# Factors Affecting and Affected by Principal Leadership Effectiveness: A Systematic Literature Review

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**Abstract: Factors Affecting and Affected by Principal Leadership Effectiveness: A Systematic Literature Review. Objective:** This study aims to determine the effectiveness of the principal's leadership by looking at the urgency of the principal's leadership, the variables that affect the principal's leadership and the variables that are influenced by the principal's leadership. **Methods:** The research method used is the literature study method. The data obtained were then compiled and concluded based on the research objectives. **Findings:** The research findings show that the principal's leadership plays a very important role in realizing educational goals. There are three variables that affect the principal's leadership and eight variables that are influenced by the principal's leadership. **Conclusion:** Recruitment of school principals must be in accordance with the rules and training for existing school principals is necessary. Mastery of the 4C formula must be owned by the principal.

**Keywords:** effectiveness, principal leadership, systematic literature review.


*Abstrak: Faktor yang Mempengaruhi dan Dipengaruhi oleh Efektivitas Kepemimpinan Kepala Sekolah: Suatu Tinjauan Literatur Sistematis. Tujuan: Penelitian ini bertujuan untuk mengetahui efektifitas kepemimpinan kepala sekolah dengan melihat urgensi kepemimpinan kepala sekolah, variabel yang mempengaruhi kepemimpinan kepala sekolah serta variabel yang dipengaruhi kepemimpinan kepala sekolah. Metode: Metode penelitian yang digunakan adalah metode studi kepustakaan. Data yang diperoleh selanjutnya disusun dan disimpulkan berdasarkan tujuan penelitian. Temuan: Temuan penelitian menunjukkan bahwa kepemimpinan kepala sekolah memegang peranan yang sangat penting dalam mewujudkan tujuan pendidikan. Terdapat tiga variabel yang mempengaruhi kepemimpinan kepala sekolah dan delapan variabel yang dipengaruhi oleh kepemimpinan kepala sekolah. Kesimpulan: Rekrutmen kepala sekolah harus sesuai dengan aturan dan perlu dilakukan pelatihan bagi kepala sekolah yang ada. Penguasaan formula 4C mesti dimiliki oleh kepala sekolah.*

*Kata kunci: efektivitas, kepemimpinan kepala sekolah, ulasan literatur sistematis.*

# ■ INTRODUCTION

Currently, the condition of education in Indonesia is still lagging behind other countries. At the ASEAN level, Indonesia is ranked 4th below Singapore, Malaysia and Thailand and ranked 55th out of 73 countries in the world (Nur, 2021). Seeing this achievement, of course it is a challenge for Indonesia to improve its education ranking. Improvements in education rankings can be done by improving the quality of education itself.

Quality education has become a necessity today. To realize quality education, a reliable school principal is needed. A reliable principal of course has certain competencies. Principal competencies include social, personality, managerial, entrepreneurial and supervisory competencies (Permendikbud, 2022). The success of a school basically depends on the principal (Tonich, 2021).

The principal is a teacher who is given the task of leading the school and directing the learning process (Tonich, 2021). The principal's leadership is the principal's behavior that directly affects the performance of teachers in carrying out learning (Indra et al., 2020). Principal leadership is the main factor in implementing effective management in terms of technology, school culture, information systems and organizations (Sunaengsih et al., 2019).

In relation to teachers, principals should be able to position teachers as partners (Sulfemi, 2020). As partners, teachers need to be guided and motivated. Principals who are able to guide, motivate, supervise teachers and education staff will be able to create effective schools (Muljawan, 2018). Teachers who have high motivation at work, of course, will not leave their jobs (Setyanto & Hardianto, 2021).

The principal has the task of maintaining the good name of the school and the quality of education. Improving the quality of education can

be done by school principals by encouraging educators and education staff to increase their knowledge about their work (Hardianto & Nofriser, 2022). Principals absolutely improve teacher competence so that schools are of higher quality (Hardianto & Aida, 2019). Teacher competency improvement can be done by further study and other non-degree training.

In general, principals act as educators, supervisors, motivators and leaders in managing educational institutions (Maulida et al., 2019). This role will be successful if the principal is able to improve teacher performance and discipline. There is an influence of the principal's leadership style on teacher performance (Juniarti et al., 2020). Improved performance will be achieved if the principal is able to increase teacher work participation by providing motivation (Sukatin et al., 2021). Principals must care about the welfare of members and act friendly towards members (Cornelissen & Smith, 2022).

In relation to student achievement, principals are leaders to realize these achievements (Hong Kean et al., 2013). The principal's leadership style will affect student performance (Oyugi & Gogo, 2019). The principal is the holder of an important role that regulates every school activity (Sukarmin & Sin, 2020). Therefore, a school principal is needed who masters his duties and functions well.

Quality schools can be seen from improving school culture and relationships with stakeholders (Hardianto, 2019) and this is one of the duties of a leader. The better the relationship between school members, the easier it will be to achieve school goals. Achieving quality schools requires the joint efforts of all school components.

As a leader, the principal in carrying out leadership activities applies several leadership styles (Alrajeh, 2022). The right leadership style will affect the school's positive performance. The application of leadership style will affect the work

behavior of teachers and education staff. Good principal leadership will increase OCB, innovative work behavior, job satisfaction, organizational commitment and teacher work engagement (Hardianto & Sari, 2021).

Principal leadership is very important to realize school goals (Ismail et al., 2021). Effective principal leadership will be achieved if ethics and leadership values are the foundation (Juharyanto et al., 2021). In realizing school progress, principals need to be supported by effective teachers and diligent students (Ford et al., 2020). The principal must be able to ensure that all resources in the school are in the best position to assist learning activities (Hong Kean et al., 2013).

The main task of a leader is to make decisions. The right decisions will support the achievement of the school's vision and goals. In realizing the school's vision, it is necessary to pay attention to effective decision making from a school principal (Hardianto et al., 2021). Errors or delays in decision making can cause schools to fail to achieve their goals.

Seeing the importance of the principal's function in realizing quality education, it is necessary to study the implementation of leadership by the principal. This study will describe how the principal's leadership in carrying out their duties. This study also discusses what variables are influenced and affect the principal's leadership.

## ■ METHODS

This research method is a qualitative research with a literature study approach. Library research is a series of activities related to the methods of collecting library data, reading, recording and processing library materials (Khatibah, 2011). This research was conducted by reviewing the results of research that has been published in national and international journals. The research step is to determine the keywords that match the research objectives. Next,

determine the sources of research data, group articles according to keywords and recap the research results (Alsarrani et al., 2021). This research uses descriptive-critical research by emphasizing the strength and analysis of existing sources and data by relying on theories and concepts to be interpreted based on writing that leads to discussion (Bashori et al., 2022).

The keywords used for the article search were "kepemimpinan kepala sekolah" and "principal leadership". Sources of research data are articles that have been published from 2018 to 2022. The search for articles is carried out using the Google Scholar and Eric.go.id search engines. Based on the search results, 112 articles were found, consisting of 63 national journal articles and 49 international journal articles. Furthermore, the articles are grouped based on the research objectives. Of the 112 articles, 54 articles were determined that were reviewed to answer the research objectives. Furthermore, the research results are recapitulated and analyzed and presented in the form of a report.

## ■ RESULTS AND DISCUSSION
### Principal Leadership

Leadership is an effort to influence others through communication to achieve goals. Leadership is also defined as a person's ability to direct, influence, encourage and control other people or subordinates to do work on their consciousness and voluntarily to achieve certain goals (Sunarsi, 2018). Leadership is how to organize and achieve performance to achieve the desired decision (Syahril, 2019). Seeing the above understanding, of course, the role of a leader is very large in advancing an organization. Likewise in schools, the role of the principal as a leader is very large in realizing school goals.

The principal as a leader is responsible for the progress of the school. With good leadership, goals can be achieved maximally. Educational

goals will be realized when the school has a principal who is capable of managing the school (Muljawan, 2018). Leadership in schools has a very big role in building relationships between individuals in schools and moving groups in the same direction without coercion (Baharun, 2017).

The principal's leadership is an influence on other people (school residents) through individual and group interactions as a form of cooperation within the organization to achieve goals effectively (Oktavianti et al., 2019). Principals to be successful in carrying out leadership are expected to have professional abilities such as personality, basic skills, experience, training and knowledge (Azizah et al., 2018). Principal leadership affects teacher performance (Jaliah et al., 2020).

The principal is a leader who carries out the supervisory function so that school goals are achieved (Isnaini, 2019). The principal functions as arbitrating, suggesting, supplying objectives, providing security, representing, inspiring, and praising (Dolong, 2019). The role of the principal is very decisive in realizing education that prioritizes human values (Mansir, 2021).

Effective leadership is leadership that is applied according to the situation and conditions (Husaini & Fitria, 2019). The principal in carrying out leadership activities must look at the situation and condition of the school. Effective principals for schools located in urban areas are not necessarily effective when they are principals in rural schools. Therefore, principals need to look at environmental conditions in implementing leadership.

**Types and Styles of Leadership**

Leadership type is a form or type of leadership in which one or more behaviors or leadership styles are implemented. While the leadership style is the behavior or method chosen by the leader in influencing its members (Setiawan & Pratama, 2022). In carrying out leadership, a leader does not only apply one leadership style.

Leadership style is a trait and habit that distinguishes a leader from other leaders. Leadership style is also said to be the way a leader influences the behavior of the people he leads. In general, the leadership style is divided into three, namely authoritarian, laissez faire and democratic (Isnaini, 2019).

Another opinion states that leadership styles consist of democratic, delegative, bureaucratic, laissez faire, authoritarian, charismatic, diplomatic, moralist, administrative, analytical, entrepreneurial and visionary. In addition to style, leadership types are also proposed which include types of authority, paternalistic, charismatic, democratic and militaristic (Matayang, 2019). Another opinion suggests that the principal's leadership style includes the style of instruction, consulting style and participatory style (Sulfemi, 2020).

The opinion further suggests that the leadership style consists of supporting, directing, coaching and delegating (Alrajeh, 2022). In applying his leadership style, a principal is distinguished by the condition of the teacher he leads. The principal's leadership style is instructive for new teachers on duty, consultative style for teachers with high abilities but low willingness, participatory style for teachers with low abilities but high work will, and delegative style for teachers with high ability and willingness to work (Osreni, 2020).

Judging from the type of leadership that the type of leadership consists of charismatic, paternalistic, militaristic, autocratic, laissez faire, populistic and administrative types (Setiawan & Pratama, 2022). Another opinion distinguishes the type of leadership consisting of transformational, transactional and passive-avoidant leadership (Kanat-Maymon et al., 2020). This type also

applies to school principals. Where several principals can display different or the same type of leadership.

**The Urgency of Principal Leadership**

Currently, education has entered a new era known as the era of the industrial revolution 4.0 and the social revolution 5.0. Principal leadership plays an important role in bringing change to teachers (Cohen, 2019). To realize an effective leadership change, it can be done with a bench learning program (Aas et al., 2020). Experience as a teacher and understanding of educational administration are absolute requirements to become a school principal (Tapio et al., 2019).

The leadership of the principal will give birth to a culture of quality. Quality culture will be born from the principal's ability to utilize hard system tools and soft system tools (Said, 2018). In realizing good leadership, school principals need communication skills, namely being willing to accept the opinions of teachers and education staff and can be used as friends to share the problems they face (Cansoy & Polatcan, 2019) and (Riski et al., 2021), consider conflict to be natural and capable of being an example for teachers and education personnel (Dewi et al., 2020). The success or failure of a school is determined by the quality of its principal (Julaiha, 2019) and (Cristina Cruz-Gonzalez et al., 2020). The principal is a figure who can be an example in carrying out tasks (Minsih et al., 2019).

In facing this new era, the strategy that principals can do in improving their abilities is to master the 4C formula, namely Communication,

Collaborative, Critical thinking and Creativity (Wening & Sentosa, 2020). In addition, successful principals also need to have positive attributes, solidarity and professionalism (Marasan et al., 2021). It is necessary to strengthen and discuss between school principals to learn from each other in order to improve performance (Nadeak & Juwita, 2020).

**Variables Affecting Principal Leadership**

Based on research results it is known that self-efficacy affects principals' leadership (Baroudi & Hojeij, 2020) and (Gümü° & Belliba°, 2020). Professional development also affects the principal's leadership (Gümü° & Belliba°, 2020). Emotional intelligence affects principals' leadership (Wirawan et al., 2019).

The findings above show that to improve the quality of their leadership, school principals need to have self-efficacy. Self-efficacy is an individual's belief in his ability to do something successfully. With self-efficacy, the principal will be confident in his abilities to realize the vision. Confidence to achieve this success will improve the quality of leadership.

Likewise with emotional intelligence and professional development. Principals need to have high emotional intelligence and be able to develop work professionals. With the ability to control one's emotions, the principal will be able to see information more clearly. Principals who want to develop work professionals will be more aware of the conditions of their work. For more details about the variables that affect the leadership of the principal can be seen in the following figure:
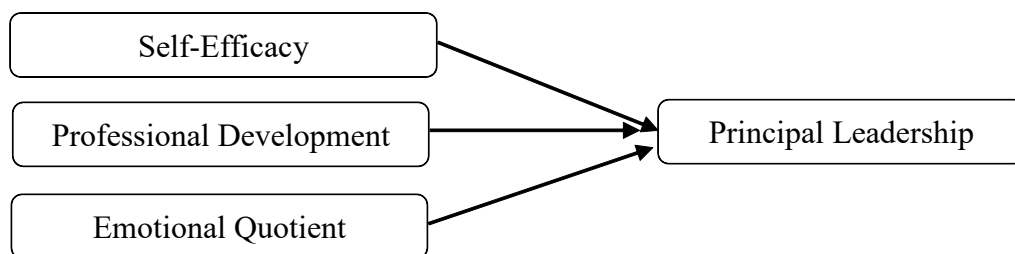


**Figure 1.** Variables affecting principal leadership

**Improving Teacher Performance Through Principal Leadership**

In general, research findings show that principals' leadership affects teacher performance (Purwoko, 2018); (Sya'roni et al., 2018); (Ideswal et al., 2019); (Imhangbe et al., 2019); (Makgato & Mudzanani, 2019); (Oyugi & Gogo, 2019); (Nasution & Ichsan, 2020); (Russamsi et al., 2020); (Sulfemi, 2020); (Ulum et al., 2020); (Jaya, 2021) and (Yunus et al., 2021). Specifically, it was also found that charismatic, bureaucratic and transactional leadership styles have a negative effect on performance. Meanwhile, transformational, transformative and autocratic leadership styles have a positive effect on performance (Rokhani, 2020). In addition to teachers, the principal's leadership also affects student performance (Jibril, 2021).

Research findings indicate that good leadership will improve teacher and student performance. High performance will cause the school's goals to be achieved optimally. Based on these findings, it is known that the leadership quality of school principals is very important to be improved. Moreover, the challenges of education are getting tougher day by day.

The principal's leadership style also affects the work motivation of teachers and education staff (Sukiyanto & Maulidah, 2020) and (Ulum et al., 2020). Principal leadership also affects school quality (Timor, 2018), school effectiveness (Khun-inkeeree et al., 2019) and (Mulyani et al., 2020) parental involvement (Keetanjaly et al., 2019), school culture (Atasoy, 2020), effective learning (Indra et al., 2020), organizational trust (Kars & Inandi, 2018) and teacher job satisfaction (Cansoy, 2018). Variables that are influenced by the principal's leadership can be seen in the following figure:
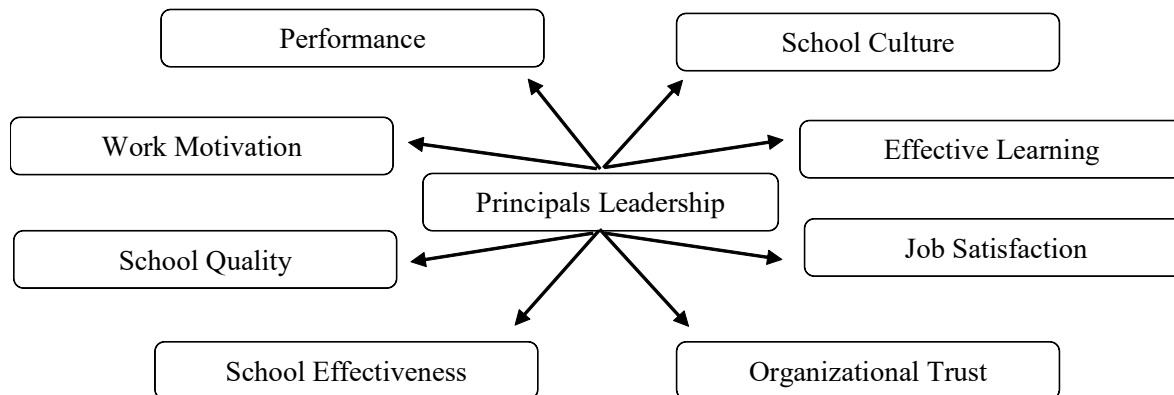


**Figure 2.** Variables affected by principals leadership

Based on the figure above, it is known that to improve performance, work motivation, school quality, school effectiveness, school culture, learning effectiveness, job satisfaction and organizational trust, it is necessary to improve the leadership quality of the principal. The findings of this study indicate that principal leadership is very important for educational progress. The selection of school principals is something that must be considered so that the quality of the school becomes better.

■  **CONCLUSIONS**

Based on the results of the study, it can be concluded several important points in this article. First, the principal's leadership has a very important role in advancing education. Therefore, the selection of school principals needs to be done

better. Training for existing school principals also needs attention. Second, there are at least three variables that affect the principal's leadership, namely self-efficacy, professional development and emotional quotient. Third, there are eight variables that are influenced by the principal's leadership. The variables are performance, work motivation, school effectiveness, learning effectiveness, school culture, school quality, job satisfaction and organizational trust.

This research is very useful in improving the quality of education. This article describes how the position of the principal is very strategic. The role of the principal is very important in realizing an effective educational institution. This research still has limitations because it looks at school principals in general. Future research needs to study further and be more specific, such as principals of secondary schools or principals of elementary schools only.

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