The Principal's Leadership Style and The Teacher Performance

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ABSTRACT
The principal's leadership style as a leader will impact the effectiveness of enhancing teacher performance under his guidance. The goal of this study was to collect information on (1) the principal's leadership style, (2) the execution of the principal's leadership style, and (3) the restrictions that the principal faces in enhancing teacher performance in schools. Data collecting approaches were carried out using a qualitative approach with descriptive methodologies, including interviews, observations, and documentation. This study demonstrates that (1) the principal employs a situational leadership style in influencing his subordinates by viewing and comprehending each of his subordinates' backgrounds while creating policies. (2) Use of the principal's leadership style to influence teacher performance, namely instructional, consultative, participative, and delegative leadership. (3) The difficulties that school principals encounter include the limited competence of instructors to use "computer" technology, the lack of flexibility in the selection of learning techniques used by the teacher, and the diverse backgrounds of the subordinates.
Keywords: leadership style, principal, teacher performance

A. INTRODUCTION

The principal is a leader who strongly influences the dynamics of the school toward success and advancement in the institution. The principal's intellectual, emotional, spiritual, and social qualities have a significant impact on the success of his leadership. Principal leadership has a substantial impact on student accomplishment, even though it is typically indirect via teachers' classrooms, school systems, and the learning atmosphere. In job activities, the principal serves as a direct example for teachers and staff (R. Mitchell, 2017, Y. Liu, 2019).

The principal is responsible for mobilizing, assisting in the development of teacher professionalism, coordinating or harmonizing all educational resources available in schools, and utilizing them as needed. Principal leadership is one of the characteristics that can help the school fulfill its vision, purpose, goals, and objectives by implementing programs in a planned and progressive manner. Principals must have appropriate management and leadership abilities in order to innovate in education, develop the schools they oversee, and take steps to improve the quality of education in schools (R. Rosari, 2019).

The significance of competent school leadership in establishing a successful school cannot be overstated (D. R. Hancock, 2019). As a leader, the principal must be able to influence his subordinates in carrying out his tasks and obligations in order to accomplish shared goals; hence, the principal must have a leadership style in order to influence his subordinates. A person's leadership style is their ability to influence other individuals or organizations such that they are willing and able to move and replicate their own attitudes and character toward attaining goals. According to A. K. Sari (2019) leadership style is applied to the level of maturity or maturity of subordinates and the goals to be reached. Subordinates, as a crucial component in attaining goals, differ in talents, requirements, and personality, therefore the leader's approach is tailored to the maturity level of subordinates. According to A. Karim, (2019) leadership style is the manner in which leaders connect with their subordinates. The principal's leadership style influences the quality of teacher performance and discipline; thus, the principal must have a leadership style that can be utilized in his school based on the needs and current situations.

Teachers are critical components of the educational system, particularly in schools. Learning achievement must be matched by excellent teacher performance in the classroom. Teacher performance in schools is essential since it might indicate a school's effectiveness in meeting objectives (Elpisah, 2020). Teachers who perform well can meet and satisfy the

community as well as pupils who use educational services. The performance of teachers demonstrates the success of the national education system. Performance is the outcome of an employee's efforts in carrying out his duties in line with the obligations assigned to him. Teacher performance is a collection of numerous primary duties that educators execute in order to attain educational goals. Motivation and task discipline are crucial factors of a teacher's success or productivity (D. Iskamto, 2020)

According to Elpisah (2020) a teacher has three tasks in general: the teacher as an educator, the teacher as a supervisor, and the teacher as a class manager. According to Article 1 of Law 14 of 2005, teachers are professional educators whose primary responsibilities include teaching, educating, leading, directing, assessing, training, and evaluating students in the early childhood education route, formal, secondary school, and basic education.

During the former leadership of SMA Negeri Madang Suku 1, the leader only assigned duties to teachers and staff that had to be accomplished correctly according to the chain of command that had been given. The outcomes of this leadership include less directive, inspiring, and encouraging instructors' and workers' work. Leaders at SMA Negeri Madang Suku 1 were originally classified as transactional leaders based on certain of their traits. As a result, for the time being, a situational leadership style that can guide, motivate, and promote the morale of teachers and staff in attaining goals is required in the leadership of SMA Negeri Madang Suku 1. As a result, researchers will conduct study at SMA Negeri Madang Suku 1 on the Principal's Leadership Style in Influencing Teacher Performance.

Leadership characteristics, personal conduct, influence on others, interaction patterns, cooperative linkages between roles, the position of an administrative post, and views of the validity of influence are all examples of leadership (R. C. Turang, 2015). A leader's primary responsibility is to inspire and motivate subordinates or other individuals to attain the goals that have been established (Mas'ud Said, 2010). Another point of view on leadership is the influence relationship between leaders and followers who seek meaningful changes that represent their joint aims. If leadership occurs, four fundamental parts must be present: (1) the connection is built on influence, (2) the leader and follower are the individuals in this relationship, (3) the leader and follower seek actual change, and (4) the leader and follower. Followers create common aims.

Leadership has the following characteristics (William E. Rosenbach, 2019) intelligence to focus on achieving goals and results; easy to adapt to the environment;

move according to direction/priority; transmit motivation to followers/subordinates regarding competence and self-confidence; energy, courageous, persistent; honest, wise character; dare to take risks; and understand your own abilities.

The conduct or approach chosen and employed by the leader in contributing the ideas, feelings, attitudes, and behavior of members of his subordinate organization is referred to as leadership style (R. C. Turang, 2015). Furthermore, leadership style refers to how leaders engage with their subordinates. The leadership process in this setting necessitates the participation of three elements: the leader, the follower, and the situational environment (Miftahunnisa, 2017). Task-oriented leadership styles include 1) giving directives to subordinates; 2) severe monitoring of subordinates; 3) assuring subordinates that tasks must be completed in line with his wishes; and 4) emphasizing task implementation above coaching and developing subordinates.

Employee-centered personality 1) The leader is more family, trustworthy, and collaborative, with group members appreciating one another; 2) leaders give more motivation than supervision to subordinates; and 3) leaders include subordinates in decision making.

Situational leadership is tough and disciplined, but it also evaluates and comprehends the talents of his subordinates or the individuals he leads in an activity or organization (Miftahunnisa, 2017). This situational leadership must choose the appropriate course of action based on the circumstances, and this leadership style varies depending on the circumstances (Salsabila, 2020). According to Fiedler's Contingency Theory of Leadership, characteristics of situational control, such as the connection between leaders and followers, task structure, and the effect of position, have a considerable influence on leadership style. As a result of the interplay of the three scenarios, Fiedler proposes two leadership styles: task-motivated leadership and relationship-motivated leadership. House's Path Goal Theory of Leadership proposes a number of leadership styles to accommodate the interaction between employee qualities (followers) and environmental conditions. These ideas exist in an organizational setting where the variances in task structure and the uniqueness of individuals drive leaders to change their leadership style so that their leadership effectiveness can operate smoothly. To develop effective leadership, organizational dynamics necessitate a situational approach (William E, 2019).

Performance is the end product of a process's labor. That is, the work done by an employee in carrying out the responsibilities that have been allocated to him (Usman, 2012). Meanwhile, teacher performance is the sum of all the actions of all current resource

components. Performance is a behavior or response that produces outcomes in relation to what people do when faced with a task. The capacity to inspire oneself to complete work in line with the goals that have been set might impact good performance (Yamin, 2010).

Effective teacher performance may be seen in three ways: (1) learning performance, (2) professional performance, and (3) personal performance. Concerning the significance of measuring teacher performance, the Georgia Department of Education created a teacher performance assessment instrument, which was later changed by the Ministry of National Education into a Teacher Performance Assessment Tool (APKG). APKG is a tool for testing teacher skills in the form of generic fundamental competencies, hence it only examines the competences that instructors possess or may adopt (Elpisah, 2020).

The abilities that teachers must have are stated in the government regulation no. 19 of 2005 concerning National Education Standards, article 28 paragraph 3: Competence as a learning agent at the primary and secondary education levels, as well as early childhood education, which includes (1) pedagogic competence, (2) personality competence, (3) professional competence, and (4) social competence (Peraturan Pemerintah, 2005).

B. METHODS

The descriptive technique was utilized in conjunction with a qualitative approach to study the problem and gain a deeper understanding of the Principal's Leadership Style in Influencing Teacher Performance at SMA Negeri Madang Suku 1. Jalan Raya Simpang Kepuh, Rasuan Village, Kec. Madang Tribe 1 Kp. 32362 is the research location. Principals and instructors from research topics Techniques for gathering data include interviews, observations, and documentation. The interviews in this study were unstructured, and the data analysis approach included three activity lines: data reduction, data presentation, and conclusion drawing or verification.

C. RESULTS AND DISCUSSION

According to the findings of interviews with the principal, there are still teachers and education staff at SMA Negeri Madang Suku 1 who are not devoted to discipline, which is due to a variety of variables, histories, and personal circumstances of each individual. In this scenario, the policy adopted by the principal to promote work discipline is to encourage and urge his subordinates to return to the basic commitment that each instructor and employee has separate roles and obligations. If a teacher is late for school, the principal issues a verbal warning to the instructor, and if it occurs again, the principal

approaches him personally to discover why the teacher or education staff is not reprimanded. And the traditional follow-up is that the teacher who is late receives a warning from the principal during the morning briefing. Once again, the principal emphasizes empathy and his leader's role in understanding his subordinates and making judgments or policies.

One of them, motivation, influences teacher performance at SMA Negeri Madang Suku 1. The principal's type of motivation is to remind teachers and staff to return to the school's original vision, mission, and goals, which means that every teacher and employee must recognize that he is one of the most significant implementing components in attaining the school's vision and purpose. As a result, the principal instituted a policy of limiting the use of prizes as a form of appreciation and motivation. This tries to decrease the sense of reliance and fixation with obtaining 'gifts,' with the expectation that teachers and employees would be driven to enhance their performance with awareness and sincerity in order to fulfill the vision, purpose, and goals to be attained.

The principal's major aim with each individual's self-awareness and drive is to be able to bring them into the work system without intensive monitoring from the principal. Another source of motivation is the provision of spiritual approach activities through cultural studies, which are held once a week on a regular basis. This practice required all instructors and personnel to take turns providing cults.

The principal, as the leader, frequently faces a variety of challenges in carrying out his tasks connected to the implementation of previously agreed plans and policies. There are various impediments, beginning with disparities in the backgrounds and personalities of instructors and education professionals. The principal stated that it is difficult to comprehend the character and background of each of his subordinates, but as a leader, the principal must make every effort to understand the situations of his subordinates in order to develop suitable policies. Second, some instructors suffer from health issues. The third impediment is instructors' inability to use technology, despite the fact that the administration needs teachers to recommend computerized and online administrative files. The failure to understand information technology will undoubtedly impede the task, as will the completion of its management. The principal works steadily to solve this by undertaking information technology training and development.

In leading, the principal of SMA Negeri Madang Suku 1 gives chances for teachers and staff to share their thoughts and have an open approach toward their subordinates. The principal's leadership style is more of a collaborative situational approach adaptable to the

level of preparation of subordinates or employees and the actual situations. A leader who employs this situational leadership style recognizes that there is no universal standard for the optimum leadership style.

This study demonstrates that the principal of SMA Negeri Madang Suku 1 uses a situational approach in influencing, inspiring, and accepting responsibility for his subordinates because it has a beneficial influence on teacher and employee performance in attaining goals. it is in agreement with the opinion (Sirait, 2021). Leadership is a dynamic force that is essential for motivating and managing companies to achieve goals through influencing individuals both inside and outside the business (Zarvedi, 2016). Furthermore, leadership is a method of influencing the behavior of subordinates so that they are eager to work together and productively to attain corporate goals.

In situational leadership, the principal of SMA Negeri Madang Suku 1 understands the dynamics that present in the school. This conforms to the qualities of situational leadership, which requires the best course of action based on the scenario at hand, and this leadership style varies depending on the situation. Furthermore, the principal's situational leadership style was demonstrated by offering clear tasks to his subordinates, discussing each assignment, including all school members in every activity, and entrusting every work provided (Paul, 1998).

The situational leadership style is then separated into four qualities that are consistent with instructional theory, namely a duty assigned by a superior to subordinates, in which subordinates must act or refrain from acting under specified conditions. In this manner, the leader instructs his subordinates what will be done, where and how to accomplish it, and the structure/function of his subordinates is determined by the leader. This leadership style allows the leader to talk or discuss with his subordinates while carrying out the work. Subordinates might initiate two-way communication by asking inquiries. This leadership style is distinguished by the leader's dialogic communication, in which the leader solicits opinion or recommendations before making a decision. Leaders also give socio-emotional support to subordinates so that they may accept responsibility for their task. Participatory, that is, the spiritual and emotional participation of a superior in an organization to undertake/take part in his obligations.

Collaboration between leaders and subordinates in making choices through dialogue and offering simple access to crucial information are additional characteristics of the leadership style. Leaders usually invite subordinates to engage in all work activities so that subordinates can grow. Delegation is the act of handing a superior's job to subordinates to

finish. The leader merely observes what is going on in this leadership style. Subordinates are given the chance to take on responsibility and be granted flexibility in carrying out their responsibilities since they are deemed capable of carrying out these jobs successfully and efficiently (Sinollah, 2010).

Collaboration between leaders and subordinates in making decisions through discourse, as well as providing easy access to critical information, are further aspects of the leadership style. Leaders typically ask subordinates to participate in all work activities in order for subordinates to progress. Delegation is the act of entrusting a superior's task to subordinates to complete. In this leadership approach, the leader just observes what is going on. Subordinates are given the opportunity to take on responsibility and flexibility in carrying out their obligations since they are judged capable of doing so successfully and efficiently (Zarvedi, 2016). Performance is defined as what a person can do in line with their tasks and roles. Based on the current constraints, performance may be defined as the outcome of work that can be exhibited or an employee's job appearance. While performance is the end outcome of a process. That is, the work done by an employee in carrying out the responsibilities that have been allocated to him (Usman, 2012).

Another barrier that principals face in improving teacher performance is their subordinates' diverse backgrounds. Teachers are weak in mastering information technology and determining learning methods for principals to understand the problems faced by their subordinates by providing motivation or encouragement. Motivation is the pushing or pulling force that directs a person's actions toward a certain goal. What individuals desire (goals), why they want it (motives), and how they reach those objectives are all tied to motivation (processes) (Moekijat, 1990). Furthermore, motivation is described as a set of energetic factors that originate both inside and outside of an employee, launch work-related actions, and determine the direction, intensity, and persistence of those efforts. for determination, focus, and individual perseverance in the pursuit of goals (Colquitt, 2015).

A responsible teacher is one who knows and understands values and norms (decency, decency, morality, social and religious) and strives to align all of his acts and behavior with these values and standards. Teachers are accountable to educational stakeholders as well as to God Almighty for all of their acts in school-based learning activities (in class or outside class).

D. CONCLUSIONS

According to the research findings, the principal's leadership style in influencing teacher discipline is a situational leadership style that recognizes and knows the background of each subordinate while creating policies. The principal observes the circumstances that exist while making judgments. SMA Negeri Madang Suku 1's principal has a leadership style that can boost teacher enthusiasm and accountability. Because situational leadership can comprehend the dynamics that present in the school environment, the principal's leadership style is more likely to employ it. Furthermore, the principal by delegating clear tasks to his subordinates, explaining each assignment, including all school members in all activities, and entrusting every duty assigned. The principal encourages his employees to share their ideas, proposals, and inventions with him.

In addition to the aforementioned findings, the principal of SMA Negeri Madang Suku 1 faces challenges in improving teacher performance, including difficulties in selecting learning methods in the classroom, teacher weakness in mastering technology, and the presence of some teachers who are unable to use computers. such that it becomes an impediment to teachers' management and learning in the classroom Furthermore, unique histories and various situations frequently create impediments to carrying out obligations and responsibilities in schools. As a result, principals use a variety of situational leadership styles to develop policies for current challenges.

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