

The Impact of Leadership Style on Teachers' Performance at SMP Al-Ikhlas Lombok

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ABSTRACT

This study examines the impact of the principal's leadership style on teachers' performance at SMP Al-Ikhlas Al-Islami Lombok using a mixed-method approach. Data were collected through interviews and questionnaires, with findings showing that the principal adopted a democratic leadership style, involving teachers in decision-making processes. However, statistical analysis revealed that the leadership style had no significant effect on teachers' performance, with only 1.3% of performance influenced by this variable ($t\text{-count} = 0.631 < t\text{-table} = 2.03951$, $\text{significance} = 0.599 > 0.05$). Despite this, interview results highlighted that encouraging teachers to work efficiently and effectively positively influenced their performance.

INTRODUCTION

A leader is a component of an organization that holds power and can control members in achieving organizational objectives. According to Dorota (2021), a leader inspires people to follow them willingly through their behaviors and use of power. A leader is also defined as someone who can influence and move others to achieve objectives (Sutikno, 2018). Therefore, a leader can control all subordinates to do his wish and must make other people or subordinates follow his wishes to achieve organizational goals. In this case, one thing that leaders must understand is leadership style.

Leadership style is how a leader leads someone or many people. Several experts provide different definitions of leadership style itself. According to Khan and Ariful (2020), followers and leaders engage each other as leaders can influence and motivate a group of people to achieve a shared objective or result. Besides, according to Moo and Rashad (2015), leadership is a form of authority in which an individual possesses the capacity to impact or modify the attitudes, values, beliefs, actions, and behaviors of another. Essentially, leadership style is the ability or process of a leader to influence his subordinates to carry out their desires to achieve organizational goals. Indeed, leadership style is something crucial in an organization to establish the direction of achievement of an organization. An organization's leader must understand and be able to apply the principles of leadership style, which are used to lead all subordinates in achieving the organization's goals. According to Ojokuku et al. (2012), one of the key elements influencing an organization's ability to increase or decrease its members' interest and commitment is its leadership. A leader must be skilled in choosing a leadership style that suits the goals and circumstances of their subordinates because the extent to which an organization can achieve its goals is from the leader's control over his subordinates. When a leader can master and control his subordinates to carry out all his orders, the organization's goals will be closer. Vice versa, the less understanding and incompetent a leader is in choosing and implementing the right leadership style, the further away the organization's goals can be achieved.

Furthermore, leaders play an initial role in an organization. Without a leader, an organization will not work properly. Every leader has a different leadership style depending on his or her personality. According to Tiksnayana et al. (2016), a leader will employ several leadership philosophies based on his aptitudes and character. Thus, several leadership styles are created, such as transformational, transactional, inspirational, etc. Schools are organizations that emphasize education and must have a leader called the principal, who controls teachers in the school. Every school principal has a different type of leadership which certainly influences the performance of teachers in schools. Badrun et al. (2022) researched the influence of transformational leadership style on teacher performance at MI 2 Mataram showing that the transformational leadership style can influence teacher performance. In addition, research was also conducted by Sumardin et al. (2021) regarding the influence of democratic leadership style on teacher performance in junior high schools in Palopo City's Bara District. The results of this research show that this type of democratic

leadership style motivates teachers to teach so that teachers can provide good performance for the school.

In addition, Agus et al. (2020) have researched the influence of transformational, transactional, authentic, and auroatian leadership styles on university lecturers' performance. The result showed that all types of leadership styles influence lecturer performance, except authentic leadership styles which do not significantly impact lecturer performance. Nurabadi et al. (2021) tested the influence of instructional, transformational, and spiritual leadership styles on teacher performance and student success. Based on the findings, three leadership styles had a positive impact on teacher performance and student achievement as well.

All of the research above examines the influence of the principal's leadership style on teacher performance. However, none of them have researched SMP Al-Ikhlas Al-Islami Lombok. Therefore, this research examines the impact of leadership style on teachers' performance at SMP Al-Ikhlas Al-Islami Lombok to describe the leadership style of the principal of SMP Al-Ikhlas Al-Islami Lombok and determine whether there is an influence of the leadership style of the principal of SMP Al-Ikhlas Al-Islami Lombok on the performance of teachers at SMP Al-Ikhlas Al-Islami Lombok.

LITERATURE REVIEW

Concept of Leadership Style

There is not a single, widely accepted definition of what constitutes leadership, and the numerous imprecise definitions have made the term more ambiguous. This is because many terms associated with leadership, such as influence, authority, power, management, control, and supervision, characterize the phenomenon of leadership. There are three parts to the word "leadership": "lead," "-er," and "-ship." "Lead" in the first portion refers to being the pioneer or coming in first. "-er," the second element, signifies a person who takes on a responsibility or acts in a role. In "scholarship," the final element, "-ship," designates a talent, aptitude, or artistic ability (Demirtas, 2020). According to Al-Baher (2023), guiding a group's actions toward a shared objective is defined as leadership. He continues that leadership is a unique power dynamic in which a group member exercises control over other members, and the group feels that this individual has the authority to dictate how other members behave. Besides, according to Sairam et. al (2017), leadership is the capacity of a person to exert influence and control on other participants to aid a group or organization in achieving its objectives. Holding leadership means having authority over a certain group to influence members and to gain the objective. Therefore, leadership style is an individual's approach to leading and interacting with followers or members (Northouse, 2018).

The idea of power, or the capacity for influence, is connected to leadership which comes in two primary forms: positional and personal (Northouse, 2018). Position power is the authority that comes with a title in an official organizational structure which is similar to allocated leadership. It consists of lawful, informational, rewarding, and coercive power. Referent and

expert power are components of personal power that originate from followers. Leaders receive it from followers because followers assume they are worth something. Viewing power as a shared resource is crucial because it downplays the notion that those in leadership positions possess authority. Furthermore, referring to various sources, leadership styles are classified into several types (Lusitania et al., 2023).

Autocratic leadership becomes the first type. This leadership style is usually known as the characteristic of a leader who makes decisions without any agreement from the members. Leaders can make decisions (Ojokuku et al., 2012). Therefore, one of the advantages of this leadership style is the convenience for a leader in making decisions. Leaders with this style tend to be closed to their subordinates and do not accept criticism or input. Thus, the subordinates must be able to receive all decisions made by the leader. In line with Ojokuku et al. (2012), the majority of authoritarian leaders' followers can be said to be biding their time, anticipating the unavoidable downfall of their leadership and the subsequent removal of the leader.

Secondly, the democratic leadership style requires leaders to practice democratic leadership and treat their subordinates fairly, gladly welcoming suggestions and viewpoints from their staff members (Sutikno, 2018). A leader using this leadership style will attempt to solicit opinions from his subordinates on every issue that needs to be decided. Each subordinate should believe they are ultimately responsible. In addition, since all decisions are made in line with the standard agreement, subordinates will not feel burdened while performing their jobs. Additionally, leaders who use this leadership style typically respond to violating subordinates instructively, fostering innovative and creative thinking in their subordinates.

In addition, a democratic leadership style offers several advantages. According to Wardhana and Wisesa (2024), creating a good work atmosphere motivates individuals to provide their best effort. The democratic leadership style allows subordinates to be creative, increase creativity, give feedback, and participate in decision-making. This will undoubtedly create a good climate for subordinates, allowing them to develop with the flexibility their managers provide. Besides, according to Wardhana and Wisesa (2024), the advantage of the democratic leadership style is involving team members in decision-making enhances problem-solving creativity, and innovation by leveraging their different perspectives, ideas, and experiences. A democratic leadership style allows the leader to involve his subordinates in problem solutions. This will improve their abilities and ingenuity in figuring out how to solve a problem. In addition, according to Udin (2023), democratic leadership encourages teamwork and cooperation. Leaders with a democratic leadership style prioritize teamwork. At this point, the leader creates a space for deliberation to solve difficulties.

There are many opinions regarding the indicators of a democratic leadership style. Syakur et al. (2022) define several indicators of democratic leadership style including the ability to motivate subordinates to solve problems, promote innovation and creativity, involve both leaders and

subordinates in decision-making, and establish a strong relationship. Besides, Isgunandar et al. (2022) define democratic leadership style as making choices collectively, appreciating the potential of subordinates, listening to suggestions, critiques, and opinions, and cooperating with subordinates. In addition, Olla and Adriyani (2017) argue that responsibility, activity, decision-making, and empathy indicate a democratic leadership style. To find the result of the research, some indicators are used including making decisions collectively, listening to suggestions, critiques, and opinions, cooperating with subordinates, building solid relationships, motivating subordinates' potential, and promoting innovation and creativity.

The third is the Laissez-Faire Leadership Style. This leadership type means "let them do it" (Kusuma et al., 2023), which is described by a leader who does not give too many orders to his subordinates but instead allows subordinates to work independently. The leader thinks the subordinates can carry out their tasks without giving many orders. It is ideal for this leadership style to be used when team members have varying degrees of competence and experience, are skilled, and don't need much guidance or supervision. Another type of leadership is the orientation style. This type of leader will usually have a target-focused approach. Members will be asked to give the task to their whole concentration and every aspect of personality and extraneous elements unrelated to the objective will be considered (Ojokuku, 2012). However, the drawback of this leadership style is that it frequently results in a limited and incorrect focus because a leader must truly consider all angles for his leadership to impact the organization he leads positively.

Situational leadership style is the following leadership style that can adapt to the circumstances and scenarios of the workplace. The circumstances surrounding a leader, both physically and intangible, must be considered before selecting a particular leadership style. The circumstances include people-led, kind of work, timing, political, economic, technical, social, and cultural systems and structures (Prasinta & Kase, 2023). Leaders employing this style must be astute in selecting a leadership approach that aligns with the prevailing circumstances. When choosing a leadership style, three factors must be considered: the situation being led, the external factors influencing it, and a clear vision (Prasinta & Kase, 2023).

Furthermore, leadership success can be determined by four indicators (Akhiriani & Risal, 2023). The first is decision-making. They were choosing the greatest option from several possibilities for future actions. Besides, the relationship between leader and subordinates should be put forward since it requires collaboration. Therefore, they might develop their work talents and attitudes, which is their leader's job. The third indicator of leadership success should determine goal setting. Organizational actions are focused on what should be done and what should be avoided. The process of removing disparities between the achieved and intended results and selecting the optimal solution from a list of available options.

Teachers' Performance

According to Marliza (2022), performance is the outcome attained by an individual while doing the tasks given to them. Teacher performance can be defined as a teacher's findings of his work close to the professional teacher's assignment. According to Pido (2023), the effort a teacher puts forth in planning, carrying out, assessing, and evaluating learning, along with the efforts made to ensure that students accept the information or material the teacher provides, all contribute to the quality of learning outcomes, is what is referred to as the teacher's teaching performance. The consequence that a teacher achieves in completing the tasks that are allocated to him, whether they involve skill evaluation, experience, sincerity, or time management, is recognized as teacher performance (Pido, 2023). Consequently, teacher performance can be recognized because of all the duties in being a teacher, such as time management, student achievement, class management, etc. In measuring the influence of democratic leadership style on teachers' performance, teacher performance indicators are needed which have been adjusted by Isgunandar et al. (2017), including work quality, quantity, and timeliness. These indicators measure the influence of leadership style on teachers' performance.

Research Framework

A school comprises a community of students, instructors, administrators, and security personnel. It is an educational institution in which to judge a school's quality is to examine its pupils' academic performance. Learning outcomes will increase if teachers can comprehend their pupils' demands. Teachers are expected to perform well to ensure pupils understand the material correctly. In this matter, a school principal can lead his teachers may significantly impact the quality of their work, among other variables. Teachers perform better when a principal leads them more effectively. Thus, this study aims to identify the leadership style of school principals of SMP Al-Ikhlas Al-Islami Lombok and how it affects teachers' performance.

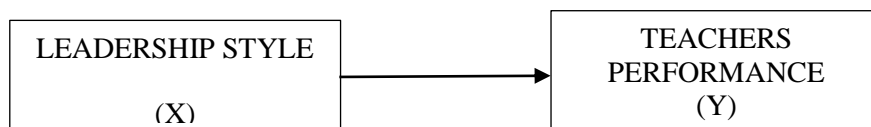


Figure 1: Leadership Style Impacts Teachers' Performance

METHODOLOGY

Research Design

This research utilized a mixed-method and sequential explanatory design, incorporating quantitative and qualitative approaches (Creswell, 2018; Fraenkel et al., 2008). The logical choice for the design was an embedded approach, vastly augmenting the original data with secondary data (Creswell, 2018; Clark & Ivankova, 2018). According to Clark and Ivankova (2018), executing this mixed-methods design is complex, despite its prevalent use and

comprehensibility, due to various methodological issues, including the significance of collecting and analyzing quantitative and qualitative data. Researchers opted to conduct a mixed methods sequential explanatory study. Creswell (2018) posits that the order of data collection and processing and the stages in the research process where quantitative and qualitative phases converge, and results are synthesized is crucial. Hence, considering the mixed-method approach, this study investigated the impact of leadership style on teachers' performance at SMP Al-Ikhlas al-Islami Lombok by combining interviews to collect qualitative data and a questionnaire for quantitative data.

Population and Sample

The population in this research is teachers at Madrasah Tsanawiyah Al-Ikhlas Lombok. Rahi (2017) defined population as the persons or objects required to be understood by others with specific purposes. In selecting the population, a researcher could not merely pick out an object or people freely; instead, he must meet the research criterion to fulfill the study inquiry (Alvi, 2016). A smaller part of the population is called the sample. Hanlon and Larget (2011) define a sample as a series of people as a part of the population. In this study, three teachers were chosen as samples for qualitative data since they were senior teachers who had previously taught at Madrasah Tsanawiyah Al-Ikhlas and had a lot of experience implementing school leadership programs. Meanwhile, a total sampling strategy is applied in quantitative data since the total population is 33 people, fewer than 100. As defined by Sugiyono (as cited in Lilis, Maddatuang & Suprpta, 2020), total sampling involves taking the same number of samples as the population, allowing them to be utilized as the study sample.

Data Analysis

As Pandey and Pandey (2015) articulated, data analysis involves examining structured information to uncover intrinsic truths. This research applied a mixed-method approach for data analysis, utilizing both qualitative and quantitative analyses according to the types of data used. Nonetheless, since the Sequential Exploratory methodology is employed in this study, qualitative data is prioritized over quantitative data (Pane et al., 2021). The gathered data was analyzed individually, commencing with qualitative data analysis. The Huberman-Miles model was employed to analyze qualitative data. Miles and Huberman (as reported in Sugiyono, 2013) assert that qualitative data analysis is conducted interactively and continuously until a saturated dataset is achieved. Data analysis encompasses data reduction, data display, and the formulation/validation of findings. There are three activities in assessing qualitative data: decreasing data, presenting, and concluding data.

Furthermore, quantitative data analysis was executed using simple regression analysis applied to the data collected from the questionnaire instrument. Simple regression is employed for data analysis after the instrument has demonstrated reliability and normal distribution, following essential tests for linearity and normality. A fundamental regression formula

was subsequently used for its evaluation. To obtain the reliability and validity of the findings, the researchers combined and compared the data derived from the quantitative and qualitative instruments, as explained. Moreover, a triangulation approach was used to assess the authenticity of the data obtained. According to Sugiyono (as cited in Pratiwi, 2017), triangulation is classified into three types: source triangulation, technique triangulation, and temporal triangulation. Researchers conducted source triangulation many days after acquiring the data. On Thursday, October 10, 2024, another interview was done with a different teacher.

The teacher highlighted the features of the same leadership style as the previously collected data, namely that the principal always stresses cooperative decision-making and issue resolution and maintains positive connections with teachers. Aside from that, technical triangulation was conducted using unstructured observations of the actions of teachers and principals at SMP Al-Ikhlash Al-Islami Lombok. The findings suggest that the principal has a positive relationship with the teachers. Finally, time triangulation was used, involving additional interviews with earlier informants at different periods. The findings reveal that the principal consistently stresses contemplation when making decisions, discusses problems, and maintains positive relationships with teachers. As a result, it is possible to conclude that the collected data is valid and demonstrates the features of a democratic leadership style.

RESULT

Principal Leadership Style of SMP Al-Ikhlash Al-Islami Lombok

Effective leadership involves persuading followers and determining the direction and goals for success. Learning is an essential activity for teachers, and the teacher passes it on to their students. Because learning is necessary for future success, to be successful in learning, a teacher must be well-led by the school principal. Principal leadership styles in this scenario vary widely, each with advantages and disadvantages. The interview results revealed that the principal stated, "To solve a decision, I usually invite the teachers to a meeting so that everyone doesn't have to worry about carrying out the decision taken" (LMS, interview result, SMP Al-Ikhlash Al-Islami Lombok 8th of Oktober 2024). Aside from that, the class instructor mentioned in the interview that "in deciding a decision, he (the principal) usually invites us to a meeting" (BTE, interview result, SMP Al-Ikhlash Al-Islami Lombok, 8th of Oktober 2024). Furthermore, another teacher stated, "In making decisions, the principal usually invites us as teachers to a meeting" (BN, interview result, SMP Al-Ikhlash Al-Islami Lombok, 8th of Oktober 2024). This demonstrates that one of the principal's leadership styles is constantly speaking with his subordinates before planning.

According to the interview results, the principal stated, "So far, I have good relations with the entire school community" (LMS, Interview result, SMP Al-Ikhlash Al-Islami Lombok, 8th of October 2024). Further, the class teacher remarked in the interview, "I saw that the principal's interaction with the other instructors was excellent. There doesn't appear to be anyone who hates or dislikes each other" (BTE, interview result, SMP Al-Ikhlash Al-Islami Lombok,

8th of Oktober 2024). Furthermore, another teacher stated, "The principal's relationship with the teachers has been good until now because I see that the principal is also a friendly person" (BN, interview result, SMP Al-Ikhlas Al-Islami Lombok, 8th of Oktober 2024). This demonstrates that one of the features of a school principal's leadership style is maintaining a positive relationship with his subordinates.

A further statement of the principal was, "Of course, I am involved in it because that is also a teacher's job, especially issues related to students" (LMS, interview result, SMP Al-Ikhlas Al-Islami Lombok, 8th of Oktober 2024). Aside from that, the class teacher added in the interview, "In several cases that have occurred, I saw that the principal often asked his subordinates for their opinions to get an effective solution" (BTE, interview result, SMP Al-Ikhlas Al-Islami Lombok 8th of Oktober 2024). In addition, another teacher stated, "Sometimes yes, sometimes no, but I see that they are more frequently involved" (BN, interview result, SMP Al-Ikhlas Al-Islami Lombok, 8th of Oktober 2024). Especially problems with students."

This demonstrates that one aspect of the principal's leadership style is problem-solving through discussion with the teachers. Furthermore, the principal of SMP Al-Ikhlas Al-Islami Lombok possesses three leadership characteristics: he provides meetings for deciding something, solves problems and maintains a positive relationship with the teachers. These three traits are relevant with those of a democratic leadership style. Besides, Isgunandar (2022) defines democratic leadership style as making choices collectively, appreciating the potential of subordinates, listening to suggestions, critiques, and opinions, and cooperating with subordinates. In addition, according to Olla and Adriyani (2017), responsibility, activity, decision-making, and empathy indicate a democratic leadership style.

Validity and Reliability

Test of Validity

Test	Variable	Category	Result	Explanation
Test of validity	Leadership Style	R Count > R Table R table (0.344)	R Count > 0.344	All questions are valid
	Teachers Performance	R Count > R Table R table (0.344)	R Count > 0.344	All questions are valid

Based on the table above, the leadership style variable obtained an R count of more than 0.344, and the teacher's performance variable obtained an R count of more than 0.344. According to Zahriyah et al. (2021), the data is valid if the $r \text{ count} > r \text{ table}$ is valid; if $r \text{ count} < r \text{ table}$, then the data is invalid. Hence, it is clear that both questions of leadership style variable and teachers performance variable are valid.

Reliability Statistics

Cronbach's Alpha	N of Items
.832	21

The result of the reliability calculation of teachers' performance variables is described in the following table.

Reliability Statistics

Cronbach's Alpha	N of Items
.665	9

Those tables show that the Cronbach Alpha value of leadership style is 0.832 while teachers' performance is 0.665. However, Purnomo (2016) states that the questionnaire instrument was deemed reliable if the Cronbach alpha value was higher than 0.6. Consequently, both questions of leadership style variable and teachers' performance are reliable because their Cronbach Alpha value is higher than 0.6.

Prerequisite Test

Normality Test

To determine the normality of the data. Shapiro Wilk was conducted because the sample was no more than 50. According to Sugiyono (as cited in Agustin & Permatasari,2020), the normalcy test, the Shapiro-Wilk test, was done to determine the distribution of random data. Data simulation uses a tiny sample size of no more than 50 samples. The result of the normality test is described in the following table.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
x	.108	33	.200*	.943	33	.084
y	.134	33	.139	.970	33	.492

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

According to Sahir (2021), the category of normality test is explained as follows:

1. The data is typically distributed normally if the significance or probability value is >0.05.
2. The data is not distributed generally if the significance or probability value is <0.05.

The table shows that the significant value of variable X (leadership style) is 0.084, higher than 0.05. Thus, it is distributed normally. The considerable value of variable Y (teachers' performance) is 0.492, higher than 0.05. Thus, it is distributed normally.

Linearity Test

The result of the normality test is described in the following table.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y	* Between	(Combined)	97.295	17	5.723	.629	.822
X	Groups	Linearity	2.961	1	2.961	.325	.577
		Deviation from Linearity	94.334	16	5.896	.648	.801
	Within Groups		136.583	15	9.106		
	Total		233.879	32			

According to Sahir (2021), he states that the regression model is said to be linear if the probability value of 0.05 is less than the Sig value ($0.05 < \text{Sig}$). And nonlinear if the probability value is 0.05 larger than the Sig value ($0.05 > \text{Sig}$). The table shows that the significant value of this model is 0.801, higher than 0.05. Consequently, this model is linear.

Hypothesis Test

Simple Linear Regression

The result of a simple linear regression test is described in the following table.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.649	7.876		4.146	.000
	X	.055	.087	.113	.631	.533

- a. Dependent Variable:
Y

$$Y = \alpha + \beta X$$

$$Y = 32.649 + 0.055X$$

The simple linear regression equation above has the following meaning:

- From the regression equation model above, it can be interpreted as a constant value of 32.649 units, meaning that if the Leadership style variable (X) is assumed to be equal to zero, then the teacher's performance is worth 32,498 units.
- The Leadership Style regression coefficient is 0.055 units, meaning that leadership increases by one unit, then teacher performance increases by 0.055 units.

Another interpretation from the table is that leadership style significantly influences teacher performance. Based on the table, the substantial value is 0.533. According to Sahir (2021), accept H_0 if the sig value is > 0.05 and

reject H_0 if the sig value is < 0.05 . Because $0.533 > 0.05$, variable X (leadership style) does not significantly impact teachers' performance. However, it has implications for teachers' performance, even with a small impact. It can be seen from the R Square value in the other table resulting from the regression calculation. According to Purnomo (2016), the coefficient of determination is shown as R Square (R^2), or the square of R. This figure will be expressed as a percentage, indicating the proportion of the independent variable's influence on the dependent variable. The table is described as follows:

Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Durbin-Watson
1	.113 ^a	.013	-.019	2.72928	.954

a. Predictors: (Constant), X

b. Dependent Variable: Y

According to the above table, the R square value is 0.013, which translates to 1.3% when presented as a percentage. This is the proportion of teacher performance as variable Y was impacted by variable X, leadership style. In comparison, the influence of other factors accounts for 98.7%.

The Impacts of Leadership Style on Teachers' Performance at SMP Al-Ikhlas Al-Islami Lombok

Based on the results of simple linear regression calculations, leadership style has no substantial influence on teacher performance. However, other data indicate that the percentage acquired from leadership style on teacher performance is 1.3%. Based on the interview results, one of the teachers stated that "leadership style influences teacher performance, especially my personally." One of the benefits of a democratic leadership style is that, as a teacher, I feel more at ease completing my assignments. So that you believe you can carry out your tasks or rules effectively" (BTE, interview result, October 8, 2024). Thus, one of the influences of the principal's leadership style on teacher performance is encouraging teachers to carry out their responsibilities efficiently and effectively. In an interview, one of the science teachers stated that "the democratic leadership style influences teacher performance since it makes it easier for teachers to carry out their obligations. Because the responsibilities assigned are the outcome of mutual agreement." (BN, interview results, October 8, 2024). This remark emphasizes the initial premise that leadership style influences teacher performance, but not significantly, by assisting teachers in carrying out their duties without feeling burdened and performing them successfully.

DISCUSSION

According to the interview findings, the principal of SMP Al-Ikhlas Al-Islami Lombok possesses three leadership characteristics. He provides meetings for deciding programs, looks for solutions, and maintains a positive relationship with the teachers. These three traits are consistent with those of a democratic leadership style. Besides, Isgunandar (2022) defines democratic

leadership style as making choices collectively, appreciating the potential of subordinates, listening to suggestions, critiques, and opinions, and cooperating with subordinates. In addition, according to Olla and Adriyani (2017), responsibility, activity, decision-making, and empathy indicate a democratic leadership style.

Before hypothesis testing, normality and reliability tests as prerequisite tests for simple regression have been carried out. The findings show that the normality test calculates and proves the data used contributes commonly with evidence that the resulting significant value is $0.084 > 0.05$. Variable Y is $0.492 > 0.05$. As a result, even variable X or Y usually contributes. Hypothesis H_a , leadership style impacts on teachers' performance at SMP Al-Ikhlas Al-Islami Lombok, cannot be accepted because according to the hypothesis testing, the findings showed that t-count value is $0.631 < t \text{ table } 2.03951$ with a significance value of $0.599 > 0.005$, according to the t-test results. These findings support the stated research hypothesis, allowing for the conclusion that the principal's leadership style does not significantly impact teacher performance at SMP Al-Ikhlas Al-Islami Lombok. However, other data indicate that the percentage acquired from leadership style on teacher performance is 1.3%. Based on the interview results, one leadership style that impacts teacher performance is encouraging teachers to carry out their responsibilities efficiently and effectively without feeling burned in doing their duties.

Some other research has proven that leadership style does not significantly impact teachers or subordinates. One is research conducted by Sriadmitum, Sudarno, and Nyoto (2022) titled "Leadership Style, Work Environment, and Compensation on Job Satisfaction and Teacher Performance." The result shows that leadership style does not affect job satisfaction and teacher performance; the work environment significantly affects job satisfaction. Still, it does not significantly affect teacher performance, and compensation has no significant impact on job satisfaction and teacher performance. Aziz and Putra (2022) researched "The Influence of Leadership Style and Motivation on Teacher Performance at Kartika 1-11 Padang Primary School". The result shows that leadership style does not significantly impact teacher performance at Kartika 1-11 Padang Primary School. In contrast, motivation significantly affects teacher performance at Kartika 1-11 Padang Primary School. The studies above and this research prove that an educational institution's leadership style does not considerably impact teacher performance.

CONCLUSIONS AND RECOMMENDATIONS

Leadership style is the way a leader leads his subordinates. The leadership styles are various, starting from transactional leadership style, democratic leadership style, and so forth. The principal at SMP Al-Ikhlas Al-Islami Lombok is investigating the use of a democratic style toward his teachers. The principal always involves the teachers in deciding a matter and solving a problem. In this research, the findings show that the normality test calculates and proves the data used contributes usually with evidence that the resulting significant value is $0.084 > 0.05$ and variable Y is $0.492 > 0.05$. As a result, even variable X or Y

usually contributes. Hypothesis Ha, leadership style impacts on teachers' performance at SMP Al-Ikhlash Al-Islami Lombok, cannot be accepted because according to the hypothesis testing, the findings showed that t-count value is $0.631 < t_{table} 2.03951$ with a significance value of $0.599 > 0.005$, according to the t-test results. These findings support the stated research hypothesis, allowing for the conclusion that the principal's leadership style does not significantly impact teacher performance at SMP Al-Ikhlash Al-Islami Lombok. However, other data indicate that the percentage acquired from leadership style on teacher performance is 1.3%. Based on the interview results, one leadership style that impacts teacher performance is encouraging teachers to carry out their responsibilities efficiently and effectively without feeling burned in doing their duties.

Teachers should be involved in curriculum, school policy, and other important decision-making processes. This can be accomplished by establishing committees or conducting frequent meetings that allow instructors to express their views and participate in school-wide decision-making. Additionally, Principals can orchestrate team-building exercises and collaborative initiatives that promote cooperation among teachers in curriculum creation, lesson planning, or student assessments. Be receptive to expressing ideas and engage actively in these collaborative initiatives. Through their contributions, educators can influence decisions that directly affect their professional responsibilities. Teachers can also engage in and actively contribute to collaborative initiatives, sharing their experience and assisting colleagues. This collaboration fosters camaraderie and improves collective problem-solving capabilities.

ADVANCED RESEARCH

Focus on specific strategies of leadership encouragement, such as providing autonomy, fostering collaboration, and offering recognition, and their direct impact on teacher effectiveness.

Examine how encouragement techniques reduce burnout and increase teacher efficiency and creativity.

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