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STYLE LEADERSHIP HEAD SCHOOL IN ENHANCEMENT PERFORMANCE TEACHER

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Abstract

Head role school as a leader not off from style leadership existing. _ Leadership style a head school give influence in well and bad teacher performance in an institution school place teach him. Objective this article _ For now: (1) Style leadership head school SMPN 6 Cilegon. (2) Performance Teacher in SMPN 6 Cilegon. Study This use approach qualitative with method studies case, with type studies case single. Researcher use technique collection data use Observations, interviews and documentation. Data analysis techniques using data reduction, presentation data, and withdrawal conclusion from data Which has exposed and reduced. In ensure data validity using triangulation techniques and sources. Research results concluded that leadership head SMPN 6 Cilegon use two style leadership ie style leadership Authoritarian in discipline the teacher in presence every day and _ _ settlement administration. Whereas style leadership furthermore ie style leadership democratic, head school give freedom for Teacher For develop ability in various activity. next data found that teacher performance at SMPN 6 Cilegon No doubt Again Because in settlement administration always initial, complete and true, so SMPN 6 Cilegon is One only one school Impact in the City of Cilegon which get award BOSS Performance.

Say Key: *Style leadership, Head school, Performance Teacher.*

INTRODUCTION

Key from success an institution in reach vision and mission ie head school as moving head and body and as a symbol of subordinate or that employee Work with Correct in accordance with order boss. Work a solid team is needed institutions _ _ education with guide from superiors (Azkiyah, Kartiko, & Zuana, 2020; Muslimin & Kartiko, 2020). Leadership that is A activity through internal processes influence subordinate for achievement objective an institution. In reach objective role head school very needed as a leaders (Sirajuddin, Amirullah , Rofiq , & Kartiko , 2022; Sirojuddin , Ashlahuddin , & Aprilianto , 2022). A head school own function ie in influence teacher performance with hope all teachers can Work with passion and sincerity (Tazkiah, Hendriani, Salam, Asmendri, & Aisyah, 2022). effectiveness from leadership head schools No looked type gender, effectiveness This can see from ability in operate task as well as not quite enough responsibility in its place, _ matter This because in reach effective purpose _ as well as efficient is one _ encouragement you can give from leadership a head school. Head role school also can review from the method in give teacher development with goal for the teacher own good performance. _ The teacher's performance covers implementation task in activity Study teach with firm, honest, and own not quite enough answer (Azizah, Rizal, Yudtika, & sitepu,2022).

Style leadership a head school give influence in Good And bad teacher performance in an institution school place teaches him. this _ caused progress an institution impact on the quality possessed by an institution, p This naturally supported by good teacher performance (Aisha, Ilmi, Rosyid, Wulandari, & Akhmad, 2022; Devi & Subiyantoro, 2021). According to opinion Supardi in (Nilda, Hifza, & Ubabuddin, 2020) that a number of possible aspects _ rated from performance employee in an organization among them ie ability technique, ability conceptual and ability connection interpersonal, includes: (1) ability technique ie about ability insight, knowledge, methods, techniques and media used by employees in carry out not quite enough he replied, p the can owned from past trainings _ _ _ followed by employee.

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(2) Ability conceptual, regarding how much Far worker can adapt self on climate as well as existing flow _ in an organization, includes adjustment self with employee another, boss, climate as well as part whole in organization. (3) Regarding ability Interpersonal relations regarding ability cooperation and ability operate task between employee.

In guide Ministry of National Education explained so in process learning should emphasis on active, creative, innovative learning _ as well as fun (Mulyasa, 2021). Importance give encouragement for the teacher to get carry out task they in accordance with rule so that vision and mission school can materialized, head school own role in see lack and need Which if needed for develop by his subordinates. Teacher performance is necessary become attention Because role as bait come back about abilities, advantages, disadvantages as well as the potential possessed by the teacher, not only That with performance Teacher yag Good can interpreted that success a teacher in carry out his job as an educator in operate their duties (Estiani & Hasana, 2022; thanks & Fauzan, 2021).

Performance Teacher is whole business as well as ability a teacher in carry out the learning process for reach objective from education. Whole task main as a teacher with will for develop self is part Which not inseparable from part performance Teacher. In Directorate Director General PMPTK Which quoted in book Hersey, there are 10 factors that can affect task a teacher, including: 1) readiness in work, 2) climate, 3) organization, 4) leadership, 5) salary, 6) opportunity 7) ability 8) ability understand work, 9) effective hours work 10) relief in work. Different with results study from Hutchison Which state there is 6 factor Which can influence Spirit Work subordinate like support from environment work, relationships with management, wages work, responsibility answer, as well chance in growing, load that work owned (Jumiati & Kartiko, 2022; Ulum & Shafi'i, 2022).

an institution with head implementing school _ style that leadership protect as well as care to employees also play a role with Good to progress institution and also as step for realize vision and mission from an institution. There is Lots influencing factors _ performance employee to something one organization _ ie about style supervisor leadership or manager (Compri, 2018). Ability manage power education and teacher performance by the head school can determine success education in A school. Obligation head school in organize activity education, complement administration school, management facilities and infrastructure as well as power educator naturally with apply style leadership in each it works in a manner aware nor No conscious. Application style leadership the not free from task tree head schools by the Ministry of National Education. There are seven task tree head school as leader *good top leaders* called EMASLIM namely (1) educators (educators*)*, (2) managers (*manager*), (3) manager (administrators*)*, (4) supervisor (supervisors*)*, (5) leader (leader*)*, (6) reformer (innovator*)*, (7) generator interest (*motivator*) (Prasetyo, 2022; Umiarso, 2018). Seven function the made as reference by head school in operate his job as well as emphasize task principal and function as a motivator. A number of style that leadership applied by the head school There is three type ie authoritarian, democratic, Control Free (Laissez faire), as well as style leadership situational.

Effort reaches vision and mission school in realize excellent school and _ quality done naturally by Head school. Thereby also SMPN 6 Cilegon, in realize superior and quality schools _ as well as can still exist. This Elementary School still refers to the vision and mission school ie and mission school ie the vision " Make it happen participant educate achievers, imtaq _ prioritize morality and mind character sublime as well as Love to environment". Based on vision the arrange it some school programs. Based on observations made _ researcher at SMPN 6 Cilegon on December 7 2021, researcher see exists efforts made _ Head School in realize vision and mission. Researcher find a number of uniqueness ie from facet quantity siwa, SMPN 6 Cilegon more superior remember Lots competitors namely SMPN 10 Cilegon which is located No Far from location of SMPN 6 Cilegon ie not enough

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from 3 Km. However although have competitors with great distance _ near most public Still entrust son his daughter For go to school in SMPN 6 Cilegon . No only quantity student – female student, However Also performance obtained _ from a number of level competitions _ _ _ district, as well district. National exam scores and grades exam average school _ Still over 85. A row achievement in can is integration pattern learning between program curricular as well as extra curriculum.

Ability a head school in carry out leadership in the institution so that effect on existence engendering situation _ teacher 's will do task and orders from superior with whole obedience and ability. _ _ it _ can said that leadership a head effective and successful schools _ ie capable leadership _ process, apply as well as create atmosphere that work conducive in led organization _ by him. Effective leadership _ that too demand a teacher for increase performance in all fields and aspects _ able optimally. Enhancement optimal teacher performance through continuity Work between employee among them like head school, teachers, staff administration and students in a manner continuous and keep going continuously give support.

METHOD

On study This use approach Qualitative And election method studies case as type research, because expected can focus daily into the One case unique _ with detailed and intensive. Meanwhile, understanding from studies case is centered on acquisition knowledge in a manner deep from an incident with series activity scientific detailed _ about A events. Taking incident in studies case is actual, factual and moderate going on. Of the many existing case, researcher _ take One belonging cases _ unique on the inside study This so that study This named studies case single.

Data and data sources are used by future researchers will analyzed after process data collection has done. Researcher data sources do interview figure or perpetrator Good Which do nor from results observation activity Which done by figure main as well as taking a number of documents in the form of files and photos events, happenings, or that moment happened. With thereby deep data source study This that is head schools and teachers. Methods deep data collection study This use observation, and interview in a manner deep with sheet interviews that have provided as well as documentation, 1) Observation, is technique in data collection with method do observation in a manner straight on activity Which currently took place.

Method This is method relevant _ in supervise behavior on the subject study to space, environment and moderate conditions _ done. In study This researcher uses type observation without participation, ie do observation without follow into the life respondent with deep or can called as *non-participant.* 2) interview,

At the interview This researcher will use method the first interview ie method interview plan. this _ aim for look for answer on important things _ to a number of informants that is Head school And Teacher. Interview done something with list of existing questions in attachment. this technique aims for get data for complete and detailed complete research, so guide implementation interview become matter important for formulated. In implementation researcher use tool recorder and also need record in detail about information What I Which put forward by sources. 3) Documents, in study qualitative This Also use document as tool data collection. this technique collects and analyze existing documents _ _ _ Good form document written, picture nor form document electronics. Collection document This aims to document existing documents _ can complete the required data researcher, and is complementary from method observation and interview as well as for check

truth or accuracy the information obtained with do interview which deep (Arik unto, 2006; dude, 2015).

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About researcher data analysis start data analysis in the field. There are 3 stages which used in analyze data _ interactive in the Miles and Huberman model, that is data reduction, data presentation and withdrawal conclusion. Next step after That is data validity, in step This researcher use triangulation, that is A step in check data from various source, method, and time. From exposure three type triangulation above, researcher use two type triangulation that is triangulation technique and triangulation source.

RESULTS AND DISCUSSION Results

Based on conducted interviews _ for 2 months, ie mid-month February February 15 2022 to April 23 2022, researcher interview head school and all board Teacher And in get data for now style leadership Which done head school.

Style leadership head school SMPN 6 Cilegon on year teachings 2021/2022 This ie more emphasize style leadership authoritarian as well as style leadership democratic. In headmaster 's leadership school the found that all teachers are required for understand order and task Which has given on respectively respectively Teacher. For carry out task and carry out order head school is reasonable and acceptable _ _ carried out by all teachers and employees below _ leadership the. this _ also spoken by some teachers, among others according to the status of a grade 1 teacher as civil servants at school such, that every order head school naturally must obeyed by all teachers. This was also confirmed by all other PNS teachers, p this too justified by other class teachers with PNS or GTT status as well justify that order superior is commonplace _ _ For carried out. Same case with implementation discipline in school the, head school make policy that departure Teacher to school No given tolerance delay. Based on narrative head mother school, for increase discipline of teachers and employees who work in institutions that, head school take policy with second committee which school conveniently located place stay in front school. Engagement committee for matter This aim so that committee designated _ can write as well as give report monthly about arrival of para teacher council each the day. it _ will always evaluated and in language when there is meeting monthly. There are pros and cons about policy such, but in essence head school want discipline of SMPN 6 Cilegon teachers can increases, because matter the is Power view main society and can considered as Power competitive with School private around about quality learning and teacher performance at SMPN 6 Cilegon. Policy This has walk from beginning year 2020/2021 year then and way thereby proven effective in increase teacher discipline and provide increase in impact quantity participant educate Which enter in beginning year teachings 2021/2022.

Leadership head school in lead make an effort for awaken motivation, give directives, as example and provide standard high work _ with base enhancement quality school, hope head school ie exists increased quality _ or at least existing quality _ Good That For maintained as good maybe, though head school realize that Teacher not escape from error and own a number of lack

Which there is, so that head school still give direction, attention as well as in follow up existing criticisms and suggestions, which are expressed when meeting or in regular forums in framework create institution quality education. _ From exposure grab can outline drawn _ that style leadership applied to SMPN 6 Cilegon that is style leadership democratic.

From narrative the can pulled conclusion that head school although Act authoritarian in matter discipline And O'clock Work Teacher However still notice critics and suggestion Which given by party his subordinates. No only That head school Also guide and encourage progress of good teachers in related activities _ with academic nor matter Which related with activity – activity non-academic.

School and head school always facilitate with give leniency my time If matter the related with activity activities followed by the teachers, the head school also always give

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encouragement for teachers motivated for follow activity activity the. There are many activity activities attended by teachers of SMPN 6 Cilegon and also achievements achievements obtained. _ From a number of exposures, the can Also in pull conclusion that style leadership head school in increase trust _ self, as well as teacher performance, that is Head schools also apply style leadership democratic, where leader in carry out their programs always deliberation or request opinion from subordinate Leadership with style democratic This can is known from results conclusion interview teachers. because deliberation is typing agreement together as required whole member in meeting must participate involved in it but teachers and teachers work the same as One team in effort discussion for increase performance school with focus on reputation school including student And Teacher. Method This Also can used for help member as learning teacher container from and understand in framework increase quality education head _ school too _ put forward results discussion consensus together the same with teachers, fine in matter discussion drafting device learning until discussion about problems encountered _ in learning. However, in matter increase not quite enough answered the teacher, chief school try encourage and encourage the wishes of the teachers in cooperate in a manner simultaneously Good in activity school extracurricular or not extracurricular, p the can is known from results interview some teachers and heads school SMPN 6 Cilegon.

Head SMPN 6 Cilegon in application style his leadership accompanied with firm leadership _ but also polite, and not looked low as well as No different different employee status One with the others. Principal of SMPN 6 Cilegon always notice need under and try create atmosphere each other believe and believe, try create each other appreciate, sympathy to attitude subordinate in make decisions and activities another, with prioritize briefing self, behave fair to his subordinates besides That respect grows _ from subordinate to the leader. this _ in accordance with facts seen on the ground that, the teachers at SMPN 6 Cilegon always obey what have _ become orders and recommendations, because Mother head school apply style leadership authoritarian and democratic. Besides That's it, staff office too say that head schools also prioritize use time for invite participation in taking decision best for change school. Because of that, the staff And Teacher always support program school Which filed every meeting planning and evaluation

what was done head school. Can concluded that head school characteristic democratic, because always deliberation formally, will ask problem school, and that faced teachers, nurturing teachers, and vision his about school, directed to change Better in all aspect.

Ability head school in purposeful communication _ For compile program learning Which going on in SMPN 6 Cilegon Also very ok. Results interview with one _ staff office says that position head school As Manager and Administrator did and seen from ability program _ organization, optimizing source Power school, as well encourage teachers and employees for follow active in various activity, that is carry out applied function _ in activity school among other things make plan or annual program and compile organization school, with give period time certain for executions _ _ the. As results from matter This is many teachers at SMPN 6 Cilegon participated a number of activity as well as go out as performer best in pantomime activities, art pull sound and Scout.

Furthermore, as a leader or Leader, how head school can operate wheel organization that took place at SMPN 6 Cilegon, namely head school capable understand conditions of teachers, employees and students, have vision and understand mission school, own strong personality, have _ ability take every decision. it _ same match with opinion from results interview Teacher school That Which say that head school use good communication _ between employee / subordinate, head school Want to ask and care to child fruit for convenience work. Head school always provide equipment needed, fine _ administration nor for climate conducive in SMPN 6 Cilegon. it _ can concluded that communication head school is characteristic open and active to staff, committee And Teacher or power education. Openness

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And liveliness showed from his will for ask problem Work to staff and teachers. The same goes for problems experienced by members and invited look for solution If There is problem, including to student SMPN 6 Cilegon.

Based on results interview Also is known that in relation with performance Teacher at SMPN 6 Cilegon , the teachers at the school Already carry out his job with Good blessing form exemplary Which given by Mother head school Which so persistent And responsible on all responsibility so teachers do emulated by attitude Mother head school , p This can see _ from results interview that in the learning process teach teacher already follow standard current education _ This used that is use Curriculum 2013. From interviews is known that head school still guiding and caring subordinate If there is trouble, however still just There is deadline given time _ For finish obligation the. Application discipline and settlement administration Which both owned by the head mother school is also due to the head mother school is winner from race head school performance 2017. Model and style _ authoritarian head school too very helpful, so help teachers to be disciplined in operate task as educator with ok. head mother school too _ give motivation to teachers for more enterprising work. Head the school also guides the teacher in strategy use learning, use media and source learn, so that Teacher can compile administration in a manner orderly. In see results evaluation performance school teacher work, head school make criteria that is, criteria Which used for evaluate performance Teacher is

based on the Decree of the Minister of Education and Culture Number 025/01/1995 concerning standards performance which work at inside stated that standard performance guruguru is a mandatory minimum teacher did in process Study And teach or guidance.

On the side That staff office also said that teachers at SMPN 6 Cilegon Already try for Better in operate his job as educator, matter This because capabilities and not _ _ regardless from role Head school for monitor, give motivation, and support to the internal teachers operate his job so walk well. In leadership head school, of course No always walk with fluent in accordance to be expected, of course found a number of constraints. _ _ Obstacle - obstacles faced by the head school in increase teacher performance, with method arrange administration class and enact regulations appropriate time Good from facet presence nor accuracy timetable teach. Furthermore obstacles _ _ head which school faced head school in motivation teacher's work, that is through mental and physical readiness in teach. Head school always always remember the teachers guard health, fine himself Alone nor family. Attempts made _ head school in increase teachers' performance with method give Spirit in teach in class, and give time deadlines for do need related _ with administration school (in matter teacher performance). Obstacles faced _ head school in increase not quite enough replied the other teacher is Still less teachers were found capable describe the RPP and syllabus with right, so those teachers only operate task teach just without accompanied with careful planning. _ For overcome constraints the head school give training /workshops for teachers the, And There is Also with give task Study with Friend colleagues, even head school often request help to supervisor or service related for socialize the teachers in enhancement teacher administration, both status teachers' country or teachers with GTT status, so teachers No feel exists gap social consequence status service the.

From explanation a number of style leadership above, so that No amazed If leadership from Mother head SMPN 6 Cilegon 1 school is very appropriate useful and appropriate target ie in a manner authoritarian and democratic, matter That caused Because head school SMPN 6 Cilegon 1 is one _ winner head school achievement. From the results leadership Mother head school naturally get maximum results, _ besides can increase teacher discipline in go and go home school, also improve teacher performance in the learning process teach, of start prepare all need complete and appropriate administration _ with appointed time, up _ use creative learning methods and media by his subordinate teachers. Other achievements also came from

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increasing number of students from 2020/2021, up to in 2021/ 2022. In matter administration SMPN 6 Cilegon succeed slash title cup take turns and win race, incl race intelligent careful, race extrs such as table tennis and volleyball. In processing administration of SMPN 6 Cilegon as well trusted as Wrong One SD Scan Which get BOSS Performance And BOSS affirmation.

DISCUSSION

Based on from study Which done, researcher get a number of data and has reduced _ in accordance with method that has explained before. For answer style leadership applied by the head SMPN 6 Cilegon based on base theory Which in convey by Duncan in Rival, that There is three type style leadership

ie authoritarian, democratic, And Leadership free, so that can explain that leadership head applied school _ in lead SMPN 6 Cilegon is style leadership Which characteristic Authoritarian And democratic.

There are three form type leadership according to Duncan in (Rivai, 2010) among others is (1) Authoritarian, style leadership This looked at own power full and absolute must done by subordinates, where the leader as a dictator, that is direct from start thoughts, feelings and also the behavior of other people to the desired goals achieved. Type leadership authoritarian usually Work hard, really really, carefully and orderly. He Work according to applicable regulations _ as well as strict and directive the instructions must adhered to (Estiani & Hasana, 2022). (2) Democratic, ie si leader give freedom as well as discretion in express opinion on subordinates as well as still hold on stick to values mark democracy. (3). Leadership Free (*Laisez Faire Leadership*), en leadership these are the leaders tend dodge from not quite enough answer as well as Act passive in carry out his job as a leader. In settlement duties and responsibilities, he replied leader depend on child the fruit, the role from leader This only provide instruments _ from required documents _ For completed by subordinates (Sagala, 2007). Leader type This usually No motivating, directing and not give instruction on performance employee for progress company, however side good ie leader type This always near with child the fruit. (4). Leadership style Situational, stylistic leadership This leader give response Which in accordance with conditions respectively – respectively subordinate like ability, maturity as well as interest employee in finish duties and responsibilities he replied (Purwanto, Asbari, Empress, & ramdan, 2020).

Miscellaneous style leadership according to Stephen P Robbins (Huda & Rokhman, 2021) (in Dale and Marilyn, 2008) explains that There is three type style leadership namely: style autocratic, democratic, and stylistic *Laissez Faire*. Third style leadership the Of course just own the characteristics of each of which make it very clear for distinguished between One style with another style, for example on style autocratic possess _ features _ _ that boss tend own authority full, method work is dictated, decisions are made is unilateral, and gives limitations _ _ room motion on employees. this _ Of course differ in style second leadership _ that is style democratic, where style This more emphasized on characteristic leader _ open that is Want to accept input from subordinate, and always involve employee in taking decisions made. _ It's different with style leadership *Laissse Faire*, where leader give freedom full of subordinates in makera decision and very giving freedom room move on bottom (Arifin, 2017; Hanafi et al., 2021).

Type from a number of style leadership from Universitys of Iowa Studies cited Coulter also stated that There is three type style leadership: style leadership autocratic, style leadership democracy, and style Laissez-Faire leadership (control free) (Rusdiana & Irfan, 2014). Various _ _ style leadership This will influence performance employee at one institution. Ability in Work with base knowledge, attitude, Skills as well as motivation in produce something can interpreted as Performance or performance in work. Satisfaction scale to

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performance based on from standard good performance _ to something matter Which has determined.

this _ in line with Directorate power Education Ministry of National Education about competence Teacher Which includes: ability in compile device learning, execution, appraisal, follow further, results Study And performance participant educate, development profession, mastery outlook education, as well as ability understand in study academic (Kunandar, 2008). Besides that, task main a teacher that is carry out process learning with started from making process planning, implementation, and make reflection including evaluation to learning (Ilmi et al., 2021). So that can say that teacher 's ability carry out task mainly teaching, begins from preparation plan teach up evaluation must in accordance with standards that exist and have been agreed upon as effort enhancement quality school. Competence achieved graduates _ in activity Study teach dapt called exists from teacher behavior. Ongoing with existing process standards, including making planning learning, implementation process learning, evaluation as well as supervision on the learning process carried out in framework achievement learning Which effective and efficient.

Task Teacher in plan learning oblige Teacher For own ability in analyze need each _ _ participant different pupils _ character and ability in accept material lessons are delivered, so the teacher must control and have ability in arrange annual program, semester program, development syllabus, choose and master teaching materials, determination method, as well implementation in plan learning (Rofiq & Nadliroh, 2021). So that teacher performance can say covers capabilities in detail work required by the teacher carried out in activity learning process teach in the classroom in a manner intact (Surya & Rofiq, 2021). If the teacher can carry out indicated elements _ from commitment high work and also the discipline that is owned , Good in task main teacher in the learning process teaching and other assignments _ _ _ _ covers connection with participant student , guardian , head school and all ranks employee school , too show as role model for the participants he taught with personality Which can visit performance so can said that performance Teacher the good (Aziz , Abou-Samra, & aprilianto , 2022).

In success process Study teach there is a number of 3 component Which influential covers teacher personality, professionalism as well as background or that qualification mastered based on your education _ before. Every teacher has a number of must characteristic _ mastered such as ; First that is characteristics personal covers trust yourself , responsibility answer on work personality voice _ as well as maintained health , second _ ie Professional characteristics include ability convey good lesson , _ explain with clear , brief and capable For reviewed , submitted material with systematic , ability in express , speak , get increase interest and motivation , as well ability in make preparations , the third ie characteristics background ability in field his shrouding expertise appropriate knowledge _ with eye lesson Which taught And ability in serve And align material teach with knowledge and abilities participant students (Syafruddin , Arfah , Andayani , Sirojuddin , & Yolanda, 2022).

Leadership head school Which characteristic authoritarian done in enforcement discipline at school. Discipline school is something easy thing _ spoken, however hard implemented, no only by participants students, but by the teacher and even by the head school. Discipline is something circumstances orderly, when people are joined in a system subject to existing regulations _ with like heart. Mulyasa means " discipline". school” as circumstances orderly, when Teacher, head school and staff, participant educate Which joined

in school submit to regulations that have set with like heart (Mulyasa, 2022). Operate discipline at school need started with appropriate principles _ with objective education national, that is attitude democratic. In enforce discipline school, style leadership head school is very decisive the way wheel leadership school. There is many kinds of which style can applied head school, For discipline teacher, staff and students, with objective realization

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vision and mission something school wrong only one is style leadership authoritarian. Leadership style authoritarianism is also needed, if the teachers are not heeding instruction from head school. Engkoswara and (Kamarah et al., 2018) stated that style leadership authoritarian is a style that emphasizes power absolute and obedience from member. However application style leadership authoritarian just Also will reduce Spirit Work of the members, because That style other leadership too need applied in continuity leadership something institution.
Results study about style leadership head school the in a manner concise can is known from table following:

Table 1. Style Leadership School

	Style Leadership Head School	**Democratic**	**Authoritarian**
-	Head school do Supervision to attitude, Act behavior , deed or the activities of the teachers done in a manner strict		√
-	Authority absolute centralized on leader about discipline		√
-	Policy always made by leader in matter discipline administration, And presence Teacher		√
-	Head school always apply behavior Which proper exemplified And commendable	√	
-	Head school always give alternatives solution If found problem in school	√	
-	Head school always push participation and involvement Teacher in various development self-Teacher	√	
-	Head School can Appreciate your ideas and creativity owned Teacher	√	

Results from study This Also in line with study earlier Which in write by Elijah (2019) as well Rukmana (2018) about correlation between style teacher leadership and performance, ie each other affect. Progress An institution naturally No free from role head school as an internal stage holder directing and coaching the teachers under him. However, study This No in line with study from Chen (2018) that performance of state teachers and private different, because not quite enough answer received. _ However, based on results study show that public schools too educator his do each one administration with complete and appropriate time.

CONCLUSION

Based on results description from discussion above, then can pulled conclusion that the principal of SMPN 6 Cilegon 1 applies two style leadership ie style leadership authoritarian and stylish leadership democratic. Leadership style authoritarian applied when relate with teacher discipline, with taking decision in a manner independent, chief school involve Wrong One committee Which is at in near school for record arrival teacher and report it every week. Leadership style democratic applied head school when in tight and deep taking no decision _ relate with teacher discipline specifically discipline in go and go home school. Application two style leadership the resulted enhancement in teacher performance. Teacher performance

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increase Because with applied style leadership authoritarian, causing each – each teacher can come appropriate time and carry out learning with discipline. Performance inner teacher administration too _ resolved with quickly and precisely, so SMPN 6 Cilegon get the Performance Boss, which is based on completion administration school with ok. With applied style leadership democracy, teachers become enthusiastic in follow various enhancing activities _ ability in educate participant educate, Good in field curricular and extra curriculum.

Article This own a number of lack Which related with discussion Which felt not enough deep into the details of the information provided. Lack from article This can made as an idea for writing article next. Recommendation for researcher on results analysis related with study this, ie recommended make deep research _ Good in a manner qualitative nor quantitative with deep discussion _ related style leadership head school.

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