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THE EFFECT OF THE DEMOCRATIC LEADERSHIP OF THE SCHOOL PRINCIPAL ON TEACHER PERFORMANCE IN SMP/MTs IN BARA DISTRICT, PALOPO CITY

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Abstract

²⁴ The purpose of this study is to look into the impact of the principal's democratic leadership style on teacher performance in SMP/MTs in Palopo City's Bara District. A descriptive quantitative approach is used in this study. The findings of the study show that democratic leadership style has a significant effect on teacher performance in SMP/MTs in Bara District, Palopo City. This is because the leadership style displayed by the principal through several indicators can provide a significant enough stimulant to the teacher so that teachers' work motivation can increase adequately, which has an impact on the achievement of educational and learning goals in schools. This study implies the importance of the leadership style displayed by the principal in building teacher motivation and commitment in schools to generate optimal teacher performance in schools.

Abstrak

² Penelitian ini bertujuan untuk menganalisis tentang pengaruh gaya kepemimpinan demokratis kepala sekolah terhadap kinerja guru di SMP/MTs se-Kecamatan Bara Kota Palopo. Penelitian ini menggunakan pendekatan kuantitatif dekriptif. Hasil penelitian menunjukkan bahwa gaya kepemimpinan demokratis berpengaruh dan signifikan terhadap kinerja guru di SMP/MTs se-Kecamatan Bara Kota Palopo. Hal ini disebabkan karena gaya kepemimpinan yang ditampilkan oleh kepala melalui beberapa indikator mampu memberikan stimulant yang cukup besar kepada bahwannya, sehingga motivasi kerja guru dapat meningkat dengan baik, yang berdampak pada tercapainya tujuan pendidikan dan pembelajaran di sekolah. Penelitian ini memberikan implikasi tentang pentingnya gaya kepemimpinan yang ditampilkan oleh kepala sekolah dalam membangun motivasi dan komitmen guru di sekolah, sehingga mampu membangkitkan kinerja guru di sekolah secara optimal.

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INTRODUCTION

Leadership can be a benchmark in the success of every activity carried out by human resources in institutions, especially educational institutions (Everett & Raven, 2018). Principal leadership can influence activities that occur in schools (Rehman, Khan, & Waheed, 2019; Rostiawati, 2020) of course, principals who have managerial abilities and can accept opinions or suggestions from teachers have a strong influence in determining the success of existing education. at school (Kheruniah, 2013; Cilek, 2019).

One of the essential components to achieve national education goals is that the principal is responsible for completing the school's vision and mission (Nurdiansyah, 2021). The principal is also the driving factor behind all of the school's resources (Rahman & Subiyantoro, 2021). More specifically, school principals are required to be able to move teachers effectively, foster good relations in schools to create a conducive atmosphere, create cohesiveness in schools, and carry out planning, implementation, and evaluation of various policies that have been implemented in schools (Khosiah & Maryani, 2020; Salim & Hasanah, 2021).

Every principal has a different leadership style. To be able to move an organization, an effective leadership style is needed by the principal. The leader's conduct or method in influencing the thoughts, feelings, attitudes, and behavior of members of the organization is referred to as leadership style. Wirjana & Supardo (2011) discuss leadership style, which is a complicated process in which a person encourages others to accomplish a mission, task, or goal while also directing the business more effectively. As a result, leadership style can be defined as a person's attitude and behavior that influences others to achieve common goals.

The leadership style is meant as a typical way of behaving from a leader towards his group members (Munir & Iqbal, 2018; Hill-Berry, 2019). Three principal leadership styles are most widely and well known: autocratic, democratic, and laissez-faire leadership styles (Usman, 2011). Hersey and Blanchard (1997) suggest that effective leadership styles vary according to the maturity of subordinates. The educational leadership style is the way a leader of an educational institution organizes, directs, and guides teachers so that they can work together to achieve academic goals (Fathorrazi, 2017). The principle can use a more effective or varied leadership style to ensure that the required objectives are met effectively and efficiently (Said, 2018).

Russamsi et al., (2020) research found that principal leadership could improve teacher professionalism and performance. According to Zainuddin et al. (2020), a principal's leadership combined with effective organizational communication can boost teacher commitment, enhancing performance. Endaryono et al., (2021) said that the democratic leadership style is ideal for school principals, where they make decisions by deliberation by involving all elements by consensus, carry out decisions by delegating authority and responsibility to subordinates, and program evaluations are carried out systematically. Objective a 42 continuous.

Rohman & Muna (2019) claim that the principal's democratic leadership typology is a fundamental value in a sound change in their study. Schools are capable of competing in educational competitions and are prepared to face any challenge. Nasir et al., (2021) added that the democratic leadership model of madrasah principals is shown by the behavior of principals who are communicative, disciplined, responsible, dare to innovate, honest, open, have good social relations with madrasa residents, and involve subordinates together. Same for making changes. According to Yanti (2021), the democratic leadership style positively and significantly affects teachers' educational, personality, professional and social competencies.

Democratic leadership gives staff and teachers confidence in carrying out their duties, rewards teachers who make change and creativity, and provides opportunities for staff and teachers who make mistakes to improve themselves (Saputra et al., 2021). Principal democratic leadership can appear in the form of influencing teachers to want to do something together to achieve educational goals (Sanjani, 2018), where teachers will improve their performance in their respective fields (Yanti, 2021).

Employees who participate in an organization are the most critical resources in maximizing the potential of other organizational resources and improving overall performance. The appearance of personal effort in terms of quantity and quality in an organization is performing (Rahsel, 2017).

According to Hasibuan (2010), performance is defined as a person's effort to carry out responsibilities based on skills, experience, sincerity, and time. There are at least three categories in this performance: ability in the workplace, ability in social situations, and ability in one's personal life (Asri, 2018). Teacher performance refers to a teacher's overall conduct in carrying out the activities that have been allocated to him as a teacher, trainer, mentor, coach, or student educator, to improve the teaching profession through mastery of these critical tasks (Rosaliawati et al., 2020)

According to Herosita's (2017) findings, the democratic leadership of the principal can increase teacher work discipline in schools. Similarly, according to Nadir (2018), the democratic administration of the principal has a substantial impact on improving the performance of teachers and school personnel. Cecilia (2020), noted that transformational, autocratic, and democratic principal leadership styles positively influence teacher performance in schools, while transactional, charismatic, and bureaucratic leadership styles hurt teacher performance. Purwanto et al. (2020) found that transactional and authoritarian leadership styles have a favorable and significant impact on teacher performance.

Nasukah et al., (2020) say that to improve the performance of teachers and staff; good communication skills are needed from a leader. According to Kurniawan (2018), the professional allowance and education and professional training have a favorable and significant impact on teacher performance. Still, teachers need to commit to improve performance and develop themselves as professional responsibility continually. This is reinforced by Najemiah's research (2017), which states that supervision and certification simultaneously significantly affect teacher performance in schools.

The researchers are interested in examining the democratic leadership style of school principals on enhancing the performance of SMP/MTs teachers in Bara District, Palopo City, given the importance of democratic leadership and teacher performance for the sustainability of educational institutions. The findings of this study are intended to improve instructors' performance in educational institutions and the quality of education they provide so that they are superior and competitive in the face of rivalry among academic institutions.

RESEARCH METHODS

This study was conducted in SMP/MTs in Palopo City's Bara District using a quantitative technique. Ex-post-facto analysis with simple regression is research that aims to determine current problem solving based on data, present data, and analyze data.

The total number of teachers at the SMP/MT level in the Bara District of Palopo City, which is 134 people, is used in this study. The proportional random sample strategy was utilized in this investigation. The following are the specifics of the research sample:

Table 1: Research sample

SMP/MTS School	Sampel	Number of samples
SMPN 5 PALOPO	$30\% \times 34 = 10,2$	10
SMPN 8 PALOPO	$30\% \times 47 = 14,1$	14
MTsS DATOK SULAIMAN PALOPO	$30\% \times 15 = 4,5$	4
SMP DATOK SULAIMAN PALOPO	$30\% \times 38 = 11,4$	11
Amount		39

The researcher employed a questionnaire or a collection of statements or questions presented to respondents to collect the data and information needed for this investigation. Based on the indicators that support the research variables with the theory that has been described, it can be stated indicators of the research variables:

Table 2: Research variable indicators

VARIABLE	NO	INDICATOR	Alternative Answer	
			(+)	(-)
Democratic Leadership Style	1	Make decisions together	1, 6	16, 11, 20
	2	Emphasize a sense of responsibility	2, 12, 17, 21	7, 24
	3	Appreciate Master's opinion	13, 8, 22	18, 3
	4	Prioritize or cooperate with teachers	4, 14	9, 19
	5	Giving motivation	23	5, 10, 15
Performance	1	Planning lessons	1, 11	6
	2	Carry out learning	7, 12	2
	3	Assessing learning outcomes	3, 13	8
	4	Guiding and training students	14, 9, 4	16
	5	Carry out additional tasks	10, 17	5, 15

The researcher used a Likert scale on each variable in this case, with strong agree (SS), agree (S), disagree (KS), and disagree (KS) as the options (TS). The weighting starts at 4, 3, 2, 1 and goes up from there. Following collection of data, the data processing and analysis stage is completed. SPSS software for Windows version 20 was used to analyze the data used in this study.

The data analysis technique of this research uses;

1) Descriptive Statistical Analysis

The data collected using this questionnaire was measured using a Likert scale. After the data obtained in this study is considered sufficient, the writing of its management uses descriptive analysis methods. The value acquired from the questionnaire findings on the influence of the principal's democratic leadership style on the performance of SMP/MTs teachers in Bara District, Palopo City, was described using descriptive statistical analysis. With the need for this analysis, it is used to describe the characteristics of the respondent's value in the form of average, median, the standard deviation of variation, about the score, lowest value and highest value, and frequency distribution table histogram.

Furthermore, the factors compiled by Suherman (2014) are classified as follows to determine the Principal's Democratic Leadership Style and Teacher Performance:

Table 3: Categorization of Principal Democratic Leadership Styles and Teacher Performance

Range % skor	Kategorisasi
0% - 34%	Very low
35% - 54%	low
55% - 64%	Currently
65% - 84%	Tall
85% - 100%	Very high

2) Inferential statistical analysis

a). Normality test

The data normality test aims to see if the data from the research results are normally distributed. The IMB SPSS program was used to perform the normalcy test in this study. The basis for making decisions meets normality and does not: If the significance value is $> \alpha$ (0.05), the data is usually distributed. Meanwhile, if the significance value is less than 0.05, the data is not regularly distributed.

b). Heteroscedasticity Test

The heteroscedasticity test determines whether or not the variances of the variables in the regression model are equal. On the other hand, homoscedasticity is defined as the variance of the variables in the regression model having the same value (constant). Because this data includes data reflecting diverse sizes, a reasonable regression model is a homoscedasticity, or there is no heteroscedasticity (small, medium, and large). In this work, we used simple linear regression analysis and, if $T_{count} < T_{table}$, then H_0 is rejected and H_1 is accepted if $T_{count} > T_{table}$ then H_0 is accepted H_1 is denied. Based on the probability, if significant T (probability) 0.05 then H_1 is rejected; if significant T (probability) 0.05, H_0 is accepted.

RESULTS AND DISCUSSION

a. Instrument validity

Before the questionnaire was used, the researcher conducted a content validity test by selecting three expert validators who had competence in education to fill out the validation format. In content validity, Aiken's formula is used while the results of the truth of the three expert validators are as follows:

Table 4: The results of the validity of the questionnaire data for research on the democratic leadership style of school principals

Validator	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6	
	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S
Validator 1	4	3	3	2	4	3	3	2	4	3	3	2
Validator 2	3	2	3	2	3	2	3	2	3	2	4	3
Validator 3	3	2	3	2	3	2	3	2	3	2	3	2
$\sum S$	7		6		7		6		7		7	
V	0.77		1.00		0.77		1.00		0.77		0.77	

Based on the table above, the average value of V (Aiken's) is 0.846. Furthermore, it will be compared using the interpretation that can be seen in the table below:

Table 5: Interpretation of Content Validity

Interval	Interpretation
0,00 – 0,199	Very Invalid
0,20 – 0,399	Invalid
0,40 – 0,599	Less Valid
0,60 – 0,799	Valid
0,80 – 1,00	Very Valid

Based on the table above, it can be concluded that the average value of V (Aiken's) of the content validity of the Principal's Democratic Leadership Style can be said to be adequate (very valid).

Table 6: Results of Questionnaire Data Validity for Teacher Performance

Validator	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6	
	Score	S	Score	S	Score	S	Score	S	Score	S	Score	S
Validator 1	4	3	3	2	4	3	3	2	4	3	3	2
Validator 2	3	2	3	2	3	2	3	2	3	2	3	2
Validator 3	3	2	3	2	3	2	3	2	3	2	3	2
$\sum S$	7		6		7		6		7		6	
V	0.77		1.00		0.77		1.00		0.77		0.77	

The average value of V (Aiken's) is 0.846, according to the table above. It will also be compared using the interpretation shown in table 4.7. It can be determined that the average value of V (Aiken's) of the content validity of Teacher Performance is appropriate (very valid).

b. Instrument Reliability

The results of reliability testing can be seen in the table below:

Table 7: Principal's Democratic Leadership Style Reliability Test Reliability Statistics

Cronbach's Alpha	N of Items
.599	24

Based on table 7 above, the reliability test was obtained for the Principal Democratic Leadership Style questionnaire with an r_{11} value of 0.599 or 0.60. Thus, based on the reliability interpretation table, the Principal Democratic Leadership Style questionnaire with high reliability criteria.

Table 8: Reliability Test of Teacher Performance Reliability Statistics

Cronbach's Alpha	N of Items
.490	17

Then for table 8, the reliability test for teacher performance questionnaires who obtained an r_{11} value of 0.490. Thus, based on the reliability interpretation table, the teacher performance questionnaire can be said to have sufficient criteria.

c. Descriptive Statistical Analysis Results

Data is organized, presented, and analyzed using descriptive statistical analysis. Statistical approaches, such as creating a frequency distribution table, can be used to describe the data. The mean, minimum, maximum, variance, standard deviation, frequency distribution table, and other calculations are used in descriptive statistical analysis to describe the characteristics of respondents.

1) Principal's Democratic Leadership Style

The results of descriptive statistical analysis of the mean score of 64.59 and variance of 21,410 with a standard deviation of 4.627 from the lowest score of 57 to the highest score of 78 for the Principal Democratic Leadership Style variable (X) provided an overview of the distribution characteristics of the mean score of 64.59 and variance of 21,410 with a standard deviation of 4.627 from the lowest score of 57 to the highest score of 78 for the Principal Democratic Leadership Style variable (X). Table 9 illustrates this point;

Table 9: Descriptive Statistical Test Results of Principal's Democratic Leadership Style

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Principal democratic leadership style	39	57	78	64.56	4.627	21.410
Valid N (listwise)	39					

A table showing the frequency distribution and percentage of the principal's leadership style may be obtained by grouping the Principal's Democratic Leadership Style scores into five categorizations. The following is the frequency distribution table and a piece of the Principal's Democratic Leadership Style:

Table 10: Percentage Gaining Categorization of Principal's Democratic Leadership Style

Score	Categorization	Frequency	Percentage (%)
55-60	Very low	8	20%
61-65	Low	3	8%
66-70	Currently	11	28%
71-75	Tall	16	41%
76-80	Very high	1	3%
	Amount	39	100%

The findings of the questionnaire on the Principal Democratic Leadership Style variable (X) show that, according to the table above, in general, principals of SMP/MTs in Bara District, Palopo City have a Democratic Leadership Style with a Very Low category, namely with a percentage of 20% because they have a sampling frequency of 8, for the Low category, a percentage of 8% is obtained. After all, they have a sampling frequency of 3 people. At the same time, the Medium category received a percentage of 28%, with a sampling frequency of 11 people, for the High category it had a percentage

of 41%, with a sampling frequency of 16 people, and the Very High category had a percentage of 3%, with a sampling frequency of 1 person.

The democratic leadership style of principals of SMP/MTs in Bara District, Palopo City, is included in the High classification with a sampling frequency of 16 persons, according to tables 9 and 10, and the percentage result is 41% with a mean score of 64.56. The respondents' responses to the questionnaire have a significant impact on the principal's democratic leadership style. In the Bara District of Palopo City, the rate reached was 41% of all SMP/MTs schools.

There are 4 SMP/MTs in Bara District, Palopo City, so the researcher will see the percentage of Democratic leadership style on teacher performance from each school by using descriptive statistical test results analysis.

a) SMPN 5 Palopo

Table 11: Descriptive Statistical Test Results of the Principal's Democratic Leadership Style of SMPN 5 Palopo

	N	Minimum	Maximum	Mean	Std. Deviation
The Democratic Leadership Style of the Principal of SMPN 5 Palopo	10	59	71	64.40	3.950
Valid N (listwise)	10				

The results of descriptive statistical analysis related to the score of the Principal Democratic Leadership Style variable at SMPN 5 obtained a characteristic picture of the distribution of the mean score, which is 64.40 with a standard deviation of 3.950 from the lowest score of 59 and the highest score of 71. If the Principal's Democratic Leadership Style score is grouped into five categorizations, the frequency distribution table and percentage of the Principal's Democratic Leadership Style of SMPN 5 are obtained as follows:

Table 12: Percentage Gaining Categorization of Democratic Leadership Style Principals of SMPN 5

Score	Categorization	Frequency	Percentage (%)
31-40	Very low	0	0%
41-50	Low	0	0%
51-60	Currently	1	10%
61-70	Tall	7	70%
71-80	Very high	2	20%
	Amount	10	100%

Based on tables 11 and 12, it can be concluded that the Principal's Democratic Leadership Style at SMPN 5 Palopo is included in the high categorization with a sampling frequency of 7 people, and the percentage result is 70% with a mean score of 64.40.

b) SMPN 8 Palopo

Table 13: Descriptive Statistical Test Results of the Principal's Democratic Leadership Style of SMPN 8 Palopo

	N	Minimum	Maximum	Mean	Std. Deviation
Democratic leadership style of the principal of SMPN 8 Palopo	14	57	78	67.21	5.026
Valid N (listwise)	14				

The results of descriptive statistical analysis related to the score of the Principal Democratic Leadership Style variable at SMPN 8 Palopo obtained a characteristic picture of the distribution of the mean score, which is 67.21 with a standard deviation of 5,026 from the lowest score of 57 and the highest score of 78. Suppose the score of the Principal's Democratic Leadership Style is grouped into five categorizations. In that case, the frequency distribution table and percentage of the Principal's Democratic Leadership Style of SMPN 8 Palopo are obtained as follows:

Table 14: Percentage Gain of Democratic Leadership Style Categorization at SMPN 8 Palopo

Score	Categorization	Frequency	Percentage (%)
-------	----------------	-----------	----------------

31-40	Very low	0	0%
41-50	Low	0	0%
51-60	Currently	1	7%
61-70	Tall	11	79%
71-80	Very high	2	14%
	Amount	14	100%

The democratic leadership style of the principal of SMPN 8 Palopo is included in the high categorization with a sampling frequency of 11 persons, a percentage of 79 percent, and a mean score of 67.21, as shown in tables 13 and 14.

c) SMP Datok Sulaiman Palopo

Table 15: Descriptive Statistical Test Results of Principal's Democratic Leadership Style at SMP Datok Sulaiman Palopo

	N	Minimum	Maximum	Mean	Std. Deviation
democratic leadership style of the principal of SMP Datok Sulaiman Palopo	11	58	70	61.91	3.590
Valid N (listwise)	11				

The results of descriptive statistical analysis related to the variable score of the principal democratic SMP Datok Sulaiman Palopo leadership style from the lowest score of 58 to the highest score of 70, acquired a description of the distribution characteristics with a mean score of 61.91 and a standard deviation of 3.590. Suppose the score of the Principal's Democratic Leadership Style is grouped into five categorizations. In that case, the frequency distribution table and percentage of the Democratic Leadership Style of the Principal of SMP Datok Sulaiman Palopo are obtained as follows:

Table 16: Acquired Percentage of Democratic Leadership Style Categorization Principal of SMP Datok Sulaiman Palopo

Score	Categorization	Frequency	Percentage (%)
46-40	Very low	0	0%
51-55	Low	0	0%
56-60	Currently	5	45%
61-65	Tall	5	45%
66-70	Very high	1	10%
	Amount	11	100%

With a sampling frequency of 5 persons and a percentage result of 45 percent, and a mean score of 61.91, it can be inferred that the Democratic Leadership Style of SMP Principal Datok Sulaiman Palopo is included in the High classification.

d) MTsS Datok Sulaiman Palopo

Table 17: Descriptive Statistical Test Results for the Democratic Leadership Style of MTsS Principal Datok Sulaiman Palopo

	N	Minimum	Maximum	Mean	Std. Deviation
the democratic leadership style of the principal of MTsS Datok Suaiman Palopo	4	60	67	63.00	3.162
Valid N (listwise)	4				

The results of descriptive statistical analysis related to the variable score of the Principal's Democratic Leadership Style at MTsS Datok Sulaiman Palopo obtained a description of the characteristics of the distribution of the mean score of 63.00 with a standard deviation of 3.162 from the lowest score of 60 and the highest score of 67. Suppose the scores of the Principal's Democratic Leadership Style are grouped into five categorizations. In that case, the frequency distribution table

and percentage of the Democratic Leadership Style of MTsS Principal Datok Sulaiman Palopo are obtained as follows:

Table 18: Percentage Gaining Categorization of Democratic Leadership Style MTsS Principal Datok Sulaiman Palopo

Score	Categorization	Frequency	Percentage (%)
46-40	Very low	0	0%
51-55	Low	0	0%
56-60	Currently	0	0%
61-65	Tall	3	75%
66-70	Very high	1	25%
Amount		4	100%

Tables 17 and 18 show that MTsS Principal Datok Sulaiman Palopo's Democratic Leadership Style falls into the high categorization category, with a sampling frequency of three people, a percentage of 75 percent, and a mean score of 63.00.

Based on the result of descriptive statistical tests conducted in part for each SMP / MTs in Bara District, Palopo City, to determine the percentage of the principal's democratic leadership style, it can be concluded that SMPN 5 Palopo has a rate of 70%, SMPN 8 Palopo has a rate of 79 percent, and SMP Datok has a rate of 45 percent. MTsS Datok Sulaiman Palopo accounts for 75% of the total. The descriptive statistical analysis of the democratic leadership style of the four schools' highest principal, SMPN 8 Palopo, can be seen. The distribution of the mean score of 67.21 is included in the high categorization with a sampling frequency of 11 people, yielding a percentage result of 79 percent.

2) Teacher Performance

The findings of descriptive statistical analysis of the Teacher Performance variable (Y) score yielded a description of the distribution features of the mean score, which is 49.36, and the variance, which is 11.184, with a standard deviation of 3.344, ranging from 41 to 59. This is illustrated in Table 19:

Table 19: Descriptive Statistics Test Results of Teacher Performance

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Teacher Performance	39	41	59	49.36	3.344	11.184
Valid N (listwise)	39					

If the teacher's performance scores are grouped into five categories, a table of the frequency distribution and percentage of teacher performance is obtained. The following is the frequency distribution chart and percentage of Teacher Performance:

Table 20: Gained Percentage of Teacher Performance Categorization

Score	Categorization	Frequency	Percentage (%)
35-49	Very low	0	0%
41-45	Low	2	5%
46-50	Currently	22	56%
51-55	Tall	7	18%
56-60	Very high	8	21%
Amount		39	100%

According to the table above, the results of the questionnaire on the Teacher Performance variable (Y) acquired from the research sample reveal that; In general, the performance of SMP/MTs teachers in Bara District, Palopo City who have deficient performance is obtained by a percentage of 0% because they have a sampling frequency of 0, for the Low category a percentage of 5% is obtained. After all, they have a sampling frequency of 2. At the same time, the Medium category gets a percentage of 56% with a frequency of a sample of 22 people, for the High category has a percentage of 18% with a sampling frequency of 7 people. The outstanding category as a percentage of 21%, with a sampling frequency of 8 people.

With a sampling frequency of 22 people, it can be stated that the teacher performance of SMP/MTs in Bara District, Palopo City falls into the Medium category, as shown in tables 19 and 20. and the percentage result is 56% with a mean score of 49.36. The high percentage of teacher performance results is influenced by the respondents' answers to the questionnaire given.

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d. Classic Assumption Test
i) Data Normality Test

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Table 21: One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		39
Normal Parameters(a,b)	Mean	.0000000
	Std. Deviation	1.76891403
Most Extreme Differences	Absolute	.166
	Positive	.166
	Negative	-.100
Kolmogorov-Smirnov Z		1.036
Asymp. Sig. (2-tailed)		.233

- a Test distribution is Normal.
b Calculated from data.

7 A significant value of 0.233 was obtained from the data normality test findings obtained using the One-Sample Kolmogorov-Smirnov Test. The critical number is more important than the probability value ($0.233 > 0.05$) than the probability value of 0.05. It can be determined that the data under investigation is typically dispersed.

- 2) Heteroscedasticity Test

Table 22: Heteroscedasticity Test Results



Based on the scatterplot output above, it can be seen that:

- The dots don't collect just above or below
- Spreader data points above and below or around the number 0
- The read of data points is not patterned
- The spread of data points does not form a widening pattern then narrows and widens again

As a result, it may be stated that there is no heteroscedasticity problem, allowing for the development of a good regression model.

e. Simple Regression Analysis

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Tabel 23: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	T		Sig.
		B	Std. Error	Beta	B	Std. Error	
1	(Constant)	42.207	4.068		10.376		.000
	Democratic Leadership Style	.143	.063	.349	2.268		.029

9 Dependent Variable: Teacher Performance

Based on the table above, it can be interpreted as follows;

1. A constant of positive 42,207; it means that if the democratic leadership style (X) is 0, then the teacher's performance (Y) is positive, which is 42,207
2. The regression coefficient of the democratic leadership style variable (X) is positive 0.143; The teacher's performance (Y) will improve by 0.143 if the democratic leadership style (X) increases by one. The positive coefficient indicates that democratic leadership style and teacher performance have a good association.

f. Research Hypothesis Test

1. Coefficient of Determination R²

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Tabel 24: Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.349(a)	.122	.098	1.793

a Predictors: (Constant) 21 Democratic Leadership Style

b Dependent Variable: Teacher Performance

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The coefficient of determination (R Square) value is 0.122, as shown by the coefficient of determination (R Square) results. The coefficient of determination (R Square) has a magnitude of 0.122 or 12.2 percent. This result indicates that democratic leadership has a 12.2 percent impact on teacher performance. The remainder (100 percent - 12.2 percent = 87.8%) is impacted by variables not included in this regression model. Error is a term used to describe the extent of the influence of other factors (e). Other factors that are influenced outside the variables of democratic leadership style and teacher performance are not examined by the researchers themselves, such as salary, working environment conditions, rank, responsibility and work performance, and so on at school.

2. Test (t-test)

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Tabel 25: Test Results (T) Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T		Sig.
		B	Std. Error	Beta	B	Std. Error	
1	(Constant)	42.207	4.068		10.376		.000
	Democratic Leadership Style	.143	.063	.349	2.268		.029

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a Dependent Variable: Teacher Performance

The independent variable has a significant effect on the dependent variable, according to the findings of the test (t-test), when evaluated from the value of $t_{count} > t_{table}$ and significant value 0.05 (H_0 is rejected and H_1 is accepted). The Coefficients output produced a Tcount value of 2.268 and a T_{table} value of 1.995 or $2.268 > 1.995$. A significant value of democratic leadership style is 0.029 0.05 (H_0 is rejected and H_1 is accepted), implying that democratic leadership style significantly impacts teacher performance.

The findings of this study support Kholil & Karwanto's (2021) research, which claims that school principals frequently use a democratic leadership style in managing schools to increase teacher performance. This is because democratic leadership has a free nature and protects all subordinates in schools, especially teachers, in improving their performance.

Leadership, which can be demonstrated in how someone leads his subordinates, is one of the factors that can increase teacher effectiveness. According to (2016), the principal's leadership style considerably impacts teacher performance. Teacher performance refers to a teacher's overall conduct in carrying out the activities allocated to him as a teacher, trainer, mentor, coach, or student educator, to improve the teaching profession through mastery of these critical tasks.

Democratic principal leadership, as stated by Ghozali & Milansari (2015) that this democratic style or type of leadership is seen as the "most ideal" style; principals with a democratic style are felt to have various advantages for developing schools. A democratic leader can function as a catalyst that can speed up processes naturally and help achieve the object to be achieved in a way that best suits the conditions of the group (Miroj et al., 2020).

The democratic leadership style is modernist and participatory; namely, in the implementation of leadership, all members are invited to participate and contribute their thoughts and energy to achieve organizational goals (Saputra et al., 2021). The principal's democratic attitude is seen with a pattern of high obligation attitudes and high tolerance rules (Abowitz & Kathleen, 2019). Leaders apply a very caring nature, both in how to improve the welfare of teachers and employees (Szeto, 2021).

According to Muhassanah (2020), the principal's leadership has a significant impact on teachers' performance. Principals who have good leadership can also be seen from their ability to motivate teachers to become more enthusiastic, their ability to stimulate their subordinates, such as: giving equal rights to every teacher, fostering innovation, supporting the way teachers work, involving teacher participation in solving problems and have intelligence/intellectual (Abowitz & Kathleen, 2019).

Likewise with Tania's (2017) opinion says that to maximize employee performance, a leader is needed who can adequately manage and direct his subordinates. The role of the leader is very influential in creating work effectiveness (Kalangi et al., 2021). Leaders must always motivate their subordinates to work well and effectively. According to Yanti (2021), as part of the form of teacher performance in schools, the democratic leadership style of the principal gives a favorable and significant rise in the educational competency, personality, and professional competence of teachers.

CONCLUSION

Based on the study's findings, it can be concluded that a democratic leadership style has a significant and considerable impact on teacher performance in SMP/MTs in Palopo City's Bara District. This is because the principal's leadership style can provide a substantial enough stimulant to the teacher through numerous indicators, causing the teacher's job motivation to increase appropriately, affecting educational and learning goals in schools.

The findings of this study cannot be applied to all educational institutions, but they do suggest that democratic leadership can increase teacher effectiveness. This research is limited to educational institutions in the Bara sub-district of Palopo city, which have specific characteristics and cultures so that the democratic style is suitable for them. From the limitations of this study, it is hoped that similar studies will emerge that target and focus their studies on different dimensions, with the characteristics and characteristics of other objects, to add to the treasures of exemplary leadership.

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