The Influence of Leadership Style on Teacher Performance Through Human Resource Development at Integrated Islamic Elementary Schools in Depok City

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Abstract

This study aims to analyze the influence of leadership styles on teacher performance through human resource development. The method used includes the formation of regression models and path analysis, utilizing SPSS tools. The sample was selected using random sampling techniques, referring to the theory by Hair et al., with a sample size ratio of 1:5 from the parameters measured. There are 36 indicators being examined, resulting in a total sample size of 180. The study results indicate a direct influence of leadership styles on teacher performance at 0.613 and an indirect influence at 0.664, meaning the indirect influence is greater than the direct influence. This leads to the conclusion that, indirectly, leadership styles significantly affect teacher performance through human resource development. Meanwhile, the percentage contribution of the influence of leadership styles on teacher performance through human resource development is 54,8%.

Keywords: *Leadership Style, Performance, Human Resource Development.*

A. INTRODUCTION

The achievement of organizational goals can be optimal if leaders are able to manage subordinates and carry out management functions such as planning, directing, organizing, and controlling. Leaders play an important role in guiding their subordinates towards success in accordance with the organization's vision. The ability of leaders to combine the expertise of their employees with the needs of the organization is essential, while encouraging and empowering them.

Islamic education in Depok City has a significant role in shaping the character and morality of the younger generation. The city has a diverse population community, reflecting cultural diversity and diversity in religious practices. This situation raises the need for educational leaders who are able to provide clear direction in accordance with Islamic principles. The leadership style in the Integrated Islamic Elementary School (SDIT) is a key element in determining the direction and effectiveness of this institution. SDIT leaders need to be able to integrate Islamic values in their leadership, creating an educational environment that not only supports academic growth, but also shapes the character and Islamic identity of students.

In the context of national education goals, where the main goal is to educate the nation and develop human beings as a whole, teachers who are highly dedicated, honest, and have good performance are needed. Teachers in SDIT are expected not

only to be educators but also mentors and moral role models. Therefore, SDIT leaders need to ensure that teacher performance is directed towards providing holistic education, covering academic aspects and character development based on Islamic values. A leadership style that appreciates and supports the role of teachers in transferring Islamic values is the key to achieving this goal.

The importance of leadership style in SDIT brings a number of crucial issues that need to be considered to improve the effectiveness and quality of education. How leadership style can ensure consistency in integrating values into the curriculum, rules, and all activities in SDIT is an aspect that needs to be studied further. Facing the complexity of today's education, SDIT leaders are also faced with the challenge of maintaining the authenticity of Islamic education while remaining responsive to changes in the curriculum and technological advances. Leadership style in SDIT must ensure that schools are ready and able to adapt to every change in the curriculum, including improving teacher performance through the development of supporting resources.

The purpose of this study was to examine the influence of leadership style on teacher performance, the influence of leadership style on human resource development, the influence of human resource development on teacher performance, and the influence of leadership style on teacher performance through human resource development at Integrated Islamic Elementary Schools in Depok City.

B. LITERATURE REVIEW

Nataliia Aliekperova (2023) shows that leadership is not just a position or title, but an ability or skill. This ability includes three main aspects: influencing, directing, and motivating. Furthermore, Nataliia (2023) argues that leadership involves various aspects, such as the ability to communicate, make decisions, lead teams, and manage conflicts.

Basically, leadership refers to the general concept of the process of influencing others to achieve certain goals. Meanwhile, leadership style according to Purba et al. (2022) is defined as a pattern of behavior or strategy used by a leader in influencing his subordinates to achieve organizational goals. In practice, leaders can adopt various leadership styles, such as authoritarian, democratic, transactional, transformational, and others, depending on the situation, team characteristics, and goals to be achieved. Therefore, leadership style is one aspect that influences how a leader manifests his leadership abilities in daily practice.

Referring to the literature on types of leadership styles, this study will adopt the leadership styles of coaching leadership, transformational leadership and transactional leadership as measuring tools in the leadership style variable.

The definition of human resources (HR) according to Sunarmintyastuti & Suprapto (2019) emphasizes that HR consists of two main components: thinking power and physical strength. These two components are very important because they affect an individual's ability to carry out daily activities, both in the workplace, in educational environments, and in daily life.

Although there are various alternatives or assistance, such as the use of sophisticated equipment and modern technology, the effectiveness of this assistance still depends on the active involvement of humans themselves. Without the active role of HR, sophisticated technology and equipment cannot be used optimally.

In this context, the importance of HR as the main driver that enables various activities to run well. The quality of HR, which includes skills, knowledge, and physical abilities, is a determining factor for success in various fields. Therefore, HR development through education, training, and skills improvement is very important to ensure that they can contribute effectively to various activities and achieve the desired results.

Rumawas (2019) highlights the urgency of improving human resources (HR) in the context of rapid technological developments and increasingly fierce global competition. This statement reflects the reality that technology continues to change and develop, thus requiring individuals and organizations to continue to adapt and improve their abilities in order to remain competitive.

Tumangken et al. (2020) on human resource development (HR) highlights several important aspects in the process of increasing individual capacity within an organization. According to Tumangken et al., HR development is the process of preparing individuals to assume higher responsibilities, which is closely related to increasing their intellectual abilities to carry out their work better. Furthermore, Tirza (2020) states that development is a long-term educational process that uses systematic and organized procedures, in which managerial personnel acquire conceptual and theoretical knowledge for general purposes. In line with the above view, Yuslem (2022) states that human resource development refers to the process of improving employee skills, knowledge, and abilities to improve performance and productivity.

From the views of several experts that have been explained above, it can be concluded that HR development aims to improve employee abilities. This includes providing the knowledge, skills, and attitudes needed to face current and future job challenges. This process can be done through education, training, and career development, with the aim that employees can make optimal contributions to the progress of the organization or company. Human resource development involves an employee's personal efforts to achieve their career goals. Apriliana et al. (2021) in this study used human resource development indicators, namely skills, personality, and motivation. Discussing teacher performance, Amin and Marlina (2023) define teacher performance as the work achievement of an educator that can be assessed through three main aspects: activity, behavior, and productivity. Activity refers to various actions and activities carried out by teachers in carrying out their duties, behavior reflects the teacher's attitude and way of interacting with students and colleagues, while productivity measures the results achieved from the efforts made.

On the other hand, Faozan (2022) stated that teacher performance is an achievement obtained by a teacher in carrying out and managing his/her duties and responsibilities in accordance with the standards or measurements that apply in the job. This shows that teacher performance is not only assessed from the final results

achieved, but also from how the teacher carries out and manages his/her duties and responsibilities in accordance with the established criteria.

Overall, these two definitions highlight the importance of measuring teacher performance not only from the final results, but also from the process of carrying out tasks, behavior, and productivity in accordance with their professional responsibilities.

Teacher performance can be evaluated from two main aspects: duties as a teacher and an administrator. As a teacher, teacher performance is reflected in the way they carry out face-to-face activities with students, design and deliver teaching materials, and interact with students. As an administrator, teacher performance also includes the administrative management of teaching activities, such as assessment, recording, and reporting of student learning outcomes.

Teacher performance reflects the extent to which an educator carries out his/her daily duties, especially in carrying out face-to-face activities with students, which include preparation of teaching materials, direct interaction, and classroom management. This activity is carried out within a specified time and in accordance with applicable regulations, reflecting the professional responsibility of teachers in delivering quality education. In addition, teacher performance also involves compliance with educational regulations and ongoing efforts in professional development to fulfill the mandate of the law. By carrying out this responsibility consistently, teachers contribute to the student's learning experience. The statement that teacher performance is a reflection of the ability and effectiveness of an educator in carrying out their daily tasks reveals several key aspects that underlie a teacher's performance in the context of Education. Including carrying out face-to-face activities with students, as well as managing administration and classes. This performance involves teaching activities, professional behavior, and productivity that are in accordance with established standards. Teacher performance assessments cover various aspects such as compliance with regulations, the quality of education provided, and the development of professional competencies. Overall, teacher performance is the result of a combination of dedication, experience, and sincerity in carrying out responsibilities to achieve the expected achievements in the context of education.

The provisions stipulated in Government Regulation No. 19 of 2005 concerning National Education Standards (SNP) article 28 paragraph 3, indicate that the abilities that must be possessed by teachers include four main competencies, namely Pedagogical Competence, Personality Competence, Professional Competence, and Social Competence. Personality Competence, which includes attitudes and characters that support the role as an educator; Professional Competence, which includes in-depth knowledge in the field of study being taught; and Social Competence, which relates to the ability to interact and communicate effectively with students, parents, and colleagues. These competencies are very important for teachers to achieve quality education standards. The importance of leadership in achieving organizational goals, especially in improving employee performance, makes leaders use various leadership styles that are adjusted to the level of employee maturity. The leadership style that is

the focus of the study refers to the journals of Aliekperova (2023), and Lee & Gemeda (2020) including coaching leadership, transformational leadership and transactional leadership. Coaching leadership style includes the leader's efforts to provide regular input and constructive criticism to employees to improve performance, the leader is actively involved with employees in setting goals and developing work plans to achieve those goals, providing advice and recommendations as needed to employees and the leader provides opportunities for employees to learn and develop such as participating in training and development programs. Furthermore, the transformational leadership style is characterized by the involvement of leaders as examples for their employees, leaders are able to inspire and motivate their followers with an attractive vision. Finally, the transactional leadership style includes leaders giving awards or incentives to employees as a reward for achieving targets or expected performance and leaders intervening or giving sanctions to employees when there are errors or non-conformities with the standards set.

Human resource development is interpreted as an effort to improve teacher quality through various programs, such as training and development, rewards and recognition, organizational justice, and effective communication. Training and development aim to improve teacher skills and knowledge, while rewards and recognition are given as a form of appreciation for good performance. Organizational justice includes fair treatment of all teachers, while effective communication ensures clear and open communication channels between leaders and teachers.

The dimensions of human resource development refer to Apriliana et al. (2021) including skills, personality and motivation. Teacher performance will be assessed based on several indicators, including teaching quality, attendance and involvement, and interpersonal relationships. Teaching quality reflects the effectiveness of teachers in delivering subject matter and supporting student development. Attendance and involvement refer to the level of teacher attendance and participation in school activities, while interpersonal relationships describe the teacher's ability to build good relationships with students, parents, and colleagues. The dimensions of performance include Pedagogical Competence, Personality Competence, Professional Competence, Social Competence.

C. METHOD

This study uses quantitative research methods. Quantitative methods focus on describing and testing hypotheses through the collection and analysis of numerical data (Sugiyono, 2022). The population in this study was 882 teachers and principals. This study took a sample size of 1:5 of the parameters measured. Data collection was carried out using observation techniques, interviews, and questionnaire distribution. Data analysis was carried out using descriptive and verification analysis.

D. RESULTS AND DISCUSSION

1. Path Analysis

Analisis ini digunakan untuk menguji besarnya pengaruh langsung dan tidak langsung dari dimensi gaya kepemimpinanmelalui pengembangan sumber daya manusia (Z). Analisis jalur dalam penelitian ini terdiri dari dua struktur utama, yaitu:

This analysis is used to test the magnitude of the direct and indirect influence of the dimensions of leadership style through human resource development (Z). The path analysis in this study consists of two main structures, namely:

a. Structural Analysis I

The first stage in this structural analysis is to test whether there is an overall influence of the leadership style dimensions on human resource development (Z). Furthermore, partial analysis is conducted to evaluate the influence of each leadership style variable on human resource development.

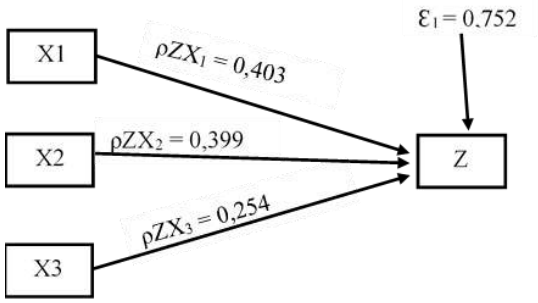


Figure 1 Structural Path Analysis I

The results of the analysis show that the influence of the coaching leadership dimension (X1) on human resource development (Z) is 0.403 and the significance level is 0.000. This shows that coaching leadership makes a significant contribution to improving human resource development. The very low significance value (0.000) confirms that these results are very reliable. Furthermore, transformational leadership (X2) also shows a significant influence on human resource development with a coefficient of 0.399 and a significance level of 0.020. Although its influence is slightly lower than coaching leadership, this result is still significant, indicating that transformational leadership style also plays an important role in the human resource development process. The significance at the 0.020 level confirms that this result is quite strong and relevant in the context of the study. Transactional leadership (X3) also has a significant influence on human resource development, although its influence is smaller than the two previous leadership dimensions. The coefficient of influence is 0.254 with a significance level of 0.005. This shows that although transactional leadership provides a lower contribution, its influence is still significant and relevant in the context of human resource development.

Based on the model summary, the coefficient of determination (R^2) of 0.433 indicates that around 43.3% of the variability in human resource development can be explained by the three dimensions of leadership. The remaining 56.7% of the variability is explained by other factors not included in this model. To calculate the residual coefficient (Ɛ1), the formula Ɛ1 = √(1-0.433) is used which produces a residual value of 0.752. This shows that there is quite significant variability that is not explained by the model, but this value remains within reasonable limits and indicates that the model has an acceptable level of error.

Overall, these results indicate that the three dimensions of leadership studied, namely coaching leadership, transformational leadership, and transactional leadership, have a significant influence on human resource development, with coaching leadership showing the strongest influence followed by transformational leadership and then transactional leadership. This analysis provides important insights into how various leadership styles can affect the process of human resource development in organizations.

b. Structural Analysis 2

Analysis on structure 2, the main focus is to evaluate the simultaneous and partial influence of various leadership styles, namely coaching leadership, transformational leadership, and transactional leadership on teacher performance by considering the role of human resource development as a mediating variable. This study aims to determine how much each leadership style contributes to teacher performance, both directly and through influences mediated by human resource development.

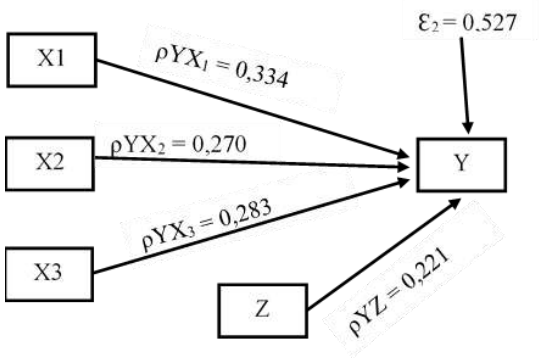


Figure 2 Structural Path Analysis II

The results of this analysis show that three dimensions of leadership style and human resource development variables have a significant influence on teacher performance (Y). Coaching leadership (X1) has a significant influence on teacher performance, with a coefficient of 0.334 and a significance level of 0.000. This shows that a leadership style that focuses on individual training and development has a positive and significant impact on teacher performance. A very low significance value (0.000) indicates that this result is very reliable and shows that coaching leadership consistently improves teacher performance. Transformational leadership (X2) also has a significant influence on teacher performance with a coefficient of 0.270 and a significance level of 0.027. Although its influence is smaller than coaching leadership, this result is still significant, indicating that transformational leadership that encourages positive change and intrinsic motivation also plays an important role in improving teacher performance. Significance at the 0.027 level indicates that this result is quite strong and relevant. Transactional leadership (X3) shows a significant influence on teacher performance with a coefficient of 0.283 and a significance level of 0.005. Showing that although this method is slightly lower in influence than transformational leadership, these results are still valid and significant. Human resource development (Z) also significantly affects teacher performance with a coefficient of 0.221 and a

significance level of 0.000. This confirms that investment in developing teacher capacity and skills is very important to improve their performance. A very low significance value (0.000) confirms that these results are very reliable and important in the context of teacher performance development with a coefficient value of 0.527.

c. Structural Analysis 3

The use of regression equations in path analysis aims to understand and describe the influence of various independent variables on the dependent variable through the mediator variable. The combination of these two structures provides a more complete picture of how the independent variables affect the dependent variable directly or indirectly through the mediator variable. By integrating these two equations, we can see the path of influence both directly and through human resource development, as seen in the figure below:

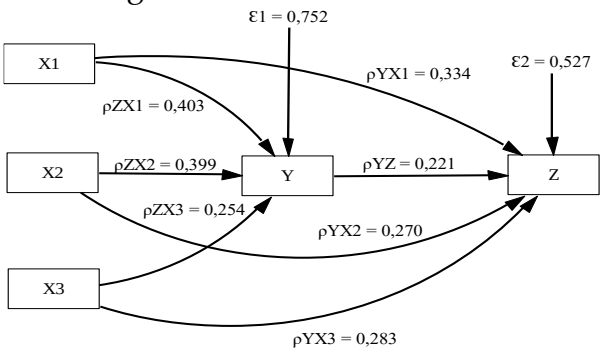


Figure 3 Structural Path Equations I and II

2. Sobel Test

The analysis of the indirect effect of the leadership style variable on teacher performance through the mediation variable of human resource development uses the Sobel test to test the significance of the indirect effect.

Table 1 Sobel Test Results

Pengaruh Antar Variabel	Pengaruh			Sig.
	Langsung	Tidak Langsung	Total	
X1 terhadap Z	0,403			0,000
X2 terhadap Z	0,399			0,020
X3 terhadap Z	0,254			0,005
X1 terhadap Y	0,334			0,000
X2 terhadap Y	0,270			0,027
X3 terhadap Y	0,283			0,005
X1 terhadap Y melalui Z		0,221	0,624	t hitung > t tabel = signifikan 2,230 > 1,653
X2 terhadap Y melalui Z		0,088	0,487	t hitung > t tabel = signifikan 4,330 > 1,653
X3 terhadap Y melalui Z		0,056	0,31	t hitung > t tabel = signifikan 2,756 > 1,653
Ɛ1		0,752		
Ɛ2		0,527		

Direct influence refers to the relationship between leadership variables (coaching, transformational, and transactional) with teacher performance without going through mediation variables. In this case, coaching leadership directly influences

human resource development by 16.24% and shows significant. Transformational leadership shows a direct influence on human resource development of 15.92% and is significant. Transactional leadership also shows a direct influence on human resource development of 6.45% and is significant. Coaching leadership has a direct influence on teacher performance of 11.16% and shows significant. Transformational leadership has a direct influence on teacher performance of 7.29% and shows significant. Transactional leadership has a direct influence on teacher performance of 8.01% and shows its significance. Coaching leadership affects teacher performance indirectly through human resources by 22.1% and shows its significance. So, the human resource development variable mediates the coaching leadership variable on teacher performance. This shows that human resource development functions as a strong mediator in the relationship between coaching leadership and teacher performance. This means that when the principal applies coaching leadership, its impact on teacher performance is further strengthened through an effective human resource development process.

The indirect effect of Transformational leadership on teacher performance through human resource development is 8.8%, with a t-test of 4.330 indicating its significance. So, the human resource development variable mediates the transformational leadership variable on teacher performance. This shows that although transformational leadership has a smaller direct effect than coaching leadership, its effect through human resource development remains significant. Transformational leadership that successfully improves human resource development will ultimately improve teacher performance significantly.

Transactional leadership shows an indirect effect on teacher performance through human resource development of 5.6% and shows its significance with a t-test of 2.756. So, the human resource development variable mediates the transactional leadership variable on teacher performance. This shows that although transformational leadership has a smaller direct effect than coaching leadership, its effect through human resource development remains significant. Transformational leadership that successfully improves human resource development will ultimately improve teacher performance significantly.

3. The Relationship between Leadership Style and Teacher Performance

The results of the analysis show that the leadership style variable has a direct effect on teacher performance. This shows that the right leadership style can improve teacher performance. Leadership style refers to the way or pattern of behavior of a leader in influencing, directing, and managing subordinates or team members to achieve predetermined goals (Arthur Bwalya, 2023). In practice, leaders can adopt various leadership styles, this study discusses three types of leadership styles including coaching leadership, transformational leadership and transactional leadership.

Coaching leadership emphasizes individual development through ongoing guidance and direction. Leaders who apply this style focus on developing the skills

and competencies of subordinates through ongoing coaching (Aliekperova, 2023). In practice, teachers who receive regular coaching show improvements in mastery of teaching materials, teaching skills, and work motivation.

Transformational leadership, as explained by Gemeda et al. (2020), is a leadership style that emphasizes change and innovation by inspiring and motivating subordinates to achieve higher goals. This leadership style focuses on the leader's ability to deeply influence and motivate their members by utilizing four main components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This study supports the theory that transformational leaders are able to create a work environment that motivates teachers to innovate and improve their performance. Teachers who work under transformational leaders often show greater initiative, creativity in teaching, and a high commitment to school goals.

Transactional leadership as explained by Gemeda et al. (2020) is a leadership style that focuses on exchanges or transactions between leaders and subordinates. In this model, leaders manage relationships with subordinates through a system of rewards and punishments based on performance achievement. This approach emphasizes the importance of compliance with established rules and the achievement of previously agreed targets. The results of this study indicate that compliance with rules and the achievement of clear targets can improve teacher performance, in accordance with transactional leadership theory. Teachers who work under transactional leaders tend to show consistent performance in meeting established standards, with results that can be clearly measured and monitored.

The results of this study are also supported by previous research by Habtamu Kebu Gemeda & Jaesik Lee (2020) which showed that different leadership styles have different impacts on the level of work involvement and performance results. This means that leadership style has a positive or negative effect on teacher performance depending on the way or pattern of behavior of a leader in influencing, organizing, and directing subordinates or team members.

Research conducted by Aliekperova et al. (2023) highlights the importance of teacher readiness and maturity in the context of implementing leadership styles. According to this study, an effective leadership style is one that is able to adjust the level of direction and guidance given to teachers based on their level of readiness and maturity. In addition, emotional support from leaders also plays a crucial role in helping teachers achieve the readiness and maturity needed to improve their performance. This shows that the readiness and maturity formed through a combination of appropriate guidance and emotional support from leaders directly contribute to improving teacher performance. Teachers who feel well supported and guided are more likely to demonstrate higher performance, because they have a clear understanding of what is expected of them and feel motivated to achieve the standards set. Thus, an adaptive and supportive leadership style can be seen as the key to improving teacher performance through improving their readiness and maturity.

The results of the data analysis also show that leadership style has an effect on teacher performance, with the results of the t-test or partial test obtained t count> t

table, which is (14.626> 1.654) with a significance level of 0.000 <0.05. This shows that leadership style has a significant effect on teacher performance, with a contribution of 54.6%, strengthening the relevance of the theory that has been studied.

Thus, this study confirms that the application of the right leadership style can significantly improve teacher performance in Integrated Islamic Elementary Schools in Depok City. Leaders who are able to understand and apply a leadership style that suits the needs and readiness of teachers will be more effective in improving their performance. Improved teacher performance achieved through an effective leadership style has implications for better teaching quality, improved student learning outcomes, and the achievement of higher educational goals.

4. The Relationship between Leadership Style and Human Resource Development

In the context of theory, leadership styles that are applied effectively can have a positive impact on human resource development. For example, Apriliana, et al. (2021) explained that leaders who provide clear direction and support subordinates in achieving their goals can improve subordinates' skills and knowledge. In addition, the results of the study showed that leaders who adopt coaching leadership and transformational leadership are able to provide the emotional and intellectual support needed by teachers to develop their abilities.

Previous research also supports this finding. Rumawas (2019) stated that human resource development emerged in response to rapid technological developments and intense global competition. Rumawas emphasized that in this context, employee training and development are crucial to improving their abilities, which in turn are expected to improve overall performance. Furthermore, Yuslem (2022) added that human resource development (HRD) emphasizes that this process involves improving employee skills, knowledge, and abilities. The main focus of HRD development, according to Yuslem, is to improve employee performance and productivity.

The results of this study indicate that the application of good leadership styles, such as transformational and coaching leadership, contributes significantly to human resource development. Leaders who are able to provide a clear vision, inspiration, and personal support will create a conducive work environment for human resource development. In this study, the contribution of leadership style to human resource development reached 64.0%, indicating that leadership style has an important role in facilitating the HR development process.

In a practical context, the implication of this finding is the importance of leadership training and development that focuses on leadership styles that support human resource development. Schools can implement training programs that teach coaching techniques and transformational leadership principles, as well as provide ongoing support to leaders to ensure they are able to facilitate human resource development effectively.

Thus, this study confirms that effective leadership style is key to human resource development. Leaders who understand and apply the right leadership style

will be able to improve the skills, knowledge, and abilities of teachers, which in turn will improve the overall performance and productivity of the organization.

5. The Relationship between Leadership Style and Teacher Performance Through Human Resource Development

This study found that transformational leadership, coaching leadership, and transactional leadership styles have a significant impact on human resource development and teacher performance. As research conducted by Gemeda et al. (2020) shows that transformational leaders are able to create a work environment that motivates teachers to innovate and improve their performance. Transformational leaders use idealized influence, inspirational motivation, intellectual stimulation, and individual consideration to encourage better performance. Furthermore, Aliekperova (2023) found that coaching leadership emphasizes individual development through ongoing guidance and direction. Leaders who apply this style focus on developing the skills and competencies of subordinates through ongoing coaching. Finally, transactional leadership, although often considered less innovative than transformational leadership and coaching leadership, this leadership style also has an important role in improving performance through strict management and performance-based rewards, research has found that transactional leadership is effective in situations where clear and structured tasks are needed. Gemeda et al (2020) stated that transactional leaders use contingent rewards and management by exception to ensure that subordinate performance meets expected standards. This study confirms that all three leadership styles have a positive and significant influence on teacher performance, with human resource development as a mediator. This finding confirms that these leadership styles play an important role in improving teacher performance through developing their competencies and capacities.

Transformational leadership style, in this case, has been proven effective in boosting teacher performance. This style focuses on inspiration and motivation, as well as providing individual attention to subordinates, which can drive overall performance improvement. This study shows that transformational leadership style not only motivates but also empowers teachers to achieve higher levels of performance by improving their skills and knowledge.

On the other hand, coaching and transactional leadership also show significant positive impacts. Coaching leadership style, which focuses on development and guidance, contributes to improving teacher capability and readiness, while transactional leadership style, which emphasizes reward and punishment.

Consistency with previous studies showing the positive impact of transformational leadership underlines the importance of inspiration and motivation in improving performance. Overall, this study confirms that the implementation of effective leadership style and continuous human resource development can significantly improve teacher performance, supporting previous findings and adding a new dimension to the understanding of the influence of leadership style on performance in the education sector.

Implementation of leadership styles that are appropriate to the context and needs of the school can result in effective human resource development, which in turn improves teacher performance. This study emphasizes the importance of choosing and implementing the right leadership style to achieve optimal results in human resource development and teacher performance.

E. CONCLUSION

Effective leadership styles play a strategic role in improving teacher performance through human resource development. Coaching leadership, transformational leadership, and transactional leadership each have unique contributions in creating a work environment that supports teacher professional development and ultimately improves their performance. This study shows that coaching leadership has the most significant effect on teacher performance through human resource development. Coaching leadership, which focuses on individual development through constructive feedback, training, and mentoring, has been shown to substantially improve teacher performance. Leaders who use a coaching leadership style pay special attention to developing teacher abilities and skills.

Furthermore, transformational leaders who provide a clear vision, inspiration, and personal support are able to create a work environment that is conducive to human resource development. They play a role in increasing teacher motivation, innovation, and commitment to their duties. This study found that transformational leadership has a significant effect on human resource development, which in turn improves overall teacher performance. Schools need to implement training programs that teach the principles of transformational leadership.

Although less innovative than transformational leadership and coaching leadership, this leadership style also has an important role in improving performance through tight management and performance-based rewards, research has found that transactional leadership is effective in situations where clear and structured tasks are needed. Transactional leadership focuses on rewards and punishments as motivation, proven to improve teacher performance in a measurable and structured way.

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