# Develop Leadership Style Model for Indonesian Teachers Performance in Education 4.0 Era

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**ABSTRACT**

This study aims to analyze the effect of transformational leadership styles. Transactional, democratic, authocratic, bureaucratic and charismatic on the performance of primary school teachers in education 4.0 era. The method used in this research is quantitative method. Data collection was carried out by distributing an electronic questionnaire online to all 222 elementary school teachers in Jakarta. Online electronic questionnaires were distributed using simple random sampling technique. Software for data processing is PLS and uses SmartPLS version 3.0. The result of this study are transactional leadership, transformational, democratic leadership, autocratic leadership, bureaucratic leadership and charismatic leadership style has a positive and significant effect on teacher's performance.

## INTRODUCTION

The education era influenced by the industrial revolution 4.0 is called Education 4.0. Education 4.0 era is is characterized by the use of digital technology in the learning process or known as the cyber system. This system is able to make the learning process take place continuously without space and time limits. Life in the era of the industrial revolution 4.0 is a challenge in the world of education. With the existence of the era of the industrial revolution 4.0, it can be marked by various advances in the online field. For example mobile, smartphone, internet computerized artificial intelligence data, and robotization. In educational institutions that are required not only for advances in science and technology, but education must be able to produce quality human resources who can compete at the local, national and international levels. One of the efforts to improve the quality of education in the era of the industrial revolution 4.0, the leaders is a very important component to realize leadership in educational institutions. Educational institutions have a very important role in generating quality national education that is able to compete in this increasingly modern era. If an educational institution is advanced, education in Indonesia will also advance. In this case, it will never be separated from the role of a school leaders. The leaders as an imam, leader, stakeholder in the school. Teachers must upgrade competencies in the face of the Education 4.0 era. The students that teachers face today are millennials who are no stranger to the digital world. Students are familiar with the flow of information and industrial technology 4.0. This shows that the school products that are graduated must be able to answer the challenges of industry 4.0. Given these big challenges,

teachers must continue to learn to improve competence so that they are able to face millennial generation students. Do not let students in the industrial era 4.0 learn in the industrial 3.0 space, and be taught by industry 2.0 or even 1.0 teachers. If this happens, then education will continue to lag behind other countries that are ready to face this big change. The quality of teachers must match the teacher performance needed in the industrial era 4.0.

Social media seems to be a powerful communication medium used by students and teachers. Social media is one of the learning media that teachers 4.0 can used. The presence of social media digital classes can be used by teachers, so that learning takes place without time and space limits. Becoming a professional leaders is required to have various competencies, the leaders has competencies, namely: personality, supervision, managerial, entrepreneurship, and social competence (Minister Education, 2007). The leadership style of the leaders according to Damsar in the Sociology of Education book is autocratic, laisser faire, and democratic leadership. Meanwhile, according to Haris (2013) the leadership style of school leaders is divided into democratic, authoritarian, charismatic leadership, paternalistic leadership, expert leadership, free leadership (laissez faire leadership). The various aspects have their respective strengths and weaknesses, but what must be considered is that the implementation of the leadership style of the leaders must be adjusted to the current conditions that occur in educational institutions. Each leaders is expected to have an ideal leadership style adapted to the conditions and demands of the times. not all school leaders have the ability to be able to adapt to the demands of change, coupled with the lack of

knowledge of leaders about the leadership transformation of school leaders in the 21st century. According to education management, school leaders must become change agent where the leaders must follow the existing changes. However, the rapid advancement of technology must be balanced with the quality of human resources. The leaders task of the school is to provide provisions for improving 21st century skills for teachers and students by having communication, creativity, collaboration, and critical problem solving skills. In addition, students are expected to balance themselves from the negative impacts of the times by doing positive activities. Management sees education as a miniature of society, therefore to create a quality society it starts with educational institutions. According to the theory of the functional structure of society is a social system that is interrelated, there is a system of education, family, society which synergizes with each other to achieve balance and harmony.

Based on the results of previous research that the leadership style does not have a significant effect on teacher performance, as are the following studies: (David et al., 2017; Eliyana et al., 2019; Khalifa Elgelal & Noermijati, 2014; Makena, 2017; Monoyasa et al. al., 2017; Putri & Soedarsono, 2017; Siswatiningsih et al., 2019). In contrast to several other studies which state that leadership has a significant effect on teacher performance (Asbari, 2019; Fayzhall, Asbari, Purwanto, Goestjahjanti, et al., 2020; Jumiran et al., 2020; Maesaroh et al., 2020; Nugroho et al. ., 2020; Waruwu et al., 2020; Yanthy et al., 2020). Because there is still a research gap in the relationship between leadership. Therefore, this research gap encourages researchers to elaborate more deeply and broadly about the relationship between the two constructs. This study aims to analyze the effect of transformational leadership styles,transactional, democratic, authocratic, bureaucratic and charismatic on the performance of primary school teachers

## LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT
### Leadership
According to (Bass & Avolio, 2000) perfect transformational leadership theory, based on the previous transformational leadership theory from (Burn, 1978). Transformative leaders create trust, loyalty, admiration, and respect among followers, and among followers and leaders, so that they are willing to volunteer to achieve the goals, objectives and vision of the organization. Mneurut (Robbins, 2001) confirmed that transformational leaders are those who are able to inspire their followers to change their lives and aspire to a bigger goal and vision. In this definition (Luthans, 2005), transformative leaders are able to change the awareness of their followers, increase their enthusiasm, and motivate them to do their best to achieve organizational goals, not because they are forced to, but they are willing.

### Performance
Performance is the behavior of how the target is achieved (Asbari 2019). Performance is a goal-oriented process aimed at ensuring that organizational processes are in place to maximize the productivity of teachers, teams, and ultimately, the organization. Another opinion, performance is what teachers do or don't do (Luthans, 2005). To be able to find out the performance of teachers in an organization, certain aspects are needed. Performance is influenced by variables related to work including role-stress and work / non-work conflicts

(Santoso, 2019). There are several criteria for measuring performance, namely: Quality, quantity, timeliness, cost effectiveness and interpersonal relationships (Bernardin & Russel, 1993). Meanwhile (Mathis & Jackson, 2002) states that teacher performance has several elements, namely: quantity, quality, accuracy, attendance, cooperation ability, and loyalty.

According to Robbins (2006), employee performance has six indicators, namely. The quality of work is measured by employees' perceptions of the quality of work produced and the perfection of tasks on the skills and abilities of employees. Quantity is the amount produced expressed in terms such as the number of units, the number of activity cycles completed. Timeliness, is the level of activity completed at the beginning of the stated time, seen from the point of coordination with the output results and maximizing the time available for other activities. Effectiveness is the level of use of organizational resources (energy, money, technology, raw materials) maximized with the intention of increasing the results of each unit in the use of resources. Independence is the level of an employee who will later be able to carry out their work duties. Work commitment is a level where employees have a work commitment with the agency and employee responsibilities to the office.

### Transformational Leadership Style and Teachers Performance
According to Sereau (2010), the transformational leadership style focuses on improving intellectual development, self-confidence, team spirit and enthusiasm among followers to achieve organizational goals. Bass (1988) focuses on improving employee development, process-oriented, motivating employees to work beyond expectations. According to Behery (2008), transformational leadership style focuses employees can easily share knowledge between them and Chu and Lai (2011) transformational leadership style focuses on bringing change and innovation in the organization.

*Hypothesis 1 (H1) Transactional leadership style affects teacher performance*

### Transactional Leadership Style and Teachers Performance
According to Howell & Avolio, (1993) a transactional leadership style that focuses on the exchange of rewards and targets between employees and management, Bass (1990) transactional leaders meet employees' need for rewards when targets are met. Avolio (2009) transactional leadership style based on performance-dependent reward exchange. According to Hakim, & Hasham (2009) the transactional leadership style of follower leaders through punishment and rewards.

*Hypothesis 2 (H2) transformational leadership style affects teacher performance*

### Democratic Leadership Style and Teachers Performance
According to Anderson (1991) democratic leadership style Share decision making with other members. Daft (2014) democratically delegates authority to others to encourage decision making. Mullins (2007) democratic leadership style Group members have greater rights in decision making, policy making, systems and implementation procedures. Jooste and Fourie (2009) democratic leadership style contributed by group members, and increased group morale.

*Hypothesis 3 (H3) democratic leadership style affects teacher performance*

### Autocratic Leadership Style and Teachers Performance

According to DurBrin (2006) monitoring and exercising power with little trust or confidence in followers. Jooste & Fourie (2009) Because of this attitude, followers in the system fear and distrust their leader. Maxwell (2015) autocratic leadership style They make plans for each achievement and their followers are bound to work or follow the rules.

*Hypothesis 4 (H4) autocratic leadership style affects teacher performance*

**Bureaucratic Leadership Style and Teachers Performance**

According to Bass (2008), bureaucratic leadership style autocratic leadership style Leader's behavior is characterized by the application of strict procedures that are applied to the leader and his subordinates. Avilio (2003) bureaucratic leadership style makes decisions based on rigid rules without any flexibility. According to Bruce (2018), all activities cannot be separated from existing procedures.

*Hypothesis 5 (H5) bureaucratic leadership style affects teacher performance*

**Charismatic Leadership Style and Teachers Performance**

According to Michael (2010) a charismatic leadership style has a very strong vision or clear goals, is able to communicate that vision effectively and shows consistency and focus. Able to encourage all team members to achieve goals. According to Bell (2013) charismatic leadership styles inspire others and encourage them to become Weber (1947) not from formal authority but from followers' perceptions of leaders who are endowed with extraordinary qualities.

According to Snow et al., (1986) charismatic leadership styles motivate followers to embrace social change.

*Hypothesis 6 (H6) charismatic leadership style affects teacher performance*

Based on the study of existing theories and previous research, the following hypotheses were made:

Hypothesis 1 (H1) Transactional leadership style affecting teacher's performance

Hypothesis 2 (H2) Transformational leadership style affects teacher's performance

Hypothesis 3 (H3) Democratic Leadership Style Affecting Teachers Performance

Hypothesis 4 (H4) Autocratic leadership style affecting teacher's performance

Hypothesis 5 (H5) Bureaucratic leadership style affects teacher's performance

Hypothesis 6 (H6) Charismatic leadership style affecting teacher's performance

**METHODS**

The method used in this research is quantitative method. Data collection was carried out by distributing electronic questionnaires online to all elementary school teachers in Jakarta. All items of the question / t statement were given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, neutral (N) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. Software for data processing is PLS and uses SmartPLS version 3.0 software. Respondents in this study were teachers from five elementary schools in Jakarta, totaling 222 respondents. The questionnaire was distributed using simple random sampling technique.

**Table 1.** Respondent Profil Descriptive Information

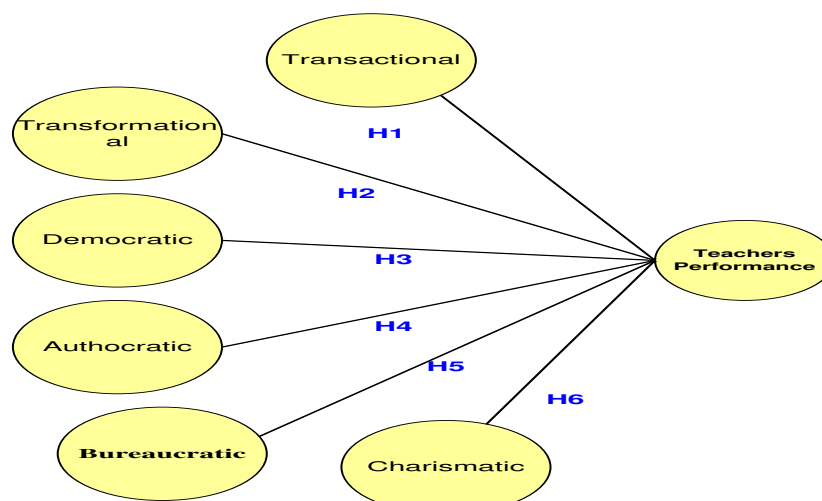| Criteria | | Total | % |
|---|---|---|---|
| Age | < 30 Years | 57 | 25.7% |
| | 30 - 40 Years | 103 | 47.1% |
| | > 40 Years | 62 | 27.2% |
| Working periode | < 5 Years | 81 | 36.3% |
| | 5-10 Years | 108 | 49.3% |
| | > 10 Years | 33 | 14.4% |
| Education | <Master's degree | 14 | 5.8% |
| | ≥ Bachelor's degree | 208 | 94.2% |



Fig 1. Research Model

Based on the study of existing theories and previous research, the following hypotheses were made:

Hypothesis 1 (H1) Transactional leadership style has a positive and significant effect on teacher's performance
Hypothesis 2 (H2) Transformational leadership style has a positive and significant effect on teacher's performance
Hypothesis 3 (H3) Democratic leadership style has a positive and significant effect on teacher's performance
Hypothesis 4 (H4) Autocratic leadership style has a positive and significant effect on teacher's performance
Hypothesis 5 (H5) Bureaucratic leadership style has a positive and significant effect on teacher's performance

Hypothesis 6 (H6) Charismatic leadership style has a positive and significant effect on teacher's performance

## RESULT AND DISCUSSION

The convergent validity testing stage is carried out by looking for the loading factor of each indicator against the construct. A factor value of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Ghozali, 2014; Hair et al., 2010). In this study, the minimum limit for the accepted loading factor is 0.5, provided that the AVE value of each construct is> 0.5 (Ghozali, 2014).
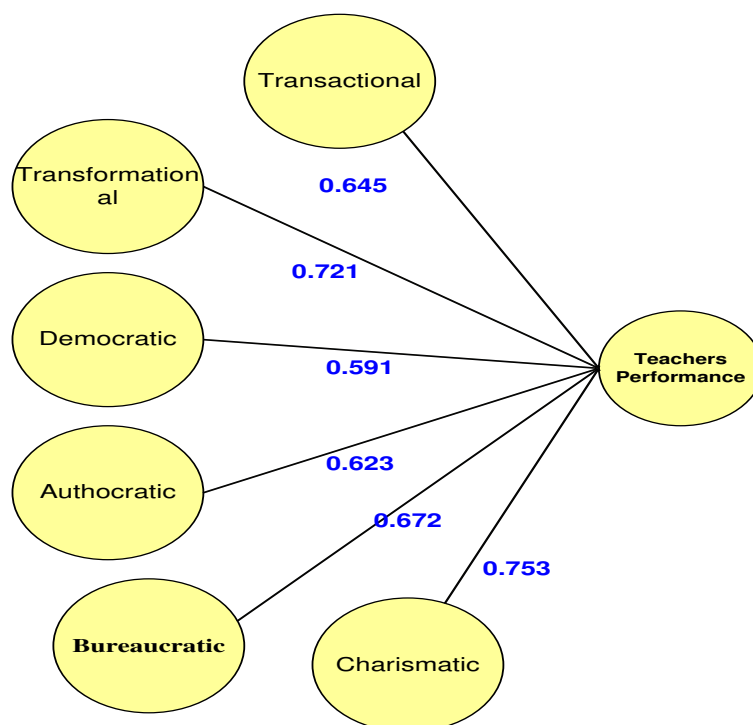
**Fig 2.** Research Model Result

After the SmartPLS 3.0 analysis, there are several indicators or items that need to be removed from the model, after that, all indicators have a loading factor value above 0.5 or provided that the AVE value is above 0.5. The

convergent validity value of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for all the complete constructs can be seen in Table 2 below:

**Table 2.** Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) Testing Result

| Variables | Items | Loadings | Cronbach's Alpha | Composite Reliability | AVE |
|---|---|---|---|---|---|
| Transactional | A1 | 0.534 | 0.763 | 0.734 | 0.732 |
| | A2 | 0.532 | | | |
| | A3 | 0.631 | | | |
| Transformational | B1 | 0.724 | 0.811 | 0.812 | 0.723 |
| | B2 | 0.743 | | | |
| | B3 | 0.571 | | | |
| Democratic | C1 | 0.613 | 0.728 | 0.763 | 0.762 |
| | C2 | 0.623 | | | |
| | C3 | 0.825 | | | |
| Autocratic | D1 | 0.824 | 0.833 | 0.834 | 0.732 |
| | D2 | 0.731 | | | |
| | D3 | 0.784 | | | |
| Bureaucratic | E1 | 0.621 | 0.612 | 0.731 | 0.731 |

| | | | | | |
|---|---|---|---|---|---|
| | E2 | 0.812 | | | |
| | E3 | 0.721 | | | |
| Charismatic | F1 | 0.631 | 0.632 | 0.732 | 0.762 |
| | F2 | 0.698 | | | |
| | F3 | 0.734 | | | |

Construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and cronbach's alpha value is more than 0.7 (Ghozali, 2014). The reliability test results in Table 2 above show that all constructs have composite reliability and Cronbach's alpha values are greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Desriminant Validity Testing

Discriminant validity is done to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing are by using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value obtained as shown in Table 3.

**Table 3.** Discriminant Validity Testing

| **Variables** | **A** | **B** | **C** | **D** | **E** | **F** |
|---|---|---|---|---|---|---|
| | | | | | | |
| Transactional | **0.936** | | | | | |
| Transformational | 0.542 | **0.983** | | | | |
| Democratic | 0.562 | 0.532 | **0.931** | | | |
| Autocratic | 0.512 | 0.617 | 0.542 | **0.955** | | |
| Bureaucratic | 0.564 | 0.653 | 0.578 | **0.723** | **0.988** | |
| Charismatic | 0.653 | 0.578 | 0.821 | **0.642** | **0732** | **0.921** |

The results of the discriminant validity test in table 3 above show that all leadership constructs have a square root value of AVE above the correlation value with other latent constructs (through the Fornell-Larcker criteria). Likewise, the cross-loading value of all leadership items from an indicator is greater than the other indicator items as referred to in Table 4, so it can be concluded that the model has met discriminant validity (Fornell & Larcker, 1981).

Hypothesis testing

Hypothesis testing in PLS is also known as the inner model of leadership test. This test includes a test for the significance of direct and indirect effects as well as a measurement of the magnitude of the influence of exogenous variables on endogenous leadership variables. The effect test was carried out using the t-statistical test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the boothstrapping technique, the R Square value and the significance test value were obtained as shown in Table 4 and Table 5 below:

**Table 4.** R Square Value Result

| | **R Square** | **R Square Adjusted** |
|---|---|---|
| Teachers Performance (P) | 0.875 | 0.743 |

Based on Table 4 above, the value of R Square teachers performance is 0.875, which means that the variable teacher performance can be explained by the leadership variable by 87.5%, while the remaining 12.5% is explained by other variables not discussed in this study.

Meanwhile, Table 5 shows t-statistics and p-values that show the influence between endogenous and exogenous variables.

**Table 5.** Hypothesis Testing Result

| **Hypotheses** | **Relationship** | **Beta** | **SE** | **T Statistics** | **P-Values** | **Decision** |
|---|---|---|---|---|---|---|
| H1 | A -> TP | 0.521 | 0.034 | 2.212 | 0.000 | *Supported* |
| H2 | B-> TP | 0.641 | 0.063 | 3.431 | 0.001 | *Supported* |
| H3 | C -> TP | 0.531 | 0.083 | 4.134 | 0.000 | *Supported* |
| H4 | D -> TP | 0.631 | 0.074 | 5.021 | 0.001 | *Supported* |
| H5 | E -> TP | 0.513 | 0.073 | 6.145 | 0.001 | *Supported* |
| H6 | F -> TP | 0.631 | 0.056 | 8.156 | 0.001 | *Supported* |

## DISCUSSION

### Relationship of Transactional Leadership and Teachers Performance

Based on the results of statistical calculations using SEMPLS in Table 5 above, it was concluded that transactional leadership has a positive and significant effect on teacher's performance. The value of t-statistics 2.212 is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. That is, the first hypothesis (H1) is accepted. These findings are in line with the results of previous studies (Asbari, 2019; Purwanto, et al., 2019; Basuki, et al., 2020; Goestjahjanti, et al., 2020; Budi Santoso, et al., 2020; Prameswari, et al., 2020) that transactional leadership has a positive and significant effect on teachers performance, if the transactional leadership style is implement properly it will encourage increasement in teacher performance and if the transactional leadership style is not implemented properly it will encourage a decrease of teachers performance.

### Relationship of Transformational Leadership and Teachers Performance

Based on the results of statistical calculations using SEMPLS in Table 5 above, it could be concluded that transformational leadership has a positive and significant effect on teacher's performance. The Value of t-statistics value of 4.431 is greater than 1.96 and the p-value of 0.001 is smaller than 0.05. That is, the second hypothesis (H2) is accepted. These findings are in line with the results of previous studies (Wijayanti, 2019; Peni, et al., 2019; Firdaus, et al., 2020; Ruby, et al., 2020; Budi Santoso, et al., 2020; Purnamasari, et al., 2020) that transformational leadership has a positive and significant effect onteachers performance, if the transformational leadership style is well executed it will encourage an increase in teachers performance, if the transactional leadership style is not implemented properly it will encourage a decrease of teacher performance.

### Relationship Democratic Leadership and Teachers Performance

Based on the results of statistical calculations using SEMPLS in Table 5 above, it is concluded that democratic leadership has a positive and significant effect on teacher performance. The t-statistics value of 4.134 which is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. That is, the third hypothesis (H3) is accepted. These findings are in line with and in accordance with the results of previous studies (Firdaus, 2019; Goestjahjanti, et al., 2020; Budi Santoso, et al., 2020; Prameswari, et al., 2020) that democratic leadership has a positive and significant effect on teacher performance, if the democratic leadership style is carried out well it will encourage an increase in teacher performance and if the democratic leadership style is not implemented properly it will encourage a decrease in teacher performance.

### Relationship Autocratic Leadership and teacher Performance

Based on the results of statistical calculations using SEMPLS in Table 5 above, it is concluded that autocratic leadership has a positive and significant effect on teacher performance. It is proven by the t-statistics value of 5.021 which is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. That is, the fourth hypothesis (H4) is accepted. These findings are in line with and in accordance with the results of previous studies (Mirayani, 2020; Wijayanti, et al., 2019; Basuki, et al., 2020; Goestjahjanti, et al., 2020; Budi Santoso, et al., 2020; Prameswari, et al., 2020) that autocratic leadership has a positive and significant effect on teacher performance, meaning that if the autocratic leadership style is well executed it will encourage an increase in teacher performance and if the autocratic leadership style is not executed properly it will encourage a decrease in teacher performance.

### Relationship Bureaucratic Leadership and teacher Performance

Based on the results of statistical calculations using SEMPLS in Table 5 above, it is concluded that bureaucratic leadership has a positive and significant effect on teacher performance. The t-statistics value of 6.145 which is greater than 1.96 and the p-value of 0.001 is smaller than 0.05. That is, the fifth hypothesis (H5) is accepted. These findings are in line with and in accordance with the results of previous studies (Purwanto, 2020; Wijayanti, et al., 2019; Basuki, et al., 2020; Goestjahjanti, et al., 2020; Budi Santoso, et al., 2020; Prameswari, et al., 2020) that bureaucratic leadership has a positive and significant effect on teacher performance, meaning that if the bureaucratic leadership style is properly executed it will encourage an increase in teacher performance and if the bureaucratic leadership style is not implemented properly it will encourage a decrease in teacher performance.

### Relationship Charismatic Leadership and teacher Performance

Based on the results of statistical calculations using SEMPLS in Table 5 above, it is concluded that charismatic leadership has a positive and significant effect on teacher performance. It is evident from the t-statistics value of 8.156 which is greater than 1.96 and the p-value of 0.001 is smaller than 0.05. That is, the sixth hypothesis (H6) is accepted. These findings are in line with and in accordance with the results of previous studies (Wijayanti, 2020; Mirayani, et al., 2019; Basuki, et al., 2020; Goestjahjanti, et al., 2020; Budi Santoso, et al., 2020; Prameswari, et al., 2020) that charismatic leadership has a positive and significant effect on teacher performance, meaning that if the charismartic leadership style is properly executed it will encourage an increase in teacher performance and if the charismatic leadership style is not implemented properly it will encourage a decrease in teacher performance.

## DISCUSSION

The leadership style of the leaders is autocratic, laisser faire, and democratic leadership. Meanwhile, according to Haris, the leadership style of the leaders is divided into democratic, authoritarian, charismatic leadership, paternalistic leadership, expert leadership, free leadership (laissez faire leadership). each has its own advantages and disadvantages, but what must be considered is the implementation of the leaders's leadership style must be adjusted to the conditions that occur in educational institutions today. Each leader is expected to have an ideal leadership style adapted to the conditions and demands of the times. not all school leaders have the ability to be able to adapt to the demands of change, coupled with the lack of knowledge of leaders about the transformation of school leader's leadership in the 21st century.

Based on the research findings, it shows that the leadership style of school leaders varies greatly depending on the personality of each school leaders in leading the institution. The authoritarian leadership style of the leaders tends to use his power. Authoritarian leadership

can be studied in Karl Marx's theory of conflict, seeing that authoritarian leadership will have absolute power in its hands, so that it is very susceptible to conflict (Asbari, 2019). Authoritarian school leaders dominate their leadership, emphatically, leaders with this style strictly control the performance of their subordinates. Authoritarian school leaders do not provide space for teachers, school staff, and all school members to express their opinions so they are not included in making decisions. In the end, it can add to problems in schools such as inappropriate school policies because they are not discussed, there are parties who are disadvantaged or discriminated against, because the power of the school leaders is very high, there is a risk of corruption of school funds. Charismatic leadership style is characterized by the personality of a special leader who has authority and attractiveness so that it is obeyed by his subordinates, a leader who has strong power and is trusted by his subordinates, a charismatic leader has the ability to influence his subordinates with his leadership style. Based on research, charismatic leadership styles are rarely found because these features cannot be owned by just anyone. The fatherly leadership style is a leader style that nurtures, protects, and helps his subordinates. A paternalistic leader will always think of his subordinates as immature human beings, therefore this fatherly leaders always wants to be heard and know everything, so that he rarely gives his subordinates the opportunity to provide various changes, innovations or creations. Expert leadership style is leadership based on expertise or skills possessed, professional leaders are obtained through education and experience levels. When viewed from the length of experience of the informants in serving as school leaders, only a few people have long served as school leaders, on average being school leaders for 3-10 years.

The laisser faire leadership style is an indifferent leadership style, space for exchanging opinions is not needed, teachers and students are free to do whatever they want to do. Researchers found leaders with leadership styles that provide freedom. This can be seen from the leaders's sense of indifference in various school activities, giving full freedom to teachers and staff without any control, never conducting supervision, the leaders rarely comes to school so that lack of discipline creates many problems at school. The findings in the field show that leaders have a democratic leadership style. The leadership style of a democratic school leaders is characterized by a space to exchange opinions so that all problems are resolved by deliberation with teachers, students, school committees, student guardians, and the community in the school area. This is in line with the opinion of Nasution (2009: 99), in general, teachers in schools want a democratic school leader so that they can make decisions by way of deliberation. The following is a documentation of the activities of democratic school leaders. Deliberations provide many opportunities for participation for all school members to channel various aspirations, criticisms, and suggestions that can be constructive for school progress. The democratic school leaders always embrace and protects his subordinates without differentiating one from another. Democratic school leaders can solve various problems that occur in schools wisely and be decided together. These various leadership must be adapted to the current conditions of society's demands. Ideal leadership is born from the competence of the leaders in leading his school). The leaders personality competencies that the researcher found include the following: the leaders has noble morals;

mandate in carrying out tasks; discipline, high integrity; open to updates to receive criticism and suggestions; a strong desire for self-development; have interests and talents as a leaders. The leaders are a role model for teachers, students, and all school members so that this personality competence is very important for the leaders to have. Documentation of the leaders's personality that can make the school atmosphere better.

## CONCLUSION
The conclusion of this study is that Transactional leadership has a positive and significant effect on teachers performance, Transformational leadership has a positive and significant effect on teachers performance, Democratic leadership style has a positive and significant effect on teachers performance, Autocratic leadership style has a positive and significant effect on teachers performance, The bureaucratic leadership style. It has a positive and significant effect on teacher's performance, charismatic leadership style has a positive and significant effect on teacher's performance. The leadership style of school leaders has undergone a transformation following changes, the leadership style of school leaders is more suitable today, namely democratic leadership that can embrace teachers, students, school committees, guardians of students, and the community. In the study of the sociology of education, schools must carry out their functions properly so that the leadership of the leaders can be the progress of the led educational institution. Becoming a professional school leader is required to have personality, managerial, entrepreneurial, supervisory and social competences. Skills in facing the era of the industrial revolution 4.0 can be seen from the ability of the leaders in the use of technology and entrepreneurial skills. Efforts made by the leaders to improve abilities are by continuing education, participating in various trainings, seminars, workshops, and various supporting activities. There needs to be collaboration from various parties, especially policy makers so that school leaders can become professional and quality leaders.

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