

Research article

The Influence of Principal's Democratic Leadership Style on Teacher Performance

Maulid Agustin*, Hidayatulloh Hidayatulloh, and Devy Habibi Muhammad

Master's Program in Management of Islamic Education, University of Muhammadiyah Sidoarjo, Muhammadiyah Islamic High School Probolinggo, Indonesia

ORCID

Hidayatulloh Hidayatulloh: <https://orcid.org/0000-0002-3121-0890>

Abstract.

Teacher competencies play an important role in determining the success of an institution. To improve teacher performance, the principal should utilize a leadership style that promotes teachers' competence, growth, and development. This study analyzed the effect of a principal's democratic leadership style on teacher performance. A systematic review was conducted by analyzing articles on related topics published between 2017 and 2022 and accessed from lens.org, Google Scholar, and Science Direct. The results pointed out that the democratic leadership style gives broad authority to subordinates. Leaders who use a democratic leadership style delegate duties and responsibilities well to their subordinates, and all members are invited to participate in discussions or propose their opinions on strategies directed toward the common goal. Therefore, the principal's democratic leadership style can influence and improve teacher performance.

Keywords: principal, democratic leadership, teacher performance

Corresponding Author: Maulid Agustin; email: hidayatullah@umsida.ac.id

Published 20 June 2022

Publishing services provided by Knowledge E

© Maulid Agustin et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICIGR 2021 Conference Committee.

1. Introduction

Principals as educational leaders must behave constructively because their success depends on the quality of their leadership in improving teacher performance. The importance of principal leadership in decentralizing education-based management is that principals have high autonomy in advancing and developing their schools [1]. The principal is a person who leads an educational institution that has multi-functional tasks in his leadership[2]. As a leader, the principal is a determinant of the success of education. Whether or not quality is determined by the implementer of education and the learning process depends on how the leadership in the educational institution is. Therefore, the principal must create a healthy and pleasant atmosphere to create morale for teachers, which impacts improving the quality of teacher work in the teaching process.

In the education process, the teacher becomes the main actor, resource person, and role model to recognize, understand and familiarize the application of character values

 OPEN ACCESS

to students. Therefore, the task of the teacher is not only to transfer knowledge and transfer of competence but at the same time to transfer values, so that teachers are not just teachers but really as educators who will transfer these values to their students [3]. Because values cannot be taught, values can only be practiced; So as educators, teachers must be able to set an example for their students. Transferring knowledge, skills, and values is the main task of teachers in learning that is carried out with students.

Every organization requires excellent performance from its members to realize organizational goals, including schools [4]. Therefore, teacher performance must be one of the essential things that need attention from the school, especially the principal as a leader. Based on the results of the studies that have been carried out, it shows that leadership has a significant effect on performance in various organizations [5], [6], [7]. In the world of education, the principal's leadership has a significant influence on teacher performance [8], [9], [10].

In the leadership process, it can be displayed in several leadership styles, as well as in the leadership of the principal. The right leadership style of the principal can affect the performance of teachers in completing their duties [11], because the level of performance of a teacher depends on the leadership style displayed by the principal. So that the principal is required to show the correct pattern or style of leadership and is preferred by the teacher.

Positive perceptions about the principal will arise if the teacher likes work that can improve his performance so that the tasks he carries can be completed [12]. But in reality, there are still many teachers who are less concerned with the policies and responsibilities are given by the principal. In addition, habits that occur in an institution must be formed, directed, managed in such a way as to realize the vision and mission of the school itself. Often these things do not get serious attention in implementing education in schools. Leadership style factors can affect teacher performance at work. Although it looks simple, if left unattended, it can lead to more complex problems in terms of work productivity as a form of teacher performance in schools. Therefore, this study was conducted to analyze the contribution of the principal's democratic leadership style in improving teacher performance.

2. Methods

This scientific article was prepared using the Systematic Literature Review (SLR) method. A systematic literature review is a method that identifies, reviews, evaluates, and interprets all available research. Researchers collected journal articles from Google Scholar,

SINTA, Lens.org, and Science Direct to complement this research. The keywords are Principal Leadership and Teacher Performance. The articles collected are only articles published in the period 2017 to 2021. In this method, the researcher reviews and identifies journals in a structured manner which in each process follows the steps that have been set [13]. The process and sequence is as shown in Figure 1 below.

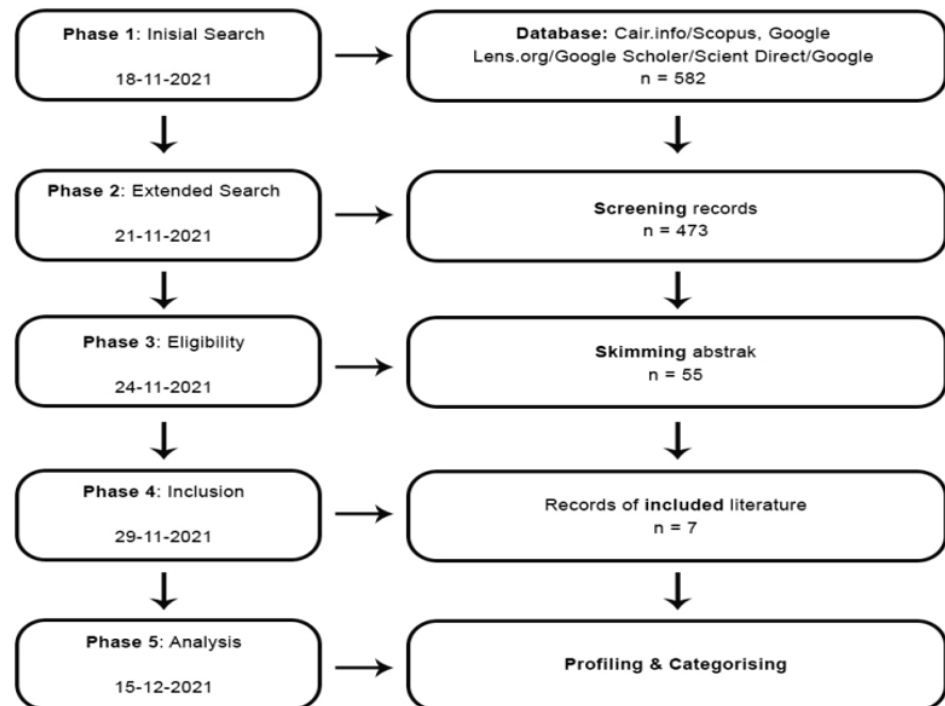


Figure 1

The Research Method includes the following phases:

1. Phase 1 (Inisial Search) : 528 results were found by searching all databases using keywords: "Leadership Principal; Teacher Performance".
2. Phase 2 (Extended Serach) : After the screening, it was found that 89.58% of journals (473) from stage 1 were irrelevant because they were outside the scope of discussion or context. Further search using a specific keyword combination "Principal's Democratic Leadership Style on Teacher Performance".
3. Phase 3 (Eligibility) : The result is 528 minus 473 by analyzing the abstracts of the articles. Only relevant studies are retained.
4. Phase 4 (Inclusion): All the remaining articles became 55 and were recorded in a structured and systematic manner. The articles were read, and then a final screening process removed all but seven articles.

5. Phase 5 (Analysis) : Profile tables are created for seven sources which are considered relevant to the research topic and stored for detailed analysis.

3. Finding and discussion

Leadership is a relationship between superiors and subordinates that aims to carry out transformations and accurate results by the expected goals [14]. While the leadership style is the ability of a superior to direct, motivate, encourage employees or subordinates to work well to achieve the goals of the organization or institution. Therefore, leadership style is an essential factor in an agency or institution [15].

As a leader, the principal must make his school an independent, quality, and characterized educational institution. The principal must develop his leadership strategy to plan, organize, implement, and evaluate to achieve the educational goals held. The principal is one of the determinants of the success of each learning process and a very influential part of the process and quality learning outcomes. The principal is responsible for influencing, guiding, encouraging, showing, and mobilizing teachers, employees, parents, students, and managers to work together and participate in achieving goals [8].

In educational institutions, the performance of quality teachers is influenced by the support of the principal as a supervisor and manager. In general, teacher performance can be seen from the aspect of the quality of teachers on duty, such as working individually with students, careful planning and programming of learning, use of learning tools, always involving students in learning activities and the active role of teachers as leaders in the class [16].

Teacher performance is not only influenced by internal factors but also by external factors. Internal factors include the teacher's expertise, skills, character, ideas, encouragement to become an educator, expertise in practice, and the family environment. Meanwhile, external factors come from outside the teacher, such as income, facilities, actual work environment, and leadership. This is where the principal as a leader is required to choose the right leadership style, such as a democratic leadership style. Because in a democratic leadership style, a school principal always includes teachers in every decision making so that it can improve teacher performance which will affect the achievement of educational goals and the quality of education.

Some articles that can be reviewed based on search results are as follows:

Table 1. Related Search Results Article Principal's Democratic Leadership Style on Teacher Performance.

TABLE 1

Author/s	Journal/Proceeding	Title	Make decisions together	Giving motivation	Appreciate your opinion	Cooperate
[17]	Journal of Educational and Learning Studies	How do the principals' democratic leadership styles contribute to teacher performance?				√
[18]	GNOSI: An Interdisciplinary Journal of Human Theory and Praxis	A Study of the Principal's Leadership Role on Teacher's Performance in Tonra State Senior High School 1, Bone Regency of the South Sulawesi Province, Indonesia.	√		√	
[19]	Educational Management Administration & Leadership	Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria	√		√	
[20]	Budapest International Research and Critics in Linguistics and Education (BirLE) Journal Volume	The Effect of The Head Master of Principal's Democratic Leadership Style on Motivation of Teacher Work in State of Madrasah Aliyah, Tapaktuan	√		√	√
[21]	International Journal of Academic Research in Business and Social Sciences	The Relationship of the Democratic Leadership style with the Job Satisfaction of Faculty Members in Private Universities in Jordan	√			
[22]	Dawatuna: Journal of Communication and Islamic Broadcasting	Implementation of the Principal's Leadership Style on Teacher Performance to Improve the Quality of High School Learning Outcomes		√		
[23]	Education Management	The influence of the style in the principal's leadership on teacher performance		√		√

The seven articles, both international and national, show that the democratic leadership of school principals in improving teacher performance is influenced by several indicators, namely joint decision making, providing motivation, respecting opinions, and working together. Each leadership style has its advantages and disadvantages. The

principal's leadership will run well if the principal can carry out his leadership effectively. Effective leadership is leadership that can invite, persuade and mobilize subordinates to achieve predetermined goals [24].

Based on these indicators, several articles state that joint decision-making is one of the indicators that leads to an increase in teacher performance [18][19][20][21]. In every decision-making, democratic leaders always go through deliberation [20]. Meanwhile, in the motivational indicator, two articles state that this indicator can improve teacher performance [22][23] because a teacher will continue to improve his work to be even better when he always gets motivation from his boss, namely the principal. In addition, the principal must also be able to respect the opinions of others because this will also spur an increase in teacher performance [18][19][20]. In addition, working together in teams is also needed in improving teacher performance [17][20][23], in this case, a leader is more likely to do mutual cooperation between group members.

From the results of the analysis of several articles, one of the principal leadership styles that are pretty effective among several existing leadership styles is the democratic leadership style. This leadership is considered adequate because it creates a work atmosphere and the highest group productivity, makes joint decisions, and respects opinions that have more influence among the existing indicators; this will also affect the achievement of educational goals. In carrying out his duties and function, the principal must have adequate capacity as a leader. The leadership role of school principals in improving teacher performance is huge, considering that with good leadership, principals can influence and move teachers to improve teacher performance.

4. Conclusion

Each leadership style has its advantages and disadvantages. Leadership will run well and effectively if the leadership it carries out can achieve the goals that have been set. Effective leadership is characterized by the leader's ability to invite, persuade, and mobilize subordinates to attain predetermined goals [24]. One of the principal leadership styles that are effective among several existing leadership styles is the democratic leadership style, which is straightforward and open. Every democratic leader's decision-making is always through deliberation [20]. In this leadership, there appears to be a tendency for cooperation among group members. This leadership is considered more effective because it creates the highest working atmosphere and group productivity; this will also affect the achievement of educational goals.

In carrying out his duties and functions, the principal is required to have adequate capacity as a leader. The principal's leadership role in improving teacher performance is enormous, considering that with a good and appropriate leadership style, the principal can influence and move teachers to enhance their performance in achieving the educational goals that have been set.

Acknowledgments

Thank you for suggestion and correction from the reviewers so that this article becomes worthy of publication.

References

- [1] Mulyasa M. *Manajemen dan kepemimpinan kepala sekolah*. Jakarta: PT Bumi Aksara; 2019.
- [2] Yahdiyani NR, Muna AR, Nurjanah S, Wahyuni S. Peran kepemimpinan kepala sekolah dalam meningkatkan kualitas peserta didik di SDN martapuro 2 kabupaten pasuruan. *Jurnal Education Psychology Counsumen*. 2020;2:327–336.
- [3] Pradana DA, Mahfud M, Hermawan C, Susanti HD. Nasionalism: Character education orientation in learning development. *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities*. 2021;3(4):4026–4034. <https://doi.org/10.33258/birci.v3i4.1501>
- [4] Lian B, Kristiawan M, Murtiningsih M. The correlation between supervision of headmaster and interpersonal communication. *European Jurnal Education Studies*. 2019;6(1):246–256. <https://doi.org/10.5281/zenodo.2649535>
- [5] Zusnita MWO, Umi K, Ernie ST. Pengaruh kepemimpinan terhadap kinerja karyawan. *Perwira Jurnal Pendidikan Kewirausahaan Indonesia*. 2019;2(1). <https://doi.org/10.31328/bmb.v1i2.100>
- [6] Isvandiari A, Al Idris B. Pengaruh kepemimpinan dan disiplin kerja terhadap kinerja karyawan pada pt central capital futures cabang malang. *Jurnal Ilmu Bisnis dan Ekonomi Asia*. 2018;12(1):17–22. <https://doi.org/10.32812/jibeka.v12i1.7>
- [7] Fazira Y, Mirani R. Pengaruh kepemimpinan terhadap kinerja pegawai pada dinas perpustakaan dan kearsipan kota dumai. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*. 2019;4(1):76–83. <https://doi.org/10.31851/jmksp.v4i1.2477>

- [8] Kartini D, Kristiawan M, Fitria H. The influence of principal's leadership, academic supervision, and professional competence toward teachers' performance. *International Jurnal Progressive Science Technology*. 2020;20(1):156–164.
- [9] Barzi A. Pengaruh kepemimpinan kepala sekolah terhadap kinerja guru di SMP negeri 10 kendari. *Jurnal Pendidikan Penelitian Geografi*. 2018;3(1):2018.90-97
- [10] Warni, Nurhayati R, Judrah M, Syarifuddin. Pengaruh kepemimpinan kepala sekolah terhadap kinerja guru di sdn 45 lempangan sinjai selatan. *Jurnal Pendidikan Dasar dan Keguruan*. 2021;6(1):31–39. <https://doi.org/10.47435/jpdk.v6i1.596>
- [11] Astuti RW, Fitria H, Rohana R. The influence of leadership styles and work motivation on teacher's performance retno. *Jurnal Social Work Science Education*. 2020;1(20):105–114. <https://doi.org/10.2991/assehr.k.201204.055>
- [12] Andriani S, Kesumawati N, Kristiawan M. The influence of the transformational leadership and work motivation on teachers performance. *International Jurnal Science Technology Research*. 2018;7(7):19–29.
- [13] Snyder H. Literature review as a research methodology: An overview and guidelines. *Jurnal Business Research*. 2019;104:333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- [14] Fitria H, Mukhtar M, Akbar M. The effect of organizational structure and leadership style on teacher performance in private secondary school. *IJHCM (International Jurnal Human Capital Management)*. 2017;1(2):101–112. <https://doi.org/10.21009/ijhcm.012.12>
- [15] Razak A, Sarpan S, Ramlan R. Effect of leadership style, motivation and work discipline on employee performance in PT. ABC Makassar. *International Review of Management and Marketing*. 2018;8(6):67–71.
- [16] Kuriloff P, Jordan W, Sutherland D, Ponnock A. Teacher preparation and performance in high-needs urban schools: What matters to teachers. *Teacher Teaching Education*. 2019;83:54–63. <https://doi.org/10.1016/j.tate.2019.04.001>
- [17] Nellitawati N. How do the principals' democratic leadership styles contribute to teacher performance? *Jurnal Education Learning Studies*. 2020;3(1):30-39. <https://doi.org/10.32698/0942>
- [18] Yunus AM, Nurman N, Illahi R, Kamaruddin K, Alimuddin A. A study of the principal's leadership role on teacher's performance in Tonra State Senior High School 1, Bone Regency of the South Sulawesi Province, Indonesia. *GNOSI An Interdiscipliner Jurnal Human. Theory Prax*. 2020;3(2):35–44.

- [19] Imhangbe O, Okecha R, Obozuwa J. Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria. *Education Management Administrasion Leadership*. 2018. <https://doi.org/10.1177/1741143218764178>
- [20] Muhsin. The effect of the head master of principal's democratic leadership style on motivation of teacher work in state of madrasah aliyah, tapaktuan. *Budapest International Research Critics Linguistic Education Jurnal*. 2019;2(1):164–180.
- [21] Aljamal HY, Wahid NA. The relationship of the democratic leadership style with the job satisfaction of faculty members in private universities in Jordan. *International Jurnal Academic Research Business Social Science*. 2020;1(6):696–705. <https://doi.org/10.6007/IJARBSS/v10-i6/7356>
- [22] Somantri FI, Endaryono BT. Implementasi gaya kepemimpinan kepala sekolah terhadap kinerja guru untuk meningkatkan kualitas hasil pembelajaran SMA. *Dawatuna Jurnal Communication Islamic Broadcasting*. 2021;1(2):120–127. <https://doi.org/10.47476/dawatuna.vii2.489>
- [23] Rokhani CTS. Pengaruh gaya kepemimpinan kepala sekolah terhadap kinerja sekolah di SDN dengkek 01 pati. *Jurnal Indonesia Engginering Management Research*. (Jiemar). 2020;1(2):1–8.
- [24] Yuliana B. Analysis of characteristics of leaders admired by subordinates. *Jiabi*. 2018;2(1):10-19