

The Influence of Leadership Style on Junior High School Teacher Performance through the Work Environment in Batam City

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ABSTRACT

Educational leadership is measured through leadership styles, including authoritarian, democratic, and transformational. The authoritarian leadership style emphasizes obedience, is democratic, involves participation, and is transformational to create positive change. Another important factor influencing teacher effectiveness is the work environment.

This study aims to see the influence of leadership styles, specifically autocratic leadership, democratic leadership, and transformational leadership, on teachers' performance through the work environment as an intermediate variable. The research method used is a quantitative descriptive method with a sampling technique using the Slovin formula available on the site (<https://www.statology.org/slovins-formula-calculator/nd>), and a sample of 400 teachers from public and private colleges in Batam city. The data collection technique used in this study is a questionnaire via Google Form and a data analysis technique using the SEM method. Analyze the relationship between leadership (authoritarian, democratic, and transformational), work environment, and teacher performance in public and private high schools in Batam City. The results show that democratic and transformational leadership have a positive and significant influence on the work environment and teacher performance. Meanwhile, authoritarian leaders do not have significant influence.

The results of this research reflect the importance of a democratic and transformational leadership approach in improving the work environment and Enhancing teachers' effectiveness during the Education 4.0 era. Adaptation is needed in education and school leadership to be relevant to the demands of an era characterized by high technology and rapid changes in the world of work.

Keywords: Education, authoritative leadership, democratic leadership, transformational leadership, work environment, teacher performance.

INTRODUCTION

Enhancing a nation's advancement is significantly linked to education, particularly in elevating the caliber of its human capital, a pivotal factor for national development. Education helps students prepare for the essential needs to face change. In the age of globalization, individuals need to possess competitive skills as opportunities are accessible to everyone. Success in life requires navigating intense competition, hence the necessity for capable Human Resources (HR) characterized by expertise, perseverance, integrity, and diligence. The Education Era 4.0 emphasizes several important points that must be considered. First, critical thinking competence and problem-solving abilities are the main keys that must be developed in students. Teachers need to design learning that encourages the development of this ability. In addition, the ability to communicate and collaborate effectively is also very important. Furthermore, the utilization of information

and communication technology can contribute to the enhancement of these abilities.

Besides that, in facing the Industrial Revolution 4.0, creative thinking and innovation skills are essential. We must be able to think creatively and innovate to compete and create jobs in this ever-changing world. Apart from that, information and communication technology literacy is a very important skill because many professions have been replaced by technology. It is also important to note that school leadership styles must also transform. Democratic leadership, which involves all school stakeholders, is considered more appropriate to the current era, the aim is to evaluate the impact of various types of leadership on the performance of basic education teachers, so that it can guide developing leadership models that are appropriate to the Education 4.0 era (Indrawan et al., 2020) . All of these points reflect the importance of adaptation in education and school leadership to be relevant to the demands of an era characterized by high technology and rapid changes in the world of work (Asbari et al., 2021) .

In the educational context, leadership plays an inseparable role in achieving educational goals. Educational goals must be realized through synergy between existing educational components, and it must be understood that these elements cannot be separated from leadership activities. Therefore, the role of a leader is very crucial in setting educational goals and allocating the necessary resources (Amrullah, 2019) . Effective leadership stands as a crucial element in the achievement of success for educational institutions globally (MA Khan, 2020) .

Various types of leadership in schools have their respective advantages and disadvantages. However, what needs to be considered is how this leadership is implemented according to the current situation in educational institutions. Each educational administrator is anticipated to adopt a leadership approach that aligns with the prevailing circumstances and requirements of the era. The issue lies in, that not all school leaders can adapt to the changes that are occurring, especially because of their lack of understanding of how leadership is transforming in the 21st century era. For that reason, this study seeks to thoroughly investigate the connection between diverse leadership approaches and how they affect the success of elementary school teachers. The focus encompasses democratic, autocratic, bureaucratic, and charismatic leadership styles (Chiang et al., 2021)

A work environment that is cohesive and has an emphasis on independence that is also well organized and provides meaningful and challenging tasks tends to produce high performance. Teachers who work in schools with strong and supportive professional environments experience significant increases in teaching effectiveness. Their average increase in effectiveness was 0.035 SD higher compared to teachers in schools with a weak professional environment, which was around 38% higher. This shows that strong professional surroundings exert a notable positive influence on teachers' professional growth and development (W. Li, 2020) .

The important role of education in Indonesia is to form a quality young generation. United Nations Development Program (UNDP) publication data for September 2022 shows that in 2021, Indonesia's Human Development Index (HDI) reached 0.705, placing it 114th out of 191 countries [1]. This fact illustrates the average achievement in the dimensions of human development. Furthermore, the relevance of quality education is seen in the emphasis on the performance of educators at the junior high school tier. Teacher performance at this level is considered one of the determining factors in the delivery of quality education (MA Khan, 2020)

The 2023 Batam City Education Report shows that Batam City Middle School numeracy is 66.39 in 2023 in the medium category, and ability numeracy is 86.46 in 2023 in the good category [2]. Examining the 2023 PISA results shows that there is a need to increase teacher competence in developing learning tools [3]. Then the research findings highlight the importance of employee discipline in improving teacher performance. Leadership in managing activities involves efforts to influence, guide, and motivate other

people (Sunarto et al., 2020) . In education, the principal leads staff to achieve educational goals. The leadership style is selected based on the member's maturity level and goals. Effective leadership is adjusted to the maturity level of teachers and employees. There are three principal leadership styles: personal characteristics, behavior, and contingency. The latter considers the situation, especially the member's maturity level (Asbari et al., 2021)

According to interviews with multiple teachers, it was uncovered that the leadership of the principal has not yielded an entirely positive influence on both teacher motivation and performance. School principals rarely make class visits, have limited time to provide guidance, and assist teachers in lesson planning (Saifullah, 2020) . Although there has been previous research regarding the impact of leadership approach and workplace conditions on the performance of teachers, there has been no specific research that explores the context of junior high schools in Batam. Therefore, this research aims to fill this lack of knowledge and explore it, especially regarding how these factors impact the effectiveness of junior high school educators in Batam.

THEORETICAL REVIEW

Leadership as a process of social influence is a widespread phenomenon regardless of national borders. However, leadership conceptions, styles, and practices are very diverse, and leaders cannot freely choose their leadership style, what a leader does is greatly influenced by the cultural context (Farh & Cheng, 2000) . In an educational or school environment, leaders have the role of setting educational goals that can be achieved. Therefore, school principals are faced with the responsibility to continue to improve performance and achieve the results desired by the school. As a responsible figure, the principal also has the responsibility to motivate teachers, students, and administrative staff so that they are willing and able to support the rules that apply in the school. Here, the essence of the school principal lies in his ability to play a role in the management of leading the school (Amrullah, 2019) .

H₁ : Authoritarian leadership has a positive and significant effect on the work environment

Authoritarian leadership denotes a leadership style that relies on authority to supervise subordinates and expects unquestioning obedience (Chiang et al., 2021) . Then (Wang & Guan, 2018) said that authoritarian leadership often provides firmness in decision-making and clarity of organizational goals, creating a structured work environment. The high influence of authoritarian leadership can be seen through research results (Putra et al., 2020) that this study notes that there is a positive relationship between authoritarian leadership style and non-physical work environment conditions. In addition, (Nurdianah & Ali, 2023) A significant correlation is evident between the leadership approach adopted in the workplace and the degree of individual or group performance. This qualitative examination affirms that factors like leadership style, work environment, and level of discipline are pivotal in shaping individual or group performance. From this theory, we can see that an authoritative leadership style has an impact on employee performance.

H₂ : Democratic leadership has a positive and significant effect on the work environment.

Associations with democratic leadership include increased productivity, satisfaction, engagement, and dedication among followers. A leader who shows the characteristics of a democratic leader is a leader who can invite employees to think about how and what is the best solution to the problems they face, plays a direct role by providing instructions or suggestions, especially when asked, a leader who has confidence and trust in employees that they will act and decide what is best, can motivate and appreciate the team, and be a good listener to employees (Dwidienawati & Ratnasari, 2021) . Then , (Laliasa et al., 2018) The environment within the workplace plays a crucial role in shaping employee performance. Someone who works in a conducive work environment tends to be able to work optimally. When the work environment provides

sufficient support, including effective communication, a positive atmosphere, and adequate resources, employees feel more motivated and able to give their best in their work. A supportive work environment also helps create a calm and harmonious work atmosphere, allowing individuals to focus and concentrate well on their tasks (Riyanto et al., 2021) . Thus, a good work environment provides individuals with the opportunity to work with a calm mind and heart, which ultimately increases their productivity and work quality.

H₃ : Transformational leadership has a positive and significant effect on the work environment

The origins of transformational leadership theory can be traced back to the 1970s when James Burns outlined two fundamental leadership styles. According to Burns, transformational leaders identify potential motives in their followers, seek to meet higher needs and involve the whole personality of their followers.(L. Li & Liu, 2022) . Charismatic leadership is an alternative term for transformational leadership. It revolves around the vision of a leader who can transform the efforts of individuals or followers. Transformational leaders are also recognized as motivating, influential, and inspirational leaders (MA Khan, 2020) . Then (Otieno & Njoroge, 2019) findings showed that the style most frequently exhibited at TUK was transformational leadership followed by a transactional style to improve employee performance above average. Applying a transformative leadership style will create a positive work environment for the State Civil Apparatus (ASN) at the Ministry of Villages (Riyanto et al., 2021) .

H₄ : Authoritarian leadership has a positive and significant effect on teacher performance

Several research studies have identified specific situations in which an authoritarian leadership approach can positively influence work group performance. For example, positive results that influence performance are characterized by a high level of adherence to tradition, coupled with the leadership of an authoritarian figure. (Chen et al., 1997) . An authoritarian leader asserts “complete power and total control over subordinates, and demands obedience without leaving room for questioning” (W. Li, 2020) . Authoritarian leaders control their followers through an approach that involves establishing structures, enforcing rules, promising rewards for compliance, and threats of punishment for noncompliance. Followers in authoritarian leadership tend to lack initiative and proactiveness in creating new methods to complete their tasks (Lee et al., 2020) . Also explained in(Ahmed Iqbal et al., 2021) leadership style and the personality characteristics of a leader enable employees and organizations to shift from one paradigm to another. This emphasizes the need for authoritative leadership in achieving goals.

H₅ : Democratic leadership has a positive and significant effect on teacher performance

According to (Erina, 2021) , a democratic leadership approach requires the involvement of subordinates in the decision-making process. In this leadership style, the leader interacts with his subordinates, seeking opinions and suggestions before making decisions. This method underscores the importance of valuing input and fostering commitment through active involvement. Leaders actively listen to positive and negative information and may collaborate with others or delegate authority to empower the decision-making process. In a democratic leadership style, group members play a greater role in decision making, policy formulation, and implementation of systems and procedures (Asbari et al., 2021) . During times of war, democratic leaders tend to allocate additional resources to support the war effort. (de Mesquita et al., 1999) . In research (Sulistiyawati et al., 2022) it is explained that the impact of democratic leadership on employee performance has an important influence, employees feel high motivation, which is reflected in the belief that leaders always participate in joint activities to achieve organizational goals. Apart from that (Yugusna Indra, 2016) a democratic leadership style has a positive and significant impact on employee performance and discipline. It is important for leaders to continue implementing this style and even improving it so that employees feel more appreciated.

H₆ : Transformational leadership has a positive and significant effect on teacher performance

The theory of transformational leadership and organizational performance has produced a state of the art, which includes the concept of collaborative organizational synergy as one of its main elements. This concept integrates four important theories, namely organizational learning theory, innovation in organizations, organizational competitiveness, and the environment around the organization (Thamrin et al., 2022) . This form of leadership focuses on anticipating future needs and addressing long-term problems. Transformational leadership is conceptually charismatic, with followers imitating the leader's actions. In this leadership style, the leader inspires followers to utilize their abilities. Transactional leadership uses the bargaining method, which involves the exchange of goods of value between the leader and followers to achieve a common goal. Purely transactional leaders are goal-oriented, concentrating on organizing, managing, monitoring, and controlling output. his type of leadership emphasizes economic exchange, with rewards and expectations being elements of this exchange. In contrast, laissez-faire leadership is very different, involving deferred action, the leader showing disinterest in their role and decision-making, and power not being utilized. (MM Khan, 2022) . Transformational leadership has characteristics that include the ability to have a vision, provide individual attention, provide inspirational motivation, and stimulate the intellect. The Principal's utilization of a transformational leadership style is evident in various aspects: crafting the school's vision, mission, and programs; serving as a catalyst for change; exhibiting charisma and empathy; fostering intellectual stimulation and creativity; and ensuring inclusivity across all school constituents. The implementation of transformational leadership by the Principal profoundly influences the professionalism of the learning process. (Wiyono, 2016)

Proponents of transformational leadership argue that this type of leader fosters trust, loyalty, admiration, and respect among followers and fellow leaders. This fosters voluntary commitment to achieving the goals, objectives and vision of the organization (Kamar et al., 2020) .

H₇ : The work environment has a positive and significant effect on teacher performance

The work environment is related to all elements around teachers that can influence psychological changes within them. (Sulistiyawati et al., 2022) . This division of the work environment includes two categories, namely the physical work environment which involves visual elements around the teacher's workplace, and the non-physical work environment which involves aspects of professional connections, including interactions with both superiors and co-workers. Four main indicators shape the work environment, namely relationships with organizational leaders, interactions with fellow teachers, working conditions, and facilities provided by the institution or office (Rachman et al., 2022) . A work environment that promotes open communication, employee engagement, recognition of achievements, and professional development opportunities can positively influence individual and group performance within the organization (Nurna Dewi et al., 2021) . If conditions in the workplace create a supportive or pleasant atmosphere, then this will provide positive support to teachers while working (Hartinah et al., 2020) .

H₈ : Authoritarian leadership has a positive and significant effect on teacher performance through the work environment as a mediating variable.

One of the studies conducted (Caksana, 2019) concluded that leadership style and work environment have a direct influence on teacher performance. As explained by (Yuyut Dwi Astutik, 2021) The analysis findings show that there is a positive influence on the principal's authoritative leadership style and it has a significant impact on teacher performance. Furthermore, research confirms that the work environment has a positive and significant effect on teacher performance. A more supportive work environment correlates with increased teacher performance. (Fauziah Dwiliandari, 2021) . Then in (Putra et al., 2020) The results of their research show that there is a significant impact between authoritarian leadership style and the non-physical work environment together on the level of employee job satisfaction. Therefore, it can be concluded that the

school principal's authoritative leadership style accompanied by supportive working conditions makes a significant contribution to improving teacher performance.

H₉ : Democratic leadership has a positive and significant effect on teacher performance through the work environment as a mediating variable

The basic obligations of a school principal include establishing and maintaining a quality learning environment to support the smooth running of educational programs. These findings indicate that the implementation of a democratic leadership approach by school principals has the potential to improve the learning environment, which then leads to improved teacher performance (Sarwar et al., 2022). Democratic leadership style has a positive and significant influence on teacher performance, with the work environment as a mediating factor. In (Sulistyawati et al., 2022) explain that the independent variable, namely democratic leadership style, has a positive effect on employee performance through one of the mediating variables, namely the employee's work environment in activities aimed at the organization. A supportive work environment and high work enthusiasm are the basic assets for a teacher to carry out his noble task of educating the nation's next generation. Therefore, the conclusion is that democratic leadership has a positive and significant effect on teacher performance through the work environment as a mediating variable which has been proven in the context of this research (Nurna Dewi et al., 2021). Democratic leadership which has a positive and significant effect on teacher performance through the work environment as a mediating variable has been proven to increase employee job satisfaction (Afifuddin ABHA, Mohammad Yahya ARIEF, 2002). Then (Egatriyana & Sintaasih, 2022) in their research that management needs to continue to increase the application of a democratic leadership style and adjust the distribution of workload in the company to prevent employees from feeling burdened and experiencing work stress, so that they can improve their performance.

H₁₀ : Transformational leadership has a positive and significant effect on teacher performance through the work environment

The work environment as a mediating variable (Indriawaty Rizky Siregar, Ardi, 2023) shows that the transformational leadership style influences the work environment and the balance between work and personal life. A conducive work environment also plays an important role in improving teacher performance. Factors such as support from colleagues, clarity of organizational vision, and opportunities to develop professionally can strengthen the positive influence of transformational leadership on teacher performance (Khofifah & Banin, 2023). According to (Mahayani & Dewi, 2020) if the implementation of transformational leadership is increasingly superior, the degree of employee loyalty will increase; A positive work environment has the potential to increase employee loyalty, and the higher employee motivation at work, the level of employee loyalty will increase. By implementing a transformative leadership style and creating a supportive work environment, both through efforts to shape employee discipline and its direct influence on the performance of the State Civil Apparatus (ASN) at the Ministry of Villages (Riyanto et al., 2021).

Research Mode

This research highlights the relationship between authoritative leadership style (X1), democratic leadership style (X2), and transformational leadership style (X3) on employee performance (Y) by considering the environment (Z) as a mediating variable. This emphasis arises from the lack of research in previous studies which revealed differences in research results between these variables. This series of research can be described based on the research objectives and the hypothesis formulation process.

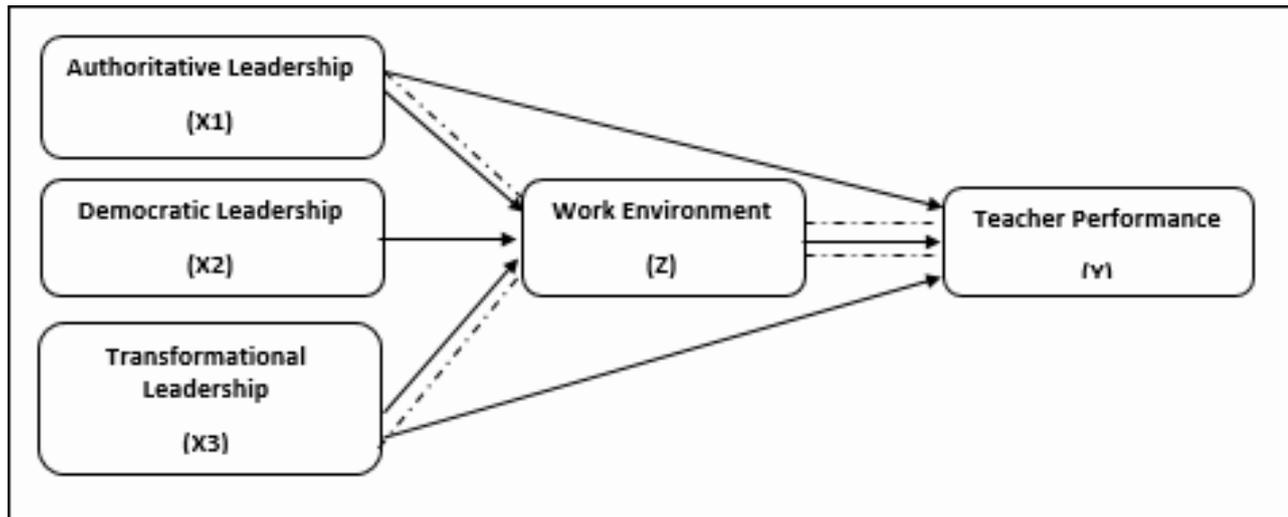


Figure 1: Research Model

RESEARCH METHODOLOGY

This research employs a quantitative methodology, yielding findings from the analysis taking the form of numbers, and based on those numbers, decisions or test results are made. Descriptive quantitative research methods are used to measure the level of a variable in a population or sample. In a quantitative context, correlation highlights relationships without looking for cause and effect (Almasdi Syahza, 2021)

The study encompasses all middle school teachers, both from public and private institutions, as the population in Batam City, based on DAPODIK data as the main source of education data in Indonesia as of September 2023 with a population of 2,767 people and the sample for this study was calculated using the Slovin formula which is accessible on the page ([https://www .statology.org/slovin-formula-calculator/nd](https://www.statology.org/slovin-formula-calculator/nd)) (Amin et al., 2023) . The calculation results for a population of 2,767 with an acceptable error tolerance of 0.05 indicate that the required number of research samples was 349.48, and to avoid difficulties in analyzing questionnaires, the number of research samples was increased to 400. Data collection techniques used in this research namely a questionnaire via Google Form.

The model and the analytical method applied in this study are Partial Least Squares, using SmartPLS software version 3.3 for analysis. The primary purpose is to construct models categorized into two distinct models, namely the Inner Model and the Outer Model.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{2767}{1 + 2767(0.0025)^2}$$

$$n = 349,48$$

Figure 2. Determination of sample size

RESULTS AND DISCUSSION

The data analysis for this study involves conducting the Outer Model Measurement Test, which encompasses Convergent Validity and Discriminant Validity (Cross Loading), Average Variance Extracted (AVE), and Reliability Test. Additionally, the Structural Model Test (Inner Model) includes examining the R-Square Value (R2) and F-Square Value as follows:

Path Diagrams

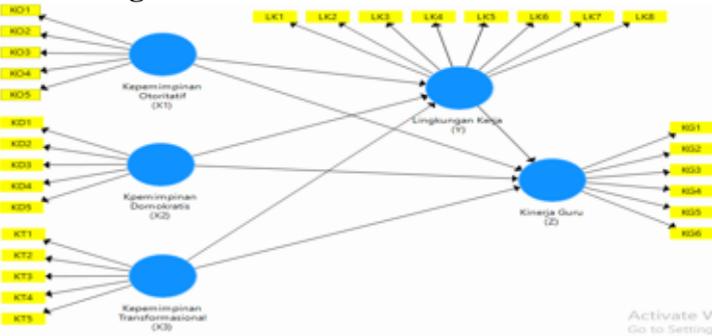


Figure 3. Path Diagram

Convergent validity

The convergent validity test shows that in all indicators in the authoritarian leadership variable (X1), the KO2 indicator has a value of 0.543, a loading value of less than 0.70, and in the work environment variable there is a value of the LK6 indicator, so these two indicators are not used in the subsequent data processing. Meanwhile, for the variables Democratic leadership (X2), transformational leadership (X3), and teacher performance (Y), convergent validity has a factor loading value above 0.70. The outcomes are displayed in the visual representation provided:

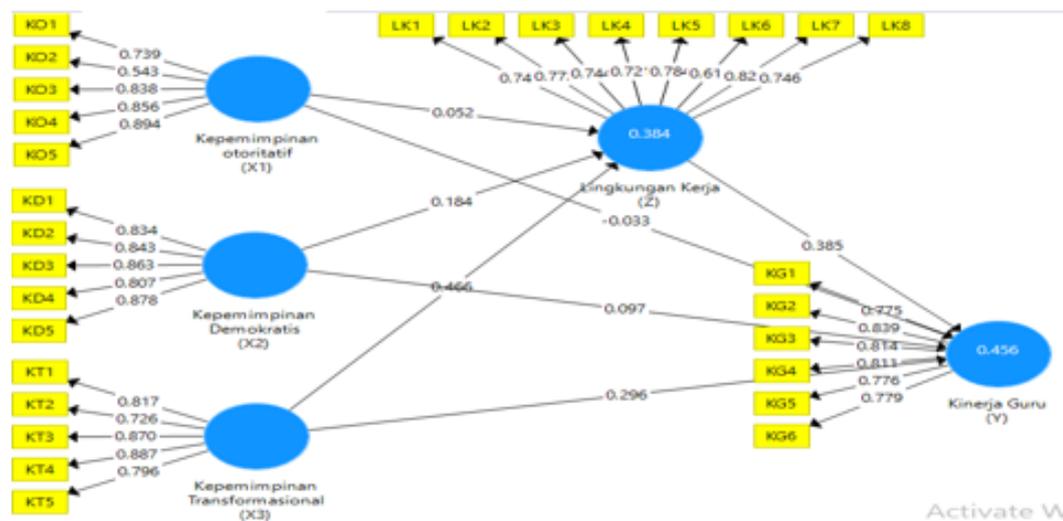


Figure 4. PLS Algorithm Results

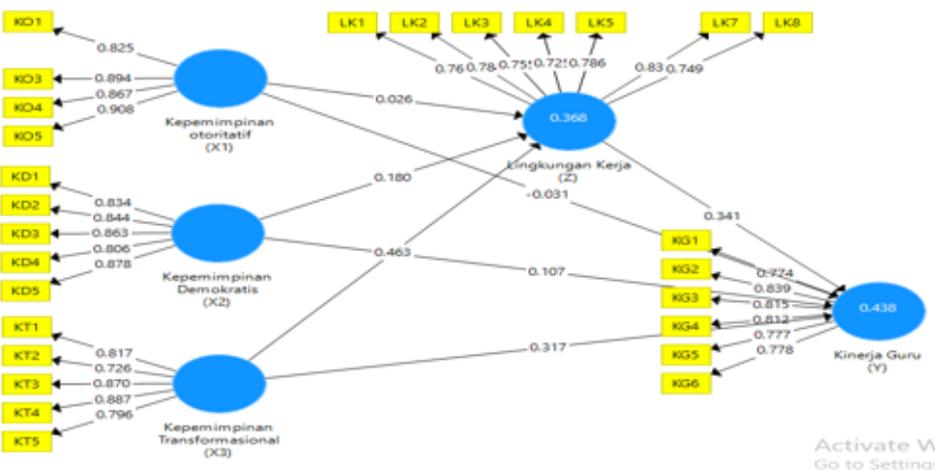


Figure 5. PLS algorithm results after invalid indicators have been cut.

Average Variance Extracted (AVE)

The average value of Variance Extracted (AVE) is at least 0.5, and the value reflects convergent validity, namely the extent to which the indicators measured by a construct truly reflect the same concept. The higher the AVE value, the better the construct is at capturing the variance of its indicators. Therefore, AVE is important in scientific research. To assess the convergent validity of the measurement tool, the test results lead to the conclusion that there are no issues related to convergent validity in the model under examination.

Table 1. Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Democratic Leadership_(X2)	0.715
Transformational Leadership_(X3)	0.674
Authoritative leadership_(X1)	0.764
Teacher Performance_(Y)	0.639
Work Environment_(Z)	0.596

Source: Primary data processed using Smart-PLS, 2023

Reliability tests

The assessment of reliability involved analyzing composite reliability statistics and Cronbach's alpha values, both indicating a satisfactory level of reliability. All variables are considered reliable, as they show composite reliability and Cronbach's alpha values exceeding 0.70. Therefore, it can be concluded that the questionnaire used in the research exhibits commendable consistency

Table 2. Composite Reliability and Cronbach's Alpha

	Cronbach's Alpha	Composite Reliability
Democratic Leadership_(X2)	0.900	0.926
Transformational Leadership_(X3)	0.878	0.911
Authoritative leadership_(X1)	0.900	0.928
Teacher Performance_(Y)	0.887	0.914
Work Environment_(Z)	0.887	0.911

Source: Primary data processed using Smart-PLS, 2023

Discriminant Validity

In the context of factors in the analysis, cross-loading occurs when an item tends to load on different factors, showing ambiguity or lack of clarity in the construct. The cross-loading values indicate that all constructs or latent variables meet the criteria for discriminant validity, as they display higher (or the highest) values in comparison to other indicators. Another method to evaluate discriminant validity involves comparing the square of the average variance extracted (AVE) for each construct with the correlation between other constructs in the model. , indicating favorable discriminant validity

Table 3. Cross Loading

	Democratic Leadership (X2)	Transformational leadership (X3)	Authoritative leadership (X1)	Teacher Performance (Y)	Environment Work (Z)
KD1	0.834				
KD2	0.844				
KD3	0.863				
KD4	0.806				
KD5	0.878				
KG1				0.774	
KG2				0.839	
KG3				0.815	
KG4				0.812	
KG5				0.777	
KG6				0.778	
KO1			0.825		
KO3			0.894		
KO4			0.867		
KO5			0.908		
KT1		0.817			
KT2		0.726			
KT3		0.870			
KT4		0.887			
KT5		0.796			
LK1					0.766
LK2					0.784
LK3					0.755
LK4					0.725
LK5					0.786
LK7					0.832
LK8					0.749

Source: Primary data processed using Smart-PLS, 2023

The evaluation of the Structural Model (Inner Model) encompasses the assessment of R-Square (R²), F-Square, and the Goodness of Fit Model. The following values represent these indicators.

R-Square Value (R²)

The R-Square of Teacher Performance or the coefficient of determination of the Teacher Performance construct/variable is 0.438. These results show that 43.8% of the variation in the Teacher Performance construct/variable is influenced by the Leadership Style construct/variable and work environment, while the remaining 56.2% is explained by other constructs/variables outside the research. Meanwhile, the R-squared value of the work environment or coefficient of determination of the leadership style construct/variable is 0.368. These results show that 36.8 % of the variation in the work environment construct/variable is influenced by the Leadership Style construct/variable while the remaining 63.2% is explained by other

constructs/variables outside the research.

Table 4. R-Square (R2)

	R Square	R Square Adjusted
Teacher Performance (Y)	0.438	0.433
Work Environment (Z)	0.368	0.364

Source: Primary data processed using Smart-PLS, 2023

F-Square Value

F Square, also known as the coefficient of partial determination, measures the extent to which variations in a dependent variable are explained by one or more specific independent variables. The F Square value ranges from 0 to 1, and its interpretation depends on the context of the regression analysis. A positive F Square, close to 1, indicates that the observed independent variable significantly contributes to explaining the variation observed in the dependent variable. F Square is generally non-negative, as its value is always within the range of 0 to 1.

Table 4. F-Square Value

	Kepemimpinan Demokratis (X2)	Kepemimpinan Transformasional (X3)	Kepemimpinan otoritatif (X1)	Kinerja Guru (Y)	Lingkungan Kerja (Z)
Kepemimpinan otoritatif (X1)				0.002	0.001
Kepemimpinan Demokratis (X2)				0.010	0.025
Kepemimpinan Transformasional (X3)				0.076	0.168
Kinerja Guru (Y)					
Lingkungan Kerja (Z)				0.130	

Source: Primary data processed using Smart-PLS, 2023.

By analyzing the F-Square values, it is evident that authoritative leadership's impact on teacher performance is 0.002, on the work environment, is 0.001, and democratic leadership's influence on teacher performance is -0.10, indicating a negative correlation. Conversely, democratic leadership's effect on the work environment is 0.025, transformational leadership's impact on teacher performance is 0.076, transformational leadership's influence on the work environment is 0.168, and the work environment's impact on teacher performance is 0.130, indicating positive relationships among these variables.

Direct Effects

Direct Effect refers to the direct impact of an independent variable on the dependent variable in a study. The path coefficient in this analysis is an indicator of the extent to which positive or negative changes in one variable will have an impact on other variables. Probability (P-value) is used to assess the significance of analysis results. If the P-value is less than 0.05, it is considered statistically significant, while values above are considered insignificant. In essence, the analysis results hold significance when there is a direct impact between the independent variable and the dependent variable (Suthatorn & Charoensukmongkol, 2023)

Table 6. Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Authoritative leadership_(X1) -> Teacher Performance_(Y)	-0.022	-0.020	0.042	0.528	0.598
Authoritative leadership_(X1) -> Work Environment_(Z)	0.026	0.030	0.049	0.526	0.599
Democratic Leadership_(X2) -> Teacher Performance_(Y)	0.168	0.172	0.064	2,630	0.009
Democratic Leadership_(X2) -> Work Environment_(Z)	0.180	0.178	0.088	2,030	0.043
Transformational Leadership_(X3) -> Teacher Performance_(Y)	0.475	0.471	0.059	7,981	0,000
Transformational Leadership_(X3) -> Work Environment_(Z)	0.463	0.470	0.073	6,350	0,000
Work Environment_(Z) -> Teacher Performance_(Y)	0.341	0.349	0.056	6,075	0,000

Primary data is processed using Smart-PLS 2023

From the provided direct effects table, the conclusion can be drawn that:

H₁ : Authoritarian leadership has a positive and significant effect on the work environment

The path coefficient for authoritative leadership concerning the work environment is -0.026, and the P-value is 0.599, exceeding the threshold of 0.05. This indicates that authoritative leadership does not have a statistically significant impact on the work environment. **(Hypothesis 1 is rejected).**

Then (Plutzer, 2021) in his research argued that an authoritarian leadership style tends to create an atmosphere that is less open and inclusive in the work environment, because employees feel less appreciated and do not have space to contribute actively. This is in line with the results of the author’s research by (Huang et al., 2023) that authoritarian leadership styles tend to hurt evaluations of employee effectiveness and results, thus affecting the work environment insignificantly.

Thus, data and analysis indicate that authoritarian leadership practices are not only less effective in creating a productive and positive work environment but also tend to be detrimental to employee performance evaluations and satisfaction. Therefore, there is a need for a deeper understanding of a leadership style that is more inclusive and supportive so that the work environment can develop optimally.

H₂ : Democratic leadership has a positive and significant effect on the work environment

The path coefficient for democratic leadership regarding the work environment is 0.180, and the P-value is 0.043, falling below 0.05. This provides evidence that democratic leadership has a positive and significant impact on the work environment. **(Hypothesis 2 is accepted).**

In (Simarmata, 2023) research results show that democratic leaders tend to recognize employee expertise in

their field, which can provide effective benefits for the company. Therefore, based on these findings, the second hypothesis which states that there is a positive and significant influence between democratic leadership and the work environment can be accepted. The implication is that democratic leadership practices have an important role in creating a conducive work environment and supporting the productivity and growth of employees and the company as a whole.

H₃ : Transformational leadership has a positive and significant effect on the work environment.

The path coefficient for the leadership variable concerning the work environment is 0.463, and the P-value is 0.000, which is less than 0.05. This confirms that transformational leadership has a positive and significant impact on the work environment (**Hypothesis 2 is accepted**).

In addition, transformational leadership and the physical work environment have a direct positive and significant influence on the work environment (Indriawaty Rizky Siregar, Ardi, 2023). Then (Ferils & Utami, 2022) transformational leadership and work motivation have a positive and significant effect on the performance of office employees.

This research confirms that transformational leadership practices can provide a big boost to achieving organizational goals through high motivation and performance from employees. Thus, the overall findings of these studies provide strong support for the importance of transformational leadership practices in creating a work environment that enables growth, creativity, and overall organizational success.

H₄ : Authoritarian leadership has a positive and significant effect on teacher performance

The path coefficient for authoritative leadership regarding teacher performance is -0.022, and the P-value is 0.598, surpassing 0.05. This demonstrates that authoritative leadership does not exert a statistically significant impact on teacher performance. (**Hypothesis 4 is rejected**).

In this context, authoritarian leadership is often associated with low job satisfaction among teachers. An authoritarian leadership style tends to hamper teacher motivation and performance because it does not provide the necessary support and development. Previous research, as mentioned by (Abdullah et al., 2023) and (Khalily et al., 2023), has highlighted that authoritarian leadership does not support the growth and improvement of employee performance, including teachers. Thus, leaders need to adopt a more supportive and motivating leadership style, to create a more productive work environment and improve teacher performance.

H₅ : Democratic leadership has a positive and significant effect on teacher performance

The path coefficient for democratic leadership concerning the work environment is 0.168, and the P-value is 0.009, falling below 0.05. This provides evidence that democratic leadership has a positive and significant impact on teacher performance. (**Hypothesis 5 is accepted**).

Research conducted by (Sodikun, 2022). revealed that democratic leadership implemented by school principals has very important implications for improving teacher performance at the PAUD level. It was found that the democratic leadership style had a positive impact and had a significant effect on teacher performance at the Seputih Banyak Senior High School (SMA). Research results by (Rosida et al., 2022) emphasized that democratic leadership has been identified as the main factor that contributes positively to improving the performance of teachers in these educational institutions. This shows that the application of democratic principles in school leadership can create an environment that motivates and encourages active participation from teachers, thus having a direct impact on improving the quality of learning and teaching in these educational institutions.

H₆ : Transformational leadership has a positive and significant effect on teacher performance.

The path coefficient of 0.475 and a P-value of 0.000, falling below the 0.05 significance level, there is conclusive evidence that transformational leadership has a positive and significant impact on teacher performance through its influence on the work environment. **(Hypothesis 6 is accepted).**

Furthermore, the concept of democratic leadership encourages teacher participation in the decision-making process, which in turn can strengthen the sense of ownership of educational achievements and teacher performance. Through the principal’s participation, teachers can feel ownership of the educational process and improve their performance. Democratic leadership also tends to increase teacher job satisfaction by giving them space to collaborate and express themselves in the work environment. This reflects the importance of an inclusive and participatory work environment in improving teacher performance and job satisfaction.

H₇ : The work environment has a positive and significant effect on teacher performance

The path coefficient of 0.341 and a P-value of 0.000, which is below the 0.05 significance level, there is strong evidence that the work environment has a positive and significant impact on teacher performance. **(Hypothesis 7 is accepted).**

Other research highlights that the democratic leadership style of school principals has a positive and significant impact on employee performance (Sari et al., 2020). At Seputih Banyak High School, it was found that democratic leadership significantly improved teacher performance, confirming the importance of this leadership approach in the secondary school context (Rosida et al., 2022). This emphasizes the importance of the role of participative and inclusive leadership in improving the performance of school members, such as teachers, thereby creating a conducive and productive work environment.

Indirect Effects

Indirect impact analysis is intended to test how one variable influences other variables through a mediator variable (Suthatorn & Charoensukmongkol, 2023) . The criteria for assessing the indirect impact are if the P-Values < 0.05, then the mediator variable acts as a mediator in influencing the exogenous variable on the endogenous variable. Conversely, if the P-value is greater than 0.05, the mediator variable does not serve as a mediator in facilitating the impact of the exogenous variable on the endogenous variable. This implies that the influence is direct.

Table 7: Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Authoritative Leadership (X1) -> Work Environment (Z) -> Teacher Performance (Y)	0.009	0.010	0.018	0.502	0.616
Democratic Leadership (X2) -> Work Environment (Z) -> Teacher Performance (Y)	0.061	0.060	0.030	2,065	0.039
Transformational Leadership (X3) -> Work Environment (Z) -> Teacher Performance (Y)	0.158	0.165	0.041	3,823	0,000

Source: Primary data processed using Smart-PLS, 2023

From the table above it can be seen that:

H₈ : Authoritative leadership has a positive and significant effect on teacher performance through the work environment as a mediating variable.

The indirect effect of the authoritarian leadership variable on teacher performance through the work environment, with a path coefficient of 0.009 and a P-value of 0.616, exceeds the 0.05 threshold. This indicates that authoritative leadership does not exhibit a positive and significant impact on teacher performance through the work environment as a mediating variable. **(Hypothesis rejected).**

Research „(Erlangga et al., 2021) highlights the relationship between organizational commitment, work environment, job satisfaction, and teacher performance. These findings suggest that the work environment may not directly mediate the relationship between authoritative leadership and teacher performance. (Hakim et al., 2023) emphasizes the relationship between job satisfaction and teacher performance. This suggests that other factors such as transformational leadership may have a more significant influence than authoritative leadership on teacher performance.

H₉ : Democratic leadership has a positive and significant effect on teacher performance through the work environment as a mediating variable

The indirect effect of the democratic leadership variable on teacher performance through the work environment, with a path coefficient of 0.061 and a P-value of 0.039, falls below 0.05. This provides evidence that democratic leadership has a positive and significant impact on teacher performance through the work environment as a mediating variable. **(Hypothesis accepted).**

Research findings also show that democratic leadership contributes to teacher work motivation, which can be considered as an indicator of teacher performance. This confirms that the work environment resulting from a democratic leadership approach can improve overall teacher performance (Noviandari et al., 2022). Other research (Raupu et al., 2021) found that the democratic leadership style demonstrated by school principals has a strong and significant influence on teacher performance. This emphasizes the importance of implementing democratic leadership in creating a work environment that supports and motivates teachers to achieve better performance.

H₁₀ : Transformational leadership has a positive and significant effect on teacher performance through the work environment

The indirect effect of the transformational leadership variable on teacher performance through the work environment, with a path coefficient of 0.158 and a P-value of 0.000, is below 0.05. This establishes that transformational leadership has a positive and significant impact on teacher performance through the work environment as a mediating variable. **(Hypothesis accepted).**

Apart from that, previous research also shows that transformational leadership and work motivation have a positive influence on teacher performance (Andriani et al., 2018). The principal, as a leader, has a significant role in influencing teacher performance and work culture in the school environment (Retno Shiana Varelaswi, Maisyaroh, 2023). This emphasizes the important role of leadership in creating a motivating and supportive work environment for teachers to improve their overall performance.

CONCLUSION

From the description of the research results and discussion of the research, it can be concluded that:

1. Authoritarian leadership hurts the work environment, the research rejects Hypothesis 1 which states

that authoritarian leadership has a positive and significant effect on the work environment. Studies show that an authoritarian leadership style tends to create a less inclusive environment and can be detrimental to employee performance evaluations, including teachers (Plutzer, 2021).

2. Democratic leadership has a positive and significant effect on the work environment, hypothesis 2 is well accepted. Research shows that democratic leadership has a positive and significant impact on the work environment, strengthening the sense of ownership of educational attainment and teacher performance (Simarmata, 2023).
3. Transformational leadership has a positive and significant effect on the work environment. The findings show that Hypothesis 3 is also accepted. Transformational leadership has a positive and significant effect on the work environment, encouraging motivation and high performance from employees, including teachers (Indriawaty Rizky Siregar, Ardi, 2023).
4. Authoritarian leadership hurts teacher performance. Hypothesis 4 is rejected, indicating that authoritarian leadership has no significant effect on teacher performance. This leadership style is often associated with low job satisfaction and a lack of support for teacher development (Abdullah et al., 2023).
5. Democratic leadership has a positive and significant effect on teacher performance. Hypothesis 5 is accepted, confirming that democratic leadership has a positive and significant effect on teacher performance. This approach encourages active participation from teachers and improves the quality of learning (Sodikun, 2022).
6. Transformational leadership has a positive and significant effect on teacher performance. Hypothesis 6 is also accepted. Transformational leadership has a positive and significant influence on teacher performance through a motivating and supportive work environment (Maulina, 2023).
7. The work environment has a positive and significant effect on teacher performance. Hypothesis 7 is also accepted. The work environment has a positive and significant impact on teacher performance, showing the importance of a conducive and productive environment (Sari et al., 2020).
8. Authoritarian leadership hurts teacher performance through the work environment, hypothesis 8 is rejected, indicating that authoritarian leadership does not have a positive and significant effect on teacher performance through the work environment as a mediating variable (Erlangga et al., 2021).
9. Democratic leadership has a positive and significant influence on teacher performance through the work environment. Hypothesis 9 is accepted, confirming that democratic leadership has a positive and significant influence on teacher performance through the work environment as a mediating variable (Noviandari et al., 2022).
10. Transformational leadership has a positive effect on teacher performance through the work environment. Hypothesis 10 is also accepted. Transformational leadership has a positive and significant effect on teacher performance through the work environment as a mediating variable, showing the important role of leadership in creating a supportive environment (Retno Shiama Varelaswi, Maisyaroh, 2023).

Thus, democratic and transformational leadership styles and a conducive work environment consistently support teacher performance, while authoritarian leadership has a negative impact on the work environment and teacher performance .

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FOOTNOTE

[1]<https://hdr.undp.org/data-center/documentation-and-downloads>

[2]<https://raporpendidikan.kemdikbud.go.id/?tab=detail>

[3]<https://gurudikdas.kemdikbud.go.id/news/mengkaji-re-hasil-pisa-as-besartan-inovasi-pembelajaran-untuk-peningkatan-kompetensi-li>