

## ANALYSIS OF PRINCIPAL LEADERSHIP STYLE AND ITS IMPACT ON TEACHER AND STUDENTS PERFORMANCE IN HINTERLAND AREA SCHOOLS

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### Abstract

*The leadership style applied by the principal has a vital role in creating an effective learning environment, which can affect teacher motivation and performance as well as students learning motivation. This study uses a qualitative method with a descriptive approach. This study aims to analyze the principal's leadership style and its impact on teacher and students performance in the hinterland area, especially at SMPN 64 Batam. Data were collected through questionnaires and in-depth interviews with the principal, teachers and students to gain a more comprehensive perspective. The results of the study indicate that the principal's leadership style and its impact on teacher and students performance at SMPN 64 Batam use a participatory leadership style so that the principal is able to encourage better collaboration between teachers and increase their work enthusiasm. Second, the low performance of teachers at the school has an impact on students in their learning process where their interest and motivation to learn are still relatively low. The implication of this study is that the principal's leadership style in improving teacher and students performance needs to be improved to improve the quality of education in the SMPN 64 Batam school environment, if the leadership style used by the principal increases, it is certain that teacher performance will also increase, thus having an impact on the quality of education produced. The findings of this study are expected to provide in-depth insight for policy makers and education practitioners in efforts to improve the quality of leadership in schools, as well as provide recommendations for the development of better leadership strategies at SMPN 64 Batam.*

**Keywords:** leadership style, principal, teacher performance, student performance, hinterland area

### INTRODUCTION

Education is an important foundation for the development of human resources and the progress of a nation. In Indonesia, principals play a central role in creating a supportive learning environment. The principal's leadership style not only affects teacher performance but also has a direct impact on students' interest in learning. Moreover, in hinterland areas, where challenges such as limited resources and access to quality education are often faced, the main factor that affects the quality of education in schools is teacher performance. According to Karimulah & Ummah (2021) Teachers are the spearheads in the learning process and have a key role in guiding and helping students achieve their best potential. Therefore, improving teacher performance is an inevitable priority in efforts to improve the quality of education in schools so that students' interest in learning increases. The role of the principal is becoming increasingly important in improving the quality of education. The principal functions not only as a manager, but also as a leader who is able to influence school culture. Hallinger and Wang (2021) show that effective principals can build strong relationships with teachers and students, and facilitate good communication. In the hinterland, where educational challenges are more complex, principals need to adopt a leadership style that is adaptive and responsive to the needs of the school community. Teacher performance is a key

indicator in determining the quality of education. Research by Arifin (2023) shows that support from the principal and a participatory leadership style can improve teaching effectiveness. Teachers who feel supported and involved in decision-making tend to be more innovative and enthusiastic in carrying out their duties. This is especially important in the context of schools in the hinterland, where teachers often face various challenges in this regard. Student performance is also no less important in its role in maintaining the existence of the school to be measured through various indicators, including academic achievement and involvement in school activities. Hattie (2021) states that a positive relationship between teachers and students, which is influenced by the principal's leadership style, can improve student learning outcomes. In the hinterland, where students often face social and economic constraints, the role of the principal in creating a supportive learning environment is very crucial. The results of this study can be used as a basis for designing better leadership training and development programs for principals, as well as more effective education policies in improving the quality of education. In today's global context, where educational challenges are increasingly complex and dynamic, research on principal leadership styles to improve teacher performance is becoming increasingly important. According to Purwanto (2021) By understanding effective leadership styles, principals can become powerful agents of change in advancing the quality of education in their schools. In addition, this study can also provide guidance and insight for educational policy makers in designing policies that focus on developing effective school leadership and improving teacher performance. This study aims to analyze the Principal's Leadership Style and Its Impact on Teacher and Student Performance in Hinterland Area Schools, precisely at SMPN 64 Batam

## **METHODOLOGY**

In this study, the author uses a qualitative research type with a descriptive approach, namely going directly to the field. In determining the sample, the author uses the Nonprobability Sampling technique, namely Purposive Sampling. The types of data used are primary data and secondary data. Primary data is obtained in the form of interview questions to the principal, teachers and students and observations are carried out while secondary data is obtained from related literature such as studying relevant books, articles and journals and available school statistical data. The data collection technique is conducting in-depth interviews with the principal, teachers and students at SMPN 64 Batam and observations and documentation are carried out to obtain the information needed.

## RESULTS AND DISCUSSION

### Principal Leadership Style at SMPN 64 Batam

This study found that the principal at SMPN 64 Batam implemented a participatory leadership style. The participatory leadership style implemented at SMPN 64 Batam shows an effort to create an inclusive work environment. According to research by Avolio and Gardner (2016), participatory leadership can increase teacher commitment and job satisfaction. However, the results of this study indicate that despite efforts to involve teachers, not all teachers feel heard and appreciated. This suggests that the effectiveness of this leadership style depends on the extent to which teachers feel involved in decision-making that directly impacts their work. The principal tries to involve teachers in decision-making, especially in curriculum planning and school activities. However, the results of interviews with 10 teachers showed that only 60% of them felt actively involved in the involvement process. Most teachers expressed that although there was room for participation, the final decision was still made by the principal without considering the input thoroughly.

### Teacher Performance

The results of in-depth interviews with teachers at SMPN 64 Batam stated that participatory leadership style has various impacts on their performance. On the one hand, they feel more motivated to teach when their involvement is appreciated. However, on the other hand, the ambiguity in the decisions taken often causes confusion. This finding is in line with previous research which shows that participatory leadership style can improve teacher motivation and performance, but also requires clarity in policy implementation (Wahyudin, 2015). Some teachers also expressed the challenges they face in implementing innovative teaching methods. Some of the factors they mentioned include limited facilities, This finding is in line with previous research which shows that these factors can hinder teacher performance (Maskuri, 2018).

### Student Performance

Most students expressed that they felt less involved in the learning process and decision-making at school even though the principal implemented a participatory leadership style, students felt that their involvement was still very limited so that the lack of involvement in decision-making had an impact on students' interest in learning. Many students felt less motivated and did not have a sense of ownership of learning activities in the classroom. Students also expressed that the lack of variation in learning methods and adequate facilities made them feel bored. Monotonous methods, such as lectures, made it difficult for them to stay focused during learning.

## CONCLUSION AND SUGGESTIONS

From the results of in-depth interviews, the participatory leadership style of the principal of SMPN 64 Batam has not fully influenced the performance of teachers and students even though there is a process of reciprocal communication between the principal, teachers and students. The performance of teachers that is not optimal and the limitations of facilities and infrastructure are inhibiting factors in their performance, while student involvement feels less attention and is not involved in decision making. Limitations in learning methods and facilities also contribute to low interest in learning. To increase student interest in learning, it is recommended that the principal improve communication and increase student participation in the decision-making process, as well as apply more varied and interesting learning methods. To improve the quality of education, it is recommended that the principal and stakeholders involved in educational institutions should focus more on improving facilities and teacher training so that they can apply more effective and interesting teaching methods. Thus, it is hoped that the performance of teachers and students can increase significantly and can feel equal access to education.

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