

Leadership Management Style and Teacher Performance: A Descriptive Study at the Baitul Aziz Educational Foundation in Bandung

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Received: 04-03-2024

Revised: 25-03-2024

Accepted: 19-03-2024

Published: 30-06-2024

Abstract: This study analyzes the leadership management style on teacher performance. Theoretically, leadership style is very important in developing good management in an institution. This study aims to explore the leadership management style on teacher performance at the Baitul Aziz Education Foundation in Bandung. The research method used in this study is a qualitative approach with a descriptive method. Data collection techniques used in this study are observation and interviews. Informants in this study used a purposive technique, namely the parties involved in leadership management at the Baitul Aziz Education Foundation in Bandung. The findings in this study are that the leadership management style on teacher performance at the Baitul Aziz Education Foundation in Bandung has criteria in advancing the foundation, namely the head of the institution and the teachers support every job done by the head of the foundation for the common good and the progress of the foundation, not on the basis of personal interests and deliberation in making a decision with the head of the institution and the teachers. In addition, it is able to create a pleasant family atmosphere both with the heads of the institution and with the teachers. Another thing is that in the performance structure, always provide clear work instructions or tasks and provide rewards or awards for every institutional leader and teachers who perform well and evaluate institutional leaders and teachers who do not perform well.

Keywords: Management Style, Leadership, and Performance.

Abstrak: Penelitian ini menganalisis tentang gaya manajemen kepemimpinan terhadap kinerja guru. Secara teoretik gaya kepemimpinan sangat penting dilakukan dalam mengembangkan manajemen yang baik pada suatu institusi. Penelitian ini bertujuan untuk mengeksplorasi gaya manajemen kepemimpinan terhadap kinerja guru pada Yayasan Pendidikan Baitul Aziz di Bandung. Metode Penelitian yang digunakan dalam studi ini adalah pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data yang dipergunakan dalam penelitian ini adalah observasi dan wawancara. Informan dalam penelitian ini menggunakan teknik purposive, yaitu pihak-pihak yang terlibat dalam manajemen kepemimpinan di Yayasan Pendidikan Baitul Aziz di Bandung. Temuan dalam penelitian ini adalah gaya manajemen kepemimpinan terhadap kinerja guru di Yayasan Pendidikan Baitul Aziz Bandung memiliki kriteria-kriteria dalam memajukan yayasan tersebut, yaitu pimpinan lembaga dan para guru mendukung setiap pekerjaan yang dilakukan oleh ketua yayasan untuk kebaikan bersama dan kemajuan yayasan bukan atas dasar kepentingan pribadi dan bermusyawarah dalam pengambilan suatu keputusan dengan pimpinan lembaga dan para guru. Selain itu, mampu menciptakan suasana kekeluargaan yang menyenangkan baik dengan para pimpinan lembaga maupun dengan para guru. Hal lainnya adalah dalam struktur kinerja selalu memberikan instruksi kerja atau tugas yang jelas dan memberikan reward atau penghargaan untuk setiap pimpinan

lembaga dan para guru yang berprestasi dan mengevaluasi bagi pimpinan lembaga dan para guru yang kurang baik kinerjanya.

Kata Kunci: *Gaya Manajemen, Kepemimpinan, dan Kinerja.*

Introduction

Educational institutions in this era of globalization play an important role in operating the education system—especially education as mandated by law to advance a nation's life. As explained by Lestari (2018), the government organizes education with the aim of enlightening the life of the nation. Such enlightenment is needed by everyone to face the developments of an age that has already entered the era of globalization. In economics, economic globalization means the integration of a national economy into the world or global economy. When linked to education, educational globalization means the integration of national education into global education. Educational globalization is undertaken to meet market needs for high-quality labor amid increasingly intense competition. With globalization, Indonesian labor is expected to be able to compete in the global market, especially with the impending implementation of free trade (Mustari & Rahman, 2014).

Education in Indonesia is governed by Law No. 20 of 2003 on the National Education System, which defines education as a conscious effort to develop students' potential in various aspects (Rahman et al., 2021; Nurman Kholis, 1970). The law aims to create a learning atmosphere that fosters religious strength, self-control, intelligence, and skills needed for personal and national development (D. David & Budianto, 2021). However, the implementation of this law has faced challenges, including the shift from an ethical-humanistic paradigm to a pragmatic-materialistic one due to globalization and technological advancements (Hafizh Idri Purbajati, 2019). The education system, particularly higher education, has been criticized for not adequately meeting global competitiveness needs and job market requirements (D. David & Budianto, 2021). Consequently, there have been calls for revisions to the law to address these issues and align it with current dynamics (Rahman et al., 2021).

Educational management is crucial for achieving institutional goals effectively and efficiently. It encompasses key functions including planning, organizing, actuating, and controlling (Nurhikmah, 2024). Proper implementation of these functions, particularly planning, contributes significantly to institutional effectiveness through optimal resource utilization and clear direction-setting (Fikrial Nurfaizin et al., 2025). Leadership, innovative learning strategies, and technology integration are essential for successful educational management (Fikrial Nurfaizin et al., 2025). In practice, educational institutions like MIS Al-Khairiyah Sunggal have demonstrated effective implementation of management functions, especially in planning, which greatly influences work success (Audia Amanda Br Tarigan et al., 2024). To produce superior human resources, educational institutions in Indonesia are striving to optimize academic excellence, industry relevance, and knowledge contribution through various activities, including human resource development, curriculum improvement, and enhanced facilities (M. I. Dacholfany et al., 2018). These efforts aim to build better quality education and compete globally.

Governance or management can function well if it has high-quality human resources (SDM), enabling maximum contributions in accordance with assigned duties. As explained by

Marwansyah (2010), human resources can be defined as the utilization of human resources within an organization, carried out through the functions of human resource planning, recruitment and selection, human resource development, career planning and development, compensation and welfare, occupational safety and health, and industrial relations.

Human resources, particularly teachers, are crucial for the success of educational institutions (Astuti, 2019; Amirudin & Al-Rosyid, 2024). As defined by Indonesian law, teachers are professional educators responsible for educating, teaching, guiding, and evaluating students in various levels of formal education (Oktavia et al., 2024). To fulfill these roles effectively, teachers require specialized skills and continuous professional development (Astuti, 2019). Educational institutions can achieve their goals more easily with qualified human resources, necessitating good managerial concepts and human resource management (Amirudin & Al-Rosyid, 2024). The management of educators involves processes such as recruitment, selection, placement, compensation, and training, all of which contribute to the quality of the institution's graduates (Nuraeni, 2019). By focusing on developing teacher professionalism and implementing effective human resource management strategies, educational institutions can enhance their overall quality and better achieve national education goals (Astuti, 2019; Nuraeni, 2019).

Determining success within the framework of education cannot be separated from the role of leadership. Leadership is the primary factor in controlling the human resources (SDM) possessed by an organization or educational institution. As stated by Anuraga et al. (2017), leadership is the key to an organization's survival because leaders formulate the organization's goals and plan, organize, and mobilize all available resources so that the desired objectives are achieved. In addition, good leadership will have a positive impact on the organization (Bernadine, 2002). Pinar (2011) adds that a leader in an organization must be able to create harmonious integration with subordinates, including fostering cooperation, directing, and encouraging the work spirit of subordinates so that positive motivation arises and leads to strong intention and maximal work effort. This is also supported by motivation—in this case, rewards for high-achieving employees—where the leader's manner and behavior are interpreted by subordinates as collaboration in completing tasks (Flavia, 2012).

The leadership styles employed by foundation chairs in educational institutions are crucial for organizational success. Studies have shown that transformative and democratic approaches are effective in coordinating educational units and developing student character (Rasid & Nasir, 2023; Dian et al., 2024). Leaders play multiple roles, including supervisor, motivator, and role model, which are essential for character development (Dian et al., 2024). Female leaders in educational foundations often adopt a democratic style, prioritizing cooperation and nurturing relationships (Sholehah et al., 2016). Some foundation leaders combine transformational, situational, and authentic leadership styles to improve the quality of human resources (Sunarto et al., 2021). Key leadership values include intelligence, self-confidence, perseverance, integrity, and social skills (Sunarto et al., 2021). However, challenges such as limited human resources, budget constraints, and inadequate infrastructure can hinder effective leadership implementation (Sunarto et al., 2021).

Based on the above discussion, the author intends to conduct research to investigate

leadership management; therefore, the chosen title is Leadership Management Style on Teacher Performance (A Descriptive Study at the Baitul Aziz Educational Foundation in Bandung).

Method

This study employs a qualitative, descriptive design to gain an in-depth understanding of the subject and its objective context; it was conducted at the Baitul Aziz Educational Foundation in Bandung, with data collected through observation and interviews, and informants selected purposively from those involved in implementing the leadership management style as it relates to teacher performance.

Results and Discussion

Based on interviews and observations, the leadership management style shaping teacher performance at the Baitul Aziz Educational Foundation in Bandung exhibits several criteria that drive the foundation's progress in education. Institutional leaders and teachers support the chair's initiatives because they are oriented toward the common good rather than personal interests. This support is evident in the practice of inclusive deliberation (*musyawarah*) that consistently involves leaders and teachers in decision-making, thereby producing collectively legitimate decisions that effectively motivate performance.

In organizational practice, the chair fosters a warm, family-like climate with both leaders and teachers. Concrete expressions include team-building activities such as outings and informal discussions that strengthen cohesion. Structurally, the chair issues clear work instructions that prevent task overlap and enable timely, high-quality completion. Strong performance is recognized through rewards for high-achieving leaders and teachers, while suboptimal performance is evaluated proportionally to support improvement.

This leadership performance aligns with G. R. Terry's view (in Malayu S. P. Hasibuan, 2014) that management is a distinctive process comprising planning, organizing, directing, and controlling to determine and achieve goals through the use of human and other resources. Accordingly, educational management is a continuous process that operationalizes managerial elements through mutual influence, guidance, and supervision so that all organizational activities reach their objectives effectively and efficiently.

Furthermore, effective organization is inseparable from leadership. Anuraga (2017) underscores leadership as the key to organizational survival: leaders formulate goals and plan, organize, and mobilize all resources to achieve them. Good leadership exerts a positive impact on the organization (Bernadine & Susilo, 2002). Pinar (2011) adds that leaders must create harmonious integration with subordinates, cultivate cooperation, direct and encourage work spirit so that positive motivation emerges and effort is maximized; this is reinforced by reward systems for high performers. In this dynamic, the leader's manner and behavior are interpreted by subordinates as collaboration in task completion (Flavia, 2012).

In practice, the chair's leadership maintains balance between quality and quantity. Task completion by leaders and teachers reflects strong results in line with their respective responsibilities and competencies. Consistent with Mangkunegara (2015, p. 67), performance is the work achievement—both quality and quantity—attained by human resources per unit time according to assigned responsibility; at the same time, performance is the outcome determined by job

requirements or standards that must be met.

The objectives of performance management, as outlined by Rivai (2006), are to improve employee results in both quality and quantity; to provide new knowledge that helps employees solve complex problems through a limited and orderly set of activities aligned with organizational duties; and to enhance interpersonal relations in workplace activities. Gibson (2009) further notes that performance is influenced by individual attributes—including demographic characteristics (e.g., age, sex), competence-related characteristics (e.g., talent, intelligence, ability, skills), and psychological characteristics (e.g., values, attitudes, behavior)—as well as the individual's ability to work. Achieving good performance requires effort and willingness to work hard, since willpower is an internal force that triggers work effort in task completion. Within this framework and practice, the leadership style at the Baitul Aziz Educational Foundation demonstrably supports targeted, collaborative, and sustainable improvement in teacher performance.

Conclusion

The leadership management style related to teacher performance at the Baitul Aziz Educational Foundation in Bandung is characterized by institutional leaders and teachers supporting every initiative undertaken by the chair for the common good and the advancement of the foundation—rather than for personal interests—and by deliberative decision-making (*musyawarah*) with leaders and teachers. In addition, the chair is able to create a pleasant, family-like atmosphere with both institutional leaders and teachers. Furthermore, within the performance structure, the chair consistently provides clear work instructions or assignments, grants rewards or recognition to high-achieving leaders and teachers, and conducts evaluations for leaders and teachers whose performance is less satisfactory.

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