



# Teachers' Perception of Principal's Leadership Style and The Implication on Teachers' Professionalism

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## Abstract

This study aims to analyze teachers' perceptions of principals' leadership styles and the implications for teacher professionalism using the Systematic Literature Review (SLR) method. Through the collection and analysis of relevant literature, this study identifies various leadership styles applied by principals, including authoritarian, democratic, and transformational styles, and their impact on teacher motivation and performance. The results of the analysis show that teachers' positive perceptions of principals' leadership styles contribute significantly to their improved professionalism. Inclusive and participatory leadership styles proved effective in creating a supportive work environment, increasing commitment, and promoting the development of teachers' pedagogical competencies. This study concludes that principals need to apply adaptive leadership approaches to improve the quality of education in schools. The implications of the findings emphasize the importance of leadership training for principals to strengthen the relationship between leadership and teacher professionalism.

## 1. Introduction

Education is a crucial thing in community life because it teaches people how to think rationally and control their emotions, allowing individuals and society to maintain peaceful relationships. Education is critical and has a significant impact on human existence because it is a basic need (Jurumiah, 2020). Through education, we become aware of the cultural inheritance brought down from one generation to the next. Furthermore, education is critical in changing a country's situations since it serves as the foundation for enhancing the nation's life, people's welfare, and national dignity (Alpian et al., 2019). As a result, education might be considered the most basic endeavour in advancing a country. The educational process is divided into two components. First, consider the formal learning process that occurs in educational institutions such as schools and universities. Second, the process occurs informally through regular life events and social interactions. In general, schools are social situations that can also be referred to as organizations if they are governed by formal rules, have specific plans and goals or targets and have an administrative control structure. Schools, as formal educational institutions, have a significant role in enhancing the quality of education through learning, hence supporting Indonesia's overall development (Susanti, 2021). Schools not only play a role in educating, improving, and perfecting students' pre-existing behavior,

but they also teach students how to socialize with their peers, follow all existing school regulations, and prepare students to become members of society who value religion, nation, and state.

Recently, the leadership style of school principals has been an important subject for discussion. In the field of education, the principal's leadership style has a significant impact on teacher development performance and the quality of the learning experience at school. Leader with an effective leadership style can establish a congenial work climate, motivate teachers, and support innovative teaching approaches. In contrast, an unsupportive leadership style can reduce teacher motivation, increase stress levels, and even lower learner accomplishment. As a result, it is critical to understand how the principal's leadership style affects the performance of education in schools, both directly and indirectly.

A leader is necessary for an organization to function properly because he or she determines the direction of the organization (Amirudin & Ismail, 2022). In a school organization, the principle is a leader who is in charge of the organization's long-term success. The principal is responsible for directing school operations and arranging daily activities, curriculum, staff, and scheduling (Fitri et al., 2022). Each principle uses a particular leadership style to carry out their tasks. Leadership is generally defined as a process and interaction that influences members of an organization to attain its goals (Rozalina, 2022). As a result, the principal's leadership has a significant impact on school effectiveness, particularly in terms of administration and educational objective achievement.

In addition to the principal, teacher professionalism is a significant measure of learning quality, which affects student achievement. The term "professional" originates from the word "profession," which signifies a career demanding specialized knowledge, accountability, and dedication. Meanwhile, "professional" can refer to both the individual and their manner or quality of performance when fulfilling their responsibilities or tasks (Destiniar, 2021). Based on Miramadhani (2024), professionalism is a science that teaches us that every job must be completed by an expert. According to this understanding, teachers are a rather complex profession that relies not only on information, but also on skills, abilities, competence, and talents that can leave a lasting impression on pupils (Hamid, 2020). Every teachers have diverse competencies and use innovative professional development strategies (Santosa, 20 Thus, teacher professionalism encompasses not only teaching competency, but also the ability to adapt to changes and continue to improve in accordance with current expectations. In essence, a professional teacher is someone who is fully conscious of his role as an educator (Hamid, 2020).

In the school environment, a good principal's leadership style must be capable of prioritizing teacher professionalism through a personalized approach to everyone's requirements and traits. To effectively carry out their responsibilities, a leader or principal must possess great leadership qualities and power (Mallarangan, 2024). However, not all school leaders are successful in implementing an effective leadership style that is suited for the setting of the field. This is demonstrated by the fact that some teachers still do not take pride in their profession due to a lack

of support and motivation caused by an overload of chores and teaching schedules at the school (Abubakar, 2018). Some teachers believe that the principal's leadership style is inadequate to assist their professional growth, which has an impact on their performance and student learning outcomes. This is because professional teacher performance is inextricably related to a positive educational environment shaped by the principal's leadership style (Badrun et al., 2022). This issue raises concerns about how teachers perceive the principal's leadership style and how it influences teacher professionalism. Therefore, this study was aimed to answer these difficulties. This study will look at teachers' assessments of the principal's leadership style in numerous high schools and make strategic recommendations to principals for managing and motivating their current teaching team.

## **2. Method**

This study uses a Systematic Literature Review (SLR) approach to collect, evaluate, and synthesize all relevant information related to "Teachers' Perceptions of Principal Leadership Styles and The Implications for Teacher Professionalism." SLR is a structured and methodical strategy designed to ensure a comprehensive analysis of existing literature on a specific research topic. The authors used this strategy to acquire credible sources, assess the quality of the available research, summarize, integrate, and evaluate the findings in order to accomplish the research objectives (Hinderks et al., 2020). The research design used is a qualitative descriptive review, which is ideal for investigating complex phenomena like leadership styles and their impact on teacher professionalism. This design focuses on extensive inquiry and topic synthesis, allowing the researcher to identify connections and reach significant findings. The main objective of this research is to investigate the influence of a principal's leadership style on enhancing teacher performance and professionalism. The emphasis is on understanding how leadership affects teacher motivation, effectiveness, and growth within the educational setting. Using the SLR technique, the author hopes to provide a more in-depth and evidence-based understanding of the topic.

## **3. Results and Discussion**

Author	Research Variable	Research Method	Research Result
Amini, Damanik, K., & Bahri S. (2021)	Effective principal leadership, teacher performance at SMA Negeri 5 Pematangsiantar	Descriptive qualitative through interviews, observation and documentation.	Effective democratic leadership has the ability to increase teachers' motivation in carrying out their daily tasks, thereby encouraging the development of a better work spirit, supporting the formation of a conducive work environment, and directly contributing to improving teacher performance in the learning process, thereby assisting in the achievement of optimal academic goals.
Agustin, A. & Purwanto, B. M. (2023)	Principal leadership style and high school teacher performance	Quantitative using questionnaires, observation, and documentation	The leadership style is transformative or democratic leadership. The principal's leadership style has a substantial impact on high school teachers' performance, particularly in the areas of learning planning, implementation, and evaluation.
Hidayat, et al. (2022)	Principal leadership style, teacher performance in senior high school.	Qualitative with in-depth interviews with the principal and several teachers at the school.	The principal's leadership style used is very influential to improve teacher performance and motivation, which will have an impact on the implementation of strategies in the future.

Author	Research Variable	Research Method	Research Result
Yuneti, A. & Marianita (2019)	Characteristics of the school principal, organizational environment, principal's personal competence, and principal's leadership style	Descriptive study, observation and documentation	The principal's leadership style is strongly influenced by the school environment. The application of the principal's chosen leadership style is determined by the formation of a positive or negative atmosphere.
Purba, A. F., et al. (2022)	Supervision and leadership style.  Teacher performance and the intervening variable of motivation	Quantitative using questionnaires	The combination of good supervision, effective leadership style and high levels of motivation has been shown to significantly improve teacher performance at SMA N 1 Dolok Sanggul. This shows the importance of the principal's role in creating a supportive work environment, as well as motivating teachers to achieve optimal performance.

### Principle's leadership tyle

From the table presented above, it can be found that the principal's have their own leadership style; transformational, instructional, and democratic. School leaders' leadership styles have benefits and drawbacks. However, it's important to tailor the style to the current educational environment. Every school leader's leadership style has a significant impact on teacher work motivation and performance. First, transformational leadership style. Transformational leadership can be interpreted as a leadership style that leads to the process of building commitment to the organization and giving trust to members to achieve these goals (Handayani et. al, 2023). This type of leadership focuses on key aspects in aiming to create positive change in the organization, such as inspiration and motivation, individual potential development, organizational culture change, and charismatic influence. Second, instructional leadership style. Instructional leadership is a complete leadership style that has a strong potential for motivating teachers through student monitoring (Mala et al., 2021). This leadership style prioritizes student accomplishment through school planning, curriculum and learning management, culture building, and teacher professional development via support and collaboration, including supervision (Melawati et al., 2022). Last, democratic leadership style. Democratic or participative leadership is a leadership style that emphasizes collaboration, encouraging members of an organization to actively participate in discussions and give their best

performance to achieve shared goals and objectives (Baqi et. al, 2024). Democratic leadership focuses not only on achieving organizational goals but also on developing individuals, creating an inclusive work environment, and building solid and productive teams.

Principals need to implement inclusive and collaborative leadership practices to increase the professionalism and performance of teachers in schools. In the area of leadership, an inclusive leader is one who promotes honesty and justice while also providing equal treatment and attitude to his subordinates. Meanwhile, collaborative leadership is a leadership style that promotes gathering diverse perspectives and sources prior to making judgments. In this case, the principal acts as a facilitator rather than an authoritarian dictator, allowing him to establish an environment in which each member feels valued since they are included in the decision-making process. This allows the principal to involve teachers in decision-making to ensure that policies enacted meet their needs and objectives. Not only that, but the administrator can encourage collaboration among staff members with the goal of sharing or exchanging ideas and best practices, which can ultimately increase teachers' teaching experiences.

As a result, principal training is critical for developing effective leadership abilities, as is support from associated parties in creating a suitable educational climate for teacher professionalism growth. The training must address a variety of topics, including inclusive and collaborative leadership tactics, effective communication skills, and methods for motivating and empowering teachers. Principals with these qualities can be more effective in developing strong relationships with teachers and fostering a work culture that promotes innovation and collaboration. The existence of a collaborative approach among administrators, teachers, and other interested parties is expected to result in significant synergy in attempts to improve educational quality.

#### **4. Conclusion**

Education contributes to cultural inheritance and serves as the primary foundation for a country's progress, particularly in efforts to educate the nation, enhance people's welfare, and build the country's dignity. Formal education, such as that provided by schools, is critical in forming students' behavior and character, as well as preparing them to be valuable members of society. Schools also serve as formal organizations with the objective of increasing educational quality.

Principal leadership is a significant component in school operations. The principal's leadership style influences teacher motivation, performance, and professionalism. Good leadership can help teachers become more professional, which in turn improves student success and educational effectiveness. Teachers, being a complicated profession, must not only have knowledge but also be able to adapt and improve in response to changing circumstances. However, not all principals are capable of implementing successful leadership strategies. Some teachers believe that the leadership style does not promote their professional development, lowering the quality of learning. As a result, the purpose of this study is to investigate teachers' impressions of the principal's

leadership style and its impact on teacher professionalism, as well as to make strategic recommendations to principals on how to lead and motivate teaching staff.

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