

PARTICIPATORY LEADERSHIP AND ITS IMPACT ON TEACHER PERFORMANCEZaki Ahmad Kamil¹, Dila Nurvitria², and Ujang Miftahudin³¹ Sekolah Tinggi Agama Islam Al Badar, Cipulus, Purwakarta² Sekolah Tinggi Agama Islam Al Badar, Cipulus, Purwakarta³ Sekolah Tinggi Agama Islam Al Badar, Cipulus, Purwakarta**Corresponding Author:**

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Email: dilanurfitria74@gmail.com**Article Info**

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2026**Abstract**

This study aims to analyze the implementation of participatory leadership and its impact on improving teacher performance in the educational context. The study employed a qualitative approach with a literature review through a review of various relevant scientific sources, including books, journal articles, proceedings, and other academic documents. The data analysis technique used was content analysis, which encompassed the stages of data reduction, data presentation, interpretation, and conclusion drawing. The results showed that participatory leadership was implemented through teacher involvement in decision-making, program planning, and evaluation of school activities, supported by open communication between the principal and teachers. Participatory leadership has been shown to have a positive impact on teacher performance, as reflected in increased work motivation, learning quality, professional responsibility, and teacher commitment to the school. Supporting factors for its success include effective communication, trust, and a culture of collaboration, while the main obstacles are low participation by some teachers and limited time in the deliberation process. With proper management, participatory leadership can be an effective strategy for improving the quality of human resources in educational settings.

Keywords: Islamic Education Management, Participative Leadership, Teacher Performance

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INTRODUCTION

Leadership is a key factor in the success of any organization, including educational institutions. An effective leader is able to direct, motivate, and empower all members of the organization to achieve established goals. In the educational context, the principal plays a central role as a leader responsible for the management and development of human resources, particularly teachers. Therefore, the leadership style adopted by the principal significantly influences the continuity of the educational process in schools (Hidayati, 2015).

Various leadership styles have been extensively studied in the management and organizational literature. Among these styles, participatory leadership is a relevant and effective approach to educational environments. Participatory leadership is a leadership style that involves subordinates in decision-making, program planning, and the implementation of organizational policies. Through this approach, teachers are not merely policy implementers but are also involved as an integral part of the school's decision-making process (Masruhin, 2022).

Teacher performance is a key indicator of the success of the learning process in schools. High-performing teachers are not only able to deliver learning materials effectively but also able to guide, motivate, and optimally develop the potential of students. Teacher performance is influenced by various factors, ranging from professional competence, work motivation, job satisfaction, to the organizational climate in their workplace. In this regard, the principal's leadership role is crucial in creating conditions that support the continuous improvement of teacher performance (Nusantara et al., 2025).

Research on the relationship between leadership style and teacher performance has been extensively conducted at various levels of education. These research results generally indicate a significant relationship between principal leadership style and teacher performance. However, studies specifically focusing on participatory leadership and its impact on teacher performance are still relatively limited, particularly in the context of qualitative research that can delve deeply into the dynamics and mechanisms of this influence. Therefore, this study aims to fill this research gap and contribute to the development of educational management science (Azmi & Burhan, 2025).

This study uses a qualitative approach with the aim of gaining a deep and comprehensive understanding of participatory leadership practices and their impact on teacher performance. A qualitative approach was chosen because it can holistically reveal the meanings, perspectives, and experiences of the research subjects. Through in-depth interviews, observations, and document analysis, this study attempts to describe how the implementation of participatory leadership takes place in schools, the extent to which teacher involvement in decision-making is realized, and how this contributes to real and measurable improvements in teacher performance (Anwar et al., 2022).

RESEARCH METHOD

This study employed a qualitative approach with a library research approach. The qualitative approach was chosen because it provides a deep understanding of the concept of participatory leadership and its impact on teacher performance, based on various relevant scientific sources. The purpose of this study is to analyze and describe the implementation of participatory leadership and its impact on improving teacher performance in the educational context. The data sources in this study consist of secondary data obtained from various scientific literature, such as books, national and international journal articles, proceedings, and other documents related to participatory leadership and teacher performance. The literature used was selected based on the relevance of the theme, the credibility of the source, and the recency of the publication to obtain accurate and academically accountable information.

Data collection techniques were carried out through documentation studies by identifying, reviewing, classifying, and collecting various references in accordance with the research focus. The data obtained were then analyzed using content analysis techniques. The analysis was carried out through several stages, namely data reduction, data presentation, data interpretation, and drawing conclusions. Through these stages, the researcher attempted to find patterns, relationships, and various findings related to the implementation of participatory leadership and its impact on teacher performance. The results of the analysis are then presented descriptively to provide a comprehensive picture of the phenomenon being studied.

RESULTS AND DISCUSSION

Implementation of Participatory Leadership in Schools

Based on research findings, participatory leadership in schools is manifested through teacher involvement in various activities related to decision-making. The principal not only acts as a policymaker but also provides space for teachers to express opinions, suggestions, and input regarding school programs. This involvement is evident in routine meetings, work program development, activity evaluations, and resolution of various problems that arise within the school environment. This situation demonstrates that the leadership process is not one-way, but rather involves communication and collaboration between the principal and teachers. Participatory leadership is characterized by the involvement of organizational members in the decision-making process (Rahmat & Kadir, 2017).

The implementation of participatory leadership is also evident in the communication patterns established by the principal. Communication occurs openly and provides opportunities for teachers to express aspirations and challenges encountered in carrying out their duties. Through good communication, the relationship between the principal and teachers becomes more harmonious, creating a conducive work environment (Kholis, 2022). Effective communication not only facilitates the delivery of information but also increases teacher trust in school policies. Therefore, communication is a crucial element in the successful implementation of participatory leadership (Jahari & Rusdiana, 2020).

Furthermore, the application of participatory leadership provides teachers with the opportunity to actively contribute to school development. Teachers not only function as program implementers but also as part of the planning and evaluation process (Akbar, 2021). This involvement fosters a sense of ownership in the school, leading teachers to demonstrate greater commitment to the success of various programs. Thus, the implementation of participatory leadership can create a democratic and collaborative work environment (Wardiyono, 2021).

The Impact of Participative Leadership on Teacher Performance

Research shows that participatory leadership has a positive impact on teacher performance. Teacher involvement in various decision-making processes makes them feel valued and recognized as an important part of the school organization (Rohiyatun, 2018). This feeling fosters higher work motivation, making teachers more enthusiastic in carrying out their duties and responsibilities. High motivation is one factor influencing the quality of teacher performance in implementing the learning process (Siahaan, 2018).

Improved teacher performance is evident in their ability to better plan lessons. Teachers demonstrate commitment to developing learning materials, determining appropriate methods, and designing evaluations that support the achievement of learning objectives. Involvement in school organizational processes enables teachers to better understand the direction and goals of education, enabling them to tailor learning activities to the needs of the school and students. Participatory leadership positively impacts teacher performance (Syafri et al., 2024).

Beyond the planning stage, the impact of participatory leadership is also evident in classroom learning. Teachers become more active, creative, and innovative in managing the teaching and learning process. They are more confident in implementing various learning strategies that can increase student engagement. The support provided by the principal through a participatory approach also encourages teachers to continuously develop their professional competencies. This demonstrates that participatory leadership not only influences administrative aspects but also has a direct impact on the quality of learning (Syafaruddin, 2019).

Participatory leadership also contributes to increased teacher commitment and responsibility for their work. Teachers who feel involved in various school activities tend to have greater loyalty to the organization. They demonstrate sincerity in carrying out their duties, participating in school activities, and striving to deliver optimal work results (Prayudi et al., 2022).

Participatory leadership has a significant impact on improving teacher performance. This impact is reflected in increased work motivation, learning quality, professional responsibility, and teacher commitment to the school. Therefore, implementing participatory leadership can be an effective strategy for improving the quality of human resources in educational settings (Marhawati, 2021).

Supporting Factors and Barriers to Participatory Leadership in Improving Teacher Performance

The successful implementation of participatory leadership is inseparable from the existence of supporting factors that influence it. Research shows that good communication between the principal and teachers is a key factor in the implementation of participatory leadership. Open communication allows for the effective exchange of information, ideas, and concepts, allowing decisions to be made based on shared considerations (Illa Rohillah & Ira Septi Sulistiana, 2025). Furthermore, mutual trust between the principal and teachers strengthens the implementation of participatory leadership in schools (Arismunandar et al., 2018).

Another supporting factor is the culture of collaboration that has developed within the school environment. Teachers are accustomed to working in teams to plan, implement, and evaluate various school programs. This collaborative culture makes it easier for the principal to involve teachers in every decision-making process. The stronger the culture of collaboration in a school, the easier it is to implement participatory leadership to support improved teacher performance (Samsu, 2022).

However, this study also identified several obstacles to the implementation of participatory leadership. One such obstacle is the varying levels of teacher participation in school activities. Not all teachers have the same courage or ability to express opinions and provide input (Kurnianingsih, 2017). Some teachers still tend to be passive and wait for direction from their leaders. This situation can reduce the effectiveness of the participation process expected in participatory leadership (Suhardi et al., 2022).

Another obstacle relates to time constraints in the decision-making process. Involving multiple parties in deliberations often takes longer than decisions made directly by leaders. However, decisions made through participatory processes are generally more easily accepted by all members of the organization because they have undergone discussion and mutual agreement. Therefore, principals need to have the ability to manage time and facilitate discussions effectively (Djafri, 2016).

Based on these findings, it is clear that the success of participatory leadership is influenced by various supporting factors and obstacles within the school environment. Good communication, trust, and a culture of collaboration are key factors contributing to its success. Meanwhile, low participation among some teachers and time constraints are challenges that

need to be addressed. With proper management, these obstacles can be minimized, allowing participatory leadership to have a more optimal impact on improving teacher performance (Sutikno, 2018).

This research finding aligns with the view of (Firmansyah, 2016), who asserted that participatory leadership is an approach capable of increasing organizational effectiveness by involving members in every decision-making process. When teachers are given space to actively participate, they not only feel valued but also develop a greater sense of responsibility for the success of the school organization. This ultimately impacts the overall quality of work, from lesson planning to the implementation of teaching and learning activities in the classroom. Thus, participatory leadership is not merely a democratic leadership style but also a strategic instrument in human resource management in educational settings (Yusuf et al., 2023).

Furthermore, (Anwar et al., 2022) explain that individual involvement in organizational processes is closely related to increased intrinsic motivation and job satisfaction. Teachers who feel actively involved in school decision-making tend to demonstrate higher commitment, lower absenteeism rates, and optimal work productivity. This situation demonstrates that participatory leadership not only provides benefits at the organizational level but also has a positive psychological impact on individual teachers. Therefore, principals need to consistently implement a participatory approach as part of a school management strategy oriented towards continuously improving the quality of education (Syafaruddin & Erawadi, 2020).

CONCLUSION

Participatory leadership has been shown to have a significant positive impact on teacher performance in schools. Its implementation is realized through active teacher involvement in decision-making, program planning, and evaluation of school activities, supported by open communication between the principal and teachers. Positive impacts include increased work motivation, the quality of learning planning and implementation, professional commitment, and teacher loyalty to the school. Teachers who are actively involved tend to be more creative, innovative, and responsible in carrying out their duties.

The successful implementation of this leadership style is supported by three main factors: effective communication, mutual trust, and a strong culture of collaboration. However, there are also obstacles such as low participation among some teachers and limited time in the deliberation process. Overall, participatory leadership can be an effective strategy in improving the quality of human resources in educational environments, provided that the principal is able to manage the dynamics of participation and facilitate the discussion process optimally.

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