



SCHOOL PRINCIPALS' AUTHENTIC LEADERSHIP ON TEACHER PERFORMANCE IN SCHOOLS: A SYSTEMATIC LITERATURE REVIEW

¹ Teuku Yasser
¹ Master of Education Administration Postgraduate
Program at Jabal Ghafur University, Sigli, Indonesia
Email: teukuyasser94@gmail.com

*Corresponding Author : Teuku Yasser
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ABSTRACT

Leaders who have good cooperative relationships with a group of people in a school can improve the quality and quality of education in that school. aims to find out about the authentic leadership of school principals in an effort to improve teacher performance in schools. The method used in this research uses a library approach by exploring scientific research articles from 2021-2022 using google scholar. A literature search focused on the first keyword "Authentic Leadership on Teacher Performance" obtained 180,000 articles. Because the literature review wants to be able to find out performance problems among teachers in schools. 180,000 articles will be identified. The research results obtained from each journal and article can show that Suggestions containing research results using literature reviews where the principal's authentic leadership significantly influences the performance of teachers in schools by setting the tone, providing support and resources, fostering collaboration and communication, modeling expectations, building trust and confidence, and promoting a positive school climate. By cultivating a culture of excellence, collaboration, and continuous improvement, authentic leaders empower teachers to fulfill their potential and make a meaningful difference in the lives of their students.

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INTRODUCTION

The quality of teachers in an educational organization has an impact on the school's organizational culture. Lack of collaboration between teachers who cannot work together with their colleagues. This can lead to a lack of support for each other which can have a negative impact on the school's organizational culture. Thus, organizational culture is very important to overcome the low obstacles that contribute to the low quality of teachers.

According to (Cahyadi, 2022) Leadership is the ability to influence other people, subordinates or groups, the ability to direct the behavior of subordinates or groups, having special abilities or expertise in the field desired by the group, to achieve organizational or group goals. Meanwhile, according to (Riyuzen, 2020) a leader is a person who is able to influence the behavior of other people without using coercion and can be accepted as a leader by other people.

According to (Surwiti, 2022) authentic leadership of a school principal is a leadership approach that prioritizes legitimacy from superiors through honesty, positive self-concept, openness, respecting input and preparing for success based on ethics. Meanwhile, other opinions say that authentic leadership has the ability to increase follower commitment, especially in the positive relationship between constructs and performance (Mandraguna & Supriadi, 2020).

Authentic leaders always try to understand the goals of their leadership, so that they can invite the people around them towards a common goal, organizational goals make it possible to analyze the potential and uniqueness of each person they lead. So that it can equalize the uniqueness and role of each person in achieving organizational goals (Winbaktianur & Sutono, 2019).

Leaders who have good cooperative relationships with a group of people in a school can improve the quality and quality of education in that school. The leadership role and efforts of the school principal are very important to be able to improve the performance of teachers so that they are able to carry out educational tasks in schools and develop the quality of education.

Leadership that is able to deal with low teacher performance in schools faces several problems, including low motivation, lack of resources, and lack of support. Leaders need to consider strategies to increase motivation, provide some additional training, and be able to create a supportive work environment. It is important for leaders to communicate openly with teachers to understand problems and work together to find solutions.

In this research, the aim of the school principal is to provide good knowledge to teachers effectively and be able to increase understanding of teacher problems, with the following questions:

1. How can teacher performance be improved with the authentic leadership of principal?

In this question, the author will answer the question above with a presentation based on the results of articles that have been selected from several sources.

METHOD

The method for writing this article uses a library approach or literature study by exploring various research articles from scientists from 2018-2023 using Google Scholar. A literature search focused on the first keyword "Authentic Leadership on Teacher Performance" obtained 180,000 articles. Because the literature review wants to be able to find out performance problems among teachers in schools. 180,000 articles will be identified, which involves analyzing a problem more deeply. Data selection (screening) is also required, and don't forget to carry out a feasibility test.

RESULT AND DISCUSSION

The research results of 180,000 articles, after identification, data selection, feasibility testing, resulted in 10 articles that were the same and relevant to the research objectives. Research article measuring authentic leadership on teacher performance in schools. Analysis of 10 articles is shown in Table 1.

Table 1. Literature Search Analysis

No	Author dan Title	Journal Name	Method	Analysis Results
1.	Zaenal Abidin & Edi Abdul Latif, "The Influence of Authentic Leadership on the Performance of Man Ana Middle School Teachers, Pamijahan District, Bogor".	Reslaj: Religion Education Social Laa Roiba Journal, (2021)	The research method used in this research is simple linear regression. This research was carried out at the Man Ana Junior High School, Pamijahan District, Regency. Bogor. With a sample size of 20 teachers and using a saturated sample method and analyzed using a simple linear regression technique to understand the influence of authentic leadership on teacher performance.	Research conducted at SMPN Man Ana Bogor aims to determine the influence of authentic leadership on teacher performance at the school. Research findings show that there is a positive influence of authentic leadership on teacher performance. This means that the stronger the impact of authentic leadership carried out by the principal, the higher the teacher's performance will be. To improve teacher performance, it is hoped that there will be an increase in the authentic leadership indicators of school principals.
2.	Amjad Ali, Shahzad Mushtaq, Muhammad Asif, dkk, "The Effect Of Authentic Leadership On Employee Performance: A Moderating Role Of Islamic Work Ethics".	Humanities & Social Sciences Reviews, (2021)	The research utilized a quantitative method to study the connections between independent and dependent variables. The sample size for this study was 200 partisipants, representing a completion of 90%. A convenient sampling technique was used to collect information, which is a non-probability sampling technique aimed at attaining a large number of complete questionnaires from participants quickly and economically. Statistical tools such as descriptive statistics, reliability, correlation, and regression analysis were utilized to support the results through statistical evidence.	Spiritual leadership, followed by transformational, Instructional, and entrepreneurial leadership
3.	Anum, Shujahat, "An Empirical Study to Examine the Relation of Authentic Leadership on Employee Performance; Moderating Role of Intrinsic Motivation"	International Journal of Business and Administrative Studies, (2018)	Convenience sampling technique was used to collect data. Data were collected over the period of 4 months. Respondents were from the organization of twin cities (Rawalpindi and Islamabad). Both private and public sector organizations of Rawalpindi and Islamabad were used for	The Objective of this research was to explore that EP in organization can be enhanced by utilizing AL and IM makes this connection solid. In general there were sure outcomes, as we found that both the speculations were acknowledged and upheld by our outcomes.

			<p>data collection. Data was calculated by questionnaire SPSS software was used to analysis the data. Correlation and regression analysis was used to observe the data correlation and regression explains the variables to what extend related with variables. Five point likert scale was used in questioners (Strongly disagree to strongly agree). 200 responded select for data collection and 200 questioners were distributed. Questioners were returned at the response rate of 63%.</p>	
4.	Hada, Sugiarto, Siti, "The Influence of Authentic Leadership and Work Environment on Teachers Performance"	Al-Ishlah: Journal Pendidikan (2021)	<p>This study used a survey method with a quantitative approach and path analysis techniques. The research data were collected through sampling from the population. This study intends to find the effect of three variables, namely two independent variables: authentic leadership (X1) and work environment (X2) and the dependent variable: Teacher performance (Y). The affordable population that is the target of this study is junior high school teachers in Bekasi. The number of teachers in eight schools in Bekasi was 306 teachers.</p>	<p>The results of the total effect of endogenous variables, authentic leadership and work environment on teacher performance obtained results of 0.11 or 11% for authentic leadership variables, 0.562 or 56.2% for work environment variables, meaning that the effect of the work environment is more significant on teacher performance. Therefore, the total exogenous effect is 0.673 or 67.3%. Furthermore, there is an indirect effect of 0.068 obtained through the correlation of other exogenous variables.</p>
5.	Nahdi, Risma, Umu, "The Influence of Authentic Leadership of Madrasah Heads on Teacher Performance to Realize the Effectiveness of Learning Programs (Research at MI Al-Khoiriyyah 1, 2, 3 and 4 Karangpawitan Garut)"	Khazanah Akademia, (2022)	<p>The method used in this research is a descriptive method with survey techniques because it focuses more on population samples to obtain more actual problem phenomena. The population in this study were MI Al-khoiriyyah Karangpawitan Garut teachers. The population in this study was 54 teaching and education staff who carried out every teaching and learning process in the classroom.</p>	<p>The results of this research show the influence of the madrasa head's authentic leadership variable on teacher performance to realize the effectiveness of the learning program. Research shows that even though teacher performance has been carried out optimally, it does not mean that the effectiveness of the learning program can be more optimal. This is proven by the results of research that has been carried out by researchers, that there are other bigger factors that can influence efforts to realize learning effectiveness besides teacher performance.</p>

6.	Erlina, "The Influence of Authentic Leadership on Employee Performance and Ethical Climate as a Moderating Variable in State Universities in Bandar Lampung City"	Master of Management Study Program, Faculty of Economics and Business, University of Lampung Bandar Lampung, 2023	The method in this research is quantitative, with a research sample of 280 people.	The results of this research is authentic leadership has a significant positive effect on employee performance and an ethical climate that is not met moderates the effect of authentic leadership on employee performance.
7.	Nuzilal, "The Influence of Principal Leadership and Teacher Self-Efficacy on Teacher Performance (Case Study of Teachers in Cluster IV Gunung Sari, Pamijahan District)"	Reslaj: Religion Education Social Laa Roiba Journal, (2019)	The type of research used in this research is quantitative research, using a survey method with a correlational approach. With a research population of all elementary school teachers in Pamijahan District, Regency Bogor with 155 people.	The results of this study which stated that there was a relationship between the leadership of school principals and the performance of elementary school teachers in cluster IV Pamijahan District were proven to be true.
8.	Zannatul, Ahmad, Ajat, "School Principal Leadership Model in Improving Teacher Performance in SMP Negeri 3 Sepauk District"	VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan, (2023)	The form of this research is qualitative research with a case study design. The research subjects were school principals, teachers, staff, students and supervisors.	The results of the research show that: In improving the performance of teachers, staff and students in schools, school principals prioritize a leadership model that is based on the strength of self-identity which is manifested in awareness of the importance of discipline, responsibility and initiative of the school community.
9.	Imam, "School Principal Leadership Management in Improving Teacher Performance at Madrasah Ibtidaiyah Mujahidin West Loloan"	Jurnal Paedagogia, (2021)	This research uses a qualitative approach with a descriptive type. Data collection techniques used three ways, namely observation, interviews and documentation. The collected data were then analyzed by following the data reduction procedure, data display, and conclusions.	The results of this study concluded that: First, the leadership style of the school principal at Madrasah Ibtidaiyah Mujahidin Loloan Barat predominantly uses democratic leadership styles and in urgent decision making, the leadership style used is autocratic or authoritarian leadership style.
10.	Miftahul, Yunus, Jonisar, dkk, "Kepemimpinan Kepala Sekolah dalam Peningkatan Kinerja Guru Di SMP Islam Terpadu Permata Gemilang Kota Tangerang Selatan"	Reslaj: Religion Education Social Laa Roiba Journal, (2023)	This research uses a qualitative approach with a descriptive type.	The principal must have a deep sense of responsibility improving teacher performance through the principal's work motivation, which is the willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of that effort to meet individual needs.

Table 1 shows 10 articles showing several methods used in efforts to improve teacher performance with the authentic leadership of school principals so that they can raise teachers' motivation to be able to teach enthusiastically.

Research by Zaenal (2021) entitled "The Influence of Authentic Leadership on Teacher Performance Man Ana Middle School, Pamijahan District Bogor", The research concludes that there is a positive influence of authentic leadership on teacher performance at SMP Man Ana, Pamijahan District, Bogor Regency. The regression analysis showed that there is a significant positive effect of authentic leadership on teacher performance. This means that the stronger the authentic leadership, the higher the resulting teacher performance. Therefore, it is recommended that the head of SMP Man Ana, Pamijahan District, Bogor, should have a deeper understanding of authentic leadership in order to improve the performance of the teachers at the school.

Research by Ali (2021) entitled "The Effect Of Authentic Leadership On Employee Performance: A Moderating Role Of Islamic Work Ethics", The research concluded that there were several limitations in the study, such as the focus on universities in Peshawar, which limited the generalizability of the results to other areas. Additionally, the study only investigated one leadership style, so it was suggested that future research should explore other styles of leadership. The study also recommended that future research should replicate the same model across different departments to see if similar outcomes could be achieved. Furthermore, it was suggested that more leadership styles should be considered in future studies.

Research by Hada (2021) entitled "The Influence of Authentic Leadership and Work Environment on Teachers Performance ", The study found that authentic leadership and work environment have a significant simultaneous effect on the performance of teachers in City State Junior High Schools. The research hypothesis regarding this influence was accepted based on the statistical analysis conducted. The study underscores the importance of authentic leadership and a conducive work environment in enhancing teacher performance in City State Junior High Schools. These findings suggest that focusing on these factors can positively impact the quality of education and the overall school environment.

CONCLUSION

Authentic leadership in school education is crucial for fostering a positive and effective learning environment. Authentic leaders communicate openly and effectively, fostering a culture of collaboration and cooperation. Clear and transparent communication builds trust and ensures that everyone understands the goals, expectations, and responsibilities within the school community.

Authentic leaders encourage innovation and creativity by fostering a culture of experimentation, risk-taking, and continuous improvement. They empower teachers and students to think critically, explore new ideas, and embrace change, leading to greater engagement and academic success. Authentic leaders empower others by providing opportunities for growth, development, and leadership. They delegate authority, encourage autonomy, and support individuals in realizing their full potential, thereby fostering a sense of ownership and accountability within the school community.

The principal's authentic leadership plays a pivotal role in influencing the performance of teachers in schools. Principals who demonstrate authentic leadership serve as role models for their teachers. By embodying the values, attitudes, and behaviors they expect from others, principals inspire teachers to uphold high standards of professionalism, dedication, and commitment to student success. This modeling of expectations motivates teachers to strive for excellence in their teaching practices and fosters a culture of accountability and continuous growth.

Authentic leaders build trust and confidence among teachers by being genuine, approachable, and supportive. When teachers feel valued and respected by their principal, they are more likely to be engaged, motivated, and committed to their work. This sense of trust and confidence creates a positive work environment where teachers feel empowered to take risks, innovate, and explore new approaches to teaching and learning.

Authentic leaders prioritize the creation of a positive school climate where teachers feel safe, supported, and appreciated. By fostering a sense of belonging and camaraderie among faculty members, principals strengthen morale, reduce stress, and increase job satisfaction. A positive school climate not only enhances teacher performance but also contributes to higher levels of student engagement, achievement, and well-being.

Suggestions containing research results using literature reviews where the principal's authentic leadership significantly influences the performance of teachers in schools by setting the tone, providing support and resources, fostering collaboration and communication, modeling expectations, building trust and confidence, and promoting a positive school climate. By cultivating a culture of excellence, collaboration, and continuous improvement, authentic leaders empower teachers to fulfill their potential and make a meaningful difference in the lives of their students.

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