Empowerment Leadership in Improving Teacher Motivation and Performance in Educational Environments

Yuli Wahyuti[1], TCHABLE Boussanlègue[2]

[1]SMP Negeri 2 Mesuji, South Sumatra, Indonesia, [2]University of Kara, Togo

Corresponding author e-mail: yuliwahyuti820@gmail.com

Abstract: This article explores the concept of *Empowerment Leadership* in the context of education, particularly in enhancing teachers' performance. *Empowerment Leadership* is a leadership style that focuses on empowering individuals by granting autonomy, trust, and opportunities for development in decision-making processes. The primary aim of this article is to identify how the implementation of *Empowerment Leadership* can influence teacher motivation, commitment, and performance in educational settings. By fostering collaboration, open communication, and recognizing teachers' initiatives and creativity, it is expected to create a more productive and innovative work environment. The findings suggest that leaders who apply *Empowerment Leadership* can cultivate a positive work climate, strengthen a sense of responsibility, and improve teaching quality, ultimately contributing to enhanced teacher performance. This article aims to serve as a reference for educational practitioners in developing more effective leadership strategies to achieve better educational outcomes.

Keywords: Educational Leadership, Empowerment Leadership, Motivation, Teacher's Performance

A. Introduction

Education is a major part of a nation's development (Supratikto et al., 2014). According to (Sampurno & Wijayati, 2015), education plays an important role in developing human resources. Education is an effort to realize an active learning process to develop the potential of students to have personality, intelligence, and skills that are useful for themselves, the environment, the nation, and the state (Hartanto & Purwanto, 2019). Teachers are one of the determining factors in improving the quality of education (Yusoff et al., 2014). Teacher competency standards are set by the government to maintain good teacher performance. Performance is the real behavior displayed by an employee according to his role in the organization (Muliawan et al., 2018). Organization members cannot perform optimally without autonomy over their work (Spreitzer, 1995). In this context, empowering leadership becomes an important variable that can proactively advance school change by allowing the delivery of constructive ideas from the educators. Empowering leadership is a process of

implementing sharing of power with subordinates to adjust their abilities, avoid obstacles in achieving performance, and provide greater autonomy in decision making (Zhang & Bartol, 2010).

In the world of education, the role of a principal's leadership in the development of school institutions has a significant influence. With the increasingly complex development of the era, it will be difficult for a principal to carry out all the responsibilities of school management and leadership alone. A leader who is able to inspire his teachers will encourage the enthusiasm and spirit of teachers in their performance to be more positive. Research shows that good principal leadership can have a positive impact on the progress and development of educational institutions (Aziz et al., 2022). In addition, other studies show that good principal leadership can improve the quality of educational services in schools (Mamahit et al., 2019). In addition, other studies show that good principal leadership can improve the quality of educational services in schools (Borotoding et al., 2021). Therefore, it is important for principals to understand their role in institutional development.

Previous research has shown that empowerment leadership is essential in educational settings. This leadership style involves principals providing autonomy, support for skills development, and opportunities for teachers to be involved in decision-making. This leads to increased teacher commitment, job satisfaction, and performance by increasing teachers' sense of self-efficacy or confidence in their ability to achieve positive learning outcomes. Although there is a wealth of research exploring empowerment leadership, particularly in the international education sector, research on its effects on teacher performance in Indonesia is limited. In particular, the lack of studies in specific areas poses a challenge in understanding the unique factors that may influence the effectiveness of empowerment leadership in the unique Indonesian educational environment.

Recent studies have revealed that empowering leadership contributes significantly to teacher performance, especially through increasing self-efficacy and organizational citizenship behavior. Autonomy and decision-making support can increase teacher innovation and commitment to the organization, improving the quality of education. In particular, affective trust as a mediator between empowering leadership and knowledge sharing and suggests future researchers to generalize the same with other mediator variables (Handayani et al., 2024). Appropriate decision making uses a systematic approach to the nature of a problem by collecting facts and data. In determining a mature alternative to take an appropriate action based on certain criteria for two or more appropriate alternatives. Decision making in problem solving requires basic skills for health practitioners, especially in nursing care.

Empowerment leadership has a positive effect on teacher job satisfaction and commitment. This leadership style increases teacher autonomy in teaching, which results in better performance. Teacher self-efficacy and trust in the principal are

important mediators in the relationship between leadership and teacher performance. Teacher performance is one of the main factors that influences the quality of education in a country. Along with the development of the era, the demand to improve the quality of education is increasing, so it is important for educational leaders to apply various approaches that can encourage improved teacher performance. One approach that can be applied is Empowerment Leadership, a leadership style that focuses on empowering individuals to take an active role in decision making and improving competence.

In the context of education, Empowerment Leadership is defined as the ability of leaders to give trust and freedom to teachers, and provide opportunities for them to develop both professionally and personally. Leaders who apply this approach not only provide direction, but also listen to input, value creativity, and empower teachers to make decisions related to their duties and responsibilities.

The implementation of Empowerment Leadership is believed to motivate teachers to work more optimally, increase their sense of responsibility, and create a positive work climate. In addition, with the support of leaders, teachers are expected to be more confident in implementing learning innovations that can support the achievement of educational goals.

Correct decision making uses a systematic approach to the nature of a problem by collecting facts and data (Pashar & Dwiantoro, 2020). Performance improvement is not only measured by academic results, but also by the role of teachers in activities outside formal duties (organizational citizenship). Teachers who feel empowered tend to have innovation and the courage to try new teaching methods. Empowerment is empowerment in the work environment for members of the organization. A work environment that provides access to information, resources, support, and opportunities to learn and develop is empowerment. The literature has suggested that leadership is important for promoting knowledge sharing behavior among employees.

Several articles have suggested that empowering leadership also promotes a more supportive organizational climate, which overall creates a positive learning environment for students. Some studies focus on self-efficacy as a mediating variable, while others focus more on organizational citizenship and teacher innovation. Some studies involve larger samples from different school levels, such as elementary or high school, or from different cultural backgrounds, which can lead to mixed results. There is variation in methodology, with some articles using qualitative approaches while others use quantitative or mixed methods approaches to understand these leadership dynamics (Handayani et al., 2024). This study will add insight into the effectiveness of empowerment leadership in the Indonesian context and its role in improving teacher performance. This is important to enrich local literature and provide practical guidance for principals in similar areas in implementing effective leadership styles.

This article aims to explore how Empowerment Leadership can be applied in the context of education to improve teacher performance. This study is expected to provide insight into the importance of empowering leadership styles in achieving better quality education and improving the performance of educators in schools.

This study aims to explore the application of empowerment leadership to motivate teacher performance. What are the factors that influence the success of Empowerment Leadership in improving teacher performance? What are the challenges faced in implementing Empowerment Leadership in improving teacher performance in schools?

B. Methods

This study uses a literature review approach that aims to analyze and identify the application of empowerment leadership in motivating and improving teacher performance in schools. The type of design used is a systematic literature review (SLR) to obtain relevant and quality data from previous studies. This study conducted a search in various national journals, with the following criteria; Articles discussing the influence of empowerment-based leadership on teacher performance. Studies published in the last 4 years. Articles discussing the school context. After the selection process and checking the eligibility of articles, for example through grouping based on relevance and quality, as many as 20-30 articles were reviewed to support more comprehensive conclusions.

The main instrument in this study was a review guideline that was compiled based on the criteria of relevance, methodological quality, results, and conclusions of each article. This instrument helps ensure that all information collected is well structured and in accordance with the objectives of the study. Data were analyzed using thematic synthesis and descriptive analysis techniques. In thematic synthesis, data were identified and categorized into relevant themes, such as Types of empowerment-based leadership implemented. Teacher performance indicators measured. Results and impacts of empowerment leadership on performance. Descriptive analysis was used to provide a quantitative summary of each article (e.g. the number of articles that support or do not support positive influence). The results of this analysis are presented in the form of a matrix or table that makes it easy for readers to see the comparison of research results and provide an overall picture of the influence of empowerment leadership on teacher performance.

C. Results and Discussion

According to (Damayanti, 2021) empowering leadership has been proven to have a significant positive effect in motivating and improving teacher performance, empowering leadership has a significant positive effect on psychological empowerment and psychological empowerment has a significant positive effect in

motivating and improving teacher performance and psychological empowerment as a mediating variable influences the relationship between empowering leadership and teacher performance. Based on the analysis and interview results, it is suggested to the principal to increase the effectiveness of the implementation of empowering leadership by providing clear information regarding the reasons why a teacher was selected to occupy a position and accept certain jobs outside of their responsibilities as an educator, so that other teachers can be motivated to improve their performance. In addition, to improve teacher attendance discipline, the principal needs to apply strict discipline. Sanctions need to be given so that teachers do not make the same mistakes. The form can be light, medium or heavy sanctions. To motivate teachers to maintain and improve their discipline, it is necessary to provide rewards for them. This reward can be in the form of material or non-material awards.

Anggi Ariska et al., (2023) stated that directly Empowering Leadership has a significant positive effect on motivating and improving performance, Empowering Leadership has a significant positive effect on Psychological Empowerment, Psychological Empowerment has a significant positive effect on motivation and improving Performance and Psychological Empowerment Mediates the Effect of Empowering Leadership on Performance. This is evidenced by a significant value (P-value) of less than 5%. The test results show that empowering leadership has a significant effect on teacher performance. Empowering leadership has a significant effect on employee performance. When associated with research conducted at a Public Junior High School in Pacitan District, empowering leadership implemented by the principal affects teacher performance. Empowering leadership is a leader who has the responsibility to lead and guide members so that members are able to have responsibility, are able to lead themselves for decisions and actions taken towards work, with members having these provisions and abilities, this allows them to get benefits and rewards, Empowering Leadership must have the ability to be able to make changes, transform the organization towards a better direction.

Previous experience shows that the success of change begins with individual change first, then followed by organizational change. What is meant by this change is change through an approach. Empowering leadership has two approaches, the first is to define empowerment as a set of organizational practitioners by involving the delegation of responsibility and authority so that the implementation of work tasks can be made at a lower hierarchical level. And the second approach is to conceptualize empowerment as a psychological state characterized by perceptions that have meaning, competence, determination of success individually (Muafi et al., 2019). Researchers argue that the effectiveness of empowering leadership depends on the characteristics of employees and the environment in which they work. The meaning and enthusiasm of employees' daily work in their jobs can interact together with the empowering leadership of the leader's day-to-day in promoting the work that is routinely done by employees (Tang et al., 2020). The work environment also plays a role in empowering leadership, because it has a positive impact on organizations to

obtain and maintain a competitive position in their market if it can produce good attitudes, generate motivation, and harmonious and effective behavior among fellow employees, this is beneficial for the organization. Because empowered employees believe in their ability to do meaningful and purposeful work, and to influence their environment, they tend to work independently and demonstrate adaptive behavior. Several studies have shown positive results from empowering leadership on the work results of members or employees (Kim & Beehr, 2020).

Empowering leadership has characteristics in the form of delegation of power, work autonomy, training, and effective communication to members that will increase member motivation. With increased motivation, members can show because empowering leadership directs members to work well. Involving collectivism orientation and empowering leadership also have the same focus on employees, by sharing. Both collectivism leadership and empowering leadership emphasize collaboration and sharing knowledge among members of the organization, sharing power and responsibility to subordinates. In addition, the attitude of the leader, such as concern for subordinates and prioritizing mutual welfare, can create a sense of empowerment in subordinates (Ahluwalia, 2020).

Overall, empowering leadership can influence teacher motivation and performance improvement so that principals who implement empowerment-based leadership tend to encourage teachers to be more proactive, innovative, and responsible in carrying out their duties. Teachers who feel directly supported by the principal are more motivated to improve their professional and pedagogical competencies, which in turn have a positive impact on their overall performance. From the results of the study, several indicators of empowering leadership that influence teacher performance development are Participatory decision making, Principals who involve teachers in decision making show a positive influence on teacher involvement in school activities. Granting autonomy, Teachers are given the freedom to develop innovative learning methods that are in accordance with student needs. Support for competency development, Providing opportunities to participate in training and improve skills has a positive impact on improving teaching quality. Empowering open communication: Principals who provide open forums for communication increase teacher motivation and self-confidence.

The performance of a teacher is seen in the conditions or work situations in everyday life at school such as in carrying out his main task of teaching in the learning process in the classroom. Teachers, students and teaching materials are one unit in the process in the classroom where the three are interrelated and influence and support each other, so if one is neglected it becomes unbalanced. Things that affect teacher performance are motivation and ability. So as an educator, teachers must work optimally and be responsible for their work. Performance is a person's competence that is expressed in actions that are shown or demonstrated, so in the context of teacher performance it means a person's success in carrying out quality learning

activities in terms of commitment to teaching tasks, using, mastering or developing teaching methods and mastering learning resources and utilizing them to accompany students so as to create a good personality, good motivation and behavior and think critically about what they get. A person's performance is usually measured according to the system or measuring instrument that applies in each company or organization or school. From these various concepts, teacher performance can be observed in terms of: his ability to design and prepare teaching, mastery of teaching materials, mastering good teaching methods and strategies, classroom management and being able to provide assessments or evaluations.

Several articles highlight that empowering leadership directly contributes to increased work motivation and engagement in teaching tasks. Development of professional and pedagogical competencies; several journals found that empowering leadership influences teachers' ability to better understand and apply effective pedagogical methods, which supports the development of learning quality. Increased job satisfaction and organizational commitment; leadership that supports teacher empowerment increases teachers' job satisfaction and commitment to the school, which has a positive impact on their performance. Creativity and innovation in learning.

This journal tries to explore the role of Empowering Leadership on teacher performance. In the current educational context, Empowering Leadership is related to teacher performance. By strengthening leadership, it can increase motivation and improve teacher performance in the educational environment and student outcomes. Therefore, encouraging empowering leadership among teachers is very important to improve the quality of education. Empowering Leadership is a leadership style that provides authority, support, and encouragement to subordinates. Concretely, the role of empowering leadership in teacher performance is that teachers who feel empowered will be more likely to go beyond their job requirements, contribute to school activities and contribute to school progress. This improves teacher performance and improves student achievement.

Empowerment leadership style empowerment leadership that provides trust, autonomy, and support to subordinates tends to encourage subordinates who feel empowered tend to be more motivated to make voluntary contributions outside of their official duties. Individuals who actively engage in positive organizational citizenship behavior tend to have better job performance. This can have a positive impact on their job performance, because they feel supported and have control over their work. By creating a supportive and empowering work climate, leaders can encourage positive engagement and contributions from team members, which in turn impacts individual and overall organizational performance.

Therefore, by improving leadership skills among teachers, schools can create a positive work environment that encourages teachers to go beyond professional

requirements, resulting in improved student outcomes. This study aims to understand how Empowering Leadership affects teacher motivation and performance improvement in the educational environment as a whole. So overall, this study shows that empowering leadership can have a positive impact on teacher performance development in the educational environment.

D. Conclusions

Overall, this study shows that empowerment leadership has a positive impact on teacher motivation and performance improvement in educational environments. This finding is supported by several previous studies and articles that confirm that empowerment leadership improves teacher work motivation, professional competence, creativity, and job satisfaction. On the other hand, articles that do not support it show that empowerment requires adequate facility support and suitability to individual teacher characteristics. Based on the results of the study, it can be concluded that empowerment leadership can be assumed to have a significant influence on teacher motivation and performance improvement in educational environments. Therefore, principals are expected to adopt this leadership style to improve teacher motivation and performance in teaching and carrying out their duties at school.

E. Acknowledgement

References

Ahluwalia, L. (2020). Empowerment Leadership and Performance. *Antecedents*, *3*(2), 35–39.

Anggi Ariska, Amrozi Khamidi, & Meini Sondang Sumbawati. (2023). Analysis of The Leadership Empowerment Principles of The Principal of SMPN 2 Piabung

Anambas Islands District. *Jurnal Ilmu Pendidikan*, *6*(3). https://doi.org/10.37329/cetta.v6i3.2538

Amundsen, S., & Martinsen, Ø. L. (2014). *Empowering leadership*: Construct clarification, conceptualization, and validation of a new scale. *The Leadership Quarterly*, 25(3), 487-511. https://doi.org/10.1016/j.leaqua.2013.11.009

Aziz, A., Azhar Arsyad, & Ulfiani Rahman. (2022). Principal Leadership and Its Influence on Student Character. *Journal of Management Education*, *2*(1), 1–11.

Borotoding, K., Limbong, M., & Tampubolon, H. (2021). The Influence of Principal Leadership on the Quality of Education at Bittuang Christian Vocational School. *Jurnal Pendidikan Tambusai*, *5*(2), 2027–2032. https://jptam.org/index.php/jptam/article/view/1215

Cheong, M., Spain, S. M., Yammarino, F. J., & Yun, S. (2016). Two faces of *empowering leadership*: Enabling and burdening. *Leadership Quarterly*, *27*(4). https://doi.org/10.1016/j.leaqua.2016.01.006

Damayanti, Y. (2021). The Influence of Empowering Leadership on Teacher Performance with Psychological Empowerment as a Mediating Variable. *Jurnal Ilmu Manajemen*, *9*(3), 907–919. https://doi.org/10.26740/jim.v9n3.p907-919

Dewi, W. I. A., & Supartha, I. W. G. (2019). The Influence of Transformational Leadership on Employee Creativity Mediated by Creative Self-Efficacy at PT. Aura Bali Craft. E-Jurnal Manajemen Universitas Udayana, 8(3), 1230. https://doi.org/10.24843/ejmunud.2019.v08.i03.p03

Dlamani, P., Zhou, I., & Mokua, J. K. (2018). Supervisor Workplace Gossip and Employee Job Performance: The Mediation Effect of Employee Job Engagement. *International Journal of Research in Business and Social Science (2147-4478)*, *7*(4). https://doi.org/10.20525/ijrbs.v7i4.886

Ghadi, M. Y., & Almanaga'h, K. S. (2020). The role of job crafting in the relationship between *empowering leadership* and happiness at work: An empirical analysis. *Business: Theory and Practice*, *21*(1). https://doi.org/10.3846/btp.2020.1110

Handayani, R., Fawzi, R., & Bastian, A. (2024). Mediasi Pemberdayaan Psikologis pada Pengaruh Kepemimpinan Pemberdayaan terhadap Berbagi Pengetahuan. *Jurnal Ekonomika Dan Bisnis (JEBS)*, 4(5), 1406–1409. https://doi.org/10.47233/jebs.v4i5.1879

Hartanto, S. , & Purwanto, S. (2019). *Teacher Performance Supervision and Assessment (MPPKS-PKG)*. Direktorat Jenderal Guru dan Tenaga Kependidikan.

Jung, K. B., Kang, S. W., & Choi, S. B. (2020). *empowering leadership*, risk-taking behavior, and employees' commitment to organizational change: The mediated moderating role of task complexity. *Sustainability (Switzerland)*, *12*(6). https://doi.org/10.3390/su12062340

Kim, M., & Beehr, T. A. (2020). Empowering leadership: leading people to be present through affective organizational commitment? *The International Journal of Human Resource Management*, *31*(16), 2017–2044. https://doi.org/10.1080/09585192.2018.1424017

Mamahit, K. P., Lengkong, F. D., & Tampongangoy, D. (2019). The Influence of Principal Leadership on the Quality of Educational Services at SMP Negeri 2 Modayag, East Bolaang Mongondow Regency. *Jurnal Administrasi Publik,* 5–67. https://ejournal.unsrat.ac.id/v3/index.php/JAP/article/view/24137

Muafi, F., O., S. Y., Qadri, Z. M. E., & Harjito, D. A. (2019). *Empowering Leadership and Individual Readiness to Change.*

Muliawan, Y., Perizade, B., & Cahyadi, A. (2018). The influence of employee engagement on employee performance at PT. Badja Baru Palembang. *Jembatan,* *14*(2), 69–78. https://doi.org/10.29259/jmbt.v14i2.5293

Pashar, I., & Dwiantoro, L. (2020). The Influence of Empowerment on Nurses' Decision Making: A Literature Review. *Journal of Holistic Nursing Science,* *7*(2), 124–132. https://doi.org/10.31603/nursing.v7i2.3097

Sampurno, D., & Wijayati, D. T. (2015). Principal Leadership, Work Environment, Work Motivation and Teacher Performance at SMK Negeri 4 Pandeglang. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB).*

Shalley, C. E., & Gilson, L. L. (2004). What leaders need to know: A review of social and contextual factors that can foster or hinder creativity. Leadership Quarterly, 15(1), 33–53. https://doi.org/10.1016/j.leaqua.2003.12.004

Spreitzer, G. M. (1995). Psychological Empowerment in the Workplace: Dimensions, Measurement, and Validation. *Academy of Management Journal,* *38*(5), 1442–1465. https://doi.org/10.5465/256865

Supratikto, A., Supriyanto, E., & Fathoni, A. (2014). Academic Supervision at SMP Negeri 4 Pacitan. *Jurnal Manajemen Pendidikan,* *9*(2), 141–149.

Tang, S., Zhang, G., & Wang, H.-J. (2020). Daily Empowering Leadership and Job Crafting: Examining Moderators. *Examining Moderators, 1*(14), 17.

Widianto, S. (2021). *empowering leadership* to performance excellence: The role of knowledge sharing and self-efficacy. *International Journal of Business Excellence,* *23*(3). https://doi.org/10.1504/IJBEX.2021.113701

Yusoff, R. Bin, Ali, A., & Khan, A. (2014). Assessing Reliability and Validity of Job Performance Scale among University Teachers. *Journal of Basic and Applied Scientific Research,* *4*(1), 35–41.

Yusria, I. F., Halilintar, D. P., Ilyas, M. P., & Kholisoh, N. Q. (2020). The Influence of Authoritarian Leadership Style on Adolescence. *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam,* *4*(01). https://doi.org/10.24127/att.v4i01.1189

Zhang, X., & Bartol, K. M. (2010). Linking Empowering Leadership and Employee Creativity: The Influence of Psychological Empowerment, Intrinsic Motivation, and Creative Process Engagement. *Academy of Management Journal,* *53*(1), 107–128. https://doi.org/10.5465/amj.2010.48037118