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Analysis of the Relationship Between the School Principal's Visionary Leadership and Kindergarten Teachers' Performance

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Abstract: One of the important factors that influence the quality of teacher performance in is the service provided in the form of school principal leadership. This study aims to analyze the influence of the principal's visionary leadership on the performance of kindergarten teachers. The approach is quantitative, with causal survey techniques and path analysis methods. The sample in this study is the same as the reachable population, namely 87 teachers, consisting of 19 Kindergartens in the Batu Ceper sub-district, Tangerang City. Data Collection Techniques used in this research using questionnaires or questionnaires. Data were analyzed by descriptive and inferential analysis, to test the data analysis require for normality, homogeneity, and ty, linearity regression using SPSS (Statistical Package for Social Science) version-24. Besides that, the Normality Test is also used with the Kolmogrv Smirnov Test technique. The homogeneities was carried out by ANOVA test. Hypothesis testing was carried out with the help of the Excel program computer and using SPSS (Statistical Package for Social Science) software version-24 Based on the research results, Visionary leadership has a direct positive effect on the performance of kindergarten teachers in Batu Ceper, Tangerang City. This is evidenced by the results of the t-test statistic test for Visionary leadership with the acquisition of a t_{count} of 2.826 with a significant value of 0.000 which is smaller than 0.05, and $\beta = 0.161$ it can be concluded that there is a positive and significant influence of visionary leadership on the performance of kindergarten teachers in the Batu Ceper sub-district, Tangerang.

Keywords: visionary leadership, teacher performance, principal

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INTRODUCTION

Education plays a vital role in the development of a country because it improves the quality of human resources. Education is a process of transforming the values of the character and culture of a nation. Quality education produces human resources capable of developing and optimizing the potential of other resources. One of the human resources that can carry out the educational process is the teacher (Andini & Supardi, 2018; Wahyono et al., 2020).

In recent years, research has shown that teacher performance is a crucial determinant of student development and achievement (Aaronson et al., 2007; Rivkin et al., 2005; Rockoff, 2004). Teacher performance reflects a behavior pattern of teachers' actions in their duties. Teacher performance will significantly affect the success of learning as the spearhead of the education system and a person who transforms the values in learning. Teacher performance will be seen in everyday situations and classroom teaching conditions. This condition is reflected in aspects of activities in carrying out tasks and methods or quality in carrying out duties and responsibilities as a teacher. According to Warren and Hale (2016), teacher performance indicators are work quality, work quantity, and time utilization.

As mentioned earlier, one of the prominent factors affecting quality at micro level is teacher performance in classroom and its evaluation as it is an integral part of quality assessment. Performance issues always receive attention in management because they are closely related to the productivity of institutions or organizations. The main factors that can affect performance are ability and will. Many people can do the job but do not necessarily want to, so it does not produce performance. In contrast, many people want to do work but cannot do it and still cannot produce performance (Elstad & Christophersen, 2017; Avalos-Bevan, 2018; Derrington & Campbell, 2018; Lubis, 2022).

The performance criteria for teachers who can achieve their work performance are more directed at teacher competence as stated in the elucidation of Government Regulation no. 19 of 2005 concerning National Education Standards that teacher performance, in this case meaning teacher competence, includes four competencies: pedagogic competence, personal competence, professional competence, and social competence. Teachers are essential in creating quality human resources under the noble ideals of the nation, as stated in the National Education Goals. Therefore, it takes a professional attitude of teachers in the learning process. Teachers as educators interact the most with students compared to other individuals at school.

The teacher is in charge of planning, carrying out the learning process, assessing learning outcomes,

conducting guidance and training, and communicating with the public and other professional activities that support their duties and functions as a teacher. Teachers are the key to the success of an educational institution. Good or bad teacher performance will significantly affect the image of educational institutions. The embodiment of the image of an excellent educational institution requires teachers who have high performance. Teachers with high performance will show high achievement to improve the quality of their teaching so that the quality of learning will also increase. Teacher performance will be seen from how the teacher carries out his primary duties.

Based on preliminary observations made in this study in Batu Ceper, Tangerang City, it was found that some teachers seemed less enthusiastic about teaching, some teachers entered class late to start lessons, some teachers did not have high teaching skills, and some teachers worked because they expected reward or praise. Many factors affect teacher performance, including visionary leadership, work motivation, teacher competence, workability, teacher competence, teacher social status, and others. Research conducted by Simbolon (2017) shows that visionary leadership, work motivation, and lecturer competence have a very significant influence, directly and indirectly, on the work commitment of PTS lecturers in Medan, North Sumatra Province. The influence or coefficient of determination (R2) is 61.3%, and the influence of variables outside the model is 38.7%. The results of a preliminary study on May 27, 2022, in a kindergarten in Batu Ceper District, found that the teacher seemed less enthusiastic about teaching. The teacher lacked enthusiasm in motivating students while studying at school or home, did not yet have sufficient teaching competence and teachers worked because they expected rewards or praise. They were also lazy to check assignments or homework given to students.

The principal's visionary leadership proves the leader's ability to create, formulate, communicate, socialize, transform, and implement ideal thoughts that originate from him or as a result of social interaction among members of the organization and stakeholders, which are believed to be the ideals of the organization in the future. Visionary leadership sparks ideas and thoughts for a different vision through critical dialogue with other leadership elements to formulate the organization's future through socialization, transformation, and implementation of excellent ideas by organizational leaders.

Visionary leaders must have the right vision to guide staff to work in a given direction, including the capacity to own innovations that lead to future changes. Leaders must have pedagogical competence in defining their vision so that others clearly understand it. Leaders must express their visions verbally and practically and have pedagogical competence in applying different explanations through the requirements for visionary leaders: vision communication, open-mindedness, competence in creating networks and teamwork, competence in developing interactions, and the ability to develop good personal habits.

Law (UU) Number 14 of 2005 Concerning Teachers and Lecturers describes teachers' four minimum competencies: pedagogical competence, personal competence, social competence, and professional competence. Currently, 25% of teachers still need to meet the academic qualification requirements, and 52% need a professional certificate. On the other hand, Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, a teacher, in carrying out his duties, must have competency standards that include pedagogical, personality, social, and professional competencies. The lack of competent teacher human resources owned by the Hidayatullah Education Institute Samarinda, almost two-thirds of the teachers here are only high school graduates. Most teachers working in this institution are graduates of Hidayatullah schools, assigned to specific Hidayatullah educational units to serve. In addition, students' literacy skills in lower grades are limited because senior teachers teach in upper grades in preparation for graduation (Nugraha, 2020). Another research has been shown that principal leadership has a significant impact of school quality, including teacher performance (Joshi et al., 2020; Abu & Arar, 2020; Mutohar & Trisnatari, 2020). meanwhile for research on visionary leadership and teacher performance, Ulfa and Waluyo (2016) shown there was a positive and significant relationship between the visionary leadership of the principals and teacher performance. Based on the phenomena that can be captured in the problem's background, this study's problem is intended for an empirical study of how much influence Visionary Leadership has on Kindergarten Teacher Performance in Batu Ceper. District, Tangerang City.

METHODS

This research is a quantitative study, with the aim of obtaining an overview of the principal's visionary leadership variables and teacher performance. This research is a quantitative study, with the aim of obtaining an overview of the principal's visionary leadership variables and teacher performance. Research design in this study used the influence of research variables through path analysis. Riduwan and Kuncoro (2015) explained that path analysis is technique developed by Sewall Right, a correlation technique broken down into several interpretations resulting in consequences.

The population in this study were Kindergarten teachers in the Batu Ceper sub-district, Tangerang City, while the accessible population in this study was 87 teachers, consisting of 19 Kindergartens in the Batu Ceper

sub-district, Tangerang City. sampling used is saturated sample. Saturated sampling technique is a sampling technique in which all members of the population are used as samples (Sugiyono, 2019). So the number of samples used in this study were 87 teachers in the Batu Ceper District. Relevant data is collected by questionnaire or questionnaire technique. The list of questions was distributed to respondents to obtain data on respondents' answers or opinions related to the research variables on teacher performance and the principal's visionary leadership. The type of data collected in this study includes primary data obtained from respondents.

This study uses a questionnaire as a tool to collect data. Data were analyzed by descriptive and inferential analysis. The descriptive analysis consists of presenting data with histograms, polygons, calculating the mean, median, mode, standard deviation, variance and theoretical range of each variable. Inferential analysis (hypothesis testing) using path analysis (Riduwan & Kuncoro, 2015). Previously, it was necessary to test the data analysis requirem for normality, homogeneity, and ty, linearity regression using SPSS (Statistical Package for Social Science) version-24. Besides that, the Normality Test is also used with the Kolmogrv Smirnov Test technique. The homogeneityest was carried out by ANOVA test. Hypothesis testing was carried out with the help of the Excel program computer and using SPSS (Statistical Package for Social Science) software version-24.

RESULT AND DISCUSSION

Instrument Testing Results

A validity test measures the validity of a questionnaire. This validity test was done by comparing the value of $r_{count} > r_{table}$ for each of the existing statement items. If the value of $r_{count} > 0.361$, the instrument item is valid. The results of the validity test are presented in Table 1.

Table 1. Validity Test

Item	r_{table}	r_{count}	Description
Visionary Leadership (X1)			
1	0,361	0,482**	Valid
2	0,361	0,643**	Valid
3	0,361	0,724**	Valid
4	0,361	0,712**	Valid
5	0,361	0,572**	Valid
6	0,361	0,626**	Valid
7	0,361	0,605**	Valid
8	0,361	0,671**	Valid
9	0,361	0,570**	Valid
10	0,361	0,566**	Valid
11	0,361	0,507**	Valid
12	0,361	0,489**	Valid
13	0,361	0,476**	Valid
14	0,361	0,509**	Valid
15	0,361	0,543**	Valid
16	0,361	0,032	Drop
17	0,361	0,505**	Valid
18	0,361	0,480**	Valid
19	0,361	0,602**	Valid
20	0,361	0,566**	Valid
21	0,361	0,592**	Valid
22	0,361	0,427**	Valid
23	0,361	0,605**	Valid
24	0,361	0,586**	Valid
25	0,361	0,530**	Valid
26	0,361	0,548**	Valid
27	0,361	0,497**	Valid
28	0,361	0,703**	Valid
29	0,361	0,500**	Valid
30	0,361	0,716**	Valid
Teacher Performance **(X4)**			
1	0,361	0,614**	Valid
2	0,361	0,652**	Valid
3	0,361	0,664**	Valid

4	0,361	0,646**	Valid
5	0,361	0,181	Drop
6	0,361	0,750**	Valid
7	0,361	0,557**	Valid
8	0,361	0,792**	Valid
9	0,361	0,691**	Valid
10	0,361	0,600**	Valid
11	0,361	0,689**	Valid
12	0,361	0,564**	Valid
13	0,361	0,501**	Valid
14	0,361	0,837**	Valid
15	0,361	0,712**	Valid
16	0,361	0,797**	Valid
17	0,361	0,714**	Valid
18	0,361	0,669**	Valid
19	0,361	0,613**	Valid
20	0,361	0,590**	Valid
21	0,361	0,670**	Valid
22	0,361	0,663**	Drop
23	0,361	0,656**	Valid
24	0,361	0,662**	Valid
25	0,361	0,551**	Valid
26	0,361	0,529**	Valid
27	0,361	0,578**	Valid
28	0,361	0,553**	Valid
29	0,361	0,625**	Valid
30	0,361	0,862**	Valid

Based on Table 1, the validity test results are as follows:

1) In the Visionary Leadership variable, out of 30 statements, 1 is invalid (drop) where the value of r_{count} < r_{table} (0.361). Thus, the Visionary Leadership instrument consists of 29 statements.
2) In the Teacher Performance variable, out of 30 statements, there are 2 invalids (drops) where the value of r_{count} < r_{table} (0.361). Thus, the Teacher Performance instrument consists of 28 statements.

The reliability test in this research questionnaire used *Cronbach's Alpha*, which shows the reliability coefficient's value to measure the variable's positive value. If *Cronbach's Alpha* > 0.6, the research instrument is reliable; if the value of *Cronbach's Alpha* < 0.6, the research instrument is unreliable. The results of the reliability test for each variable are presented in Table 2.

Table 2. Reliability Test Results

Variable	*Cronbach's Alpha*	Description
Visionary Leadership	0,923	Reliable
Teacher Performance	0,948	Reliable

Source: Data processed by the researcher, 2022.

Table 2 shows the reliability test results for each variable using *Cronbach's Alpha*. It can be seen that *Cronbach's Alpha* > 0.6, the Visionary Leadership variable is 0.923, and teacher performance is 0.948. Therefore, the instruments of the two variables are reliable because the value of *Cronbach's Alpha* is greater than 0.6. Variable descriptions display respondents' answers to each question in the questionnaire consisting of the average (mean), the value that occurs frequently (mode), the median value (median), the standard deviation, and the variance in Table 3.

Table 3. Data Description of the Variable X_1

Statistics		
Visionary Leadership		
N	Valid	87
	Missing	0
Mean		119,13
Median		119,00
Mode		112[a]
Std. Deviation		10,835
Variance		117,391
Range		48
Minimum		96
Maximum		144
Sum		10364

a. Multiple modes exist. The smallest value is shown

Table 3 shows that the mean value for the Visionary Leadership variable has an average of 119.13, a median of 119.00, a mode of 112, a standard deviation of 10.835, and a variance of 117.391. The number of valid question items in the Visionary Leadership instrument is 29, with a maximum score for each question item being 5. The distribution of the data is described in the form of a histogram in Figure 1.

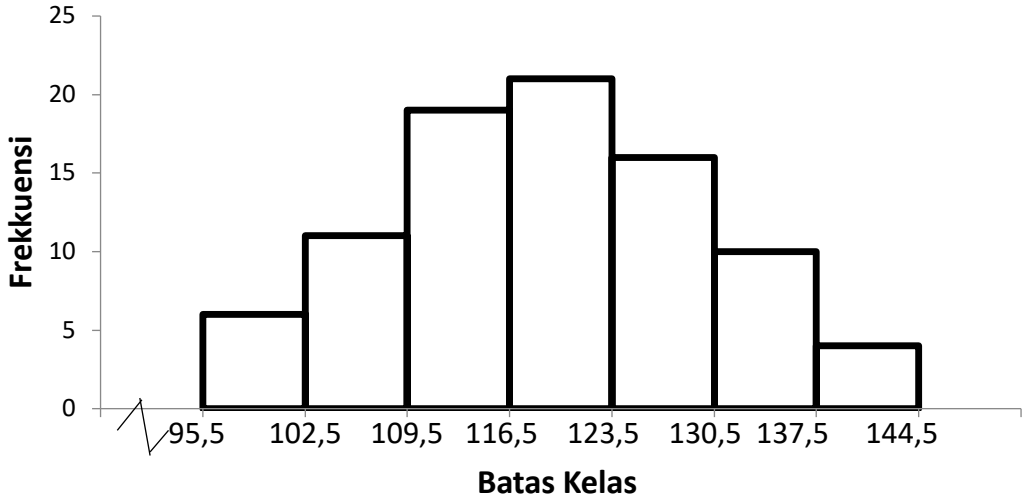

Figure 1. Histogram of Variable X1

Table 4. Data Description of Variable X4

Statistics		
Teacher Performance		
N	Valid	87
	Missing	0
Mean		119,08
Median		119,00
Mode		112[a]
Std. Deviation		10,970
Variance		120,331
Range		48
Minimum		94
Maximum		142
Sum		10360

a. Multiple modes exist. The smallest value is shown

Table 4 shows that the Teacher Performance variable has an average value (mean) of 119.08, a median of 119.00, a mode of 112, a standard deviation of 10,970, and a variance of 120,331. The number of valid question items in the Pedagogic Competency instrument is 29, with the maximum score for each question item being 5. The distribution of the data is depicted in the form of a histogram in Figure 2.

Prerequisite Analysis Test

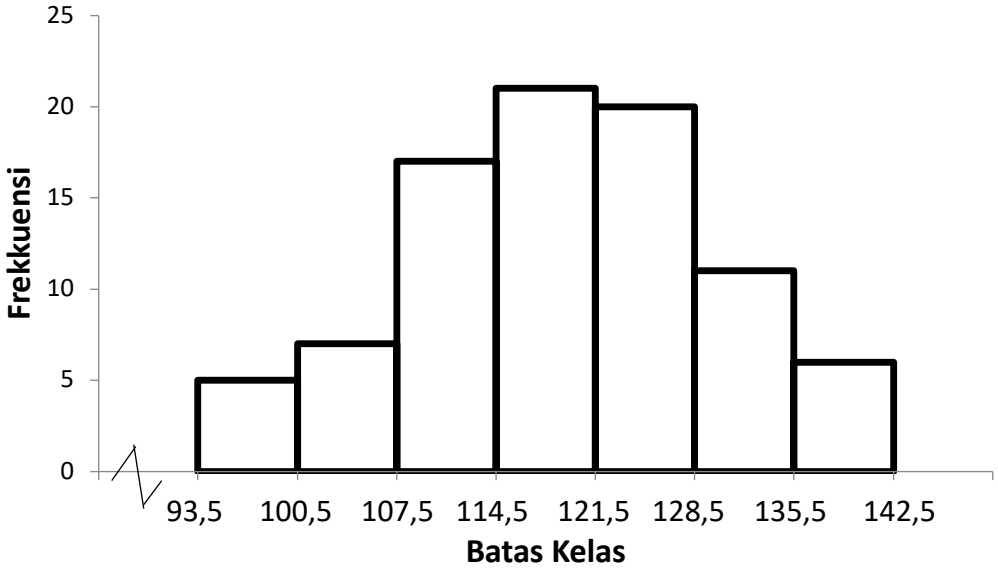

Figure 2. Histogram of Variable X4

The normality test is intended to determine whether the samples taken in the study are normally distributed or not. The normality test was carried out with one sample Kolmogorov - Smirnov Work Motivation and is said to be normal if the residual values are normally distributed with a significance probability greater than 0.05.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		X4 on X1
N		87
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	8,87436725
Most Extreme Differences	Absolute	,081
	Positive	,081
	Negative	-,054
Test Statistic		,081
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the normality test in Table 5, which was carried out using the SPSS 24 Kolmogorov-Smirnov test program, the Z_{count} value of this study is 0.054, with a significance value of 0.200, which is greater than the significance level of 0.05. Therefore, all variables are normally distributed to meet the requirements for the parametric statistical method of multiple linear regression analysis. A homogeneity test was carried out using the Levene test. The data is homogeneous if it has a significance value (p) ≥ 0.05. The results of the homogeneity test are presented in Table 6.

Table 6. Homogeneity Test Result

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
1,183	27	42	,313

Table 6 shows that the significance of homogeneity is 0.313 (≥0.05), indicating that the independent and dependent variables are homogeneous, with Levene Statistics of 1.183. The linearity test is carried out by looking for the regression line equation of the Visionary Leadership variable (X1) on the Teacher Performance variable (X4). Based on the regression line that has been made, the significance of the regression line coefficient and its linearity is tested using Work Motivation for linearity at a significance level of 0.05. The criterion in the linearity test is that two variables are said to have a linear relationship if the significance (linearity) is less than 0.05.

Table 7. Linearity Test Results Between Visionary Leadership and Teacher Performance Variables

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Visionary Leadership	Between Groups	(Combined)	7769,270	44	176,574	2,875	,000
		Linearity	3575,559	1	3575,559	58,226	,000
		Deviation from Linearity	4193,711	43	97,528	1,588	,068
	Within Groups		2579,167	42	61,409		
	Total		10348,437	86			

Source: SPSS 24, 2022

Based on Table 7, the significance value of linearity is 0.000. That is, the significance value is less than 0.05, so it can be concluded that there is a linear relationship between the two variables.

Hypothesis test

The t-test was conducted to see the effect of each independent variable partially on the dependent variable.

Tabel 8. T-Test Result

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-60,861	9,791		-6,216	,000
	Kepemimpinan Visioner	,163	,058	,161	2,826	,006

a. Dependent Variable: Kinerja Guru

Based on the test results above it can be concluded that Visionary leadership has a significance/probability value of 0.006 <0.005 and t_{count} = 2.826 > t_{table} = 1.989 which Visionary Leadership has a significant positive effect on teacher performance. The F test or ANNOVA is used to determine the effect of all the independent variables used in the regression model together on the dependent variable tested at a significance level of 0.05. If the significance value <0.05 means that all the independent variables jointly affect the dependent variable. If the significance value is > 0.05, it means that independent variables together have no effect on the dependent variable.

Tabel 9. F-Test result

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8359,038	3	2786,346	116,250	,000[b]
	Residual	1989,399	83	23,969		
	Total	10348,437	86			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Motivasi Kerja, Kepemimpinan Visioner, Kompetensi Pedagogik

Based on table 9 it shows that the F test results have a sig value of 0.000 which is less than 0.05. It can be concluded that independent variables namely Visionary Leadership which become control variables simultaneously affect the dependent variable namely Teacher Performance. Based on the research results, Visionary leadership has a direct positive effect on the performance of kindergarten teachers in Batu Ceper, Tangerang City. This is evidenced by the results of the t-test statistic test for Visionary leadership with the acquisition of a t_{count} of 2.826 with a significant value of 0.000 which is smaller than 0.05, and β = 0.161. It means that Visionary leadership has a direct positive effect on Teacher Performance. The results of this study have implications for school principals to have a vision for the future in their leadership to improve teacher performance. This study's results align with research conducted by Mukti (2018), which concluded that visionary leaders put forward a partnership approach and create a race of shared visions and meanings with others.

besides that the results of this study are also in accordance with research (Sunarto et al., 2020; Chen & Yuan, 2021; Kurniadi et al., 2020; Pribudhiana et al., 2020; Zamuri et al., 2020) which says that there is a close relationship between visionary leadership and teacher performance.

CONCLUSION

Based on the research results above, it can be stated that Visionary leadership has a direct positive effect on the performance of kindergarten teachers in Batu Ceper, Tangerang City. This is evidenced by the t-test results for Visionary leadership with a t_{count} of 2.826 with a significant value of 0.000, which is smaller than 0.05, and $\beta = 0.161$. It means that visionary leadership has a direct positive effect on teacher performance. The results of this study have implications for school principals to have a vision for the future in their leadership to improve teacher performance.

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