# The Principal's Leadership Style and Teachers' Performance at UPT SMP Negeri 2 Medang Deras

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**Abstract.** The goal of this study was to analyze the leadership tendencies of the principal at UPT SMP Negeri 2 Medang Deras. This study uses a descriptive methodology and a qualitative design. Interviews, observations, and documentation studies were used to get the data. Data reduction, presentation, and narrative interpretation were used in the data analysis process. The findings demonstrated that the UPT SMP Negeri 2 Medang Deras principal preferred to use democratic and participatory leadership. The principal used a democratic and visionary leadership style throughout the planning phase, and a democratic and participatory leadership style during the organizing phase. The implementation process typically involves a task-oriented leadership style, human relations that emphasize cooperative relationships, general and individual direction, and guidance, while the supervision process typically involves a delegative leadership style, which involves conducting direct supervision and establishing subordinates' ability to carry out supervision. This study supports the notion that when creating an organizational structure, opportunities for subordinates to take part, grow, and assume responsibility for a job that has been delegated to them must always be provided.

**Keywords:** Principal's leadership, Leadership style, Teachers' performance

## 1 Introduction

According to Republic of Indonesia Regulation No. 16 of 2009 for Administrative Reform and Bureaucratic Reform, a teacher is a professional educator whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal education, basic education, and secondary education [1]. As a professional educator, there should be professional development in order to develop teacher competence which is carried out according to needs, gradually and continuously or what is often referred to as performance appraisal. The work that educators do in relation to the duties they are responsible for is referred to as their "teacher performance."

As stipulated in Law No. 20 of 2003 on the National Education System, Chapter 1, Section 1, Section 1, education means learning in which pupils can actively develop their potential in order to enhance their mental capacities. It is a conscious and deliberate effort to create environments

and processes. , religion, self-control, character, intelligence, noble character, self, society, nation, and national ability [2].

Schools play a significant part in the intellectual life of the country as educational institutions. High-quality educational institutions are considered to be actively involved in the country's intellectual life [3]. If there are leaders who are capable of leading, accountable, competent, and morally upright, it is one of the markers. Leadership is the capacity to persuade, inspire, motivate, and steer people or organizations toward the achievement of predetermined objectives.

The principal, who oversees all school activities, is the institution's chief administrative officer [4]. The growth of a school is greatly influenced by the principal's leadership, according to Ministry of Education Regulations No. 13 of 2007 regulating the Standards of Principals/Madrasahs. According to national education policy, school principals have seven basic responsibilities: 1) educator; 2) manager; 3) administrator; 4) supervisor; 5) leader; 6) cultivator of the work environment; and 7) entrepreneur. Aside from that, school administrators must also possess the following competencies: social, management, entrepreneurial, and personality competencies [5].

Principals must possess sufficient management abilities to be able to make the best choices or take the necessary steps in the face of change. The principal's management and leadership need to be emphasized more in coordination, communication, and supervision, since the weaknesses and barriers to education often caused by lack of coordination, communication, and supervision causing different perceptions among implementing components in the field (Head of Service, Supervisors, Principals, Teachers, and other Education Personnel). The four guiding concepts of management are: organizing, acting, planning, and controlling (supervision) [6, 7].

Based on the phenomena or issues circulating in the Baleendah sub-district community UPT SMP Negeri 2 Medang Deras is the flagship, favorite and best school in the Medang Deras sub-district. This is because behind a good organization there are leaders (principals) who have management skills and leadership skills to run the organization's wheels in achieving goals.

The truth reveals that UPT SMP Negeri 2 Medang Deras has operated efficiently under the principal's guidance for a number of years. The success of the principal in performing his duties and activities serves as proof of this. Due to several accomplishments, both academic and extracurricular, UPT SMP Negeri 2 Medang Deras has become one of the most renowned and well-liked schools that offers primary school graduates in the Batubara Regency a great choice for junior high school. One of them is the 98 point "A" accreditation score. The success of the principal's leadership may be attributed to the way all aspects of management work together to advance the values and goals agreed upon by the group or organization while overcoming obstacles to advance the objectives of the school they oversee.


## 2 Method

Batubara Regency was selected as the locus of this study. This district is the result of the division of Asahan Regency and has a capital city in Lima Puluh sub-district. Batu Bara Regency consists of 12 sub-districts, one of which is Medang Deras District. The investigation was conducted in March 2022. The location of this study is in a strategic position because is located on the side

of the road in Medang Deras District, so that it can make it easier for the school to progress and develop. The researchers selected this site to investigate the impact of the principal's management style on the performance of the teachers at UPT SMP Negeri 2 Medang Deras.

The qualitative technique was preferred as the research design in this study. [8]. A qualitative approach is a methodology and research procedure that looks into social phenomena and human problems [9]. The researchers did a natural study, constructed a complex picture, looked at words, reported in-depth from the respondent's point of view, and reviewed reports. The principal of UPT SMP Negeri 2 Medang Deras, Batubara Regency, the vice principals of curriculum affairs, students affairs, facilities and infrastructure, and public relations, as well as subject instructors and education personnel, participated in this study. This study used observation, interviews, and documentation studies to acquire data [10]. The data analysis method employed is qualitative data analysis, depending on the issue under investigation [11]. To ensure that the data was saturated, Miles & Huberman recommended that qualitative data analysis activities be carried out in an interactive manner and continued until they were finished [12,13]. Reducing the data, displaying the data, and concluding or drawing/verification are the stages of the Miles and Huberman interactive model used in the data analysis technique. [14, 15, 16] as is shown in Figure 1 below.
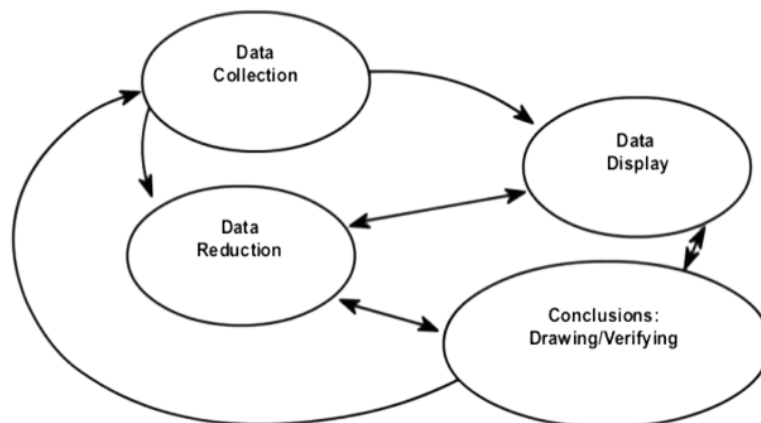


**Fig. 1.** Qualitative Data Analysis

## 3 Result and Discussion

### 3.1 Planning Function

Planning at UPT SMP Negeri 2 Medang Deras was prepared based on the considerations of all relevant personnel. Implementation of planning begins with an evaluation meeting with the principal and the drafting team in order to compile a school program in annual academic year. The drafting team is the management team or planning team called curriculum development team and school development team, vice principals, school committees, administrative staff and

all stakeholders in UPT SMP Negeri 2 Medang Deras. However, the policy remains with the principal referring to upper structural policy, namely the Education Agency. The process of preparing the school program of UPT SMP Negeri 2 Medang Deras was then continued with the submission of programs by each vice principal namely curriculum, infrastructure, student affairs and public relations. However, the programs created by the vice principals and their staff are programs that adhere to the relevant curriculum and are required to be used, therefore there are always programs that are consistent from year to year. Having compiled the program, the program is then submitted to the school principal. The principal will examine properly the programs that have been proposed. Then the principal excludes the programs that are less supportive in the learning process of students. There are also additional programs from the local education department that must be done. The final stage in the planning process is that all programs that have been prepared and known will be signed by the principal. All programs then will be combined into a single file by the administration staff for documentation. To be clear, the planning process is to evaluate the program that has been carried out in the previous year, then formulate it by the vice principal and his staff in each field by submitting a proposal which will be revised by the principal and if it is appropriate it will be approved by the principal.

In the process of planning the program at UPT SMP Negeri 2 Medang Deras, The principal frequently leads with a democratic and visionary mindset. This is evident from the principal's actions as a guide in developing the school's vision and mission, which are informed by the national education goals. The principal presents a vision, persuades the image or target for the school to be attained in the future, and involves teachers, staff, and other employees. "Of course, the school's ideal vision and purpose are by the leadership of the principal, assembling the vice principals and employees, then writing down the vision and mission," as stated by the vice principal of public relations. [16, 17]. Using principal as a guide teachers, staff, and other personnel are involved from "get to go" in the setter position, which involves the principal presenting a vision, ensuring an image or aim for the school, to be realized in the future [18]. As a leader, the principle communicates the vision, inspires teachers, staff, and other workers, and persuades them that what he is doing is the right thing. He also fosters involvement at all levels and at all stages of future endeavors [19, 20]. In essence, the principal's ability to determine direction is manifested in conveying the vision, communicating the vision, motivating teachers, staff, and other employees, as well as convincing teachers, staff, and employees to carry out their duties and responsibilities..

**3.2 Organizing Function**

It can clearly be seen the responsibilities and authorities of each position in the organizational structure. In the process of organizing, the principal gives responsibility to personnel according to the educational background and expertise possessed by the teacher. Based on the results of the interviews, it can be concluded that the organizing process always involves teachers and employees. By delivering the information to the principal first, communication is established and the information is made clear to the instructors and staff. When it comes to organization, the principal always puts cooperation first, like when vice principals are chosen through joint deliberation. As stated by the vice principal of public relations who stated that "every position is occupied by teachers who are merit and have the expertise and the principal prioritizes cooperation because they cannot stand alone in executing the program. Meanwhile, technical matters should be given to the vice principals". The principal reminded all personnel in the

program, then making relevant programs that were in accordance with the applicable curriculum which are adjusted to the needs of students. He stated that based on the outcomes of his conversation with the vice principal of curriculum, "the decision-making process in the meeting always involves all participants, and discusses by means of deliberation and consensus so that the participants are free to express their opinions". Vice principal of facilities and infrastructure also said that "the decision taken is a joint decision".

In preparing the organizational structure at UPT SMP Negeri 2 Medang Deras, principals tend to use a democratic and participatory leadership style. This is demonstrated by the principal, who consistently gives all teachers the chance to engage in any activity and participate in it. As stated by the vice principal of student affairs "In the process of organizing, the principal involved all components in the UPT SMP Negeri 2 Medang Deras environment and carrying out an election". According to the accepted notion, opportunities for subordinates to engage, develop, and assume responsibility for a position that is assigned to them must always be provided while creating an organizational structure. The second management function of organizing is a strategic action in carrying out an organizational plan. Organizing is a process where the work that already exists is broken down into manageable components and activities coordinate the outcomes obtained in order to reach specific goals [21]. According to this definition, organizing is the process of establishing explicit task relationships between employees so that everyone can cooperate effectively to achieve organizational goals [22]. Effective organizational management will be able to: (1) identify who will do what; (2) identify who leads whom; (3) specify the methods of communication; and (4) concentrate data sources on objectives [23]. The division of work among teachers and employees participating in activities is another indication of the principal's democratic leadership style [24]. According to the idea now in use, organizing is a series of actions taken by a member of the organization, moving the available organizational components, and holding a division of tasks in an effort to achieve set goals [25]. These circumstances ought to be preserved because an organization will function as a unit to accomplish the required goals with the division of jobs, authorities, and responsibilities among teachers and other personnels. Additionally, decisions made by the principal usually involve the staff and teachers [26].

### 3.3 Actuating Function

The UPT SMP Negeri 2 Medang Deras principal's method of acting on a function entails: providing direction, providing motivation, coaching and monitoring. The briefing is carried out at the meeting at the beginning of the school enrollment period. The direction given is more general in nature, meaning that the direction is carried out together with all teachers and staff. Furthermore, briefings are also carried out prior to program implementation. In addition, the principal also provides guidance. Coaching is given to all personnel. Together, general advice is carried out, for instance by hosting training sessions and inviting speakers who are professionals in the area of the moral and intellectual growth of teachers and staff. The principal offers personal coaching to teachers and staff who are struggling with the educational process or issues in their personal lives, such as coaching for effective teaching or a lack of excitement in the classroom. The principal will provide personal guidance by calling the teacher to the principal's office by seeking information, then calling the teacher and staff for an explanation. These interviews' findings lead to the conclusion that the actuating process is carried out by the principal focuses on directing, coaching, and monitoring which is carried out at meetings and

during briefings by approaching personally and in groups so that some teachers and employees feel cared for and close to the principal. The principal's communication is felt by teachers and employees, especially the vice principal, who is very communicative and open so that there is no distance between the teacher and the principal. The principal reminded teachers and employees who were not disciplined in a polite and humane way. The implementation of the program in general run properly and the principal carried out coaching both in groups and personally, by giving awards to teachers who show better performance, and are serious but humanist in giving sanctions to teachers and employees who are less disciplined.

When acting on human resources, which are realized through cooperative relationships, principals frequently adopt a task-oriented manner and apply human relations techniques. This is demonstrated by the fact that the principal pays close attention to each employee and every teacher so that their individual tasks are completed effectively. Activities that encourage teachers and all staff to do a good job, such leading and coaching members so they can improve their performance and reach goals, can also be considered as examples of the principal's leadership style with a cooperative relationship pattern [27]. Organizational objectives that are set in accordance with the target and the organization's mission and vision. Effective leaders, according to the belief, do not perform the same duties as their subordinates [28, 29]. They each have different responsibilities, including organizing activities, setting work schedules, and supplying the required resources [30]. Additionally, they devote time to helping subordinates develop ambitious yet doable objectives. The principal coordinated the efforts of all participants in a methodical manner that prioritizes collaborative partnerships. It serves as a catalyst for employees to carry out their duties properly and accurately as well as to issue warnings in a respectful and compassionate way so that teachers who get them do not feel burdened or intimidated and instead are inspired to perform better in the future [31]. The principal also appreciates teachers and employees, by giving awards to teachers and employees who are showing better performance, so that all school communities can work more enthusiastically and school goals can be achieved [32]. As revealed by the vice principal of curriculum who stated that the principal really appreciates teachers who excel by facilitating teachers with achievements to participate in representing schools in the district by giving motivational greetings, award and certificates.


## 3.4 Supervising Function

The UPT SMP Negeri 2 Medang Deras principal uses both direct and indirect methods to carry out his supervision of the faculty and staff. Direct supervision is by seeing directly the activities of teachers and staff, for example conducting supervision in the classroom during the learning process, going around the school seeing or checking school infrastructure, and monitoring every activity. Most days, direct supervision takes place in the morning by walking around the school complex with the aim if a class is found with absent teaacher, a solution can be immediately taken by looking for a substitute teacher so that students can always be served well, and do not disturb other classes. As stated by the vice principal of student affairs who said that: "supervision is carried out by the principal almost every morning by walking around and seeing the condition of the class and the environment around the school". The principle typically exercises indirect oversight by asking the vice principal of curriculum for information, for instance, regarding the management of teaching equipment. The vice principal of curriculum revealed this by stating

that, "the principal asks teacher whose task is not complete or not yet completed". After receiving complete data, the principal will remind teachers whose administration is not complete, for example syllabus, lesson plans, student grades, and completeness. another. Based on the findings of these interviews, it is clear that the principle regularly supervises students. The principal's supervision will help him or her assess the performance of the instructors and staff. According to the findings of an interview with the vice principal of public relations, "From the results of supervision, school principals can evaluate teacher performance. If they know everything, they will follow up by conducting evaluations, for example calling the teacher concerned, and reminding them at meetings or briefings every morning and then giving awards for those are better". The interviews' findings indicate that the supervisory procedure was successfully carried out. In the process of supervision, principals tend to use a delegative leadership style, which is to directly provide supervision to members and decide for themselves for the implementation of these tasks. However, the principal also gives confidence to senior teachers and vice principal to provide supervision to other members. As revealed by the vice principal of curriculum who stated that "The delegation of principal tasks in supervision is given to senior teachers in order to foster younger teachers". As stated by the vice principal of public relations, "Supervision is carried out by the principal with two ways, namely direct dialogue (dialogue and direct observation) and indirectly delegated to the vice principals." In line with the theory of delegative leadership leaders give responsibility to subordinates and provide opportunities for them to decide problems [33, 34, 35]. Routine supervision of the principal expressed by the vice principal of facilities and infrastructure "The principal every morning often supervises by entering the classroom to check the presence of teachers and around the school such as checking the state of facilities and infrastructure such as laboratories, counseling office, teacher office,staff office, libraries, canteens. and toilets". The principal of UPT SMP Negeri 2 Medang Deras oversees the performance of the faculty and staff in accordance with his or her management style, which may involve direct or indirect monitoring. Direct supervision involves being present in class, observing how teachers instruct during the learning process, monitoring the accuracy of the administration of teachers and staff, and walking around the school grounds to examine the efficiency and state of the infrastructure and facilities. Conducting impromptu monitoring is an indirect form of supervision. This oversight tries to gauge how well teachers and staff are performing so that school administrators may evaluate their effectiveness and raise teacher performance [36. 37]. Additionally, this oversight aims to ascertain the discipline and integrity of every school employee in the performance of their respective duties [38, 39]. This supervision is also carried out in order to measure the work effectiveness of all personnel so that it can be used to determine the work morale of members (the level of good or bad school members towards work shown by work ethics, discipline, and responsibility) [40, 41]. The UPT SMP Negeri 2 Medang Deras principal's oversight has gone smoothly and is consistently carried out. The success of all educational programs will be greatly aided by proper monitoring.


## 4 Conclusion

The findings from the research that researchers conducted regarding the analysis of principal leadership styles in carrying out management functions at UPT SMP Negeri 2 Medang Deras, as the findings in the field are compared with relevant theories with research focuses on school

principals' leadership style in carrying out their functions. planning, organizing, implementing and supervising at UPT SMP Negeri 2 Medang Deras.

The principal of UPT SMP Negeri 2 Medang Deras frequently employs a democratic and visionary leadership style in the planning function, this can be seen from the indications that the principal in making school plans plays a role as a determinant of the direction or target of the school, to be achieved in the future, school administrators are honest about school finances so that the program formulation team can plan programs in accordance with funding. They are always willing to communicate school difficulties with teachers that are connected to work programs that will be carried out in schools. The design of work programs is done in collaboration with teachers and staff, and the principal provides clear instructions to staff members. The planning team is given the go-ahead by the principle to create curriculum-aligned programs. Before discontinuing programs that are thought to be less supportive of the school development program or discontinuing them altogether, the principal also consults with the formulation team.

Principals tend to use democratic and participatory leadership styles. This is demonstrated by the fact that the principle consistently offers opportunity for all teachers to take part in and manage activities. According to the accepted notion, opportunities for subordinates to engage, develop, and assume responsibility for a position that is assigned to them must always be provided while creating an organizational structure.

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