

“EXPLORING MODEL OF LEADERSHIP STYLE ON TEACHER PERFORMANCE IN EARLY CHILDHOOD SCHOOLS.”

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ABSTRACT:

This study analyzes the impact of leadership style on Indonesian Early Childhood Teachers Performance. The focus is on six main leadership styles namely transformation, transactional, autocratic, charismatic, bureaucratic and democratic. This research has provided in-depth insights on democratic, transformational, bureaucratic and autocratic leadership styles that have a positive impact on the performance of, in this study using analysis Primary data and data were obtained from an online survey stationary of 200 respondents from 15 Early Childhood Teachers in Jakarta . The method of selecting respondents using a snowball sampling system, analysis using quantitative approaches and questionnaire data was processed using SPSS. The results of this study are suggesting a charismatic, bureaucratic and transactional leadership style has a negative relationship with manufacturing performance. Transformational, autocratic, and democratic leadership styles, in contrast, have a positive relationship on Early Childhood Teachers Performance.

Keywords:

Early Childhood Teachers Performance:, Transactional, Autocratic, Bureucracy, Charismatic, Democratic, Leadership.

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INTRODUCTION

Education is an effort to make and improve the quality of the individual to lead to a time full of challenges, it can be seen if education is a fundamental for survival and development. The issue of education is an important problem in an increasingly superior family, national, and country. School is an institution that substitutes learning services. No matter how high the human resources, capital facilities and infrastructure are available, in the end, in the hands of experienced human resources, the national development target will not achieve progress without a good education system. Schools are an alternative educational service institution. School as an institution certainly has a vision, mission, goals and functions. To realize the vision, develop the mission to achieve its goals and carry out its functions the school requires professional staff, organizational work procedures and supporting resources both financially and non-financially. The position of the teacher is also very important in ensuring the success of learning in the

future. An educator is a person who is considered an adult, meaning that he has met the qualifications as an educator who is physically healthy, mentally and physically healthy, physically and spiritually healthy. The immaturity of a child or person can be seen from their age, experience, intelligence, science, knowledge and others such as physical, psychological and social. Physical, spiritual and social maturity is the ultimate goal of the educational process. Early Childhood Education is education that is undertaken before the introduction of basic education, from children aged 0-6 years, which is commonly known as the golden age. One thing that can drive commitment and awareness of Early Childhood Education is the findings on the impact of Early Childhood Education on improving human resources and from other livelihoods. UNESCO (Kemendiknas, 2011: 38) reports that Early Childhood plays a role in: (1) increasing the effectiveness of learning, is the reduction in the value of conceptualizing categories and increasing children's skills to complete learning which is

getting bigger, (2) increased production power of activities and life safety, and (3) the reduced value of safety and people with social safety problems.

According to Hyun (2020), Mirayani (2020) effective leaders for several reasons such as charismatic leaders in terms of inspiring subordinates or subordinates, transformational leaders can meet the emotional needs of subordinates or they can stimulate subordinates intellectually (Bass & Avolio, 1994). Wang et al (2011) found that transformational leadership and followership levels of individual performance are positively connected. Furthermore, this study also shows that transformational leadership and team performance at the organizational level are positively related. Xu and Wang (2010) state that performance is a function of skills, abilities, knowledge and motivation that is directed towards determined behavior. Research conducted by the authors mentioned above shows that transformational leadership increases the overall development of followers. The followers of transformational leadership get along with self-defining and satisfying, relationships with individuals or groups. The ideal charisma and behavior of transformational leaders motivates followers to identify with leaders (Jyoti & Bhau, 2015). Personalized relationships are developed by transformational leaders developing an environment where subordinates feel happy and hence, their overall performance is improved. Therefore it can be said that transformational leadership and organizational performance are positively related (Jyoti & Bhau, 2015). Sofi and Devanadhen (2015) stated that transformational leadership has a significant impact on organizational performance. Research conducted by Purwanto (2020), Asbari (2020), Wijayanti (2020), Santoso (2020), Hyun (2020) and Mirayani (2020) transformational leadership has a direct direction of positive impact on organizational performance.

The leadership style of the principal has an effect on teacher performance in addition to the implementation of good learning activities as well

as the ability of teachers to carry out learning evaluations because the teacher makes assessments with the shortcomings and development of each student. As has been stated by Erman (2003: 2) states that learning evaluation can also be interpreted as a determinant of the suitability of students' views and learning objectives. In this case, what is evaluated are the characteristics of students using a certain benchmark. This display can be evaluated verbally, in writing, or in action. Leadership in education so that empathy is formed to improve teacher performance. As stated by Sulistyorini (2001) states that leadership in the field of education also has the understanding that leaders must have skills in influencing, encouraging, guiding, directing and mobilizing others who are related to the implementation and development of education and teaching or training so that all activities can run effectively and efficiently which in turn will achieve the stated educational and teaching goals. Transformational leadership models in changing what is already working and changing the situation. Transformational leadership must be the basis for the principal in transforming his daily tasks because the results of the research of several experts found that in the essence of transformational leadership towards positive school culture through high student motivation and achievement, increasing collaboration between teachers, and changing teachers' attitudes towards their work going forward to be positive. This will encourage schools to become places where teachers have a positive sense of work and students are motivated to learn

Based on this premise, this research is structured aimed at exploring the relationship between manufacturing leadership styles and performance. There are several types of leadership styles such as transformational leadership, transactional leadership, autocratic, democratic leadership, participatory leadership styles. the leadership style chosen for this research is charismatic, transformational, transactional, autocratic, bureaucratic, and democratic. The

reason for choosing this leadership style is that it is most often applied as a leadership style throughout Indonesia. This research was conducted to identify the leadership style that should be carried out by the leader (manager) in the management of people, to increasing the work performance of employees. The scope of this research study is the manufacturing industry in Indonesia. The main objective of this study is to determine the autocratic impact of an autocratic leadership style, democratic leadership style, transactional leadership style, transformational leadership style, charismatic leadership style and bureaucratic leadership style on manufacturing performance in Indonesia. The novelty of this study is a new leadership model for manufacturing in Indonesia that can be a reference for decision making by owners and manufacturing management and can be a reference for future researchers.

According to Purwanto (2020), Asbari (2020), Wijayanti (2020) transformational leadership style focuses on developing followers and considering their needs. Leaders who focus on transformational leadership focus specifically on developing the overall value of subordinate systems, developing morality, skills and their level of motivation. Transformational leadership acts as a strong bridge between followers and leaders, to develop a clear understanding related to the level of motivation, values and interests. Hyun (2020), Asbari (2020), Santoso (2020) stated that transformational leaders show superior leadership performance. According to Purwanto (2020) and Asbari (2020) Charismatic leadership is considered one of the most successful leadership styles, where charismatic leaders develop and followers are asked to follow and carry out their vision and mission. Charismatic leadership invites innovation and creativity from subordinates and is considered as motivation for subordinates. But the main weakness of this charismatic leadership style is that followers are completely dependent on the leader and once the leader leaves the organization, their organization

becomes non-directional. Hyun (2020), Mirayani (2020) the worse charismatic leaders did not train their subordinates to act as their substitutes in the future. This leadership style produces happy followers, but few future leaders. The study by Longe (2014) reveals that the style of transactional leadership has a positive impact on organizational performance. According to Santoso (2020), Hyun (2020), Mirayani (2020) Transactional leadership styles help create and maintain context in an organization's performance as it provides opportunities for subordinates to express and implement their creative ideas and take part in decision-making processes. This leadership style also prepares future leaders and helps the organization in long run. Wijayanti (2020), Santoso (2020), Hyun (2020) also stated that democratic leaders are people who focus on group discussions and group participation and as a result it positively influences follower performance. Therefore, democratic leadership styles can be used to improve organizational performance and efficiency. The power of autocratic leaders forces their followers to carry out services and strategies according to their path. According to Purwanto (2020), Asbari (2020), Wijayanti (2020), Santoso (2020), Hyun (2020) and Mirayani (2020) autocratic leadership is also known as leadership Authoritarian style, autocratic leaders are less creative and only promote one-sided communication. This greatly influences the motivation and level of satisfaction of subordinates. The autocratic leadership style is, known to be effective in the short term. The autocratic leadership limits the workplace of socialization and two-way communication. Autocratic leadership also leads to organizational conflicts that have a negative impact on overall performance (Iqbal, et al., 2015). According to Asbari (2020), Wijayanti (2020) the leaders are very committed to studying their processes and procedures but not to their people. This method is not very effective, it does not lead to the development and motivation of subordinates. These leaders only focus their tasks on being systematically completed (Germano, 2010).

Ojukuku et al (2012) also stated that bureaucratic leadership has a negative impact on organizational performance. Based on them, bureaucratic leaders do not encourage their organization's subordinates to work expectedly which can lead to improved organizational performance (Ojukuku, et al., 2012). Santoso (2020), Hyun (2020), Mirayani (2020) also presented similar results which stated that bureaucratic leadership style did not significantly affect the subordinates of the organization's work

Hypothesis 1 (H1): There is a relationship between transformational leadership styles and Early Childhood Teachers Performance

Hypothesis 2 (H2): There is a relationship between charismatic leadership styles and Early Childhood Teachers Performance

Hypothesis 3 (H3): There is a relationship between transactional leadership style and Early Childhood Teachers Performance

Hypothesis 4 (H4): There is a relationship between autocratic leadership style and manufacturing performance

Hypothesis 5 (H5): There is a relationship between democratic leadership style and Early Childhood Teachers Performance

Hypothesis 6 (H6): There is a relationship between bureaucratic leadership styles and Early Childhood Teachers Performance

III. METHOD

This research uses primary data analysis and data obtained from online survey stationary of 300 respondent managers 200 respondents from 15 Early Childhood Teachers in Jakarta. The method of selecting respondents using the snowball sampling system. Analysis using a quantitative approach and questionnaire data were processed using SPSS. Data analysis for calculating the reliability of the data was measured using Cronbach's Alpha reliability coefficient. Cronbach's alpha coefficient values for charismatic leadership, bureaucratic leadership, transformational leadership, transactional

leadership, democratic leadership and autocratic leadership. Reliability and credibility were examined using item analysis and produced an alpha reliability value of 0.76, which was considered quite reliable.

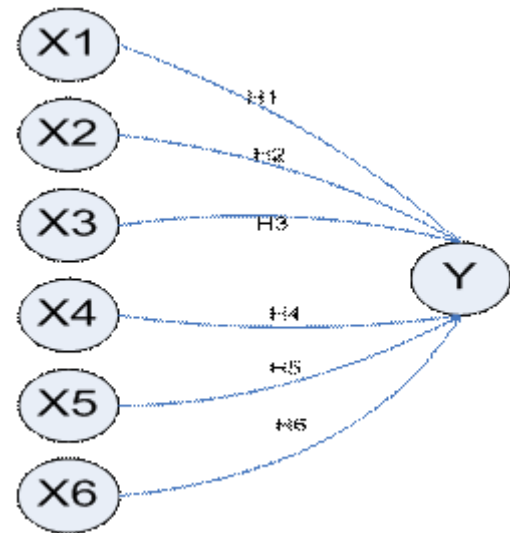


Figure 1. Research Framework

Independent variables :

- X1 : Transactional Leadership
- X2 : Transformational Leadership
- X3 : Autocratic Leadership
- X4 : Democracy Leadership
- X5 : Charismatic Leadership
- X6 : Bureaucracy Leadership

Dependent Variables:

- Y :Early Childhood Teachers Performance

There are 6 hypotheses in this study, namely :

H1 :There is an influence of Transactional Leadership on Early Childhood Teachers Performance

H2 :There is an influence of Transformational Leadership on Early Childhood Teachers Performance

H3 :There is an influence of Autocratic Leadership on Early Childhood Teachers Performance

H4 :There is an influence of Democracy Leadership on Early Childhood Teachers Performance

H5 :There is an influence of Charismatic Leadership on Early Childhood Teachers Performance

H6 :There is an influence of Bureaucracy Leadership on Early Childhood Teachers Performance

IV. RESULTS AND DISCUSSION

In this section we discuss the findings from the secondary data analysis and discussion. The results in the table indicate that there is a positive and negative relationship between the chosen independent variables of leadership style and Early Childhood Teachers Performance. Transactional leadership styles, charismatic leadership, and bureaucratic leadership are found to have negative relationships with Early Childhood Teachers Performance with each value (r = -0.121, -0.525, -0.624; P <0.001). This shows

that the leadership style does not encourage subordinates to perform better performance achievements. Leadership styles such as charismatic and bureaucratic are good leadership styles for short or small term projects but for long term and future are considered unprofitable and do not lead to the development of subordinates. However, democratic leadership style, transformational style of leadership and autocratic leadership style have a positive relationship with Early Childhood Teachers Performance with each value of (r = 0.214, 0.121, 0.109; P <0.001). This shows that all three leadership styles encourage subordinates to perform better and match expectations. This leadership style must be promoted in Early Childhood Teachers Performance

Variable	Mean	SD	1	2	3	4	5	6
Early Childhood Teachers Performance	20.016	1.832	1.000					
Transactional Leadership	2.231	1.034	-0.121**	1.000				
Transformational Leadership	2.824	0.422	0.121**	0.109*	1.000			
Autocratic Leadership	1.912	1.221	0.043**	-0.121	0.101	1.000		
Democratic Leadership	3.843	5.412	0.214**	-1.011	0.101	-0.0812	1.000	
Charismatic Leadership	2.913	1.1412	-0.525**	0.212	-0.209	-0.012	-0.223	1.000
Bureaucratic Leadership	1.715	0.611	-0.624*	0.209*	-0.1711	0.219	-0.034	-0.087

Table 1. Pearson Correlation: Relationship Leadership style and Early Childhood Teachers Performance

Table 2. Model Summary

Model	R	R square	Ajusted R Square	Standard Error	Durbin watson
1	0.423	0.290	0.143	1.312	1.090

Table 3. ANOVA

Model	Number of squares	df	Square Average	F	sig
Regression	28.413	5	4.945	2.434	0.51a
Residual	101.067	47	1.8487		

Table 4. Coefficient

Model	Unstandardized coefficient	Std Error	Standardized coefficients Beta	t	sig
Constant	21.053	2.943		5.434	0.000
Transactional	-0.086	0.335	-0.343	-0.189	0.017
Transformational	0.234	0.323	0.021	0.164	0.029
Autocratic	0.067	0.112	0.049	0.434	0.434
Democratic	0.070	0.056	0.001	0.05	0.029
Charismatic	-0.283	0.154	-0.257	-2.123	0.023
Bureaucratic	-0.453	0.221	-0.245	-2.107	0.025

The calculation results show that transformational leadership style, transactional leadership style, democratic leadership style and autocratic leadership style predict organizational performance together ($F(5, 42) = 2,646$; $R^2 = 0.209$; $P < 0.05$). Charismatic leadership ($\beta = -0.283$; $t = -2.132$; $P < 0.05$), transactional leadership ($\beta = -0.086$; $t = -0.198$; $P > 0.05$) and bureaucratic leadership ($\beta = -0.283$; $t = -2,132$; $P < 0.05$) has a negative effect on manufacturing performance. Transformational leadership style ($\beta = 0.243$; $t = 0.021$; P), democratic leadership style ($\beta = 0.007$; $t = 0.05$; $P < 0.05$) are independent predictors of manufacturing performance. The results show that Early Childhood Teachers Performance is influenced by leadership style. There were three leadership styles found that had a positive relationship with Early Childhood Teachers Performance, namely democratic leadership style, transformational leadership style and autocratic leadership style. The other three leadership styles namely democratic, transformational and autocratic, were found to have a positive relationship with Early Childhood Teachers Performance.

H1 :There is an influence of Transactional Leadership on Early Childhood Teachers Performance

Based on the data processing results obtained that the independent variable of transactional leadership has a value of $r = -0.121$, ($\beta = -0.068$; $t = -0.189$; $P > 0.05$), so it can be concluded that transactional leadership style has a negative effect on Manufacturing Performance. According to Purwanto (2019) that transactional leadership style has a negative and significant effect on organizational performance, Santoso (2019) that transactional leadership style has a negative effect on company performance. Purwanto (2019) transactional leadership style has a negative and significant effect on industry performance, Mirayanti (2020) transactional leadership style has a significant effect on school performance, Wijayanti (2019) transactional leadership style has a positive and significant effect on Early Childhood Teachers Performance. Anggaripeni (2019) transactional leadership style has a positive and significant effect on company and employee performance Mirayanti (2020) transactional leadership style has a negative and significant

effect on the performance of corporations and employees.

H2 :There is an influence of Transformational Leadership on Early Childhood Teachers Performance

According to Asbari (2019) that transformational leadership style has a positive and significant effect on organizational performance, Santoso (2019) that transformational leadership style has a positive effect on company performance. Purwanto (2019) transformational leadership style has a negative and significant effect on industry performance, Mirayanti (2020) transformational leadership style has a significant effect on school performance, Wijayanti (2019) transformational leadership style has a positive and significant effect on Early Childhood Teachers Performance. Anggaripeni (2019) transformational leadership style has a negative and significant effect on company and employee performance Mirayanti (2020) transformational leadership style has a positive and significant effect on Early Childhood Teachers Performance.

H3 :There is an influence of Autocratic Leadership on Early Childhood Teachers Performance

Based on the results of data processing, it is found that independent variable autocratic leadership style has a value of $r = 0.112, \beta = -0.067; t = 0.443$ $P > 0.05$ so it can be concluded that transformational leadership style has a positive effect on Early Childhood Teachers Performance. According to Mirayanti (2019) that autocratic leadership style has a negative and significant effect on organizational performance, Santoso (2019) that autocratic leadership style has a negative effect on performance company. Purwanto (2019) autocratic leadership style has a negative and significant effect on Early Childhood Teachers Performance, Mirayanti (2020) autocratic leadership style has a negative and significant effect on school performance, Wijayanti (2019) autocratic leadership style has a negative and significant effect on industry and

staff performance. Anggaripeni (2019) autocratic leadership style has a negative and significant effect on Early Childhood Teachers Performance, Mirayanti (2020) autocratic leadership style has a positive and significant effect on the Early Childhood Teachers Performance.

H4 :There is an influence of Democracy Leadership on Early Childhood Teachers Performance

Based on the results of data processing, it is found that the independent variable of democratic leadership style has a value of $r = 0.214, (\beta = 0.007; t = 0.05; P < 0.05)$ so that it can be concluded that democratic leadership style has a positive effect on Early Childhood Teachers Performance. According to Akuba (2019) that Democratic leadership style has positive and significant effect on organizational performance, Santoso (2019) that Democratic leadership style has a positive effect on Early Childhood Teachers Performance. Purwanto (2019) Democratic leadership style has a positive and significant effect on Early Childhood Teachers Performance, Mirayanti (2020) Democratic leadership style has a negative and significant effect on school performance, Wijayanti (2019) Democratic leadership style has a negative and significant effect on industry and staff performance. Anggaripeni (2019) Democratic leadership style has positive and significant influence on Early Childhood Teachers Performance, Mirayanti (2020) Democratic leadership style has a negative and significant effect on Early Childhood Teachers Performance

H5 :There is an influence of Charismatic Leadership on Early Childhood Teachers Performance

According to Akuba (2019) that Charismatic leadership style has a positive and significant effect on organizational performance, Santoso (2019) that Charismatic leadership style has a negative effect on company performance.

Purwanto (2019) Charismatic leadership style has a negative and significant effect on Early Childhood Teachers Performance, Mirayanti (2020) Charismatic leadership style has a significant effect on school performance, Wijayanti (2019) Charismatic leadership style has a positive and significant effect on industry and staff performance. Anggaripeni (2019) Charismatic leadership style has a positive and significant effect on company and employee performance Mirayanti (2020) Charismatic leadership style has a positive and significant effect on Early Childhood Teachers Performance

H6 :There is an influence of Bureaucracy Leadership on Early Childhood Teachers Performance

Based on the results of data processing, it is found that the independent variable of bureaucratic leadership style has a value of $r = -0.642$ ($\beta = -0.283$; $t = -2,123$; $P < 0.05$) so it can be concluded that bureaucratic leadership style has a negative effect on Early Childhood Teachers Performance. According to Purwanto (2019) that bureaucratic leadership style had a positive and significant effect on organizational performance, Santoso (2019) that bureaucratic leadership style had a positive effect on company performance. Purwanto (2019) Bureaucratic leadership style has a negative and significant effect on industry performance, Mirayanti (2020) Bureaucratic leadership style has a positive and significant effect on school performance, Wijayanti (2019) Bureaucratic leadership style has a positive and significant effect on industry and staff performance. Anggaripeni (2019) Bureaucratic leadership style has a negative and significant effect on company and employee performance Mirayanti (2020) Bureaucratic leadership style has a positive and significant effect on Early Childhood Teachers Performance

The ability to direct in an effort to achieve success according to the indicators of achieving the school's vision and mission. This research conducted by Baharuddin (2017) shows that

through the moral-spiritual leadership approach there are three stages in character formation, namely moral knowing; 6 moral feeling; and moral action is easier to implement through the learning process. Research conducted by YesiElvika Sari (2016) shows that the leadership of the principal contributes 28.9% to the performance of PAUD teachers. The remaining 71.1% is determined by other factors, the principal's leadership and teacher performance have a moderate relationship. Research conducted by Yunita Sari (2020) shows the influence of the principal's democratic leadership style on teacher performance. This research was conducted by Sri Wahyuni (2019), the transformational leadership model changes the situation, changes what can be done, talks about noble goals, has a reference value of freedom, justice, togetherness. Research conducted by Mei HardikaSenny (2018) shows the application of various leadership styles of school principals in kindergarten or early childhood education, one of which is a transformational leadership style.

The results prove that the leadership style contributes effectively in determining manufacturing performance. The findings of this study are in line with previous research studies (Wang, et al., 2010; Obiwuru, et al., 2011) that transformational leadership helps build value systems while giving subordinates the opportunity to develop their skills and abilities. Democratic leadership styles help improve the creativity and decision-making skills of subordinates. In the autocratic leadership style, subordinates must work or follow orders given by the leader and this benefits the organization according to the survey. Charismatic leadership style and bureaucratic leadership style have a negative relationship with manufacturing performance, this is similar to the results shown by Asbari (2020) showing that transactional leadership style also has a positive impact on manufacturing performance. The relationship model of transactional leadership style, charismatic leadership, and bureaucratic leadership, democratic leadership style,

transformational leadership style and autocratic leadership style have a positive relationship with manufacturing performance obtained as follows:

$$Y = -0.121X_1 + 0.121X_2 + 0.043X_3 + 0.214X_4 - 0.525X_5 - 0.624X_6$$

X1 : Transactional Leadership, X2 : Transformational Leadership, X3 : Autocratic Leadership, X4 : Democracy Leadership, X5 : Charismatic Leadership, X6 : Bureaucracy Leadership, Y : Early Childhood Teachers Performance

Mahmood (2020) the findings reveal that among different leadership styles, transformational, transactional and paternal leadership have higher influences on organizational performance. Among different corporate cultures, clan culture appears to have higher moderating effects on the leadership-organizational performance relationship. The moderating role of corporate culture on the leadership influence-organizational performance relationship supports the “resource caravan” effects of the composition model theory. Masa'deh (2020) both transformational and transactional leadership styles have significant impact on job performance, and the latter on firm performance. Also, it was found that transactional leadership impacted knowledge sharing, whereas transformational leadership did not. Xenikou (2006) apath analysis showed that the achievement and adaptive cultural orientations had a direct effect on performance. Moreover, transformational leadership and humanistic orientation had an indirect positive impact on performance via achievement orientation. Rao (2015) suggest that transformational leadership has significant positive impact on team performance and, on the contrary, transactional leadership has significant negative effect on team performance. Two dimensions of psychological empowerment such as meaning and self-determination have partial mediation effect in the relationship between transformational leadership and team performance. Tung (2011) It was found that two indirect effects supplemented the direct effect of empowering leadership on team

performance, the mechanisms of knowledge sharing and team cohesion. In other words, knowledge sharing and team cohesion, respectively, mediated the relationship between empowering leadership and performance in management teams. Yang (2020) transformational leadership and proactive personality had positive effects on task performance and contextual performance via organizational embeddedness. The interactive influences of transformational leadership and proactive personality on task performance and contextual performance were found significant and negative.

The type of leadership that exists in a leader is based on existing leadership theories. A good leader is a leader who can protect his subordinates. The use of the right type of leadership is in accordance with the existing situation and conditions, so that group or organizational goals can be achieved in an effective and efficient manner. The teacher as a leader in classroom learning also has various types of leadership. Leadership developed by teachers is a democratic type, democratic leadership is a type of leader who gives broad authority to subordinates. The teacher provides the widest possible opportunity and rights for students to ask or answer questions. In addition, the teacher also collaborates with students in determining rules and penalties to be applied in the classroom, so that learning can take place in an orderly and disciplined manner. Wahyudi (2012: 119) explains that there are several roles of teachers that need to be understood, because they affect the implementation of education in schools. Among the roles of teachers are: 1) As educators and teachers. 2) As a member of society. 3) As an administrator. 4) As a learning manager.

The teacher uses the democratic type. The teacher sometimes makes policies in terms of student discipline using the authoritarian leadership type, meaning that the teacher takes decisions by himself to be conveyed and obeyed by students. Discipline in schools must take precedence, because discipline is the first step

towards achieving education and teaching, it is impossible for education and teaching to run well if discipline in a school is not implemented, teaching can be said to be advanced if students can learn effectively, then students will get a good educational experience, this can be achieved if teachers heed the values of good and perfect discipline. The growth of disciplinary attitude is not a sudden event that occurs immediately. Discipline in a person cannot grow without intervention from educators, and even then it is done gradually, little by little. The habits instilled by parents and adults in the family environment will be carried away by the child and at the same time will give color to disciplinary behavior in the future. The formation of disciplinary attitudes that are carried from the family environment will be a great asset for the formation of disciplinary attitudes in the school environment. In the management of learning, discipline is an important issue. Without an awareness of the necessity to carry out predetermined rules, learning is impossible to achieve the maximum target. To develop student discipline, leadership is created by the teacher to develop discipline in school. Enforcement of discipline in schools is very much needed, because without discipline our students will be far from regularity, especially in school discipline and seriousness in their education. In enforcing a set of classroom discipline provisions, teachers need to communicate how students should behave and what will happen if students behave differently. Some of the problems that will disrupt discipline should be foreseeable early on. An example of the problem is a student who likes to fight: Against this, does the teacher allow the behavior of students to come out of the expected conditions. Of course not, therefore if something like that happens then precautions can be applied immediately.

V. CONCLUSION

This research has analyzed the impact of manufacturing manager leadership style. The

focus of discussion is on the six types of leadership styles - transformational, transactional, democratic, charismatic, bureaucratic, and autocratic. The leadership style of transformational, autocratic, and democratic has a positive influence on Early Childhood Teachers Performance, while transactional leadership style, charismatic and bureaucratic leadership have a negative impact on manufacturing performance. The results of this research analysis reveal that Early Childhood Teachers Performance is related to leadership style and has a positive and negative impact on performance. Leadership style to offer opportunities to subordinates, offer a sense of belonging along with allowing them to participate in decision making. In this context, it recommends that manufacturing managers should focus on using a leadership style of transformation and the democratic leadership of manufacturing leaders to improve manufacturing performance. This study has provided insights into the impact of leadership style on performance. However, this study has several limitations such as only using quantitative methods this significantly reduces the scope and application of research. Therefore, future research must focus on the use of relevant research methods, together with qualitative methods. Teachers should apply the right leadership style so that a conducive learning atmosphere is created. And not only using a monotonous type of leadership, but more varied so that learning is more enjoyable. 2. For students, discipline in obeying good rules is not only in school but it would be nice when it can be applied at home and cultivated in society. 3. For further researchers, in order to develop the results of this study by perfecting and combining other leadership patterns, so as to realize good leadership in schools later.

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