



The Effect of Principal Authoritarian Leadership Management on Teacher Performance and Comfort in School

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ABSTRACT

The principal is a leader who plays a strategic role in managing all educational resources to achieve school goals effectively and efficiently. This leadership style is characterized by the principal's dominance in decision-making, strict supervision, one-way communication, and relatively limited teacher involvement in determining school policies. This study aims to analyze how the principal's authoritarian leadership management affects teacher performance and comfort in carrying out their professional duties. The study used a qualitative approach with library research. Data were obtained from various books, national and international scientific journals, and documents related to educational leadership, school management, organizational behavior, and teacher performance. The analysis was conducted using content analysis techniques to identify patterns of relationships between authoritarian leadership styles and teacher working conditions. The study results show that authoritarian leadership has positive impacts in the form of increased work discipline, compliance with school rules, accelerated decision-making, and the creation of organizational order. However, the continued application of this leadership style also has various negative impacts, such as decreased work motivation, limited teacher creativity in the learning process, low participation in decision-making, increased psychological stress, and decreased work satisfaction. Therefore, school principals need to implement adaptive leadership by combining assertiveness in decision-making and participatory communication to maintain optimal teacher performance while creating a conducive work environment.

INTRODUCTION

Education is a sector that plays a crucial role in shaping the quality of a nation's human resources. A nation's progress is not only determined by its natural resource endowment but also by the quality of education that produces competent, character-based, creative human resources capable of competing globally. Therefore, the implementation of education must be managed professionally through an effective management system so that national education goals can be optimally achieved.

As a formal educational institution, schools have a responsibility to develop the potential of students through a quality learning process. Achieving this goal requires strong collaboration between all elements of the school, including the principal, teachers, education staff, students, and the community. Among all these components, the principal plays a crucial role as the leader of the educational organization. The principal is tasked with planning, organizing, directing, supervising, and evaluating all educational activities to ensure they align with the school's vision, mission, and goals.

A principal's success is measured not only by administrative skills but also by the effectiveness of their leadership in managing human resources. Teachers, as the primary implementers of the learning process, require direction, motivation, support, and a conducive work environment to deliver optimal performance. Therefore, the principal's leadership style is a crucial factor influencing the quality of teacher performance and the school's work environment.

In practice, various leadership styles are employed by principals, such as democratic, transformational, transactional, situational, and authoritarian. Each has its own characteristics, strengths, and weaknesses. Authoritarian leadership is a leadership style that places the principal as the center of power and the primary decision-maker. All policies are determined by the principal, with relatively minimal teacher involvement. Teachers play a more active role as policy implementers rather than partners in decision-making.

Under certain circumstances, an authoritarian leadership style is considered effective in creating organizational order, improving discipline, and expediting the implementation of school policies. When schools face emergencies, internal conflicts, or policy changes that require quick decisions, firm leadership can help maintain organizational stability. However, what

Educational management is a systematic process for managing all educational resources to achieve educational goals effectively and efficiently. Management is not only concerned with administrative aspects, but also encompasses the processes of planning, organizing, implementing, supervising, and evaluating all activities taking place in a school.

According to George R. Terry, management is a process consisting of planning, organizing, implementing, and controlling to achieve predetermined goals through the utilization of human resources and other resources. In the educational context, these functions are implemented by the principal as the leader of the educational organization.

Educational management aims to create an effective learning environment so that students receive quality educational services. The success of educational management is greatly influenced by the principal's ability to manage teachers as the primary human resource in the school.

The principal is not only responsible for developing work programs but also for building a conducive organizational culture, creating harmonious working relationships, improving teacher competency, and ensuring that all educational activities are carried out in accordance with national education standards.

Principal Leadership

Leadership is the ability of an individual to influence, direct, and motivate others to work together to achieve organizational goals. Within a school environment, the principal acts as a leader responsible for all academic and non-academic activities.

A principal is required to possess managerial skills, social competence, personality competence, supervisory competence, and entrepreneurial competence. All of these competencies are necessary for the principal to improve the quality of education through the management of teachers, students, educational staff, facilities, infrastructure, and community relations.

The success of a principal's leadership is reflected in the improved quality of learning, teacher discipline, a positive organizational culture, teacher job satisfaction, and student achievement. Therefore, the leadership style chosen by the principal is a critical factor in determining the success of an educational organization.

Authoritarian Leadership

Authoritarian leadership is a leadership style that places the leader as the center of power within the organization. All decisions are made by the leader, while subordinates have limited room to express opinions or participate in the decision-making process.

Within the school environment, authoritarian leadership is characterized by the principal's dominance over all organizational activities. The principal establishes rules, determines policies, oversees work implementation, and imposes sanctions for violations of applicable regulations.

Characteristics of authoritarian leadership include:

1. Decision-making is centralized.
2. Communication is one-way from the principal to teachers.
3. Supervision is strict.
4. Discipline enforcement is a top priority.
5. Teachers have limited opportunities to provide input.
6. Performance evaluations emphasize adherence to rules.

Although often considered a rigid leadership style, authoritarian leadership still has benefits in certain situations, such as when schools face emergencies, organizational conflicts, or policy changes that require quick decisions.

However, the long-term implementation of this leadership style has the potential to cause various negative impacts, including low work motivation,

decreased teacher creativity, increased work stress, and poor communication between the principal and teachers.

Teacher Performance

Teacher performance is the work achieved by teachers in carrying out their professional duties in accordance with the responsibilities assigned by the school. Teacher performance is not only measured by teaching ability but also includes lesson planning, lesson implementation, assessment of learning outcomes, competency development, and participation in school activities.

Law Number 14 of 2005 concerning Teachers and Lecturers explains that teachers are professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students.

Several teacher performance indicators include:

- Ability to develop learning materials.
- Mastery of subject matter.
- Ability to manage the classroom.
- Use of innovative learning methods.
- Work discipline.
- Responsibility for tasks.
- Ability to evaluate learning.
- Participation in school development activities.

Teacher performance is influenced by various factors, including competence, motivation, and motivation.

Research by Mulyasa (2022) shows that effective principal leadership can improve teacher discipline, motivation, and professionalism in implementing learning.

Research by Wahjosumidjo (2021) explains that principals who implement open communication and provide opportunities for teachers to participate in decision-making tend to create a more conducive school culture.

Meanwhile, several other studies indicate that the implementation of authoritarian leadership can indeed increase compliance with school rules, but in the long term, it has the potential to reduce job satisfaction, creativity, and teacher well-being if not balanced with good communication.

Based on these various studies, it can be concluded that the effectiveness of a principal's leadership is determined not only by assertiveness in carrying out managerial functions, but also by the ability to build positive interpersonal relationships with all members of the school community.

METHODOLOGY

This research uses a qualitative approach with a library research method. This qualitative approach was chosen because the research aims to understand and analyze in depth the influence of authoritarian leadership management by the principal on teacher performance and well-being, based on theories, concepts, and previous research findings.

The literature review method was conducted by collecting various scientific sources in the form of books, national and international journals, scientific articles, laws and regulations, and other documents related to

educational leadership, school management, organizational behavior, and teacher performance. All sources were systematically analyzed to gain a comprehensive understanding of the research problem.

RESULTS AND DISCUSSION

Analysis of the Influence of Authoritarian Leadership on Teacher Performance and Comfort

Based on the results of the literature review, it is understood that authoritarian leadership has a dual impact on the implementation of education in schools. On the one hand, this leadership style can create organizational order through strict supervision, discipline enforcement, and rapid decision-making. On the other hand, excessive implementation can reduce work motivation, creativity, and teachers' comfort in carrying out their professional duties.

From an educational management perspective, the principal is responsible for managing human resources effectively. Teachers, as professionals, require not only direction and supervision, but also recognition, opportunities for development, and involvement in the decision-making process. If teachers are positioned solely as policy implementers, the potential for innovation and learning development will be hampered. Authoritarian leadership is generally effective when organizations face situations that require quick decisions, such as emergencies, internal conflicts, or urgent policy changes. In these situations, centralized decision-making can reduce confusion and expedite the implementation of school programs.

However, in day-to-day operations, schools are learning organizations that emphasize collaboration, communication, and innovation. Teachers need space to express ideas, develop teaching methods, and participate in school program development. If these opportunities are not provided, teachers' intrinsic motivation can decline, impacting the quality of learning.

Psychologically, teachers who work in an environment with one-way communication are more likely to experience emotional distress. They may feel underappreciated, distrusted, or afraid to express opinions that differ from those of the principal. This can impact job satisfaction, employee relationships, and commitment to the organization.

Conversely, principals who combine assertiveness with open communication will more easily build teacher trust. Teachers will feel valued as professional partners, encouraged to improve the quality of learning, innovate, and contribute to the school's progress. Thus, the effectiveness of a principal's leadership is not solely determined by the level of assertiveness in issuing orders, but also by the ability to build interpersonal relationships, create a healthy work climate, and empower teachers as key assets in the delivery of education.

RESEARCH IMPLICATIONS

The results of this study provide several implications for educational management practices.

For Principals

Principals need to evaluate their leadership style. While assertiveness remains necessary to maintain discipline and ensure school programs run

according to plan, it needs to be balanced with two-way communication, respect for teachers' opinions, and opportunities for in decision-making, principals tend to have higher work enthusiasm, be more creative, and be more committed to school progress.

Therefore, principals need to implement adaptive leadership by combining assertiveness in carrying out managerial functions with a participatory approach that encourages open communication, collaboration, and teacher empowerment.

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