



ANALYSIS OF CLASS V TEACHER'S LEADERSHIP STYLE AMONG STUDENTS OF SDN 060877 MEDAN PERJUANGAN

Edizal Hatmi¹, Hanif Luthfi Siregar²
State University of Medan, Indonesia

Corresponding Author: hanifluthfisiregar@mhs.unimed.ac.id

ABSTRACT

This research is conducted to discover the leadership style of grade V teachers at SDN 060877 Medan Perjuangan and its influence over the students. The approach used in the study is a qualitative descriptive method where data were collected from the sample of ten classroom teachers through semi-structured interviews, focus group discussions, and documentation. The results of this research have shown that the greater number of teachers applied such a style of leadership, which enhances students' desire and interest to learn, to be more precise, to learn in this autocratic leadership style. The students' motivation was found to fall and during this laissez faire-style some of them were found confused for not having proper guidance. These findings agree with the theory of educational leadership theories, which insist that students be active in a process for better results. The present study suggests that educators practice more of the participative leadership style and take training for leadership development to develop leadership. So as to foster a more participatory and effective classroom atmosphere which enhances students' disposition and performance.

Keywords: leadership style, classroom teachers, student motivation, primary education, SDN 060877

INTRODUCTION

The way teachers lead in primary schools was found to greatly influence the teaching and learning process as well as the character development of students (Minsih et al., 2019). However, in a classroom setting, the leadership style applied by teachers also has an impact on student motivation and achievement. (Jaya, 2024). This study aimed to examine the leadership styles used by classroom teachers at Primary School 060877 Medan Perjuangan, with the aim of determining the impact of the various styles applied to students in daily learning activities.

Several previous studies illustrate that teachers' leadership styles have different impacts on students. For example, (Saragih, 2023) in his investigation revealed that democratic leadership style is more dominant among elementary school teachers, which has a positive effect on student engagement in the learning process. On the other hand, (Yanti, 2019) showed in his research that student motivation tends to decrease when autocratic style is applied and makes students dissatisfied in the classroom. Another study by (Kartini & Istiana, 2020) shows the importance of flexibility in leadership style, where teachers who are flexible depending on students' needs improve teaching effectiveness. This finding suggests that the selection of the right leadership style is crucial in achieving educational goals.

This study differs from the previous ones as it has a narrow scope as it is located in the context of SDN 060877 Medan Perjuangan which may have specific features related to school culture and the relationship between teachers and students. Therefore, this study is important in developing an understanding of how teachers' leadership styles influence reasoning in a primary school setting. Given the importance of primary education as the foundation for students' character and academic development (Muliastri, 2020). Therefore, the results of this study are expected to help educators and policy makers in designing more effective teaching and learning strategies. Thus, it can be argued that this study is not only relevant for the advancement of educational leadership theory but also for real practice at the field level.

METHODS

This research uses a qualitative approach through descriptive methods (Siregar et al., 2024). The purpose of the descriptive approach is to create systematic, fact-based information that is accurate about the facts and characteristics of a particular population or region. (Siregar & Simanihuruk, 2024). Research subjects or respondents are parties who are used as samples in a study. So in the research, the research subjects are teachers and fifth grade students at SD 060877 Medan Perjuangan. The data collection technique in this research is interview observation. The instruments used are observation and observation instruments. Data analysis is a research method that produces descriptive data analysis, namely what is stated by respondents in writing or orally and also their real behavior, studied and studied as a whole. Data analysis is carried out qualitatively with the stages of data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Research Results

The research also found that three leadership styles were observed among the classroom teachers at SDN 060877 Medan Perjuangan, namely authoritarian, democratic and laissez-faire leadership. From the interviews and observations conducted, however, it was determined that most teachers, around 70 per cent, preferred the democratic leadership style. This style is characterized by the active involvement of students in decision-making, where students are allowed by the teacher to give their views and be actively involved in the lesson. (Usman, 2023). This can be evidenced by good interactions between teachers and students and a climate of increased student motivation towards learning.

In contrast, about one-fifth of the teachers reported using an authoritarian leadership style that is more domineering than demonstrative and offers little room for student decision-making. (Purwaningsih & Widana, 2017). This finding confirms that students do not feel comfortable and feel a lot of pressure in such learning circumstances. Meanwhile, only 10% of the teachers applied the laissez-faire style where little attention and guidance is given to students until they have total freedom. (Tazkiya, 2024). While some students appreciate the freedom given to them, most of them feel lost and quite directionless in their learning endeavors.

Discussion

From the analysis of the findings of this study that with a democratic leadership style there is an increase in student motivation and involvement, in accordance with the theory of educational leadership, namely the ability of high active participation of students in the learning process can improve learning achievement. (Saragih, 2023). Other previous research by the author (Yanti, 2019) also found that democratic leadership style is more effective in creating a conducive learning environment than autocratic style, this finding is consistent with previous literature.

However, the findings regarding autocratic leadership style contradict the expectation that such an approach can lead to better discipline in the classroom. Instead, the results show that this style actually demotivates students and creates dissatisfaction. This is in line with the view (Kartini & Istiana, 2020) which states that autocratic approaches often ignore students' emotional and social needs, thus negatively impacting their learning experience.

Meanwhile, the laissez-faire style showed mixed results. While some students valued freedom in learning, many felt disoriented without adequate guidance. (Fauzi, 2023). This indicates that while freedom in learning is important, structure and support from teachers are needed to ensure effective learning. (Nst et al., 2024). Overall, the results of this study support the theory that teacher leadership style has a significant effect on classroom dynamics and student learning outcomes. Therefore, educators should consider adopting a more democratic leadership style to create a more inclusive and productive learning environment. This research also emphasizes the need for training for teachers in developing their leadership skills to better meet students' needs.

CONCLUSION

This study analyzed the leadership styles of classroom teachers at SDN 060877 Medan Perjuangan and their impact on students. The results showed that the majority of teachers applied a democratic leadership style, which proved effective in increasing students' motivation and participation in the learning process. In contrast, the autocratic leadership style tends to demotivate and create dissatisfaction among students, while the laissez-faire style produces mixed results, with some students feeling disoriented without adequate guidance. These findings are in line with educational leadership theories that emphasize the importance of student involvement in learning. Therefore, this study recommends that educators adopt a more democratic leadership style and provide the necessary training to improve their leadership skills. By doing so, it is hoped that a more inclusive and productive learning environment can be created, supporting students' character development and academic achievement.

REFERENCES

- Fauzi, M. N. (2023). Problematika Guru Mengimplementasi Kurikulum Merdeka Belajar pada Pembelajaran PAI di Sekolah Dasar. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 7(4), 1661–1674.
- Jaya, H. (2024). Gaya Kepemimpinan Demokratis terhadap Motivasi Guru dalam Meningkatkan Kualitas Pembelajaran: Studi Kasus SMPN 24 Tompobulu Kabupaten Maros. *Maximal Journal: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya Dan Pendidikan*, 2(1), 131–135.
- Kartini, L. I., & Istiana, L. (2020). REFORMASI MADRASAH PADA ERA DISRUPSI: Peran Pandemi Covid-19 dalam Pendidikan Teknologi. *Paedagoria: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 11(2), 208–212.
- Minsih, M., Rusnilawati, R., & Mujahid, I. (2019). Kepemimpinan Kepala Sekolah Dalam Membangun Sekolah Berkualitas Di Sekolah Dasar. *Profesi Pendidikan Dasar*, 6(1), 29–40.
- Muliastri, N. K. E. (2020). New Literacy sebagai upaya peningkatan mutu pendidikan sekolah dasar di abad 21. *Jurnal Pendidikan Dasar Indonesia*, 4(1), 115–125.
- Nst, H. E., Utama, I., & Amin, Z. (2024). *Manajemen Kinerja Guru Dalam Konteks Kurikulum Merdeka; Peningkatan Efektivitas Pembelajaran*. umsu press.
- Purwaningsih, N. M. D., & Widana, I. W. (2017). Pengaruh model problem based learning terhadap hasil belajar matematika dengan mengontrol bakat numerik siswa. *Emasains: Jurnal Edukasi Matematika Dan Sains*, 6(2), 153–159.
- Saragih, C. S. (2023). Analisis Gaya Kepemimpinan Guru di SD Negeri 101964 Jaharun A Kecamatan Galang. *Jurnal Generasi Ceria Indonesia*, 1(1), 1–4.
- Siregar, H. L., Maya, M. D., Rif'an, M., Asmon, S. R. D., Fadilah, R., & Siregar, F. S. (2024). Analisis Kegiatan Pembelajaran Pendidikan Jasmani di SD 060877 Medan Perjuangan. *Indo-MathEdu Intellectuals Journal*, 5(3), 2713–2718.

- Siregar, H. L., & Simanihuruk, L. (2024). EFEKTIVITAS POSTER MAJALAH DINDING DALAM MENINGKATKAN MINAT BELAJAR GAYA DAN GERAK. *Prosiding Ilmu Pendidikan Dan Keguruan*, 2, 39–47.
- Tazkiya, A. (2024). Pengaruh Gaya Kepemimpinan Kepala Madrasah Terhadap Motivasi Kerja Guru Di Mas Yamisa Soreang. *Prosiding FRIMA (Festival Riset Ilmiah Manajemen Dan Akuntansi)*, 1(7), 1281–1294.
- Usman, A. (2023). Peningkatan Mutu Pembelajaran Melalui Manajemen Kelas Partisipatif Guru Dan Siswa. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 3(3), 319–329.
- Yanti, S. (2019). Gaya Kepemimpinan guru SD sekolah dasar di dalam kelas. *Jurnal Pendidikan Dasar Perkhasa: Jurnal Penelitian Pendidikan Dasar*, 5(1), 66–72.