

Principal's Leadership Style in Influencing Teacher's Performance at SMA Negeri Madang Suku I

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Abstract: *The leadership style of the principal in his capacity as a leader will determine the success of improving the performance of teachers under his leadership. The purpose of this study was to obtain data on (1) the principal's leadership style, (2) the implementation of the principal's leadership style, and (3) the constraints faced by the principal in improving teacher performance in schools. This study used a qualitative approach with descriptive methods, data collection techniques were carried out through interviews, observations, and documentation. This study shows that (1) the principal applies a situational leadership style in influencing his subordinates by seeing and understanding the background of each of his subordinates in making policies. (2) Implementation of the principal's leadership style in influencing teacher performance, namely instructive, consultative, participatory, and delegative (3) the obstacles faced by school principals are the teacher's ability to use "computer" technology, the lack of variation in the selection of learning methods carried out by school principal's different teacher and subordinate background conditions.*

Keywords: *Leadership Style; Principal; Teacher's Performance*

INTRODUCTION

The principal is a leader who greatly determines the dynamics of the school towards the gateway to the success and progress of the institution. The intellectual, emotional, spiritual and social capacities of school principals have a major influence on the effectiveness of their leadership. Principal leadership has a significant influence on student achievement, although the impact is often indirect through teachers' classrooms, school processes, and the learning climate. The principal as a leader is a direct example for teachers and employees in work activities (Bahri, S. (2017).

The principal has a very important role in mobilizing, helping to develop teacher professionalism, and organizing or harmonizing all educational resources available in schools and using them as needed. Principal leadership is one of the factors that can realize the school's vision, mission, goals and objectives through programs that are implemented in a planned and gradual manner. Principals are required to have adequate management and leadership skills so that they can make innovations in education, advance the schools they lead, take initiatives and take initiatives to improve the quality of education in schools (Rosari, 2019).

The importance of effective school leadership to create a successful school is undeniable. (Hancock, Müller, Wang, & Hachen, 2019) The principal as a leader must be able to influence his subordinates in carrying out his duties and responsibilities to achieve common goals, so to influence his subordinates the principal must have a style in his leadership. Leadership style is a person's characteristic to influence other people or organizations, so that other people are willing and able to move and imitate their personal attitudes and character towards achieving goals. (Sari Laelatul Qodriah, Wiwi Hartati, 2019) argues that the leadership style that is applied to the level of maturity or maturity of subordinates and the goals to be achieved. Subordinates as an important element involved in achieving goals have differences in abilities, needs and personality, so that the approach taken by the leader is adjusted to the maturity level of subordinates. According to (Karim, Mardhotillah, & Samadi, 2019) leadership style is a way that leaders use in interacting with their subordinates. The principal's leadership style has an effect on the quality of teacher performance and discipline, for that the principal must have a leadership style that can be applied in his school according to the needs and existing conditions.

Teachers are one of the key elements in the education system, especially in schools. learning success must be accompanied by maximum teacher performance in teaching students. Teacher performance for schools is an important thing because it can show the success of schools in achieving goals (Elpisah et al., 2019) with good performance, teachers can meet and satisfy the community and students as users of educational services. the success of the national education system is seen from the performance of teachers. Performance is the result of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Teacher performance is a collection of various main tasks as educators to achieve educational goals. motivation and discipline in carrying out tasks are important aspects for the performance or productivity of a teacher (Iskamto, 2020).

(Elpisah et al., 2019) argues that in general a teacher has three responsibilities, namely the teacher as an educator, the teacher as a supervisor

and the teacher as a class manager. Based on Law Number 14 of 2005 Article 1 Paragraph 1 it is explained that teachers are professional educators with the main tasks of teaching, educating, guiding, directing, evaluating, training, and evaluating students in the early childhood education pathway, formal, secondary education, and basic education.

At SMA Negeri Madang Suku I in the previous leadership, the leader only gave tasks to teachers and employees that had to be completed properly according to the line of command that had been given. The results of this leadership are less directive, motivating and encouraging the work of teachers and employees. From some of the characteristics of these leaders, leaders at SMA Negeri Madang Suku 1 were previously included in transactional leadership. So that in the leadership of SMA Negeri Madang Suku 1 for now, a situational leadership style is needed that can direct, motivate and encourage the morale of teachers and employees in achieving goals. So that researchers will conduct research on the Principal's Leadership Style In Influencing Teacher Performance at SMA Negeri Madang Suku I.

Principal Leadership Concept

Leadership is translated into terms of traits, personal behavior, influence on others, patterns of interaction, cooperative relationships between roles, the position of an administrative position, and perceptions of the legitimacy of influence (Turang, Kindangen, & Tumiwa, 2015). The main role of a leader is to influence and move subordinates or other people to be able to achieve the goals that have been set (Remillard, 2005) In addition, another opinion related to leadership is the influence relationship between leaders and followers who want real changes that reflect their common goals. Four essential elements that must be present if leadership exists are: (1) the relationship is based on influence, (2) the leader and followers are the people in this relationship, (3) the leader and followers want real change, and (4) the leader and followers develop common goals.

Leadership has the following characteristics: (Bhatt & Koedel, 2012).

- a. Intelligence to focus on achieving goals and results
- b. Easy to adapt to the environment
- c. Move according to direction/priority
- d. Transmit motivation to followers/subordinates regarding competence and self-confidence
- e. Energy, brave, persistent

- f. Honest, wise character
- g. Dare to take risks
- h. Understand your own abilities.

Principal's Leadership Style

Leadership style is the behavior or method chosen and used by the leader in contributing the thoughts, feelings, attitudes and behavior of members of his subordinate organization (Turang et al., 2015) In addition, leadership style is a way used by leaders in interacting with their subordinates. In this context, the leadership process requires the role of three elements, namely the leader, the follower, and the situational environment. There are two factors of leadership style, namely (Santoso, 2019):

1. Task-oriented styles, such as:
 - a. The leader gives instructions to subordinates
 - b. Leaders always carry out strict supervision of subordinates
 - c. The leader assures subordinates that the tasks must be carried out in accordance with his wishes.
 - d. Leaders emphasize the implementation of tasks rather than coaching and developing their subordinates
2. Employee/staff oriented style:
 - a. Leaders are more kinship, mutual trust and cooperation, mutual respect among fellow group members
 - b. Leaders provide more motivation than provide supervision to subordinates
 - c. Leaders involve subordinates in decision making

Situational Leadership Style

This situational leadership style has a firm and disciplined nature but still considers and understands the abilities of his subordinates or the people he leads in an activity or organization. (Herawati, Latifah, & Munandar, 2018). This situational leadership must have the best course of action based on the situation at hand, and this leadership style depends on different situations (Martín-Alonso, Sierra, & Blanco, 2021). Fiedler's Contingency Theory of Leadership explains that leadership style is strongly influenced by aspects of situational control, namely the relationship between leaders and followers, task structure, and the influence of position. There are two leadership styles proposed by

Fiedler as a result of the interaction of the three situations, namely task-motivated leadership and relationship-motivated leadership. House's Path Goal Theory of Leadership offers a variety of leadership styles to suit the interaction of employee characteristics (followers) and environmental factors. These theories exist in an organizational environment when the uniqueness of individuals and differences in task structure encourage leaders to adjust their leadership style so that their leadership effectiveness can run well. Organizational dynamics require a situational approach to produce effective leadership (Santoso, 2019).

Teacher Performance

Performance is the result of work from a process. That is, the work achieved by an employee in carrying out the tasks assigned to him (Nurhani, 2015). Meanwhile, teacher performance is the result of all the activities of all components of existing resources. Performance is a behavior or response that gives results that refer to what they do when they face a task. Good performance can be influenced by the ability to motivate oneself to do work in accordance with the goals that have been set (Roblin, Schunn, & McKenney, 2018).

Effective teacher performance can be seen from several things, namely (1) learning performance, (2) professional performance, and (3) personal performance. With regard to the importance of assessing teacher performance, the Georgia Department of Education has developed a teacher performance assessment instrument which was later modified by the Ministry of National Education to become a Teacher Performance Assessment Tool (TPAT). TPAT is a tool for measuring the ability of teachers in the form of competencies that are generic essentials, so in this case TPAT only measures the competencies possessed or can be assumed by the teacher. (Elpisah et al., 2019).

The abilities that teachers must possess have been stated in the RI government regulation no. 19 of 2005 concerning National Education Standards article 28 paragraph 3 which reads: 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, (4) social competence (Marita Sari, 2019).

RESEARCH METHOD

The research method used is a descriptive method using a qualitative approach to examine the problem and obtain a deeper meaning about the Principal's Leadership Style in Influencing Teacher Performance at SMA Negeri Madang Suku 1. The research site is Jalan Raya Simpang Kepuh, Rasuan Village,

District. Madang Tribe 1 Postal code. 32362. With research subjects' principals and teachers. data collection techniques with interviews, observations and documentation. The interviews conducted in this study used unstructured interviews, furthermore, the data analysis technique consisted of three activity lines, namely: data reduction, data presentation and conclusion drawing or verification.

RESULT AND DISCUSSION

Based on the results of interviews with the principal, it was revealed that there are still teachers and education personnel at SMA Negeri Madang Suku 1 who have not been committed to discipline, this is because there are many factors and backgrounds and personal conditions of each individual which are heterogeneous. In this case, as the principal, the policy taken to improve work discipline is to encourage and motivate his subordinates to return to the initial commitment that each teacher and employee has different duties and responsibilities. If the teacher is late in going to school, the principal gives a verbal warning to the teacher and the follow-up if it happens again is to approach him personally to understand the reason the teacher or education staff is not disciplined. And the follow-up in a classical way means that in the morning briefing, a warning from the principal is given to the teacher who is late. Once again, the principal puts forward empathy and the side of his leader in understanding his subordinates and making decisions or policies

Teacher performance at SMA Negeri Madang Suku 1 is influenced by one of them, namely motivation. The form of motivation given by the principal is to remind teachers and employees to return to the original vision, mission and goals of the school, meaning that every teacher and employee must realize that he is one of the most important implementing components in achieving the vision and mission of the school. therefore the principal took a policy to minimize the provision of rewards as appreciation and motivation. This aims to reduce the sense of dependence and obsession to get 'gifts', so it is hoped that teachers and employees are motivated to improve their performance with awareness and sincerity to achieve the vision and mission as well as the goals to be achieved.

The main goal of the principal with self-awareness and motivation of each individual is to be able to bring them to the work system without intense supervision from the principal. Another form of motivation is provided by procuring spiritual approach activities through cultural studies which are held regularly once a week. This activity involved all teachers and employees in giving cults in turn.

The principal as the leader often encounters various obstacles in carrying out his duties related to the implementation of the programs and policies that have been decided. There are several obstacles, including the first differences in the background and character of teachers and education staff. The principal said that understanding the character and background of each of his subordinates is not easy, but as a leader, the principal must make every effort to understand the conditions of his subordinates so that he is able to make appropriate policies. second, there are some teachers who have health problems. The third obstacle, namely the problem of teachers not being able to use technology even though the administration requires teachers to suggest computerized and online administrative files. The inability to master information technology can certainly hamper the work and the fulfillment of its administration will be constrained. The principal acts slowly to overcome this by conducting training and development in the field of information technology.

The principal of SMA Negeri Madang Suku 1 in leading provides opportunities for teachers and employees to express their opinions and have an attitude of openness to their subordinates. The principal's leadership style is more of a collaborative situational style from a variety of different leadership styles that are adapted to the level of readiness of subordinates or employees and the existing conditions. A leader who applies this situational leadership style tends to realize that there is no standard reference for the best leadership style.

This study shows that the leadership style of the principal of SMA Negeri Madang Suku 1 applies a situational style in influencing, motivating and taking responsibility for his subordinates because it has a positive effect on the performance of teachers and employees in achieving goals. it is in accordance with the opinion (Bahri, 2017). Leadership is a dynamic force that is important to motivate and manage organizations to achieve goals through the process of influencing others, both inside and outside the organization (Syarifah, 2019). In addition, leadership is a way for someone to influence the behavior of subordinates, so they are willing to work together and work productively to achieve organizational goals.

The principal of SMA Negeri Madang Suku 1 in situational leadership can understand the dynamics that exist in the school. This is in accordance with the characteristics of situational leadership which must have the best course of action based on the situation at hand, and this leadership style depends on different situations. In addition, the situational leadership style applied by the principal by giving clear tasks to his subordinates, communicating each task, involving all school members in every activity and entrusting every task given (Kaufman et al., 2020).

Then the situational leadership style is divided into four characteristics according to the instructive theory, namely a task given by a superior to subordinates, where subordinates need to act or refrain from acting in certain circumstances. In this style, the leader tells subordinates what will be done, where and how to do a job, and the leader determines the structure / role of his subordinates. Consultative in this leadership style gives the leader the opportunity to dialogue or discuss with his subordinates in carrying out the task. Subordinates can ask questions to create two-way communication. This leadership style is characterized by dialogic communication from the leader, the leader asks for input or suggestions before making a decision. Leaders also provide socio-emotional support so that subordinates can take responsibility for their work. Participatory, namely the involvement of both spiritual and feelings from a superior in an organization to assume/take part of his responsibilities. The leadership style is also characterized by collaboration between leaders and subordinates in making decisions by way of discussion and providing easy access to important information. Leaders always involve subordinates to participate in every work activity so that subordinates can develop better. Delegative is the act of entrusting the work of a superior to be completed by subordinates. In this leadership style, the leader only observes what is happening. Subordinates are given the opportunity to take responsibility and give freedom in carrying out their duties, because they are considered capable so that these tasks can be carried out effectively and efficiently (Zulfikri, 2021).

Teacher performance at SMA Negeri Madang Suku 1 is influenced by the motivation given by the principal, so that teachers and employees return to the school's original vision, mission and goals. Therefore, the principal took a policy by minimizing the giving of rewards as an appreciation and motivation for his subordinates (Syarifah, 2019). Performance is what can be done by someone in accordance with their duties and functions, from the existing limitations it can be formulated that performance is the work that can be displayed or the work appearance of an employee. While performance is the result of work from a process. That is, the work achieved by an employee in carrying out the tasks assigned to him (Nurhani, 2015).

Another obstacle faced by principals in improving teacher performance is the background of their subordinates with different conditions, 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 to their subordinates. Motivation is the driving or pulling force that causes a person's behavior towards a certain goal. Motivation is related to what people want (goals), why they want it (motives), and how they achieve those goals (processes) (Trousche, Gitirana, Miyakawa,

Pepin, & Wang, 2019). In addition, motivation is defined as a set of energetic forces that originate both inside and outside an employee, initiate work-related efforts, and determine its direction, intensity, and persistence. for intensity, direction, and individual persistence in the pursuit of goals (Pitt & Carless, 2021).

A responsible teacher is a teacher who knows, understands values, norms (decency, decency, morals, social and religious) and always tries to adjust all his actions and behavior in accordance with these values and norms. Teachers are responsible for all their actions to educational stakeholders as well as to God Almighty in learning activities carried out at school (in class or outside class).

CONCLUSION

From the research findings above, it can be concluded that the principal's leadership style in influencing teacher discipline is to use a situational leadership style that sees and understands the background of each subordinate in making policies. The principal sees the conditions that exist in making decisions. The principal of SMA Negeri Madang Suku 1 has a leadership style that can increase teacher motivation and responsibility. The principal's leadership style is more likely to use a situational leadership style because situational leadership can understand the dynamics that exist in the school environment. In addition, the principal by giving clear tasks to his subordinates, communicating each task, involving all school members in every activity and entrusting every task given. The principal has openness to his subordinates to convey ideas, suggestions and innovations that his subordinates have. In addition to the above findings, there are also obstacles faced by the principal of SMA Negeri Madang Suku 1 in improving teacher performance, namely problems in choosing learning methods in the classroom that teachers face, the weakness of teachers in mastering technology, there are still some teachers who cannot use computers. so that it becomes an obstacle for teachers in completing administration and learning in the classroom. Besides that, individual backgrounds and different conditions often become obstacles in carrying out duties and responsibilities in schools. Therefore, principals apply various types of situational leadership styles to make policies on existing problems.

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