

PRINCIPAL LEADERSHIP STYLE AND ITS EFFECT ON TEACHERS PERFORMANCE

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Abstract: This study aims to analyze the effect of the application of leadership style on the teacher's performance and the dominant leadership style on the teacher's performance. The method used in this research is multiple regression analysis methods with SPSS. The object of this research is Junior high school in North Galesong District, Takalar District. This study used a sample of 47 people. The results showed that the leadership style had a positive and significant effect on the teacher's performance, and the dominant leadership style that influenced the teacher's performance was delegative leadership style. This finding is an input for the principal to be able to understand the characteristics and enhance harmony with teachers for the achievement of educational goals.

Keywords: leadership, performance, teacher, principal, Junior high school.

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Education is one of the resources with the greatest influence on people's lives (Wachira et al., 2017). In the context of efforts to educate human life, the real effort is needed to improve, improve, change knowledge, skills and attitudes and behavior of a person or group through the educational process with guidance, teaching and research activities (Agustina et al., 2016). Efforts to improve the education quality carried out effectively will require innovative and ongoing efforts. This was announced by the Minister of National Education in 2002 through the

Education Quality Improvement Movement. However, improving the quality of education is still far from the expectations of all parties (Ministry of National Education)

One important factor in improving the education quality is educators or teachers. The teacher can direct and educate students in the classroom through learning processes, both academically, skills, authenticity, emotional maturity, and morally and spiritually (Gumilar and Munzir, 2018). Danim (2002) suggests that in general, a teacher has three responsibilities, namely the teacher as a teacher, the teacher as a guide and the teacher as the class administrator. Based on Law Number 14 of 2005 article 1 paragraph 1 it is explained that the teacher is a professional educator with the main task of teaching, educating, guiding, directing, evaluating, training, and evaluating students in early childhood education formal channels, secondary education, and basic education (Ministry of National Education).

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Some schools with the status of public schools in North Galesong District, especially the Junior High School level, tend to have the ability to provide services to the community if accompanied by efforts to continue to improve themselves for the implementation of educational goals. In carrying out operations, educational institutions are led by a principal which in carrying out their duties as a leader is certainly influenced by the applied leadership style. Therefore, the focus of this study is to examine the principal leadership style which consists of four components, namely: 1) Leadership style directives generally describe that all activities are centered on the leader, and little freedom of others to create and act is permitted. 2) The participatory style in which the leadership style departs from a consultative style that can develop into mutual trust between leaders and subordinates. Leaders are more likely to trust the ability and skills of staff to complete the job description that they provide as their responsibility. 3) Consultative style is a leadership style that provides opportunities for other parties (consultation) and interacts with subordinates. 4) Delegative style gives authority and encourages staff's ability to take the initiative because they are considered to have the skills, discipline and are trusted to assume responsibility for exerting its ability to determine decision-making steps (Salusu, 2000). Thus there are several factors related to a leadership style that need to be considered simultaneously French (Winardi, 2000).

Siagian (1999) states that leadership is an activity undertaken to influence others to work together in achieving goals. According to Nawawi (2003), that leadership consists of five functions, namely the instruction function, participation function, delegative function, consultative function, directing or directive function whereas Thoha (2003) and Wahjosumidjo (1994) stated that leadership style is a method used by someone in order to carry out their duties as a leader where the basic behavior in decision making is divided into four that are directive leadership style, participative leadership style, consultative leadership style, and leadership delegative style. Therefore, in this study, researchers used the four leadership styles as independent variables.

Siagian (2002) states that the introduction of leadership style lies in an understanding of certain characteristics that can be used in certain situations in running an organization. A leader who occupies a position can create effective leadership when using a situational leadership style by adjusting to different conditions. Effective principal leadership can help school success and behavior and academic performance (Dotson, 2008; Gumilar and Munsir, 2018). To determine an effective leadership style, efforts are needed in applying the principles that will make individuals have a good leadership spirit (Somech and Wenderow, 2006). Effective leadership allows all teachers or employees to participate in various activities that will affect the performance of individuals and organizations (Mullen, 2004). If the principal is able to pay attention to the characteristics of its members such as the formation of a future image, determine the goals that can be achieved, and show enthusiasm in achieving organizational goals, teachers will view that educational goals are the main goals so that they have great enthusiasm and ambition to optimize high performance (Mehdinezhad and Mansouri, 2016). Because of the level of efficiency, ability, and performance of individuals at work can determine organizational success (Haerani et al., 2018). Furthermore, Luthans (2005) states that performance is quantity and quality. Someone in doing work produces them. However, if the principal is not effective in leading, then the opposite happens. School leadership is the process of directing and guiding teachers, students, and parents to achieve educational goals (Wachira et al., 2017). Lack of principal understanding and concern regarding teacher characteristics will affect the teacher's performance (Agustina et al., 2017).

Teacher's performance is the work achieved by a teacher in carrying out his duties and responsibilities in educational institutions to achieve educational goals (Baharuddin and Zakaria, 2018). Teacher's performance is influenced by several factors, one of which is the leadership of the principal who moves his subordinates to perform well (Conscience and Sarino, 2017; Rukmana, 2018). According to Mulyasa (2007), the teacher's performance can be measured through indicators based

on main competencies, namely pedagogical competence, personality competence, social competence, and professional competence. In improving teaching skills and the quality of learning, the teacher's role is to find more effective methods in transferring knowledge that can be stored in the minds of students (Mehdinezhad and Mansouri, 2016).

In the world of education, the teacher's performance is one important factor that is interesting to be discussed and researched (Conscience and Sarino, 2017). Some researchers have found empirical evidence that principal leadership has a positive and significant influence on teacher's performance in schools (Conscience and Sarino, 2017; Gumilar and Munzir, 2018; Lisyanti (2008) found that the four principal leadership styles are directive leadership styles, participative leadership styles, Consultative leadership style, and delegative leadership style simultaneously influence teacher's performance in schools, but the results of the study are refuted by the findings of Sumiarsih (2017) who found that participatory leadership styles do not affect teacher's performance in schools, which is in line with research from Afrizal (2015) that among the four leadership styles, directive leadership has no effect on performance.

Based on the research gap above, the researchers chose to examine the effect of principal leadership on teacher's performance as the basis and reason for this research. Another reason that teacher's performance has not been maximized can be influenced by several factors, including low awareness of the duties and responsibilities as a teacher. There are still complaints from the public about the state of teachers in the Takalar District. Teachers are indicated to tend to have decreased morale, and teaching is not according to a predetermined schedule which ultimately has an impact on the output of alumni produced (Baharuddin and Zakaria, 2018). On the other hand, Rukmana (2018) states that teacher's performance is still far from the expectations of all parties, the fact is that in the learning process, there are still many teachers making lesson plans, syllabus, minimum completeness criteria values, and grades list, by tracing from previous

years so that the implementation of learning is not effective, if the planning of learning is less than optimal it will result in decreased test results. In addition, each principal change period uses a different leadership style that is influenced by the personality of the leader, and some apply a directive leadership style, participative leadership style, consultative leadership style, and delegative leadership style.

METHOD

This research was conducted in December 2018 in several junior high schools with the status of public schools located in North Galesong District, Takalar District, South Sulawesi. Researchers chose state schools concerning Chen's (2017) findings, which found that there were no significant differences between the teaching performance of public and private school teachers. This research is ex post facto. Ex post facto research is a research model that had occurred before the study was conducted (Arikunto, 2010). This study uses a quantitative approach to examine population or samples with proportional random sampling technique.

The population in this study were all teachers who served in junior high schools with the status of public schools in North Galesong District both teachers who had civil servant status and honorary details of Junior High School 1 Galesong Utara with 58 people, Junior high school 2 North Galesong with the number 57 people, and Junior High School 3 North Galesong with 44 people.

The population in this study amounted to 159 Junior high school teachers. The population is a generalization area that consists of objects/subjects that have certain characteristics and qualities that are determined and conclusions drawn (Sugiyono, 2013). The sample used is part of the population. If the population is more than 100 people, a sample of 25-30% of the population can be determined (Arikunto, 2006). Therefore, this study takes 30% of the total population as follows

- Junior high school 1 Galesong Utara $58/159 \times 48 = 17,4$
- Junior high school 2 Galesong Utara $57/159 \times 48 = 17,1$

- Junior high school 3 Galesong Utara 44/159 x 48 = 13.2

Thus, the sample used was 47 people consisting of 17 Junior High School 1 Galesong North teachers, 17 Junior High School 2 Galesong North teachers, and 13 Junior High School 3 Galesong North teachers.

The type of data in the form of primary data is data obtained directly from respondents, and secondary data is data obtained from various sources both literature, literature review, and journals that are relevant to the variables used in this study. Data collection techniques through questionnaires, interviews, observation, and literature study. Data collection methods using questionnaires aim to obtain data from respondents, in this case, is the teacher. Data collection was carried out for two months, from November to December 2018. Interviews through direct dialogue with the informants that have been determined, namely Junior high school teachers in North Galesong District. Observations were made through direct observation of the object of

study to obtain the data needed in this study. A literature study is done by studying the literature related to the subject matter under study to obtain a theoretical foundation.

The analytical method used is qualitative and quantitative. Qualitative analysis by using descriptive statistical analysis to get a picture of the data collected. Quantitative analysis through inferential statistical analysis with a formula wherein this study using a multiple regression formula using the SPSS program.

RESULTS

Validity test

The teacher's performance variable (Y) is composed of four indicators, where each indicator consists of two questions each. While the directive leadership style (X1), participatory leadership style (X2), consultative leadership style (X3), delegative leadership style (X4) are composed of three indicators each and each indicator consists of two questions each. Validity test was carried out on 20 respondents and the results are as follows:

Table 1 Validity Test

No.	Variable	Indicator	r-count	r-table	Information
1.	Leadership style Directive(X1)	X1.1.1	0.676	0.4	Valid
		X1.1.2	0.559	0.4	Valid
		X1.2.1	0.859	0.4	Valid
		X1.2.2	0.559	0.4	Valid
		X1.3.1	0.564	0.4	Valid
		X1.3.1	0.678	0.4	Valid
2.	Leadership style Participatory (X2)	X2.1.1	0.803	0.4	Valid
		X2.1.2	0.462	0.4	Valid
		X2.2.1	0.668	0.4	Valid
		X2.2.2	0.641	0.4	Valid
		X2.3.1	0.598	0.4	Valid
		X2.3.2	0.573	0.4	Valid
3.	Leadership style Consultative (X3)	X3.1.1	0.606	0.4	Valid
		X3.1.2	0.560	0.4	Valid
		X3.2.1	0.824	0.4	Valid
		X3.2.2	0.480	0.4	Valid
		X3.3.1	0.825	0.4	Valid
		X3.3.2	0.776	0.4	Valid
4.	Kepemimpinan Delegative(X4)	X4.1.1	0.575	0.4	Valid
		X4.1.2	0.633	0.4	Valid

	X4.2.1	0.520	0.4	Valid
	X4.2.2	0.521	0.4	Valid
	X4.3.1	0.774	0.4	Valid
	X4.3.2	0.777	0.4	Valid
5. Teacher's performance (Y)	Y1.1	0.697	0.4	Valid
	Y1.2	0.745	0.4	Valid
	Y2.1	0.665	0.4	Valid
	Y2.2	0.619	0.4	Valid
	Y3.1	0.637	0.4	Valid
	Y3.2	0.684	0.4	Valid
	Y4.1	0.604	0.4	Valid
	Y4.2	0.630	0.4	Valid

Source: Primary Data (2019)

Based on the results of the analysis in the above table, all items stated to be valid are proven by r count values greater than r table 0.4.

Reliability Test

Reliable instrument when used multiple times and obtaining the same results. The reliability test is

an instrument that can be trusted to be used as a data collection tool (Arikunto, 2010). The reliability test results are shown in the following Table 2.

Based on the analysis results in the Table 2, it shows that all items have an alpha coefficient greater than alpha Cronbach's 0.60. Thus, the instrument was declared reliable.

Table 2 Reliability Tests

No. Variable	Alpha Cronbach's	Item	Information
1. Leadership style Directive (X1)	0.750	6	Reliabel
2. Leadership style Participatory (X2)	0.667	6	Reliabel
3. Leadership style Consultative (X3)	0.678	6	Reliabel
4. Leadership style Delegative (X4)	0.701	6	Reliabel
5. Teacher's performance (Y)	0.814	8	Reliabel

Source: Primary Data (2019)

Normality test

From the results of data processing with the normality test through the Kolmogorov-Smirnov test in the SPSS program, data obtained by distribution are located in a straight line and the Asymp value. Sig > 0.05 then it is stated that the data has a normal distribution. Normality test aims to determine whether the data are normally distributed or not normally distributed.

Multicollinearity Test

Based on multicollinearity test results among fellow independent variables, the VIF (Variance

Inflation Factor) value for Leadership style Directive (X1) is 1,078, Participatory Leadership style (X2) is 1,010, Consultative Leadership style (X3) is 1,051, and Leadership style is Delegative (X4) with a value of 1,120 where the VIF value of each variable is not more than 10. While the value of Tolerance for X1 is 0.928, X2 is 0.990, X3 is 0.952, and X4 is 0.893 shows the correlation between independent variables has a value of Tolerance more than 0.2. Therefore, it is stated that there are no multicollinearity symptoms from the model used, which is described in the following Table 3.

Hypothesis testing

Based on the results of the analysis with multiple regression analysis techniques in testing the hypothesis the coefficient of determination (R^2) of multiples (R) of 0.871 shows the mag-

nitude of the influence of four leadership styles on teacher performance by 87.1% while the rest ($100\% - 87.1\% = 12.9\%$) influenced by other factors outside the variable under study.

Table 3 Regression Coefficients

		Coefficients ^a			T	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-1.953	.480		-4.068	.000
	X1	.145	.057	.202	2.564	.014
	X2	.217	.066	.252	3.302	.002
	X3	.733	.093	.613	7.881	.000
	X4	.534	.095	.453	5.642	.000

a. Dependent Variable: Y

Based on the results of the analysis above, we get the multiple linear regression equation, that is:

$$Y = -1.953 + 0.145X_1 + 0.217X_2 + 0.733X_3 + 0.534X_4$$

From the F (Fisher) test results of the Anova table shows an F count of 32,884 with a significance level of 0,000 < at a probability error rate of 0.05 ($0,000 < 0.005$). The calculated F was 32,884 greater than the F table ($32,884 > 2,594$). Thus, the four principal leadership styles namely Leadership style Directive (X1), Participatory Leadership style (X2), Consultative Leadership style (X3), and Delegative Leadership style (X4) together (simultaneously) have positive and significant effects on teacher's performance Junior high school in Galesong Utara District.

Based on the results of the partial test analysis (t-test) of the four independent variables obtained partial regression coefficient values as follows:

1. Variable leadership style Directive (X1) obtained a calculated value of 2,564 > from t table 2.01 with a significance level of 0.014 < 0.05. Thus, the leadership style of the Directive positively and significantly influences Junior High School's

teacher's performance in the District of Galesong Utara.

2. Participatory leadership style variable (X2) obtained the calculated value of 3.302 > from t table 2.01 with a significance level of 0.002 < 0.05. Thus, Participatory leadership style positively and significantly influences Junior High School's teacher's performance in North Galesong District.
3. Consultative leadership style variable (X3) obtained a calculated value of 7.881 > from t table 2.01 with a significance level of 0.000 < 0.05. Thus, the Consultative leadership style has a positive and significant effect on Junior High School's teacher's performance in Galesong Utara District.
4. The delegative leadership style variable (X4) obtained a calculated value of 5,642 > from t table 2.01 with a significance level of 0.000 < 0.05. Thus, delegative leadership style positively and significantly influences Junior High School's teacher's performance in North Galesong District.

The results of the analysis show that the delegative leadership style (X4) which has the greatest influence on the improvement of teacher's per-

formance is indicated by the t value of 5.642 with a significant level of $0.000 < 0.05$ and the r^2 is the biggest among the four principal leadership styles that are equal to $r^2 = 0.613$ or 61.3 % contribution made by delegative leadership style (X4) to the improvement of Junior high school teacher's performance in Galesong Utara District, Takalar District.

DISCUSSION

The influence of principal leadership style on Junior High School's teacher's performance in North Galesong District, Takalar District through the results of simultaneous regression analysis has a positive and significant effect on teacher's performance where $F_{\text{arithmetic}} > F_{\text{table}}$ ($32,884 > 2,594$). This shows that the four leadership styles contributed to the improvement of teacher's performance. The fourth leadership style is one of the motivational factors given by a leader in addition to other factors that also influence the teacher's performance. The results of this study are in line with empirical studies from (Conscience and Sarino, 2017; Gumilar and Munzir, 2018; Lisyanti, 2008) which find that the four principal leadership styles are Directive leadership styles, Participatory leadership styles, Consultative leadership styles, and delegative leadership styles have positive effects and significantly affect teacher's performance in schools. However, this finding is refuted by the findings of Heryanto (2016), who found that the leadership style principal did not significantly influence the teacher's performance. This finding is supported by a statement from Mullen (2004) that effective leadership enables all teachers or employees to participate in various activities that will affect the performance of individuals and organizations.

Partially the results of the regression analysis show that the four leadership style principals have positive and significant effects as described below:

1. Leadership style Directive (X1) has a positive and significant effect on Junior High School's teacher's performance in the District of Galesong Utara. This finding is supported by Thoha (2003) that decision making related to all work is the responsibility of the leader, and he only gives orders to his subordinates to carry

it out. The results of this study are relevant to empirical evidence from Somech and Wenderow (2006), who found that the Directive and Participatory leadership style influences teacher's performance. Whereas research from Afrizal (2015) is different from this finding, which states that the leadership style of the Directive does not affect performance.

2. Leadership style Participatory (X2) has a positive and significant effect on Junior High School's teacher's performance in Galesong Utara District. These findings are in line with the statement of Hasibuan (2007) that Participatory leadership style is carried out persuasively, creating harmonious cooperation, fostering loyalty, and participation of subordinates. The results of research support this study by Somech and Wenderow (2006) who found that Participatory style influences teacher's performance. The results of this study are different from the findings from Sumiarsih (2017), who found that the Participatory leadership style does not affect the teacher's performance in schools.
3. Leadership style Consultative (X3) has a positive and significant effect on Junior High School's teacher's performance in Galesong Utara District. This is reinforced by the findings of Gumilar and Munzir (2018) finding that the Consultative leadership style has a positive and significant effect on teacher's performance. In line with Thoha (2003) which states that a leader sets goals and states various general provisions after going through a process of discussion and consultation with subordinates.
4. Leadership style delegative (X4) has a positive and significant effect on Junior High School's teacher's performance in Galesong Utara District. The results of this study are in line with Thoha (2003) that in delegative leadership, a leader discusses the problems experienced by subordinates and then delegates' decision making with subordinates. This finding is in line with the findings from Chen (2017) that delegative leadership style has a strong influence on teacher's performance in schools.

Based on the results of the analysis found that

the most dominant delegative leadership style influences Junior high school teacher's performance in the North Galesong District. Thus, the Junior High School teachers want a leadership style that is flexible and able to motivate without pressure from the leader, free to express opinions and given freedom and freedom to determine steps based on their initiative and creativity in carrying out tasks related to their work. The Principal delegates his authority to the teachers. In accordance with Chen's (2017) statement that general principals must gradually change their leadership styles into leadership styles that value interpersonal relationships and delegative leadership.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the results of the analysis and discussion it can be concluded that the four principal leadership styles, that are the Directive leadership style, Participatory leadership style, Consultative leadership style, and delegative leadership style have a positive and significant effect on Junior's high school teacher's performance in Galesong Utara District, both partially and simultaneous. Of the four principal leadership styles, the delegative leadership style variable is the most dominant influence on the teacher's performance.

Recommendations

The results of this study can be used as a reference for principals to be more professional in understanding the characteristics of each leadership style with relevant approaches and in accordance with environmental conditions, increasing harmony and responsibility of teachers for the achievement of educational goals. The principal has a different leadership style because everyone has a different character in directing subordinates to further improve their performance, especially the teachers.

LIMITATION

Some limitations in this study include: First, this study only uses leadership style variables to mea-

sure teacher's performance. Secondly, this research is limited to state-run Junior High School schools in one district. Researchers can further develop variables and other models that can affect teacher's performance, and further research is also expected to increase the number of samples from schools with various levels of education both public and private.

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