

## **Systematic Literature Review: Principal's Leadership in Improving Teachers' Performance**

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**Abstract:** This study aims to systematically investigate the influence of principal leadership on teacher performance through a Systematic Literature Review (SLR) approach. A total of fifteen peer-reviewed journal articles published between 2020 and 2024 in Indonesia were analyzed to identify patterns, findings, and research gaps related to this topic. The results indicate that leadership styles particularly transformational, democratic, and control based positively affect teacher performance, although the magnitude of influence varies depending on contextual and mediating factors such as work motivation, organizational culture, and infrastructure management. The novelty of this review lies in mapping the interplay between leadership styles and school-specific contextual variables, a dimension underexplored in previous studies. This study contributes to educational leadership literature by providing evidence-based recommendations for developing adaptive leadership models tailored to school characteristics. It also highlights the need for further qualitative exploration to understand the emotional and relational dynamics between school leaders and teachers in diverse educational settings.

**Keywords:** Organizational Culture, Principal's Leadership, Teachers' Performance, Systematic Literature Review, Work Motivation

### **A. Introduction**

Education plays a fundamental role in shaping a nation's development trajectory. In the era of globalization and rapid technological change, educational quality is a crucial determinant of human resource competitiveness (Zulfan et al., 2021). One of the critical elements influencing school effectiveness is the leadership capacity of the school principal. Recent studies have highlighted that principal not only serve administrative functions but also act as strategic leaders who shape teacher behavior and school culture (Gazali et al., 2023).

The emergence of transformational and democratic leadership styles in school contexts has shown a positive impact on teacher motivation, instructional quality, and professional growth (Saidur Ridlo, 2024). For instance, transformational leadership fosters an inspiring vision and a collaborative atmosphere that motivates

teachers to adopt innovative practices and integrate technology into learning. However, these effects are often mediated by other factors such as organizational culture, infrastructure availability, and the individual characteristics of teachers (Mariatie et al., 2021). Although there is a growing body of research on the relationship between principal leadership and teacher performance, existing findings are fragmented and context-specific. Some studies report strong correlations, while others find limited or insignificant effects depending on the type of leadership and school environment. This inconsistency underscores the need for a comprehensive review that synthesizes findings and identifies key mediating variables. Therefore, this study aims to systematically review empirical evidence on the influence of principal leadership on teacher performance. By mapping patterns across different studies, this review seeks to provide a clearer understanding of how various leadership styles operate within Indonesia's educational landscape and what contextual factors must be considered to enhance their effectiveness.

## **B. Methods**

This type of research is a Systematic Literature Review (SLR), which is an approach used to systematically collect, evaluate, and synthesize previous research. Data were obtained from 15 scientific journal articles published between 2020 and 2024 that discussed the influence of principal leadership on teacher performance. Inclusion criteria include articles that use a quantitative approach, include principal leadership variables, and are published in accredited national journals. The analysis was carried out by identifying the objectives, methods, results, and conclusions of each journal and assessing the strengths and weaknesses of each study.

### C. Results and Discussion

**Tabel 1. Review Jurnal**

No.	Title	Author and year	Research purposes	Research methods	Research result	Conclusion
1	The Influence of Principal Leadership Style and Teacher Performance on the Quality of Education	(Artilah et al., 2022)	to find out the effect of the principal's leadership on the performance of teachers at State Vocational High School 1 Sei Kanan (II) to find out the effect of organizational culture on the performance of teachers at State Vocational High School 1 Sei Kanan (iii) to simultaneously find out the effect of the principal's leadership and organizational culture on the performance of teachers at State Vocational High School 1 Sei Kanan.	Quantitative using a descriptive approach	Basically, to improve the quality of education in an institution, there needs to be good cooperation between the school principal and educators and education staff so that the goals that have been set together can be achieved.	The Principal's Leadership Style and Teacher Performance on the Quality of Education at Insan Aqilah Vocational School, Serang City and PGRI 4 Vocational School, Serang City have a significant influence
2	Work, and School Culture, on the Performance of Elementary School Teachers in Pulosari District, Pematang Regency	(Nurwiyanto et al., 2022)	testing the influence of principal leadership, work motivation, school culture on the performance of elementary school teachers in Pulosari District, Pematang Regency.	quantitative using multiple regression analysis	there is a significant influence between Principal Leadership (X1), Work Motivation (X2), and School Culture (X3) on Teacher Performance (Y). One of the factors that influences teacher teaching performance is the professional leadership of the principal. Leadership can be interpreted as everything related to the work of leading which includes the science and art of influencing and directing others by building obedience, loyalty, trust, respect and working together enthusiastically to	There is no significant partial influence of Principal Leadership on teacher performance at Public Elementary Schools in Pulosari District, Pematang Regency, with a large influence of 32.9%. 2. There is a significant influence of Work Motivation on teacher performance at Public Elementary Schools in Pulosari District, Pematang Regency of 42.9%. 3. There is an Influence of School Culture on Teacher Performance at Public Elementary Schools in

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					achieve goals (Susanto, 2013)	Pulosari District, Pemalang Regency of 48.7%. 4. 4. There is an Influence of Principal Leadership, Work Motivation, and School Culture on Teacher Performance at Public Elementary Schools in Pulosari District, Pemalang Regency
3	The Influence of Principal Leadership Style, Organizational Culture on Teacher Performance of Group VI of Lampanah State Elementary School	(Husni et al., 2023)	to determine the influence of the democratic leadership style of the principal, organizational culture on the performance of group VI teachers at Lampanah State Elementary School, Seulimeum District, Aceh Besar.	quantitative with causal study type of research.	Democratic leadership style and organizational culture influence teacher performance.	Based on the results of research and discussion on the influence of the democratic leadership style of the principal and organizational culture on teacher performance in Cluster VI S. The leadership style of the principal and organizational culture has a simultaneous positive influence on teacher performance in Cluster VI of Lampanah State Elementary School.
4	The Influence of Principal Leadership and Teacher Competence on Teacher Performance	(Ivan Fanani Qomusuddin & Ubin Bunyamin, 2020)	The purpose of this study is to determine the influence of principal leadership on teacher performance, the influence of teacher competence on teacher performance, and the influence of principal leadership and teacher competence together on teacher performance.	Quantitative	There is an influence of principal leadership on teacher performance in Cluster 1 SDN throughout Rancakalong District, Sumedang. The magnitude of the influence of principal leadership (X1) toward teachers' performance (Y) about 18,2% and	There is an influence of principal leadership on teacher performance in Cluster 1 SDN throughout Rancakalong District, Sumedang

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5	The Influence of Principal Leadership and Teacher Work Motivation on Teacher Performance	(Wijaya et al., 2022)	The purpose of this study is to determine the influence of principal leadership on teacher performance, then determine the influence of teacher work motivation on teacher performance, and also determine the influence between principal leadership and teacher work motivation on teacher performance at Pamulang District Elementary School.	Quantitative descriptive	81,8% determined by other variable. Principal leadership and work motivation have an influence on teacher performance. The findings in this study are that many teachers still lack motivation in carrying out their duties as educators.	The conclusion is that the principal's leadership and teacher work motivation have a positive effect on the performance of elementary school teachers in Pamulang District. The findings in this study are that many teachers still lack motivation in carrying out their duties as educators.
6	The Influence of Principal Leadership and Infrastructure Management on the Performance of Elementary School Teachers in the Rambutan Cluster, Jatibarang District, Indramayu Regency	(Carti et al., 2023)	to know and analyze the Influence of Principal Leadership on Teacher Performance, the Influence of infrastructure management on Teacher Performance, the Influence of Principal Leadership and infrastructure management on Teacher Performance.	Quantitative	the results state that the principal's leadership and infrastructure management together can influence teacher performance at Public Elementary Schools in the Rambutan Cluster, Jatibarang District, Indramayu Regency.	The influence of the principal's leadership and good management of facilities and infrastructure will form a good work ethic so that teacher performance will improve even better.
7	The Influence of Principal Transformational Leadership,	(Suhada, 2021)	to know the influence of transformational leadership of the principal, school culture, and school environment on teacher performance	quantitative correlational	The Principal's Transformational Leadership has no significant influence on Kinerja Guru MI Islamiyah Wareng Butuh	School Culture has a significant influence on the Performance of Teachers at MI Islamiyah Wareng Butuh

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	Culture Schools, and School Environment on Teacher Performance at MI Islamiyah Wareng, Butuh, Purworejo, Central Java		at MI Islamiyah Wareng, Butuh, Purworejo, Central Java		Purworejo Jawa Tengah,	Purworejo Jawa Tengah,
8	The Influence of Principal Leadership and Compensation on Teacher Performance with Work Motivation Mediation	(Mariatie et al., 2021)	knowing the influence of principal leadership and compensation through work motivation to improve teacher performance.	structural comparison (SEM) with Smart PLS software program	There is an influence of principal leadership, and work motivation mediates principal leadership on teacher performance, however compensation does not influence work motivation, and motivation does not mediate compensation on teacher performance.	Leadership influences motivation and motivation mediates leadership on teacher performance. The better the principal acts as a leader, the higher the work motivation of a teacher so that it can improve the teacher's performance. Compensation does not influence motivation and motivation does not mediate compensation on teacher performance.
9	Principal Leadership Style as a Control System and Its Influence on Elementary School Operator Performance	(Zulfan et al., 2021)	to determine the influence of principal leadership as a control system on school operator performance.	Quantitative	There is an influence of the principal's leadership style on the performance of school operators in Sambelia District.	The form of leadership shown by the principal provides a good atmosphere and climate where the school community trusts each other between all those in the school, by paying attention to the comfort of the school operator's work, providing inspiration to work

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						by prioritizing the best results. In addition, the principal also provides recognition so that the work activities of the school operator run as expected.
10	The Influence of Principal Leadership Style on Elementary School Teacher Performance	(Laksmi Astutiningtyas & Miyono, 2024)	to find out the influence of the principal's leadership style on the performance of elementary school teachers	Quantitative	The leadership style of dual principals has a positive impact on teacher performance, although some respondents considered this leadership style to be ineffective in school management.	The role of the principal is very important for the stability of school management.
11	The Influence of Principal Leadership on Teacher Performance in Schools	(A'yun, 2022)	to test and analyze the influence of the principal's leadership on teacher performance in schools.	Quantitative	School administrators also pay attention to teacher performance by identifying factors other than teacher performance that affect teacher performance. With the hope that teacher performance can improve, and school principals know the alternatives that also affect teacher performance.	Whether or not teacher performance at school is good depends on the principal's ability to influence teacher behavior in carrying out their duties.
12	The Influence of School Supervisor Academic Supervision and Principal Leadership on	(Khoirul Khobir et al., 2021)	to find out the influence of the school supervisor's academic supervision and the principal's leadership on teacher performance	Quantitative	Academic supervision of school supervisors and principal leadership are components that can affect teacher performance in education. These components certainly have an impact on	Supervision and leadership must be considered in efforts to carry out educational goals so that they are achieved optimally.

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	Teacher Performance				teacher work results if implemented in accordance with established procedures. Supervision provides guidance to principals and teachers that have an impact on school progress, while principal leadership contributes to teacher activities in schools so that these two aspects can mutually influence teacher performance in schools.	
13	The Influence of Principal Leadership and School Climate on Elementary School Teacher Discipline	(Vebriani et al., 2022)	analyzing the impact of principal leadership and school climate on elementary school teacher discipline	Quantitative	The principal's leadership style and school climate are two factors that influence and determine teacher discipline at school.	The results of the study show that the principal's leadership style has an effect on the discipline of elementary school teachers in Jati District, Kudus Regency. School climate has an effect on the discipline of elementary school teachers in Jati District, Kudus Regency
14	The Influence of Principal Leadership and Organizational Culture on Teacher Performance	(Harahap et al., 2023)	To find out the effect of the principal's leadership on the performance of teachers at State Vocational High School 1 Sei Kanan, to find out the effect of organizational culture on the performance of teachers at State Vocational High School 1 Sei Kanan and thirdly to simultaneously find	Quantitative	Principal leadership has a good and significant influence on teacher performance by 34.2%. This indicates that the better the principal's leadership, the better the teacher's work results. and vice versa, then organizational culture has a good and significant effect on teacher	The better the leadership and organizational culture of the principal, the better the teacher's performance. On the other hand, low or weak leadership and organizational culture of the principal cause poor teacher performance.

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		out the effect of the principal's leadership and organizational culture on the performance of teachers at State Vocational High School 1 Sei Kanan.		performance by 34.6%. Based on these results, it shows that the better or better the organizational culture, the better and better the teacher's work results will be and vice versa. (3) School leadership and organizational culture have a positive and significant effect on teacher effectiveness (51.1%). The better the leadership and organizational culture of the principal, the better the teacher's performance. On the other hand, low or weakening leadership and organizational culture of the principal cause poor teacher performance at SMKN 1 Sei Kanan Academic Year 2022/2023.	
15. The Influence of Principal Leadership and Organizational Culture on Teacher Performance	(Noorsanti et al., 2023)	to determine the influence of principal leadership and organizational culture on teacher performance at Muhammadiyah 2 Creative Elementary School, Bontang	Quantitative	there is a significant influence of principal leadership on Teacher Performance at Muhammadiyah 2 Bontang Creative Elementary School. This is evidenced by the results of the t-test showing a figure of $0.005 < 0.05$ with a smaller t-table value analysis compared to the calculated t. There is an influence of	The influence of principal leadership and organizational culture on teacher performance at Muhammadiyah 2 Bontang Creative School

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				<p>leadership (X1) that has a positive influence on teacher performance (Y). So Ho is positively accepted. There is a significant influence of organizational culture on teacher performance at Muhammadiyah 2 Bontang Creative Elementary School. This is evidenced by the results of the t-test showing a figure of <math>0.000 &lt; 0.05</math> with a smaller t-table value analysis compared to the calculated t. There is a positive influence of organizational culture (X2) on teacher performance. So Ho is positively accepted. There is an influence between leadership (X1) and organizational culture (X2) together on teacher performance (Y) at Muhammadiyah 2 Bontang Creative Elementary School. This is evidenced by the results of the t-test showing a figure of <math>0.000 &lt; 0.05</math> with a smaller t-table value analysis compared to the calculated t. Based on the partial influence that occurs between the independent variables</p>	

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				(leadership and organizational culture) on the dependent variable (teacher performance), the results obtained are the significance value of organizational culture of 0.000 <0.05, so the hypothesis is accepted, the significance value of the principal's leadership is 0.005 <0.05, so the hypothesis is accepted and the significance value of organizational culture and principal leadership simultaneously is 0.000 <0.005, so the hypothesis is accepted, shown by the R square value of 89%.	

## **Discussion**

The study (Artilah et al., 2022) aims to determine the influence of the principal's leadership style and organizational culture on teacher performance at SMKN 1 Sei Kanan. Using a descriptive quantitative approach, the results of the study show that the improvement of the quality of education is greatly influenced by the cooperation between school principals and educators. Good leadership and a healthy organizational culture are important factors that encourage the achievement of common goals (Artilah et al., 2022). Focus on the synergy aspect between leadership and organizational culture, but it has not mentioned in detail how much each variable contributes quantitatively.

The study (Nurwiyanto et al., 2022) examines the influence of principal leadership, work motivation, and school culture on the performance of elementary school teachers in Pulosari District, Pematang Regency. With the quantitative approach of multiple regression, it was found that the three variables significantly affected teacher performance. The professional leadership of the principal is the main factor that supports the enthusiasm and productivity of teachers (Nurwiyanto et al., 2022). Strengths: Considers motivational and cultural variables simultaneously. Weaknesses: Does not review the impact of each variable individually in depth.

The study (Husni et al., 2023) analyzes how democratic leadership style and organizational culture have an impact on teacher performance in Cluster VI of SD Negeri Lampanah. Using the causal study type quantitative method, the results showed that the two variables had a positive influence on improving teacher performance (Husni et al., 2023). Specific democratic leadership appointees, but it is not explained how the cultural characteristics of the organization are in question.

The study (Ivan Fanani Qomusuddin & Ubun Bunyamin, 2020) investigated the influence of principal leadership and teacher competence on teacher performance in Cluster 1 of SDN Rancakalong, Sumedang. The results showed that the principal's leadership had an influence of 18.2%, while the rest was determined by other factors (Ivan Fanani Qomusuddin & Ubun Bunyamin, 2020). Advantages: Touches on the psychological aspect of the teacher (work motivation). Disadvantages: Lack of exploring the reasons behind the teacher's low motivation.

The study (Wijaya et al., 2022) examines the role of principal leadership and infrastructure management on teacher performance at SD Gugus Rambutan, Indramayu. The results show that these two factors together have an impact on teacher performance. This study aims to determine the influence of the principal's leadership and teachers' work motivation on their performance at SDN Pamulang District. The results showed that both variables had an effect on teacher performance, but it was found that many teachers were still less motivated in carrying out their duties (Wijaya et al., 2022). Touches on the psychological aspect of

the teacher (work motivation), but lack of exploring the reasons behind the teacher's low motivation.

The study (Carti et al., 2023) examines the role of principal leadership and infrastructure management on teacher performance at SD Gugus Rambutan, Indramayu. The results show that these two factors together have an impact on teacher performance (Carti et al., 2023). Involves aspects of physical management of the school (infrastructure), but the extent of the role of each variable is not explained separately.

The study (Suhada, 2021) investigates the influence of transformational leadership, school culture, and environment on teacher performance at MI Islamiyah Wareng. Although cultural and environmental variables are influential, transformational leadership does not have a significant influence (Suhada, 2021). Provides insight that not all types of leadership are suitable in all contexts, but lack of exploration of the reasons for the ineffectiveness of transformational leadership.

The study (Mariatie et al., 2021) uses the SEM approach to analyze the leadership role of principals and compensation for teacher performance by mediation of work motivation. The results showed that motivation mediated the relationship between leadership and performance, but not compensation (Mariatie et al., 2021). Uses advanced statistical methods (SmartPLS) for more in-depth results, but compensation as an important variable was found to have no effect, but the reason was not explained further.

The study (Zulfan et al., 2021) highlights the influence of school principals' leadership on the performance of elementary school operators in Sambelia District. The results show that there is a positive influence of leadership style as a control system on operator performance (Zulfan et al., 2021). Unique focus on school operators, not just teachers, but it does not discuss the impact on the broader aspect of education.

The study (Laksmi Astutiningtyas & Miyono, 2024) evaluates the influence of the leadership style of the principal's trap on teacher performance. Although this style has a positive impact, some respondents consider it less effective in school management (Laksmi Astutiningtyas & Miyono, 2024). Highlights leadership practices common in remote areas (position trapping), but not followed by solutions or suggestions for ineffectiveness that occurs.

The study (A'yun, 2022) analyzes how the leadership of school principals affects teacher performance. The researcher emphasized the importance of school principals to recognize various factors that also affect teacher performance so that the improvement is more effective (A'yun, 2022). Encourages principals to take a holistic approach, but lack of in-depth discussion of external variables that affect teacher performance.

The study (Khoirul Khobir et al., 2021) evaluates the influence of academic supervision and principals' leadership on teacher performance. The findings show that both make a positive contribution if done according to procedures, and can support each other to improve teachers' work results (Khoirul Khobir et al., 2021). Adds perspective on the importance of the role of school superintendents, but lack of exploration of the difference in effects between supervision and leadership.

The study (Vebriani et al., 2022) highlights the influence of principals' leadership and school climate on teacher discipline. The results show that both are important determinants in shaping the discipline of educators (Vebriani et al., 2022). Focus on the discipline aspect as part of teacher performance, but doesn't explain the most effective type of school climate.

The study (Harahap et al., 2023) found that the leadership of the principal and the organizational culture individually and simultaneously had a positive influence on the performance of teachers at SMKN 1 Sei Kanan. The contribution of each variable is quite large, and the combination is able to explain more than half of the effectiveness of teacher performance (Harahap et al., 2023). Presents robust and complete quantitative data, but it does not explain the concrete form of the organizational culture that supports it.

The study (Noorsanti et al., 2023) confirms that both the leadership of the principal and the organizational culture have a significant influence on the performance of teachers at SD Kreatif Muhammadiyah 2 Bontang. This influence is evident both partially and simultaneously (Noorsanti et al., 2023). Supported by detailed and accurate statistical analysis, but limited to one school so caution should be exercised in generalizing.

#### **D. Conclusion**

Based on the results of a systematic review of fifteen scientific articles published in 2020–2024, it can be concluded that principal leadership plays a central role in improving teacher performance at various levels of education. Although there are variations in the level of significance in the findings of each study, the majority of studies show that effective leadership contributes to the creation of a positive work environment, increases motivation, and supports teacher professional achievement. Transformational and democratic leadership styles have been shown to be more dominant in driving teacher performance, through building trust, collaboration, and increasing intrinsic motivation. However, inconsistent results in several contexts emphasize the importance of considering contextual factors, such as organizational culture, facilities and infrastructure, and individual characteristics of teachers. In addition, mediating variables such as work motivation, organizational culture, compensation, and school climate have been shown to strengthen or weaken the

relationship between principal leadership and teacher performance. This indicates that interventions to improve teacher performance should not only focus on strengthening leadership capacity, but also on ecosystem development supportive schools. In terms of methodology, the majority of studies use a quantitative approach, with regression analysis techniques, correlation, and some use Structural Equation Modeling (SEM). This condition opens up space for qualitative research in the future to explore more deeply the social, emotional, and psychological aspects of the relationship between principals and teachers. Overall, the findings of this study confirm that principals must be seen as transformational leaders who have a key role in empowering teachers. Thus, leadership training and development programs in Indonesia must place more emphasis on strengthening visionary competencies, empathy, and the ability to build an innovative school culture.

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