THE INFLUENCE OF THE PRINCIPAL'S LEADERSHIP STYLE ON THE PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS 5 AIR GEGAS

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Abstract
The research aims to obtain data on (1) the principal's leadership style in improving work discipline, (2) the principal's leadership style in increasing teacher work motivation, (3) the principal's leadership style in increasing responsibility and (4) constraints that faced by principals in improving expected teacher performance. This study uses a qualitative approach with descriptive methods, the technique of data collection is done through in-depth interviews, observation, and documentation. This study shows that (1) principals apply democratic leadership styles in improving discipline, (2) principals apply developer leadership styles (builders) in increasing teacher work motivation, (3) principals apply executive leadership styles in increasing teacher responsibilities, and (4) constraints faced by the principal, namely the decline in teacher discipline, lack of teacher performance motivation, and a low sense of teacher responsibility in learning. It is recommended that the principal can apply a better or varied leadership style so that the desired goals can be achieved well and maximally.

Keywords: Leadership Style, Principal, Teacher Performance.

I. INTRODUCTION

Leadership can be interpreted into individual traits, habits, or the way a person influences other people, interactions, positions in the organization and perceptions of legitimate influence and driving the behavior of others and doing. According to Wahjosumidjo (2011: 17) "Leadership is translated into the terms of traits or personal behavior, influence on others, patterns of interaction, interpersonal cooperation relationships, position of one administrative position, and perceptions of others about the legitimacy of influence ". It needs to be distinguished between types and styles of leadership. One's leadership can or can be classified into one type and maybe each type can have a variety of leadership styles. One leader who has one

type can adjust to the situation at hand in carrying out his leadership. In general, Mukhtar and Iskandar (2009: 85) there are three types of leadership in the life of an organization, including school organizations, namely: (a) Authoritarian Type, (b) Laissez-faire Type, and (c) Democratic Type. The leadership behavior displayed in the managerial process is consistently referred to as the leadership style. Leadership style is more inclined to the situation.

Leadership style is meant as a way of behaving that is typical of a leader towards the members of his group. Thus, leadership style is the way leaders behave consistently to subordinates as members of their groups. Educational leadership style is the way a person of an educational institution leader in

organizing, directing and guiding teachers to work together to achieve educational goals. Educational leadership is a position that demands the ability to read and understand the character, nature and personality of the teacher who is his subordinate. Greenfield (Mulyasa 2013: 19) argues that "Indicators the effective principal in general can be observed from three main points as follows: 1) commitment to the vision of the school in carrying out its duties and functions, 2) making the school's vision a guide in managing and leading the school, and 3) constantly focusing its activities on learning and teacher performance in the classroom". The principal as a good leader is a principal who has special characteristics or traits that include personality, basic skills, experience and professional knowledge, training and professional skills, administrative and supervisory knowledge. The ability that must be realized by the principal as a leader can be analyzed from the personality, knowledge of the teaching staff, vision and mission of the school, the ability to make decisions and the ability to communicate. Principal leadership style, there are at least four leadership styles that are often performed by school principals and are considered representative of improving teacher performance, namely the transactional, visionary, transformational and situational leadership styles. The principal is a career position that a person obtains after so long serving as a teacher. Someone appointed and trusted to hold the position of headmaster must fulfill the criteria required for the position in question. Wahjosumidjo (2011: 83) explains "simply the school principal can be defined as a functional teacher who is given an additional task to lead an institution or school where teaching and learning processes are held, or where there is interaction between the teacher giving the lesson and the student receiving the lesson. ". The school principal functions as the leader of education, meaning that quality improvement will run well if the teacher is open, creative and has a high work spirit. In carrying out its functions, the performance of a school principal is often formulated as EMASLIM, short for Educator,

Manager, Administrator, Supervisor, Leader, Innovator, Motivator.

Performance is a performance or performance. Performance is a translation of the word performance (job performance). Smith (Usman 2012: 63) states that "performance is the result of the work of a process. That is, the work achieved by an employee in carrying out the tasks assigned to him ". Good performance can be influenced by ability and motivation. Ability is the result of a combination of education, training and experience. While motivation is a driving force (driveng force) that causes someone to do or do something. Performance standards need to be formulated to be a reference in making comparisons of what is achieved with what is expected, or the quality of work is a form of behavior or activities carried out and in accordance with expectations and needs or goals to be achieved effectively and efficiently. Teacher performance indicators according to Rebore (Usman 2012: 94) "concerned with (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 (APKG). APKG is a measure of teacher ability in the form of competencies that are generic essentials, so in this case APKG only measures competencies that are owned or can be assumed by teachers. One of the main factors that determines the quality of education is the teacher. It is the teacher who is at the forefront in creating quality human resources. The teacher deals directly with the students in class through the teaching and learning process. In the hands of teachers produced quality students, both academically, skill (expertise), emotional maturity, and moral and spiritual. Meanwhile, according to Mulyasa (Kunandar 2009: 42) there are at least seven mistakes that teachers often make in learning, namely: "(1) taking shortcuts in learning, (2) waiting for students to behave negatively, (3) using destructive discipline, (4) ignoring differences in

students, (5) feeling the most intelligent and knowable, (6) unfair (discriminatory), and (7) forcing students' rights ". Teachers are the spearhead of educational success and are considered as people who play an important role in achieving educational goals which are a reflection of the quality of education. Several factors that affect teacher performance can be revealed, including: (1) Personality; (2) Teacher professional development; (3) Learning which is identified with the word "teaching": (4) Establishing relationships and communication within the school environment; (5) The relationship of school mutualism with the community; (6) welfare; and (7) School climate.

Air Gegas 5 Elementary School is an accredited C school in the air district of Gegas. Based on the results of interviews with the Principal and Teachers the actual Principal Leadership, teacher performance, as well as student interest in learning, talent, hygiene is quite high, it can be proven from the 2016-2018 data that shows the percentage of students passing 100%, 3rd place and 2 competitions healthy schools in the period 2017-2018, and won 2nd and 3rd O2SN-level swimming competitions in 2019. But because of the geographical location which usually takes time to travel, access roads are quite poor, there is no public transportation, so the school principal, teachers , and students often arrive late coming to school. The Principal also revealed the lack of competence of teaching staff (teachers) where the data showed that there were some teachers who had not yet graduated from S1 or were still high school graduates so that they were still having difficulties regarding K13 report cards and filling in K13 report cards. Facilities and infrastructure that are considered insufficient or lacking such as the absence of a school fence, mosque, which causes difficulty controlling student activities during recess and the difficulty of instilling character education in students through prayer in congregation. Lack of toilets for students and teachers. The role of the committee that has not been seen is also in helping the problems faced by the school.

II. METHODS

The research method used in this research is a descriptive method using a qualitative approach to examine the problem and obtain a deeper meaning about the Principal's Leadership Style in Improving the Performance of Air Gegas 5 Elementary School Teachers. The research was conducted at Air Gegas 5 Elementary School located in Bencah Village, Air Gegas District, South Bangka Regency, Bangka Belitung Province. While the subjects of this study were the principal and teachers of Air Gegas 5 Elementary School, which were determined randomly. One technique used in this study is to examine the degree of trust or credibility. Data Credibility Test can be trusted through the criteria of credibility, reliability and objectivity. Data collection techniques are the most strategic step in research, because the main purpose of research is to get data. So, in this study data collection techniques are through in-depth interviews, observation, and documentation. Furthermore, the data analysis technique consists of three activities, namely: data reduction, data presentation and conclusion drawing or verification.

III. RESULTS AND DISCUSSION

Based on the results of interviews with the principal of public elementary school 5 Air Gegas revealed the principal's leadership style is very influential on teacher performance because the principal is a picture of teacher performance which Thought Magginson (1992: 12) gives meaning that is that the dominant leadership style elements influence on the behavior of organizational members, needs to be managed properly so that members of the organization better transform and understand their meaning in improving their performance as members of the organization while Robbins and Judge (2013) define leadership styles as: "Leadership style is a pattern of behavior designed to influence subordinates in order to maximize performance owned subordinates so that the performance of the organization and the organization's goals can be maximized." Leadership style is a

pattern of behavior that is designed in such a way as to influence subordinates in order to maximize the performance of their subordinates so that organizational performance and organizational goals can be maximized.

In line with the field findings of the research, the leadership style of 5 Air Gegas primary school principals in improving teacher discipline is that school principals try to be role models in the school environment by arriving early and returning home even though the results of interviews with principals are often late because road access is inadequate. The leadership style applied by the principal in improving teacher discipline, from the interviews revealed that using the Democratic leadership style, this style is carried out by meeting the teachers to make actions and decisions with the teacher council, with regard to the principal's democratic style every morning, the way to do by sitting in the office of the teacher council, he monitored every teacher who came and immediately reminded him when the time for teaching arrived or asked the reason why the teacher came late to school.

The principal's leadership style in increasing teacher work motivation, namely the principal 5 Air Gegas implements Developer leadership which puts trust in subordinates and seeks to motivate teachers by setting high work standards based on improving quality. The school principal is very aware and understands that teachers are basically human and never escape error and also pay full attention in following up on complaints and expectations expected by teachers to create quality school institutions.

The principal's leadership style in increasing teacher responsibility, namely the principal using executives who are of high quality, can provide good motivation as well as provide awards, incentives, and other welfare that is outside the welfare of certification that has been set on a national scale. With the appreciation, incentives, and welfare, it is expected to be able to increase other needs that are increasing. In increasing teacher responsibility, the principal tries to encourage and increase the encouragement of teachers to

work both in extracurricular and non-extracurricular activities.

Jones, Jenkin & Lord (2006:75-94), mendefinsikan kinerja sebagai berikut: Performance is reviews to support the development of some teachers and to reverse the under-performance of others, has not been realised despite its mandatory status in schools. Performance is involves staff in appraising their own performance and identifying professional development needs; (1) allows the teacher and the reviewer to introduce views and information about topics which they both feel are important; (2) encourages the teacher to identify what s/he is good at and areas where further support is needed; (3) gives the reviewer opportunities to reinforce good performance; and (4) prepares the ground for constructive discussion around improvement of areas where performance is not as good.

Performance is the performance and identify work to support work development. Performance can be achieved well by: (1) providing information to teachers according to their main tasks and functions; (2) motivating teachers to identify the type of work needed by the teacher and the school management will provide ongoing support; (3) provide opportunities for teachers to strengthen good performance, through continuing education, training, seminars and workshops organized by schools; and (4) conducting evaluations between school principals and teachers to improve performance that is not in accordance with the vision and mission of the school.

As for the methods faced by the principal 5 Air Gegas in improving teacher performance, by regulating classroom administration and imposing rules on time both in terms of attendance and accuracy of teaching schedules. Next the principal is faced with teacher work motivation, namely through his mental and physical readiness in teaching. The principal always remembers the teachers so that they always take care of their health, both themselves and their families. The efforts made by the headmaster in increasing the motivation of teachers by giving advice, encouragement, and regularly maintaining health, especially enthusiasm in the teaching and learning process

in the classroom. While the obstacle faced by school principals in increasing teacher responsibility is the lack of competence of teaching staff (teachers) where the data shows that there are some teachers who have not yet graduated from S1 or are still high school graduates so that they still experience difficulties regarding report card K13 and filling in report card grades K13 or are unable to describe lesson plans and syllabus correctly, so that these teachers only carry out teaching assignments without being accompanied by careful planning. Efforts made by school principals in addressing the problem of teacher responsibility are by conducting training for teachers with routine teachers who have not been regular in interpreting lesson plans and syllabi, even school principals often ask for help from supervisors or related agencies to socialize teachers in improving teacher administration.

School discipline is something that is easy to say, but difficult to apply not only by students, but by teachers and even by the principal. Discipline is a state of order, when people who are members of a system are subject to the rules that are happy. (Mulyasa 2013: 191) stated "school discipline can be interpreted as an orderly condition, when teachers, principals and staff, students who are members of the school are subject to the rules that have been happily set". Fostering discipline in schools needs to start with principles that are in line with national education goals, namely democratic attitudes. In connection with that, in determining the discipline rules need to be guided by the following things, namely from, by and for students, while teachers tut wuri handayani. In upholding school discipline, the principal's leadership style also largely determines the course of the school's leadership wheel to discipline teachers, staff, and students.

So that to discipline teachers, staff and students, the principal applies the executive style. Kartini (2006) mentioned that executive style is able to provide good motivation and far-sighted and diligently applied to teachers who are incapable and do not dare to assume responsibility, if carrying out tasks requires special explanation, regulation / direction and supervision. Executive leadership style is appropriate to be applied to teachers who are unable and unwilling to accept responsibility. The principal conducts strict supervision, thus the degree of human relations is low but the attention to the organization is high.

Motivation is the driving force or puller that causes a person's behavior towards a certain goal. Work motivation is related to what people want (goals), why they want them (motives), and how they achieve these goals (processes). Mulyasa (2013: 196) states: Motivation is one factor that also determines the effectiveness and success of learning, because students will learn seriously if they have high motivation. There are many ways that teachers can do to arouse students 'learning motivation, including through warmth and enthusiasm, arouse curiosity, express conflicting ideas, and pay attention to students' learning interest. In connection with that, Howard (Mulyasa 2013: 200) "a teacher should have a curiosity, why and how children learn and adjust themselves to the conditions of learning in the environment". In increasing teacher motivation, the principal applies an executive leadership style. In applying this style, the teacher is not able to carry out the task independently but is willing to take responsibility.

According to Reddin in Kartini Kartono the character of a leader can produce three patterns of leadership, namely task-oriented leaders, task-oriented leaders (relationship oriented, and effective results-oriented leaders (effectives oriented). Of the three orientation patterns found eight types or styles of leadership, namely: (1) Deserted type (defector) has a low moral character, without loyalty, and obedience and is difficult to predict (2) The type of bureaucrat has a rigid nature, obedient to the rules and norms of norms, discipline, careful and hard (3) Missionary type is open, helpful, gentle and kind (4) Developer type has a creative, dynamic, innovative nature, delegates authority well and puts trust in subordinates (5) Autocrat type is hard, dictatorial, willing to win alone, stubborn, arrogant, and stubborn. (6) Benevolent autocrat (wise autocrat) is smooth, orderly, expert in organize and a great sense of self involvement. (7) Compromise type (compromise) is not

decision-making, short-sighted and narrow-minded. (8) Executive type is of high quality, can provide good motivation, far-sighted, and persevering.

Another obstacle faced by school principals in improving teacher performance is motivation. According to Mulyasa (2013: 195) "Motivation is the driving force or puller that causes a person's behavior towards a certain goal. Motivation is related to what humans want (goals), why they want it (motives), and how they achieve these goals (processes) ". Furthermore, obstacles in increasing teacher responsibility by regulating the division of teaching tasks. The division of tasks must be fair and equitable in accordance with their respective fields of expertise. The teacher is the person who must be responsible for the education of students, both individually and classically, both at school and outside of school, Supardi (2013: 92) namely: The teacher who is responsible is the teacher who knows, understands values, norms (morality, politeness, moral, social, and religious) and always try to adjust all the actions and behavior in accordance with these values and norms. The teacher is responsible for all his actions to the education system and to the Almighty God in learning activities carried out in school (in class or outside the classroom).

B. CONCLUSION/RECOMENDATION

Based on the results of the study, it can be given several conclusions, namely: Principal leadership style in improving teacher discipline is to use a democratic leadership style to see the timeliness to enter the class according to the schedule set by the school. Principal's leadership style in increasing work motivation of teachers at Air Gegas 5 Elementary School is more likely to use the Developer leadership style (builder) by giving authority, putting trust, as well as providing opportunities for teachers to continue comparative studies to school and provide opportunities in follow up on complaints and teacher expectations. Principal's leadership style to increase the teacher's responsibility in implementing the learning process is to apply the executive leadership style. The obstacles faced by school principals in improving teacher performance

are the lack of competence of teaching staff (teachers) where the data shows that there are some teachers who have not yet graduated from S1 or are still high school graduates so that they still have difficulties regarding report card K13 and filling in K13 report card grades or are unable to describe lesson plans and syllabus correctly, so that these teachers only carry out teaching assignments without being accompanied by careful planning. Efforts made by school principals in addressing the problem of teacher responsibility are by conducting training for teachers with routine teachers who have not been regular in interpreting lesson plans and syllabi, even school principals often ask for help from supervisors or related agencies to socialize teachers in improving teacher administration.

In addition, there is also a lack of teacher discipline, work motivation, and teacher responsibility in learning, so that principals implement various types of leadership styles. The results of this study support the research results of Zainudin and Ratnasari (2015) which states that the Leadership Style Influences the Performance of Elementary School Teachers in Batu Ampar District, Batam City. Shahzadi, Javed, et al (2014) also stated that leadership, supervision and work motivation influence performance.

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