

The Influence of Principal Leadership Styles on Teacher Work Motivation: A Literature Review

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ABSTRACT

Education is essentially an effort to pass on values and at the same time to help humanity in living life and civilization. Education that is managed in an orderly, orderly and efficient manner can produce something that is able to speed up the course of an orderly learning process and achieve common goals. The principal is a leader and manager who must organize, give orders and protect his subordinates, namely teachers, and solve problems that arise. The principal's leadership style greatly influences teacher work motivation because if demands or expectations are met it will have a positive effect, and vice versa. Work motivation is a very important thing in efforts to achieve organizational goals. Thus, the influence of the principal's leadership on teacher work motivation plays a very important role in the continuity of an effective, conducive and cheerful teaching and learning process in the school environment.

1. INTRODUCTION

Education is essentially an effort to pass down values while also serving as a guide and determinant for humanity in navigating life and civilization. Without education, it can be believed that humans would be no different from other creatures that do not receive education. The educational process frees humans from ignorance and poverty, which is why students need to be provided with knowledge as a provision for a decent life and to break free from poverty (Tilaar, 2010). This aligns with the definition of education stated in Law No. 20 of 2003 on the National Education System, where education is defined as a conscious and planned effort to create a learning environment and process that enables students to actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state.

Human Resource Management in the current era of globalization is very important for organizations because it is a part of leadership success in organizing, managing, implementing, and supervising employees. Human resource capability is a key factor in facing competition in the global era, often referred to as a competitive advantage. A new paradigm in managing learning activities is the optimization of human resources (Rolando, 2024). In human resource management, improving teacher performance is essential to ensuring the quality of education. Research results show that teacher performance depends on the willingness and openness of teachers themselves toward their work and others. Employee performance is defined as the outcome of work measured by both quantity and quality based on the expectations of each employee. A similar opinion states that performance is the result produced by a particular activity within a specific period (Darsono, 2020).

Education for the Indonesian nation is now an absolute necessity that must be developed in line with the demands of step-by-step national development. Properly managed education, carried out in an orderly, systematic, and efficient manner, can accelerate the nation's cultural development process based on creating public welfare and improving the nation's intellectual life, as stated in the objectives of national education itself (Frismelly, Giatman & Ernawati, 2021).

The leadership of a school principal is a process in which the principal influences, motivates, and guides teachers and school staff to achieve the established educational goals. This leadership is crucial because it plays a significant role in determining the school's success in providing quality education.



An effective leadership style can create a positive work environment, increase job satisfaction, and encourage teachers to achieve optimal performance. Conversely, poor leadership can lower teachers' enthusiasm and motivation, which ultimately has a negative impact on the quality of teaching and learning in schools. Therefore, it is important to understand how various principal leadership styles affect teacher motivation.

Teacher performance refers to a teacher's ability to carry out teaching tasks in schools or to be responsible for students under their guidance, aiming to improve students' academic achievements. Thus, teacher performance can be interpreted as a condition that demonstrates a teacher's ability to fulfill their duties at school and reflects the actions displayed in teaching activities.

Various factors influence performance, including motivation, leadership, work facilities, and others. However, this study focuses on work motivation and principal leadership. Motivation arises in teachers when there is attention, alignment, trust, and satisfaction provided by the principal, as well as smooth communication between teachers and principals and among teachers themselves. Such conditions can enhance performance. According to Usman (2013), work motivation is defined as a desire or need that drives someone to work. Principal leadership is one of the factors that influence the quality of a school. The implementation of an appropriate principal leadership style significantly impacts decision-making and influences teachers to work more efficiently and effectively to achieve good performance. Permadi (2010) stated that leadership is the activity of influencing others' behavior or the art of influencing human behavior, whether individually or in groups (Damayani et al., 2020).

Improving teacher performance in schools needs to be done both by teachers themselves, through their own motivation, and by principals through leadership and guidance. Teacher motivation is also closely related to teacher performance. Teachers play a key role in the success of learning, including designing, managing, implementing, and evaluating teaching (Baihaqi, 2015).

The quality of a principal in leading a school greatly determines the quality of the school's output. In carrying out leadership functions, principals must manage and develop schools through various activities, such as leadership or management practices. In this regard, principals have a significant influence on the quality of teaching practices and students' academic achievements in schools (Educational Administration, 2016).

2. METHOD

The type of research used is library research. Library research is a study conducted to gather information and data using various materials available in libraries, such as documents, books, magazines, and historical accounts. Library research involves studying various reference books as well as previous similar research results to obtain a theoretical foundation related to the problem being studied (Sari & Asmendri, 2020).

3. RESULTS AND DISCUSSION

School Principal Leadership

Leadership is referred to as Leadership in English and Zi'amah or Imamah in Arabic. According to the terminology proposed by Marifield and Hamzah, leadership involves stimulating, mobilizing, directing, and coordinating the motives and loyalty of people involved in a joint effort. Leadership is part of the management functions that occupy a strategic position within the system and hierarchy of work and responsibility within an organization (Maemonah, 2015). A school principal is both a leader and a manager who must organize, issue instructions, and oversee their subordinates—the teachers—while also resolving any issues that arise. A school principal is a functional teacher assigned to lead a school where the teaching and learning process takes place or where interaction occurs between teachers who impart knowledge and students who receive it (Giode, 2016).

School leadership means a commitment by teachers, students, and school staff to continuously improve and develop their competencies and goals in order to achieve professional quality in leading school resources to work together in achieving common school goals (Ii, 2016).

As a leader, a school principal must perform the following functions: 1) School principal as an educator; 2) School principal as a manager; 3) School principal as an administrator; 4) School principal as a supervisor; 5) School principal as a leader; 6) School principal as an innovator; 7) School principal as a motivator.

A principal who is able to perform the above functions well can be said to be a principal who is able to lead well. Therefore, it is clear that a principal as a leader must perform at least the seven functions above in order to be successful. In addition to being a leader and manager of the school, the principal is also expected to be able to create a conducive atmosphere in the work environment so as to motivate teachers in their work and prevent divisions or conflicts within a group or organization.

School Principal Leadership Styles

There are several leadership styles that school principals in Indonesia can implement when managing schools to be effective and achieve educational goals, namely managerial leadership, transformational leadership, transactional leadership, and teaching.

First, managerial leadership style. Managerial leadership focuses more on ensuring that everything is managed effectively. Therefore, every aspect of the school organization must be properly positioned to achieve the school's objectives. However, the weakness of managerial leadership is that it does not incorporate the concept of vision. This means that managerial leadership focuses more on managing various activities to ensure success. Thus, school principals with a managerial leadership style tend to manage school activities, such as competitions, celebrations of certain events, and so on (Gaol, 2017).

Nevertheless, the managerial leadership style actually has a positive impact on schools. This is because the principal's ability to organize programs will create an educational and engaging atmosphere for teachers and students within the school environment.

Second, transformational leadership style. Akbar & Imaniyati (2019) explain that transformational leadership is derived from two words: leadership and transformational. Leadership is any action taken by an individual to coordinate, direct, and influence others in choosing and achieving predetermined goals. The term "transformational" derives from the word "to transform," which means to transform or change something into a different form, such as transforming a vision into reality or converting potential into actuality. The initial concept of transformational leadership was proposed by Burns in Sovya (2005), who explained that transformational leadership is a process where leaders and their subordinates strive to achieve higher levels of morality and motivation.

Third, transactional leadership style. Transactional leadership style is task-oriented and can be effective when dealing with deadlines. Transactional leadership differs from transformational leadership. Transactional leadership is a leadership style in which leaders use a system of rewards and punishments to motivate their followers. The main focus of this leadership style is the achievement of goals and compliance with established procedures and rules.

Fourth, the teaching leadership style. Bevoise (1984) defines teaching leadership with a fairly broad scope. According to him, instructional leadership can be defined as all actions taken by the principal, or delegated to others, with the aim of improving student learning progress (Ibrahim, 2014).

Teaching leadership style, also known as instructional leadership, is leadership that emphasizes the role of the principal or educational leader in improving the quality of teaching and learning in schools. The main focus of this leadership style is to create an environment that supports teachers' professional development and improves student learning outcomes.

Fifth, positive leadership style. Positive leadership style is a leadership approach that emphasizes the strengths, trust, and well-being of team members. Leaders who use this style focus on the positive aspects of individuals and situations to create a productive, sympathetic, and pleasant work environment.

Teacher Work Motivation

Work motivation is something that drives individuals to do their jobs well and achieve certain goals. It involves factors that influence a person's level of enthusiasm, commitment, and productivity in the workplace. Work motivation is very important because it has a direct impact on the performance of individuals and the organization as a whole.

Work motivation is very important in achieving organizational goals, as performance is the actual behavior demonstrated by each person as work achievements produced by employees in accordance with their roles within the organization. Teachers are one of the human resources in schools. Teacher performance in schools plays a crucial role in achieving school goals. Various efforts are made to achieve good performance. The government's attention to education has been socialized, and the education budget mandated by law, which is

20 percent, has begun to be implemented. Therefore, teachers must be truly competent in their field and able to serve optimally. Optimal teacher performance is influenced by various factors, both internal and external (Sampurno & Wibowo: 2015).

The issue of teacher motivation is clearly evident in various aspects of their work, such as their actual daily performance at school. When teachers do not find the expectations they desire in their work, such as a teacher expecting clear and safe working conditions that are not fulfilled, laziness and dissatisfaction in their work will arise. This will result in a decline in the quality of learning, low performance, low job satisfaction, lack of innovation and creativity, and other negative aspects. Conversely, if the demands and expectations desired by teachers are met, this will have a positive impact on teacher performance, such as improved teaching quality, high work motivation, good relationships between teachers and students, improved student achievement, and higher innovation and creativity, as well as other positive outcomes.

Thus, the influence of school leadership on teacher work motivation plays a crucial role in ensuring the effective, conducive, and joyful conduct of the teaching and learning process within the school environment.

4. CONCLUSION

The principal is a leader and manager who must organize, give orders, and protect his subordinates, namely teachers, and resolve any issues that arise. There are several leadership styles that can be implemented by principals in Indonesia when managing schools to be effective and achieve educational goals, namely managerial leadership, transformational leadership, transactional leadership, and teaching. Work motivation is a crucial factor in achieving organizational goals, as performance is the actual behavior demonstrated by individuals as work achievements produced by employees in accordance with their roles within the organization. Therefore, the influence of the school principal's leadership on teachers' work motivation plays a vital role in ensuring the smooth operation of an effective, conducive, and joyful learning process within the school environment.

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