

# Effect of Leadership Style Toward Indonesian Education Performance in Education 4.0 Era: A Schematic Literature Review

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## ABSTRACT

The purpose of writing this article is to conduct a systematic literature review, on 6 (six) articles of leadership models from reputable international journals. The method used is a systematic literature review of 6 articles published in reputable international journals that discuss leadership models in secondary and higher education institutions in education 4.0 era. The results of the systematic literature review show that the leadership models of the 6 articles show similar similarities, namely transactional, transformational, charismatic, bureaucratic, and democratic leadership that have a positive and significant effect on the performance of educational institutions.

**Keywords:** Leadership Model, Educational Institution, Education 4.0 Era.

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## INTRODUCTION

The fourth development of the industry is called Industrial Revolution 4.0. This is an age of technological innovation, in order to facilitate the growth of new markets in a very rapid manner. This innovation is also able to disrupt or destroy existing markets and to replace existing technologies even more enormously. Education 4.0 is called the education age inspired by the industrial revolution 4.0. Education 4.0 is education defined in the learning process by the use of digital technologies or called the cybersystem. This system is capable of ensuring that the learning process will proceed without time and space. In the era of educational 4.0, the skills needed by [Indrawan et al \(2020\)](#) are to be able to think and overcome problems critically. For students to learn in the 21st century, this skill is very important. Education teachers 4.0 need to be able to focus on learning in order to explore these abilities from students. These abilities must be built in learning to build communication and collaborative ability as the skills needed for the 21st century. Teachers must use information technology-based learning models to develop communication and co-operation skills, innovative thinking and creativity skills. Students must always think and behave creatively and innovatively in the industrial revolution 4.0 .. This must be done so that students can compete and create industry-based jobs 4.0 age. This is important in view of the fact that many victims of the industrial revolution of 4.0 were involved. For example, robotic digital machines, information and communication

technology literacy replace a large number of professions. The style of leadership of schools is changed after transition, the style of leadership of schools is more fitting today, i.e. democratic leadership that can involve teachers, students, school boards, students' guards and community. [Indrawan et al \(2020\)](#) study aims to investigate the influence of transactional, transformational, democratic and autocratic leadership on the performance of teachers in fundamental education. This study provides a new model of leadership in primary education 4.0 and can be developed elsewhere in the school.

The industrial revolution 4.0 demands that students think and behave often in creative and imaginative ways, according to [Wahidin et al, \(2020\)](#). This must be achieved in order that students can compete and build jobs based on industry 4.0. This is important given that there were many casualties of the industrial revolution 4.0. This situation is necessary. In reality, robotic digital presses, information and communication technology literacy are replacing several occupations, for example. Different types of school leadership styles have their own strengths and weaknesses, but it should be taken into account that the application of the leadership styles must be adapted to the current conditions in educational institutions. Every school leader is expected to have an ideal style of leadership according to the times and requirements. The problem is that not all school leaders are able, coupled with the lack of knowledge of school leaders about the transformation of school leadership in the 21st century, to

adapt to the requirements of change. This study promotes researchers' comprehensive and broader exploration of connections between systems. The aim is to assess the influence in democratic, autocrat, administrative and charismatic management styles of elementary school teachers on their performance.

The relationship between university leadership, satisfaction and lecturer performance, according to [Azizah \*et al\* \(20020\)](#). According to a number of investigators. However, the understanding of lecturers' work is a significant factor that is often not included in previous studies. This variable covers several aspects of the concept of education as an occupation, namely professional reputation, professional identity and social status, a sense of self-fulfillment, self-development, and work independence. This study aimed at determining the impact of two factors on the satisfaction of teachers from their jobs, namely the influence and job satisfaction of university leadership styles (transformative or transactional).

[Tanjung \*et al\* \(2020\)](#) indicate that a person with all his or her capacity to control, support, guide, direct and inspire others to work with enthusiasm and trust in achieving common objectives. Learn more about the leadership or leading activities Leadership can be construed in relation to the purpose of education as a primary initiative to control, inspire, direct and organise school personnel to work efficiently towards default education and teaching objectives. ([Asbari,2020](#)). The leader's leadership style depends on how mature the participants are and the targets to be accomplished. Teachers and employees are important elements involved in the achievement of school goals as subordinate elements in the school organisation. They have various ability, need, and personalities, so that a leader's approach to the level of maturity is adapted. Successful leadership is different between teachers and employees of each school according to their maturity. Maturity does not indicate age or mental stability, but highlights a desire to accomplish, willingness to take responsibility and skill or experience relevant to tasks. There are typically three leadership types, namely leading styles according to characteristics, conduct theory leadership styles, and contingency theory leadership. Leadership focused on features explores the disposition and skill that distinguish the principal. Conductive leadership focuses on the principal 's actions in performing management roles. The contingency method explores the appropriateness and the competence level of the principal 's actions with situation characteristics.

Social media tends to be an important communication tool used by students and teachers, according to [Kardiyono \*et al.\* \(2020\)](#). In the educational age of 4.0, social media is one of the learning means. Teachers should make use of the existence of digital social media so that learning takes place without limiting time and space. To become a skilled leader, leaders must possess different skills, namely personality, oversight, management, business, and social skills ([Mendikbud, 2007](#)). Autocratic, *laisse faire* and democratic leadership are the style of leadership in the Sociology of Education. Meanwhile, the management style of the school leaders was divided into egalitarian, authentic, charismatic, paternalist, expert, free leadership. All different elements have their respective strengths and disadvantages, but the implementation of a leadership style needs to be tailored for the current circumstances in schools. Each leader should have an ideal leadership style that is tailored to times and demands. Not all school

leaders are able to adjust to changing demands plus their weaknesses

According to [Supriyadi \(2020\)](#), during the pandemic several students, educators and teachers have been creative with the media as an application in the learning phase for face-to - face and interactive discussions. The position of whatever groups is very common in this pandemic period, as well as students to allocate and also to collect tasks. In addition to using WhatsApp, teachers have used apps like zoom meetings for virtual applications to help them interact face to face from their home. Typically, students are pleased to meet friends through the application. That's typically referred to as a recording. There are also teachers using two Google apps and Google's own online search media, namely Google Meet and Google Classroom, who use online calling with nearby 100 people, typically choose Google Meet for teachers who wish to connect electronically through Google in addition to zooming, and the Google Classroom can be used as a chat space. In order to shape a better human being in the future and to support human growth and advancement, education is an important factor. The purpose of this study is to evaluate and measure the impact on creativity skills of teachers during the COVID-19 pandemic of change learning, transactional leadership and organisational learning in Jakarta.

## LITERATURE REVIEW

### Leadership

According to [Wahidin \(2020\)](#), the changes of leaders will change followers' senses, increase moral expectations and inspire them to do everything they can to reach organisational objectives, not because they are forced, but because they want to. According to Bass & Avolio, there are three attributes of transformational leaders. First, awareness of the importance of processes and efforts is increased. Secondly, supports allow Community interests to take precedence over individual interests. Third, the follower must move beyond the material towards a higher level of self-esteem and improvement. [Supriyadi \(2020\)](#) says that the transaction management process can be demonstrated in various respects of leadership action ([Yukl 2010](#)), including clearing up the work to be honoured and rewarded for encouragement. 2) Management of exceptions-Proactive to detect errors and to implement error prevention legislation. 3) Management's overwhelming enthusiasm calls for appropriate fines and measures to be employed to address deficiencies in accepted efficiency levels. The Robbins and Judge define transitional leadership as a management that leads or encourages supporters to achieve their goals, by clarifying roles and job criteria. The principle of transactional management that motivates followers by addressing the personal interests of their supporters can not be distinguished from [Burns \(1978\)](#). Yukl says transactional management requires a trade environment that can be engaged with pleasure for mission goals ([Yukl, 2010](#)). Transactional leadership is an interpersonal transactional leadership that has an influence on exchanges between managers and educators.

### Democratic Leadership Style

According to [Wahidin \(2020\)](#) the democratic leadership style involves subordinates in the decision-making process. Democratic leadership style with subordinates and evaluating their opinions and suggestions before making decisions. Democratic leadership styles act to reward input and commitment through participation,

listening to bad and good news, making decisions with others or delegating authority to others to encourage decision making. The democratic leadership style of group members has more rights in decision making, policy making, systems and implementation procedures

**Autocratic Leadership Style**

According to Kadiyono (2020) leaders avoid responsibility, do not pay attention to the needs of followers, do not provide feedback, and delay making decisions. Autocratic leadership is the most powerful entity and the ultimate decision maker. Autocratic leadership is a leadership style that uses a power approach method in reaching decisions and developing its structure, so that power benefits the most in the organization. Autocratic leadership style describes leaders who tend to focus power on themselves, dictate how tasks are to be completed, make decisions unilaterally, and minimize employee participation. Basically, the definition of autocracy is absolute self-rule. Autocratic leadership is leadership carried out by a leader with authoritarian behavior. So, autocratic leaders assume that all activities in the organization will run smoothly if everything is in the hands of the leader.

**Bureaucratic Leadership Style**

According to Azizah (2020) bureaucratic leadership style is usually very committed, bureaucratic leadership style Follow procedures, useful in organizations where employees perform routine tasks. Bureaucratic leadership style motivates and develops people who are ignored by bureaucratic leaders, they follow problem solving, characterized by strict application of procedures applied to their subordinates. Bureaucratic leadership style is a leadership style that refers to the rules. The most easily recognizable signs of a leader adopting a bureaucratic leadership style is procedural behavior. This obedience does not only apply to him as a superior but also to his subordinates who are in his leadership. In addition to being procedural, superiors with this bureaucratic leadership style also make more decisions according to procedures, are more rigid and inflexible. A characteristic that can be recognized by the bureaucratic leadership style is the existence of a superior-centered decision. Usually all decisions made and related to work will be determined by the supervisor. Meanwhile, subordinates are the ones who are obliged to carry it out. The boss also determines the standards for subordinates to carry out their duties. Superiors will also provide clear sanctions if subordinates do not perform according to applicable standard work procedures.

**Charismatic Leadership Style**

Indrawan (2020) states that charismatic styles of leadership inspire others and encourage, motivate supporters for organisational change and achieve common goals. They can provide a good vision for their organisation's best interests. Charismatic leadership is a

leadership style that accentuates the charisma of attracting and encouraging devotion. This is an example of a leading style, as well as authoritative and transactional leadership. Leaders trust in their own vision and abilities rather than in followers. But charismatic leader's communication more with followers compared with the other two leadership styles.

**Transformational Leadership Style**

Tanjung (2020) refers to a style of leadership that focuses on the creation of value systems, inspiration, skill-building, empowering people to accomplish goals in their company, transforming behaviour and inspiring followers to work beyond the organisation's expectations. A leader of change is a manager who masters situations with a clear view of group priorities, is passionate about work and the opportunity to re-engage group members. Transformational leadership is a kind of leading style that leads to positive changes in the followers. Generally speaking, transformational leaders are energised, inspired and enthusiastic. They are active not only in the leadership process but also in ensuring the performance of each group member. Transformative leadership is a leadership model for enhanced human resources, with indicators of trust, admiration, loyalty, and respect for the leaders to measure the connection between a manager's effect on subordinates and motivating followers to do more, to do more and beyond their expectations. (Bass, 1994).

**Transactional Leadership Style**

Mneurut Wahidin (2020) is a transactional leader who uses incentives and punishments to guide his followers to achieve their objectives through job descriptions and job needs. Transactional leadership is a management style, which believes that workers are recruited and paid for their contributions and compliance. It is assumed that followers will obey and follow their instructions. Transactional management is best done in short-term activities or programmes. Management leadership is also referred to as this term because its main goal is to complete tasks well without the need for imagination and innovation. Moreover, this leadership style relies on incentives and penalties to achieve its subordinates optimum work efficiency.

**METHOD**

In this article the leadership model in educational institutions is discussed more thoroughly. The methodology employed is a systematic review of the literature to define and classify many leadership research findings. The approach used in this article is to analyse, summarise and report the findings and consequences of previous research. The purpose of the research is generally defined by literature review, the assessment of the article and the determination of popular errors in the report.

**Table1.** The Reviewed Journal articles

No	Author	Title	Method
1	Wahidin <i>et al</i> (2020)	Democratic, Authocratic, Bureaucratic and Charismatic Leadership Style: Which Influence School Teachers Performance in Education 4.0 Era?	Quantitative
2	Oding Supriadi <i>et al</i> (2020)	Did Transformational, Transactional Leadership Style and Organizational Learning Influence Innovation Capabilities of School Teachers during Covid-19 Pandemic?	Quantitative
3	Kadiyono <i>et al</i> (2020)	Develop Leadership Style Model for Indonesian Teachers Performance in Education 4.0 Era	Quantitative

4	Indrawan at al (2020)	Develop Model of Transactional, Transformational, Democratic and Autocratic Leadership Style for Indonesian School Performance in Education 4.0 Era	Quantitative
5	Tanjung <i>et al</i> (2020)	The Influence of Transformational Leadership, Job Satisfaction and Organizational Citizenship Behavior on the Performance of Islamic School Teachers	Quantitative
6	Azizah <i>et al</i> (2020)	Transformational or Transactional Leadership Style: Which Affects Work Satisfaction and Performance of Islamic University Lecturers During COVID-19 Pandemic?	Quantitative

The research method used by [Indrawan \*et al\* \(2020\)](#) is the Quantitative Approach, data collection is carried out through online distribution to all schoolteachers in Tangerang through an electronic questionnaire. Data processing software is SmartPLS Version 3.0. The respondents were 282 teachers from five schools, simple random sampling with questionnaire distribution technique. The hypotheses made are:

- Hypothesis 1 (H1) Transactional leadership style affects teacher performance
- Hypothesis 2 (H2) Transformational leadership style affects teacher performance
- Hypothesis 3 (H3) Democratic leadership style affects teacher performance
- Hypothesis 4 (H4) Autocratic leadership style affects teacher performance

The research method used by [Wahidin \*et al\* \(2020\)](#) is quantitative. Data collection was carried out through an electronic questionnaire which was distributed in Jakarta to all elementary school teachers online. Data processing using software for SmartPLS 3.0. Teachers from five primary schools in Jakarta, with 252 respondents, were respondents to this survey. the hypothesis is made:

- Hypothesis 1 (H1) Democratic Leadership Style has a positive effect on Teacher Performance
- Hypothesis 2 (H2) Autocratic leadership style has a positive effect on teacher performance
- Hypothesis 3 (H3) Bureaucratic leadership has a positive effect on teacher performance
- Hypothesis 4 (H4) Charismatic leadership style has a positive effect on teacher performance

The research method used by [Azizah \*et al\* \(2020\)](#) is a quantitative method. Data collection was carried out by distributing questionnaires to all university lecturers in Jakarta. The data processing method uses PLS and uses SmartPLS version 3.0 software as a tool. The population in this study were university lecturers in the Jakarta area, distributing questionnaires electronically using simple random sampling technique. The results of the questionnaires returned were 120 questionnaires. Research the hypothesis is as follows:

- H1: Transformational leadership has a significant effect on lecturer job satisfaction
- H2: Transactional leadership has a significant effect on lecturer job satisfaction
- H3: Transformational leadership has a significant effect on lecturer performance
- H4: Transactional leadership has a significant effect on lecturer performance
- H5: Lecturer satisfaction has a significant effect on lecturer performance
- H6: Transformational leadership has a significant effect on lecturer performance through mediation of lecturer job satisfaction

H7: Transactional leadership has a significant effect on lecturer performance through mediation of lecturer job satisfaction

The method used by [Tanjung \*et al\* \(2020\)](#) in their research is quantitative methods. Data collection was carried out by distributing questionnaires to all madrasah teachers. The data processing method uses PLS and uses SmartPLS version 3.0 software as a tool. The population in this study were madrasah teachers in Jakarta, whose number has not been identified with certainty. The questionnaire was distributed electronically using simple random sampling technique. The results of the questionnaires that were returned were 270 collected questionnaires. hypothesis is obtained

- Hypothesis 1: Transformational leadership affects teacher performance
- Hypothesis 2: Job Satisfaction affects and Teacher Performance
- Hypothesis 3: Organizational Citizenship Behavior (OCB) has a significant influence on teacher performance

The method used in the research of [Kardiyono \*et al\* \(2020\)](#) is a quantitative method. Data collection was carried out by distributing electronic questionnaires online to all elementary school teachers in Jakarta. Respondents in this study were teachers from five elementary schools in Jakarta, totaling 222 respondents. The questionnaire was distributed using simple random sampling technique. the following hypothesis is made:

- Hypothesis 1 (H1) Transactional leadership style affecting teacher performance
- Hypothesis 2 (H2) Transformational leadership style affects teacher performance
- Hypothesis 3 (H3) Democratic Leadership Style Affects Teacher Performance
- Hypothesis 4 (H4) Autocratic leadership style affecting teacher performance
- Hypothesis 5 (H5) The bureaucratic leadership style affects teacher performance
- Hypothesis 6 (H6) Charismatic leadership style affecting teacher performance

The method used by [Supriadi \*et al\* \(2020\)](#) is a quantitative method. The data were obtained by distributing online electronic questionnaires to all Islamic schoolteachers in Jakarta, Indonesia. Processing method with PLS and through the SmartPLS version 3.0 program. In this study the population is Islamic schoolteachers in Jakarta and questions are sent electronically using a simple random sample. The results of the questionnaire were given to 130 respondents. hypothesis is obtained

- H1: Transformational leadership has a significant effect on the innovation capabilities of teachers
- H2: Transactional leadership has a significant effect on the innovation ability of teachers

H3: Organizational learning has a significant effect on the innovation ability of teachers

## RESULTS AND DISCUSSION

### Relationship between Transactional Leadership Style and Teacher Performance

Indrawan *et al* (2020) have concluded that transaction management has a important and positive impact on the teacher efficiency. The t-statistic value of 4,342 exceeds 1,96 and the p-value of,001 exceeds 0,05. Beta values of 0.356 SE 0.042, T statistics 3.213, and PValues 0.000 are identified by Azizah and others (2020), so transaction management can be inferred that it greatly affects the job satisfaction of reading professionals. Azizah *et al* (2020), which found the beta value to be 0.342, SE 0.034, T Statistics 4.091 and PValue 0.000 were concluded that transactional management played a major role in the success of the lecturers. Azizah *et al* (2020) found bets to be 0.301, 0.034, 2.987 and PValues in T statistics. 0.001 to infer that transactional governance has a big influence on the success of the lecturer through the mediation of job satisfaction of the teacher. Tanjung *et al* (2020) found the beta value to be 0.343, SE 0.031, and PV 0.001, so that it can be inferred that work satisfaction influences Teacher's output in a positive, meaningful way. Kardiyono *etal* (2020) concluded the optimistic and important effects on teacher success of transactional leadership. The statistical t-value of 2,212 is above 1,96 and the p-value of 0,000 is below 0,05. Supriyadi *et al* (2020) Betal values of 0.367, SE 0.034, T Statistics 2.653 and P-values 0.001 proven positive and relevant for transitional leadership in education advancement based on the results of the hypothesis testing. Howell&Avolio (1993) notes that transactional leadership, which focuses upon employee and management transactions, meets the need for wages when goals are fulfilled by Bass (1990). Transactional leadership style in Avolio (2009) is focused on incentives that rely on results. The transactional leadership style of the followers by punishment and prizes is according to Hakim & Hasham (1999). Afshari & Gibson (2016), transactional leadership rewards, punishments and priorities between workers and management. Robbins & Hakim (2017) notes that they guide their followers to meet their goals by offering work details and job specifications. Type of organisational leadership helps to punish and reward Podsakoff *et al.* (2006) returns to species for good outcomes and Robbin *et al.* (2009).

### Relationship between Transformational Leadership Style and Teacher Performance

Indrawan *et al* (2020) concluded that transformational management has a good and important impact on the success of teachers. The t-statistic value is above 1.96 with the p-value of 0.000 less than 0.05. The beta value was 0.343, SE 0.031, T Statistics 3.123, and PV 0.001, according to Azizah *et al* (2020), so it can be concluded that transformative leadership has a major impact on work satisfaction. Azizah and al (2020) found that beta was value 0.301, SE 0.021, T Statistics (34.124) and PValues (0.001), which resulted in a substantial impact on the lecturer's output. Azizah *et al* (2020) found that the beta value was 0.305, SE 0.045, T 3.123 and PValues 0.001 Transition leadership significantly impacted the performance of the lecturers by media satisfaction. Tanjung *et al* (2020) found that the beta value is 0.343; SE 0.031; T Statistics 3.123; and the PV value is 0.001; thus it is possible to conclude that the transformations leader has positive and important effects on teacher

performance; Tanjung and others (2020) concluded that beta value is 0.343, SE 0.031 and T statistics 3.123 and PValues 0.001. Kardiyono *et al* (2020) concluded that the positive and important impact of transformational leadership on teacher efficiency. The t-statistic value is greater than 1.96, the p-value is less than 0.001. Based on the findings for the hypothesis test, Supriyadi *et al.* (2020) have a strong and essential influence on the capacity of teachers to innovate by acquiring Beta values of 0.321, SE042, T Statistics 2.651, and P Value 0.000. Sereau (2010 ) notes that the transformative leadership style focuses on increasing intellectual growth, autonomy, team spirit and excitement amongst followers towards achieving organisational goals. Bass (1988) aims at improving workforce growth and inspiring workers to meet standards. The style of transition leadership is, according to Behery (2008). Employees are readily enabled to share expertise and the transformation style of Chu and Lai (2011) is organisational change and creativity. The transformation management style, as defined by Ismail (2009), is geared to improving the values of employees, motivation and skills. The transformational leadership strategy according to Bass (1994) focuses on inspiring people to achieve their goals. The action of Avolio (2009) changes and encourages people to work beyond what the company expects.

### Relationship between Democratic Leadership Style and Teacher Performance

Indrawan *et al* (2020) concluded that the positive and important influence of democratic leadership has on teacher efficiency. The t-statistical value of 4.234 is higher than 1.96 and the p-value less than 0.000. Wahidin *et al* (2020) found that the influence of democratic leadership on the teaching performance was positive and significant. The t-stands are 2.123 higher than 1.96 and the p-value lower than 0.05. Kardiyono *et al* (2020) concludes that the optimistic and important influence of democratic leadership has on the performance of teachers. The t-statistical value is 4,134 higher than 1,96 and the p-value less than 0,000. Democratic leadership style According to Anderson (1991), sharing decision-making with other members. Daft (2014) democratically delegates the power to promote decision-making. Members of the Party have greater freedom in decision making, policy making, structures and implementation processes, in the style of democratic leadership of Mullins (2007). Type of democratic leadership, which Jooste and Fourie (2009) have contributed to and strengthened community morals. The style of democratic governance in decision-making is decentralised and separated by substitutes according to Tannenbanum and Schmidt (1958). The style of democratic leadership is used in groups, and democratic leadership style includes subordinates in the decision-making process under Clark R (2009). The democratic leadership style is used by Mullins (2005) consults with subordinates in the context of democratic leadership and assesses their views and recommendations prior to making decisions. Lewis (1939) a form of democratic leadership acts to respect engagement and dedication, to listen to bad news and good news.

### Relationship between Autocratic Leadership Style and Teacher Performance

Indrawan *etal.* (2020) concluded that the influence of autocratic leadership on teacher performance is positive and important. The t-statistics value of 3,124, which exceeds 1,96, and the p value of 0,001 is less than 0,05, illustrate this. Wahidin *et al* (2020) have a strong and

important impact on the performance of teachers. The results of the statistical equation will be seen. T-static values of 2.981 have been shown to be higher than 1.96 and p is below 0.000. The autocratic leadership has positive and important effects in the performance of the students, according to [Kardiyono \*et al\* \(2020\)](#). The t-statistic value of 5.021, greater than 1.96 and less than 0.000 p-value, is proof. The leader avoided responsibility, fails to respond to the followers' needs and doesn't provide details or time delays in the decision-making process as stated by [Bass & Riggio \(2006\)](#), according to [Wahidin \(2020\)](#). The autocratic governance style of [Swarup \(2013\)](#) is the most influential and leading political leader. [DurBrin \(2006\)](#) states that power is regulated and practised with little confidence. Because of this attitude method supporters do not like their leaders and mistrust them. [Jooste&Fourie \(2009\)](#) According to [DurBrin \(2006\)](#), track and practise the capacity to obey with little confidence or trust. [Jooste&Fourie \(2009\)](#) This is the reason why the system's supporters fear and mistrust their chief. Autocratic leadership style [Maxwell \(2015\)](#) You prepare for each accomplishment and your adherents must work or obey the rules. There is no popular view or motivation in autocratic leadership, according to [Michael \(2010\)](#). Generally, innovation and creativity is free of commitment. [Richard and Robert \(2009\)](#) autocratic leadership style. Staff are allowed to set objectives; managers give workers little or no preparation. The leaders of [Bass and Riggio \(2006\)](#) escape responsibility and refuse to take their followers' desires into account. [Swarup \(2013\)](#) is the leading decision maker for autocracy. [Swarup \(2013\)](#).

#### **Relationship between Bureaucratic Leadership and Teacher Performance**

Accoding to [Wahidin \*et al\*, \(2020\)](#) concluded that the influence of bureaucratic leadership on teacher performance was positive and important. The p-status is 3 876 and the p-value below 0.05 for the t. [Kardiyono \*et al\* \(2020\)](#) concluded that the positive influence of bureaucratic leadership on teacher performance was positive. The value of t-statistic 6.145 reaches 1.96 with the value of 0.001 less than 0.05. [Michael \(2012\)](#) states, according to [Shaefer \(2005\)](#), that bureaucratic management is typically committed to administrative leadership, adopting procedures that are useful for organisations that work routine by employees. [Asbari \(2020\)](#) promotes and forms the leadership of bureaucracy, taking problem-solving and citizen processes neglected by administrative leaders. [Bass \(2008\)](#), who notes that leading conduct is distinguished by the style, bureaucracy and autocratic leadership, according to [Bass \(2008\)](#). Leadership is distinguished by rigid protocols applied to leaders and their subordinates. The bureaucratic style of leadership in [Avilio \(2003\)](#) makes decisions without any flexibility based on static norms. All operation can not be isolated from current procedures according to [Bruce \(2018\)](#)

#### **Relationship between Charismatic Leadership and Teacher Performance**

Education 4.0 is a program to support the realization of smart education through increasing and equalizing the quality of education, expanding access and the relevance of utilizing technology in realizing world-class education to produce people who have at least 21st century skills, namely collaboration, communication, critical thinking, and creativity, spurring standards global competence in preparing generations to enter the global reality and

digital era. The learning revolution in the Education 4.0 era was strongly influenced by the 4.0 industrial revolution called Education 4.0. Education 4.0 is education that is characterized by the use of digital technology in the learning process or known as the cyber system. Education 4.0 is a phenomenon that arises in response to the needs of the 4.0 industrial revolution, where humans and machines are aligned to find solutions, solve various problems faced, and find new possibilities for innovations that can be used to improve modern human life. To face the learning revolution in the Education 4.0 era, education is needed that can form a creative, innovative, and competitive generation. One of the ways to achieve this is by optimizing the use of technology as educational facilities and infrastructure which are expected to be able to produce outputs that can keep up with or change the times for the better. It is time for us to leave the learning process which tends to prioritize memorization or just find one correct answer to a problem. Educational learning methods in Indonesia have had to turn into visionary thought processes, including honing the ability to think creatively and innovatively. This is necessary to deal with various technological and scientific developments. Education 4.0 can be said to be the future of education and is ready to change how information consumption changes significantly. Education 4.0 can complement the phenomenon of the digital age in everyday life. Education 4.0 is the embodiment of a previous mindset to a more critical, creative, innovative, and modern mindset. Therefore, the phenomenon of the digital era is not only changing lifestyles and mindsets, but also must be able to upgrade and improve character in a more positive direction.

With the learning revolution in the era of education 4.0, everyone will be prepared to face digital challenges directly. The essence of this phenomenon is creativity which of course will allow everyone to open a way out for them from the various challenges of the times. Education 4.0 is a way of describing the various steps to integrate cyber technology both physically and not. The learning revolution in the education 4.0 era was formed due to the fact that the speed and impact of current breakthroughs is unlike before. Creativity and innovation and the progress of the times are being spurred on by the emergence of a strong presence in fields such as artificial intelligence or digital technology. Therefore, to face and realize the learning revolution in the education 4.0 era, we must really prepare ourselves carefully, besides that, we must also make maximum use of digital technology to support life in the Education 4.0 era.

#### **CONCLUSION**

Accoding [Indrawan \*et al.\* \(20 20\)](#) concluded that the teachers' performance is positive and important by transactional leadership styles, transformative leadership, democratic leadership styles, and autocracy styles. Accoding to [Wahidin \*et al.\* \(2020\)](#) In conclusion, the studies have a positive and important impact on teacher performance, on democratic styles of leadership, on administrative leadership and on charismatical leadership styling. [Azizah \*et al\* \(2020\)](#) concluded that transformational leadership has a positive and important impact on Islamic university lecturers' satisfaction, and transaction leadership has no important influence on Islamic college lecturers' satisfaction. This new research provides a model for growing the level of transformational leadership to generate job satisfaction among Islamic

university lecturers in Jakarta. The research implications are debated with the managers and directors of Islamic universities as well as government policy makers. Transformation leadership has a positive and important influence on the performance of teachers, work satisfaction has a significant positive effect on teacher performance, and it has a positive effect on teacher performance. Tanjung *et al.* (2020). Kardiyono *et al.* (2020) have positive and important impact on teaching success through coding of transactional leadership, transformative leadership and democratic leadership, self-directed leadership, bureaucratic leadership and charismatic leadership. Based on research findings, transformative leading has a positive and substantial influence on the teachers' capacity to innovate. The more positively the leader of the process is, the greater the ability for individual teachers to innovate in pesantren. Supriya *et al.* (2020) Are you going to raise. The more creative the instructor is able to build up. Transactional leadership is a positive and significant consequence for the innovation ability of teachers so that the more positive the teacher's transactional leadership is, the greater the potential for individual teacher innovations in pesantren. Organizational learning has a positive and significant impact on the capacity of teacher creativity, which means that, as organisational learning is more positive, more innovation skills of teachers are increased in Madrasah.

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