



## Literature Review: Best Practices of Principal's Leadership in Improving Teacher Performance

Suci Yulyanti<sup>1\*</sup> and Enung Hasanah<sup>1</sup>

<sup>1</sup>Educational Management, Universitas Ahamd Dahlan, Pramuka Street No. 42, Yogyakarta, Indonesia.

### *Authors' contributions*

*This work was carried out in collaboration among all authors. Author SY' designed the study, wrote the protocol and wrote the first draft of the manuscript. Author EH managed the analyses of the study, and managed the literature searches. All authors read and approved the final manuscript.*

### *Article Information*

DOI: 10.9734/AJESS/2021/v16i330404

#### *Editor(s):*

(1) Dr. Sara Marelli, San Raffaele Scientific Institute, Italy.

#### *Reviewers:*

(1) Bity Salwana Alias, University Kebangsaan Malaysia, Malaysia.

(2) Elzbieta Izabela Szczepankiewicz, Poznan University of Economics and Business, Poland.  
Complete Peer review History: <http://www.sdiarticle4.com/review-history/67549>

**Received 08 February 2021**

**Accepted 13 April 2021**

**Published 20 April 2021**

**Review Article**

### **ABSTRACT**

The style or way of a principal in leading an organization greatly determines teachers' performance under his leadership. This study aims to assess the principal's leadership style, which can improve teacher performance. This research uses literature review research. The writings reviewed in this study are articles with the keywords of principal leadership, leadership best practices and teacher performance. This study uses 15 articles published in the 2010-2020 period. In the data analysis process, we conducted an analysis of leadership styles that have succeeded in increasing teacher competence based on the results of previous studies. This study shows that (1) principals who apply a leadership style that can provide motivation and provide change for their subordinates are proven to improve an educator's performance. (2) principals who apply democratic, responsible and managerial leadership styles can improve teacher performance (3) principals who apply leadership styles that are comfortable, conducive and skilled at work can improve teacher performance. (4) principals who apply a leadership style that is skilled in solving problems and influencing their subordinates in terms of kindness are proven to increase educators' performance. (5) Leaders who have a clear vision and mission that are strong, have hope, protect, encourage, and guide their subordinates to do work according to their duties and functions, this leadership style can improve educators' performance.

\*Corresponding author: Email: [suciyulyanti147@gmail.com](mailto:suciyulyanti147@gmail.com);

*Keywords: Principal leadership; leadership style; teacher performance.*

## 1. INTRODUCTION

Schools are formal institutions that play an important role in improving the quality of education through learning to support development in Indonesia as a whole. Superior human resources are the main determinants of the realization of a developed country. The existence of qualified leaders and educators can support the realization of national and state development, especially in the quality of leaders. Organizations that have quality leaders can create quality human resources, especially an educator who can compete and work to achieve the desired organizational goals [1].

The existence of a principal or leader (Top Manager) is the main determinant of improving an educator's performance. Leadership is the ability to manage and influence a group to achieve the desired goals. The leader can be used to influence the members of the organization [2]. The leader is the spearhead in improving the performance of an educator. For the leadership of the principal to be effective in ensuring the implementation of good quality education services, the principals need to adjust the leadership style to the conditions and context of the school they lead, efforts to improve the performance of an educator must require a leader who is professional and can control all existing activities [3].

The leadership style of the principal can be used as a strategy to improve the performance of an educator. The leadership style will be able to directly show a leader's belief in the abilities of his subordinates so that if a leader has fighting power, good performance, and can motivate educators to be better, the leader can be said to influence his subordinates so that they can improve performance [4].

One of the important duties of a leader in managing human resources is to assess the quality of employee performance. This activity is important to do so that leaders get information about employee work achievements and provide feedback on the efforts of staff or employees about the implementation of their work [5]. All that needs to be done to achieve the progress of the institute he leads.

Educator performance appraisal really determines the achievement of the quality of

educator performance, with the assessment of the work of the leader can determine the level of competence and performance of an educator, if the performance of an educator is not as expected the leader must provide or facilitate training to improve the teacher's performance.

The advance of an educational institution is determined by a leader who has good managerial abilities. Also, a leadership style with a clear vision and mission to improve human resources' performance in the institute. Leaders must also be able to take policies and what steps will be taken to improve the performance of an educator, one of which is by way of training, if an educator can attend training and have good work experience, then the educator can improve his performance so that he can correct mistakes it has been done before, by participating in educator training, they can also develop their abilities and expertise so that they can affect performance, by participating in training, it is hoped that teachers can help educators understand their work and responsibilities [6].

This is because a leader is a person in the front line who is expected by his subordinates to direct them, so it is no wonder that an organization that has a practical and good leader can motivate itself and its subsidiaries [7].

Educators' quality is closely related to the principal, but until now, there is not enough literature on how the role of leadership is in improving the quality of education under various contexts and school cultural backgrounds. This article seeks to explore the role of principal leadership in improving teacher performance through a literature review. Based on the fact that the principal's leadership plays a very positive role in the implementation of teacher duties so that it can achieve goals and affect teacher performance improvement in every situation.

## 2. METHODOLOGY

The method used in this research is a literature review, namely the results of study on principal leadership, leadership best practices, and teacher performance as a systematic, apparent, comprehensive synthesis by identifying, analyzing, evaluating through collecting existing data to support the research process. This study looks for theories that are relevant to the problems found. This method aims to help

researchers better understand the background of the research so that it can be a reference for new research being carried out [8].

The search for articles as study material was carried out by entering keywords for principal leadership, leadership best practices, and teacher performance through the Google search engine. From the Google search results, it was found that as many as (10) were under the research theme. All data collected were analyzed using content analysis. This study uses articles published in the period 2010-2020 [9].

### 3. RESULTS AND DISCUSSION

Based on the results of the literature review of articles conducted by researchers, the following results were obtained:

1. The influence of leadership on the performance of educators

The role of leadership determines the success of the implementation of education in schools as a manifestation of teacher performance measures depending on the principal's leadership in managing the teaching staff in the school. The leadership role of school principals who can implement managerial competencies in designing curriculum, managing education personnel, managing facilities and infrastructure, managing finances, and implementing personal competencies in developing school culture and planning and carrying out supervision is considered to have a significant effect on teacher performance.

Principal's leadership has influence on developing better performance of the educators, in this study using a partial test where the results obtained a significant value of 0.000. Because the significant value is less than 0.05, H<sub>0</sub> is rejected and H<sub>a</sub> is accepted [10]. The leadership style of the principal that can influence others and has managerial authority and has a good responsibility to achieve the desired goals, is proven to influence on improving the performance of educators. Based on the results of the T-test in the research on the influence of the principal's leadership style and school organizational culture on teacher performance, it is stated that the probability value obtained is smaller than 0.05, so H<sub>0</sub> is accepted while H<sub>a</sub> is accepted, thus the principal's leadership style has an influence on X<sub>1</sub> on Y. there is a significant effect between X<sub>1</sub> and Y [4].

2. The role of leadership types on teacher performance

Based on the literature review that has been done, it is known that several leadership styles are effective in improving teacher performance, namely democratic leadership styles, providing motivation, administering leadership styles, providing change, styles having managerial authority, creating a comfortable and conducive working atmosphere that can improve the performance of the teacher.

Democratic leadership style is a leadership style that directly involves leaders in organizational activities, provides direction and listens to suggestions and input, and can work together with subordinates to achieve the desired goals [11]. A leadership style that provides motivation is a leader who can be a motivator for his subordinates, providing guidance and rewards that can foster initiatives to improve the quality of educators' performance [7]. A leader as an administrator is a leader who can plan, organize, direct and supervise all activities that occur in educational activities carried out in a school [12]. The leadership style that creates a comfortable and conducive work atmosphere is a leadership style that can get closer to school residents, can embrace their subordinates so that all residents in the school environment feel comfortable, and are not pressured so that school residents can calmly carry out their duties and obligations [13].

A leader who has a motivational approach tries to motivate educators continuously, creates a conducive atmosphere and work, and can help teachers improve educator's quality, and the leader has carried out his leadership function well. Based on the results of the T-test in the study entitled The influence of principal leadership style and organizational climate on the performance of early childhood education teachers, it is stated that there is a strong relationship between the principal's leadership style variable on teacher performance [2].

Leadership style is an underlying behavior that shows traits, attitudes, and skills that can influence someone to be better than before, where a leader can improve the performance of his subordinates in this way. Based on the research results, the influence of the Principal's Leadership Style and School Organizational Culture on Teacher Performance, using the T-test, obtained a probability value of 0.000, thus H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, meaning that

there is a significant influence between X1 and Y [4].

Principals who use a democratic leadership style, namely by providing opportunities for educators to continue comparative studies and attend school training and providing opportunities to follow up on educators' complaints and expectations is a leadership style that can improve teacher performance. The leadership style of the principal to increase the responsibility of teachers in carrying out the learning process is to apply a democratic leadership style, based on research entitled leadership styles of principals in improving teacher performance in Lambaro Angan public elementary schools [14].

Leaders who are honest, confident, responsible, have the courage to take risks and decisions, have big hearts, and are role models are proven to improve teacher performance. This leadership style instills its role as a leader who can provide changes to the led organization so that it can achieve the desired goals and the organization it dreams of can develop better than before, based on research entitled principal leadership in improving teacher performance [7].

A leader who has a strong vision and mission has hope, protects, encourages, and guides his subordinates to do work according to their duties

and functions, to achieve the desired goals. This leadership style can affect the improvement of teacher performance. As a leader, the principal must have the right strategy to encourage all educators and employees to carry out work [15].

Various types and styles of principal leadership that are effective in improving teacher performance can be summarized in Table 1.

From the various research results mentioned above, it is known that the aspect of leadership that positively influences teacher performance tends to be in the form of leader behavior that has a positive influence on teachers' perceptions of their work. This shows that a school principal as the top leader in the school needs to understand the psychological condition of the teacher and understand the context of the school's cultural environment so that the policies and various managerial actions issued by the principal can be accepted and implemented by the teachers as well as possible. This is in line with several previous studies which state that principal leadership is a very determining factor in the process of developing teacher performance, because the principal as a leader has the opportunity to powerfully make rules related to the process of improving teacher performance.

**Table 1. Effective principal leadership in improving teacher performance**

<b>Leadership Styles</b>	<b>Behavioral Characteristics</b>	<b>Effects</b>
Democratic	Engage directly with subordinates Provide direction A good listener Can cooperate with subordinates	Build a work culture that provides a sense of comfort to work for teachers
Responsible	Able to think tactically A steadfast leader Receive criticism and suggestions from subordinates Can be responsible for the decisions that are taken	Build a comfortable work between the leader and his subordinates, and can solve problems quickly
Motivation	As a motivator for his subordinates Providing coaching that can foster the initiative of his subordinates	Creating high morale for subordinates
Administrator	Leaders who can plan, organize, direct and supervise activities that occur in school	Creating a purposeful work order
Managerial	Leaders who carry out work without other people Developing the potential of teaching staff	Improve the performance of educators

#### 4. CONCLUSION

Based on the results of the literature review conducted, it can be concluded that leadership styles that can motivate, provide change, have managerial authority, are responsible, democratic, create a comfortable and conducive work atmosphere, and have skills that can improve the performance of educators, have a vision and mission. There is a significant influence between the principal's leadership style on the performance of educators.

#### COMPETING INTERESTS

Authors have declared that no competing interests exist.

#### REFERENCES

1. Roslena Septiana, Ngadiman, Elvia Ivada. The influence of principal leadership and work motivation on the performance of Wonosari State Junior High School teachers. *Jupe UNS*. 2013;2(1):Hal 107 s/d 118 – Roslena Septiana.
2. Aguswara, Winda Wirasti, Reza Rachmadtullah. The influence of the principal's leadership style and organizational climate on the performance of early childhood education teachers. *JPUUD - Jurnal Pendidikan Usia Dini*. 2017;11(2):369–85.
3. Mahardani, Ardhana Januar. Ideal Principal Leadership. *Jurnal Dimensi Pendidikan dan Pembelajaran*. 2015;3(2):1–4.
4. Ani maryani, Bukman lian dan Ratu wardarita. The influence of the principal's leadership style and school culture on teacher performance. 2019;3(2):244–56.
5. Syafaruddin, Syafaruddin & Erawadi, Erawadi. [Management and Leadership in Islamic Education: Best Practices in Management and Leadership in New Age Islamic Educational Institutions. Perdana Publishing; 2020. ISBN: 978-623-7842-24-8.
6. Trijanuar, Harry. Effect of training, work experience and work discipline on the performance of Civil Servants. *Jurnal Katalogis*. 2016;4:168–75.
7. Iskandar, Uray. Principal leadership in improving teacher performance. *Jurnal Visi Ilmu Pendidikan*. 2013;10(1):1018–27.
8. Asmawan, Moh Chairil. Principal's Transformational Leadership in Supporting the School Literacy Movement. *Jurnal Pendidikan Ilmu Sosial*. 2018;28(1):46–57.
9. Fahmi FY, Hidayati T. Self-care overview of fluid status in hemodialysis patients: literature review. *Care: Jurnal Ilmiah Ilmu Kesehatan*. 2016;4(2):53–63.
10. Ida saroh, Lyna latifah. The influence of principal leadership and teacher activeness in following mgmp on teacher performance. *Dinamika Pendidikan Unnes*. 2014;9(1):41–47.
11. Laliasa, Gunawan, Muh Nur, & Rince Tambunan. The influence of democratic leadership style, work environment and work motivation on the performance of the employees of the plantation and horticulture office in Southeast Sulawesi province. *Journal of Economic and Business*. 2018;1(1):83–103.
12. Setiyati, Sri. The influence of principal leadership, work motivation, and school culture on teacher performance. 2016;1(2):63–70.
13. Sudharta, Vonny Angeli. Principal leadership style from a psychological perspective. *Jurnal Manajemen dan Supervisi Pendidikan*. 2017;208–17.
14. Nurbaya, Siti. The leadership style of the principal in improving teacher performance at SD Negeri Lambaro Angan. *Jurnal Administrasi Pendidikan Program Pascasarjana Unsyiah*. 2015;3(2):116–27.
15. Manik, Ester, Kamal Bustomi. Organizational culture and work motivation on teacher performance in public junior high schools 3 Rancaekek. *Jurnal Ekonomi, Bisnis & Entrepreneurship*. 2011;5(2):97–107.

© 2021 Yulyanti and Hasanah; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:  
<http://www.sdiarticle4.com/review-history/67549>