experiment with new teaching methodologies and involve them in strategic decision-making, a strong sense of ownership is created for the school's vision. This automatically triggers a surge in intrinsic motivation and performance, as teachers feel trusted as experts in their field.

In addition to autonomy, the effectiveness of school management depends heavily on the quality of communication. Open and equal two-way communication practices have been proven to reduce bureaucratic barriers and accelerate the resolution of internal conflicts. With honest dialogue, trust between leaders and subordinates will be built organically, creating a psychologically healthy and supportive work environment.

Finally, a balanced appreciation system between formal and informal pathways is a crucial complement. The awarding of a certificate of appreciation or performance allowance is a form of institutional recognition, but informal appreciation such as verbal praise in front of a colleague or a simple thank you note often has a deeper emotional impact. It is this synergy between autonomy, transparent communication, and sincere recognition that shapes a culture of outstanding work in the school environment.

### **CONCLUSION**

The conclusion of this study confirms that the leadership of the principal is the main determinant that has a positive and significant influence on the escalation of teacher performance. Leadership effectiveness that manifests through

communication skills, decision-making assertiveness, inclusive staff empowerment, and constructive supervision in a linear manner is directly proportional to the professionalism of educators in the field. A visionary and inspirational leadership style acts as a catalyst that not only improves administrative discipline, but also fuels a spirit of innovation in classroom learning methodologies. More deeply, these findings show that school principals who are able to position themselves as role models as well as mentors succeed in building supportive interpersonal relationships. This synergy creates a harmonious work ecosystem, which systemically has an impact on improving the quality of classroom management and achieving more optimal student learning outcomes. Transformational leadership has proven to be able to transform school culture from just a bureaucratic routine to a dynamic and quality-oriented learning community. Although the leadership variables explain the dominant proportion of teacher performance variations, this analysis still leaves room for other external factors such as the individual's intrinsic motivation, the frequency of training, and the support of the work environment. Therefore, strengthening the managerial and managerial capacity of school principals should be seen as a strategic investment for the institution. The alignment between a strong leadership vision and supportive environmental support is the main key in realizing a sustainable and highly competitive educational transformation.

## REFERENCES

- Baharuddin (2023) *Perencanaan Pendidikan* (Cetakan pertama). Ruang karya Bersama
- Habsy, B. A., Septiani, L., Kurniawan, T. H., Khofifah, D., Shakila, D. N., Mubarok, A. K., & Fajariyah, S. A. N. (2024). Penerapan Manajemen Layanan Informasi dalam Bimbingan dan Konseling. *WISSEN: Jurnal Ilmu Sosial dan Humaniora*, 2(4), 247-259.
- Karacabey, MF, Bellibaş, M. ., & Adams, D. (2022). Kepemimpinan kepala sekolah dan pembelajaran profesional guru di sekolah-sekolah Turki: Meneliti efek mediasi dari kemandirian guru kolektif dan kepercayaan guru. *Studi pendidikan*, 48(2), 253-272.
- Nellitawati, N., & Yunistisa, F. (2022). Analisis kontribusi kepemimpinan kepala sekolah terhadap kinerja guru sekolah menengah kejuruan. *Jurnal Konseling*

*Dan Pendidikan*, 10(2), 193-198.

Pratama, A. J., & Giatman, M. (2023). Analisis Gaya Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di Sekolah Menengah Kejuruan: Studi Literatur. *Journal of Education Research*, 4(2), 677-687.

Septiana, R., & Ivada, E. (2013). Pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru SMP Negeri Wonosari. *Jupe-Jurnal Pendidikan Ekonomi*, 2(1).

Setiyati, S. (2014). Pengaruh kepemimpinan kepala sekolah, motivasi Kerja, dan budaya sekolah terhadap kinerja guru. *Jurnal Pendidikan Teknologi dan Kejuruan*, 22(2), 200-206.

Sukendar, S., & Usman, H. (2013). Karakteristik kepemimpinan efektif kepala sekolah SMP Negeri 1 Banguntapan. *Jurnal Akuntabilitas Manajemen Pendidikan*, 1(2), 285-294.

Wardana, D. S. (2013). Motivasi berprestasi dengan kinerja guru yang sudah disertifikasi. *Jurnal ilmiah psikologi terapan*, 1(1), 98-109.

Zaeni, A., Abdullah, G., & Egar, N. (2016). Pengaruh kompetensi pedagogik guru dan sertifikasi guru terhadap kinerja guru sd/mi di kecamatan petarukan kabupaten pemalang. *Jurnal Manajemen Pendidikan (JMP)*, 5(2).