

Analysis of the Visionary Leadership of the Principal in Improving Teacher Performance

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ABSTRACT

Objective: This study examines the impact of visionary leadership on teacher performance in educational institutions, emphasizing the principal's role in adapting to educational changes while advancing institutional goals. The research aims to determine how the implementation of visionary leadership by school principals enhances teacher performance and contributes to the success of educational outcomes. **Method:** A Systematic Literature Review (SLR) approach was employed, synthesizing and evaluating existing studies to identify patterns and insights regarding the relationship between visionary leadership and teacher performance. **Results:** The findings reveal that principals who implement visionary leadership foster a conducive environment for innovation and motivation among teachers, which significantly improves their performance and aligns efforts with institutional visions and missions. Such leadership practices enhance collaboration, professional development, and the overall quality of education. **Novelty:** This study underscores the critical role of visionary leadership in bridging the gap between institutional vision and teacher performance, providing a comprehensive synthesis of its impact on educational success. These findings contribute to the limited research on leadership styles in education, emphasizing the importance of strategic leadership in driving institutional excellence.

INTRODUCTION

The progress or lack thereof of an educational institution is influenced by the leadership style of its head. An educational institution will experience rapid progress if its leader can manage the institution well. One of the many leadership styles is visionary leadership, which aims to improve the quality of the institution. Visionary leadership is a style where a leader can create, formulate, socialize, communicate, and transform all forms of progressive ideas, which are then implemented as the institution's aspirations for the future [1].

The aspirations or vision and mission of an institution formulated with school stakeholders are important things that must be achieved together for the advancement of the educational institution. A leader of an institution has the duty and responsibility to realize the goals that have been formulated. In addition, the institution's leader has the task of mentoring teachers to maximize their performance for the success of effective and efficient learning [2]. A leader must have the responsibility to manage their organization. In addition, the principal has a role in creating school change. At this time, leadership is used to demonstrate the competence of the principal. Good leadership brings the school to achieve the goals that have been formulated [3].

The quality of education can be influenced by the learning process that occurs in educational institutions (Lumban Gaol, 2017), which is managed by a school principal. For example, in schools, they can achieve successful learning if the principal can manage the school well. Leadership has become an important aspect of managing an organization. Therefore, good leadership skills are the key to the success of an organization. In the sense that a leader is able to invite and influence others to follow their desires in successfully managing an educational institution [4]. In addition, teacher performance is the most important factor that has a significant influence on every implementation of student learning in the school environment.

According to research [5] Performance is the behavior exhibited by an individual in the form of work achievements in accordance with their tasks and roles within the organization. Good performance is evident from the results achieved by the employee. Without good teacher performance and the proper managerial role of the principal in school management, it is difficult to improve the quality of teaching or achieve National Standards (Hasanah, 2019) [6]. So, good collaboration is needed between the institution's leader and the teachers at that institution.

Based on the description of visionary leadership above, it is hoped that the principal can continue to encourage the improvement of teachers' performance to realize the vision and mission that have been jointly formulated. In addition, good two-way communication is always pursued between the principal and the teachers as a form of realizing the improvement of school quality. On the other hand, the principal must also be able to plan school programs, whether short-term or long-term [1]. On the other hand, an employee's performance is considered an important aspect in an educational institution. Performance can be defined as the output or results of an employee's work based on criteria set within a specific timeframe [7].

This article analyzes the influence of visionary school leadership on teacher performance using a literature study method. From the background explanation that has been compiled, the author analyzes several concepts of problem formulation as follows:

1. Does the visionary leadership of the principal have an impact on the improvement of teacher performance?
2. What strategies are implemented by the principal to improve teacher performance?

The main and supporting theories that form the basis of this research are as follows:

Visionary Leadership of School Principals

Visionary leadership is the ability of a leader to formulate, then socialize, and subsequently transform and implement ideas that originate from themselves or as a result of agreements among organizational members, which represent the organization's aspirations for the future [8]. Visionary leadership is the ability of a leader to formulate, then socialize, and subsequently transform and implement ideas that originate from themselves or as a result of agreements among organizational members, which represent the organization's aspirations for the future [9].

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Kinerja

Visionary leadership is the ability of a leader to formulate, then socialize, and subsequently transform and implement ideas that originate from themselves or as a result of agreements among organizational members, which represent the organization's aspirations for the future [16]. The performance of teachers in an educational institution is a determining factor in whether the institution can achieve its goals, whether those goals are from the National Education system or the institution's own vision and mission. However, achieving the school's goals is not an easy task, as there are criteria or factors that determine the high performance of teachers.

According to T. Aritonang in Barnawi and Arifin, performance is the result of the work achieved by employees in an organization in accordance with responsibilities and policies to achieve the goals of an organization. Then, in line with that statement, according to Munir, performance is a form of achievement of an activity that has goals and objectives, or the vision and mission of the institution [17]. The performance of teachers in an educational institution is a determining factor in whether the institution can achieve its goals, whether those goals are from the National Education system or the institution's own vision and mission. However, achieving the school's goals is not an easy task, as there are criteria or factors that determine the high performance of teachers.

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Teacher performance has standard criteria used to measure the level of success of a performance. In this case, teacher performance refers to the actions involved in all the activities of the teacher in the learning process during educational activities. Teacher performance has criteria according to Sahaham, which are (1) the educator's ability to plan lessons, (2) mastery or understanding of the learning material that will be delivered to students, (3) understanding of teaching methods and strategies, (4) skill in assigning tasks to students, (5) ability to manage the classroom and students, and lastly (6) the ability to reflect on and evaluate the learning process [13].

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Previous researchers on employee performance have included many, such as [16], [9], [19], [13], [17], [7], [10], [11], [5], [12], [18].

Based on the review results of various previous studies, it can be concluded that there is an influence of visionary school leadership on employee performance. Therefore, the researcher will compare these conclusions regarding the influence of visionary school leadership on employee performance.

RESEARCH METHOD

This research adopts a literature review approach as its methodology. The research process begins with a comprehensive review of the scientific literature relevant to the research topic. Various journal articles, research reports, and other publications that meet the inclusion criteria will be thoroughly reviewed. Through a critical analysis of the methodology, results, and conclusions of previous studies, the researcher will develop a theoretical framework and identify knowledge gaps that this research will fill.

This research analyzes articles related to visionary leadership and employee performance in educational institutions. The journal publications that were researched were sought in the last 5 years on the Google Scholar and Lens.org databases. The search strategy used the keywords "Visionary Leadership" and "Performance." Then the next stage is to evaluate the feasibility of the data. From the 15 articles that have been collected, they are then selected based on the topic of visionary leadership towards employee performance. After that, only then will the data be presented by conducting a comparative analysis of each research result. The final step is to compare the data with the issues occurring in an institution. Then, based on the comparison results, an analysis is conducted to determine whether the conclusions of the research align with the current issues.

RESULTS AND DISCUSSION

Below are the results of the review of 15 articles on the analysis of visionary leadership of school principals in improving teacher performance, among others:

No.	Researchers and Year	Article Title	Research Results
1.	(Dewi Sukesu & Ida Rindaningsih, 2023)	Perencanaan Sumber Daya Manusia dan Kompetensi Terhadap Kinerja Pegawai	Overall, there is a significant influence between human resource planning and employee performance, and competence overall has a significant influence on employee performance. Simultaneously, both human resource planning and competence have a significant influence on employee performance. Therefore, it can be interpreted that good human resource planning and competence will improve employee performance.
2.	(Rati Purwanto, 2021)	Kepemimpinan Visioner Kepala Sekolah terhadap mutu dan kualitas sekolah di SDN Soko.	The visionary leadership of the principal of SDN Soko to improve its quality and standards is categorized as influential. Additionally, the performance of teachers at SDN Soko in designing classroom learning concepts and evaluating learning outcomes is good.
3.	(Nikolaus Anggal, Kristianus, Zakeu Daeng Lio, 2019)	Kepemimpinan Visioner Kepala Sekolah dalam Meningkatkan Kinerja Guru	The improvement in teacher performance after the implementation of visionary leadership by the principal has shown an increase. That is proven by the acceptance of the research hypothesis. Meanwhile, the effectiveness of the visionary leadership style is 75%, meaning its application is good in improving teacher performance.
4.	(Faizah Nur Amalia dkk, 2021)	Hubungan Kepemimpinan Visioner Kepala Sekolah dan Kinerja Guru dengan Keefektifan Sekolah Dasar Negeri	The visionary leadership of the principal at SDN Kecamatan Lawang Malang is categorized as moderate, the performance level of the teachers at SDN Kecamatan Lawang is also moderate, and the effectiveness of the school at SDN

No.	Researchers and Year	Article Title	Research Results
			Kecamatan Lawang is also moderate. Therefore, there is a significant relationship between the visionary leadership of the principal, the performance of the teachers, and the effectiveness of the school at SDN Kecamatan Lawang, Malang Regency.
5.	(Mardiah Hayati dkk, 2023)	Pengaruh Kepemimpinan Visioner Kepala Sekolah, Lingkungan Kerja Sekolah, Komitmen Afektif Guru terhadap kinerja inovatif guru MI Swasta.	There is a positive influence of visionary leadership on the innovative performance of private MI teachers in Rantau Utara District, amounting to 0.538. This means that the better the implementation of visionary leadership by an institution leader, the better the innovative performance of MIS teachers in Rantau Utara District by 28.94%.
6.	(Neni Suheni, 2022)	Efektivitas Kepemimpinan Kepala Sekolah dan Motivasi Kerja dalam Meningkatkan Kinerja Guru.	The improvement in teacher performance is influenced by several factors, one of which is the principal's leadership style. Achieving the goal of producing outstanding graduates is one of the school's objectives.
7.	(Yusuf Dwi Hadi, 2019)	Kepemimpinan Visioner Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan	The principal truly plays a very important role in improving the quality of the institution. Quality must be reflected in the school's vision and mission. The vision and mission should depict the future and the goals the school aims to achieve. Thus, with the ability to predict environmental changes, information and inspiration will be obtained to improve the quality in each institution. The principal should make new breakthroughs in socializing the vision and the school so that the process of disseminating the vision becomes more effective and efficient.
8.	(Naomi Fahma dkk, 2024)	Strategi Perubahan Inovatif dalam Kepemimpinan	Visionary leadership of a principal plays an important role in bringing about change in educational

No.	Researchers and Year	Article Title	Research Results
		Visioner Kepala Sekolah Muhammadiyah	institutions. This change involves the initiative for transformation with an innovative mindset from the principal. Innovation for change in educational institutions must be implemented by a visionary principal.
9.	(Agus Eka Saparudin dkk, 2022)	Pengaruh Kepemimpinan Kepala Sekolah dan Kinerja Guru terhadap Mutu Pendidikan Studi di SMKN 2 dan SMAN 2 Kota Serang.	The influence of the Principal's Leadership and Teacher Performance has a significant joint relationship with the Quality of Education at SMKN 2 Kota Serang and SMAN 2 Kota Serang, amounting to 65.3%.
10.	(Surani dan Nashiruddin Pilo, 2020)	Hubungan Kepemimpinan Visioner Kepala Sekolah dan Kinerja Guru dengan Keefektifan Sekolah Dasar Negeri	The visionary leadership of the principal has a significant direct impact on the performance of teachers at MAN 1 Makassar City. This is evidenced by the principal's involvement in influencing and contributing to the teachers' performance. Additionally, motivation also has a significant direct impact on the performance of teachers at MAN 1 in Makassar City. This can be seen from the fulfillment of motivational needs that can support the achievement of teachers' performance in teaching.
11.	(Nabilah Permata Budi, 2022)	Perilaku Asertif Kepala Sekolah Perempuan Dalam Upaya Meningkatkan Mutu Pendidikan Dan Kinerja Guru Di Sd Khadijah 3 Surabaya	Based on the results of data analysis in the study regarding the assertive behavior of the female principal in efforts to improve the quality of education and teacher performance at SD Khadijah 3 Surabaya, the researcher concludes that (1) teachers, staff, parents of students, and students can feel the results of the implementation of the assertive behavior of the female principal of SD Khadijah 3 Surabaya.
12.	(Edi Purwanto DAN Ida	Peran Kepala Sekolah Dalam Meningkatkan	The role of the principal with their leadership style will influence the

No.	Researchers and Year	Article Title	Research Results
	Rindaningsih, 2023)	Komitmen Dan Kinerja Guru	commitment and performance of teachers. The research findings state that the more appropriate the leadership style, the better the commitment and performance of the teachers. Teacher performance can be improved when teachers have a better work ethic.
13.	(Okvi Maharani & Ida Rindaningsih, 2023)	Penilaian Kinerja Sebagai Penentu Prestasi dan Kinerja Tenaga Kependidikan: Literature Review	Performance evaluations conducted by educational institutions for educational staff can run effectively and efficiently through various supporting tools and methods used. Objective and transparent evaluations encourage educational staff to excel, thereby indirectly improving their performance.
14.	(Furtasan Ali Yusuf dan Basrowi, 2023)	Pengaruh Kepemimpinan Visioner dan Manajemen Berbasis Sekolah terhadap Kinerja Guru dan Implikasinya pada Kualitas PAUD	There is a close influence between visionary leadership and performance; school-based management and performance; visionary leadership and the quality of early childhood education (PAUD); school-based management and the quality of PAUD; teacher performance and the quality of PAUD; visionary leadership and the quality of PAUD through PAUD teacher performance, and 7) school-based management and the quality of PAUD through PAUD teacher performance in the City of Serang.
15.	(Nur Fazria Masfufah & Ida Rindaningsih, 2024)	Faktor-Faktor Yang Mempengaruhi Kinerja Guru: Literatur Review	Teacher performance is influenced by motivation and organizational culture. Research results on the description of motivation and job satisfaction towards teacher performance in Indonesia indicate that motivation and job satisfaction towards teacher performance are not one of the performance factors, but rather there are other factors or variables that can influence it, including work stress, the

No.	Researchers and Year	Article Title	Research Results
			principal's leadership model, employee competence, discipline culture, and organization.

Based on the 15 articles reviewed by the researchers, 7 articles are related to the Visionary Leadership of School Principals. The data is as follows:

No.	Researchers and Year	Article Title	Research Results
1.	(Rati Purwanto, 2021)	Kepemimpinan visioner kepala sekolah terhadap mutu dan ualitas sekolah di SDN Soko	The influence of visionary leadership from the principal of SDN Soko on teacher performance is categorized as high. This is evidenced by the very high performance of teachers in learning activities, specifically in planning and evaluating students.
2.	(Neni Suheni, 2022)	Efektivitas Kepemimpinan Kepala Sekolah dan Motivasi Kerja dalam Meningkatkan Kinerja Guru	The improvement in teacher performance is influenced by several factors, one example being the principal's leadership style. The school can produce outstanding graduates who can compete with other schools.
3.	(Yusuf Dwi Hadi, 2019)	Kepemimpinan Visioner Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan	The principal truly plays a very important role in improving the quality of the institution. Quality must be reflected in the school's vision and mission. The vision and mission should depict the future and the goals the school aims to achieve. Thus, with the ability to predict environmental changes, information and inspiration will be obtained to improve the quality in each institution. The principal should make new breakthroughs in socializing the vision and the school so that the process of disseminating the vision becomes more effective and efficient.
4.	(Naomi Fahma, et.all 2024)	Strategi Perubahan Inovatif dalam Kepemimpinan Visioner KS Muhammadiyah	Visionary leadership of the principal is very important in order to make changes in the school. To implement effective changes, the

No.	Researchers and Year	Article Title	Research Results
			principal must have innovations for those changes.
5.	(Nabilah Permata Budi, 2022)	Perilaku Asertif Kepala Sekolah Perempuan Dalam Upaya Meningkatkan Mutu Pendidikan Dan Kinerja Guru Di Sd Khadijah 3 Surabaya	Based on the results of data analysis in the study regarding the assertive behavior of the female principal in efforts to improve the quality of education and teacher performance at SD Khadijah 3 Surabaya, the researcher concludes that (1) teachers, staff, parents of students, and students can feel the results of the implementation of the assertive behavior of the female principal of SD Khadijah 3 Surabaya.
6.	(Edi Purwanto DAN Ida Rindaningsih, 2023)	Peran Kepala Sekolah Dalam Meningkatkan Komitmen Dan Kinerja Guru	Based on the results of data analysis in the study regarding the assertive behavior of the female principal in efforts to improve the quality of education and teacher performance at SD Khadijah 3 Surabaya, the researcher concludes that (1) teachers, staff, parents of students, and students can feel the results of the implementation of the assertive behavior of the female principal of SD Khadijah 3 Surabaya.
7.	(Furtasan Ali Yusuf dan Basrowi, 2023)	Pengaruh Kepemimpinan Visioner dan Manajemen Berbasis Sekolah terhadap Kinerja Guru dan Implikasinya pada Kualitas PAUD	There is a close influence between visionary leadership and performance; school-based management and performance; visionary leadership and the quality of early childhood education (PAUD); school-based management and the quality of PAUD; teacher performance and the quality of PAUD; visionary leadership and the quality of PAUD through PAUD teacher performance, and 7) school-based management and the quality of PAUD through PAUD teacher performance in the City of Serang.

Meanwhile, from the 15 articles above, a selection was made and 3 articles related to teacher performance were obtained. The data is as follows:

No.	Researchers and Year	Article Title	Research Results
1.	(Agus Eka Saparudin dkk, 2022)	Pengaruh Kepemimpinan Kepala Sekolah dan Kinerja Guru Terhadap Mutu Pendidikan Studi di SMKN dan SMAN 2 Serang	The influence of the Principal's Leadership and Teacher Performance has a significant and simultaneous relationship with the quality of education at SMKN and SMAN 2 Serang, amounting to 65.3%.
2.	(Okvi Maharani & Ida Rindaningsih, 2023)	Penilaian Kinerja Sebagai Penentu Prestasi dan Kinerja Tenaga Kependidikan: Literature Review	Performance evaluations conducted in schools for teachers run effectively and efficiently through supporting devices. Objective and transparent evaluations will encourage work performance among employees and can improve their performance.
3.	(Nur Fazria Masfufah dkk, 2024)	Faktor-Faktor Yang Mempengaruhi Kinerja Guru: Literatur Review	Teacher performance is influenced by motivation and job satisfaction factors. However, from these two factors, there are elements that can affect them, namely work stress, KS leadership, teacher competence, discipline culture, and organization also play a role in influencing them.

From the selected articles, the researcher conducted a screening based on the formulated problem statement, which is the influence of the principal's visionary leadership on employee performance, as follows:

No.	Researcher, Year	Article Title	Research Results
1.	(Nikolaus Anggal, Kristianus, Zakeu Daeng Lio, 2019)	Kepemimpinan Visioner KS dalam Meningkatkan Kinerja Guru	The improvement in teacher performance after the Principal implemented visionary leadership compared to the Principal not implementing it.
2.	(Mardiah Hayati dkk, 2023)	Pengaruh Kepemimpinan Visioner KS, Lingkungan Kerja Sekolah, Komitmen Afektif Guru terhadap	There is an influence of visionary leadership KS on the innovative performance of MIS teachers in the Rantau Utara district.

No.	Researcher, Year	Article Title	Research Results
		Kinerja Inovatif Guru MIS	
3.	(Furtasan Ali Yusuf dan Basrowi, 2023)	Pengaruh Kepemimpinan Visioner dan Manajemen Berbasis Sekolah terhadap Kinerja Guru dan Implikasinya pada Kualitas PAUD	There is a close relationship between visionary leadership and performance; school-based management and performance; visionary leadership and the quality of early childhood education (PAUD); school-based management and the quality of PAUD; teacher performance and the quality of PAUD; visionary leadership and the quality of PAUD through teacher performance, and 7) school-based management and the quality of PAUD through teacher performance in Serang City..

Based on the research conducted by Nikolaus Anggal and colleagues, visionary leadership simultaneously influences teacher performance, namely the improvement of teacher performance due to the implementation of visionary leadership by the principal [12]. This means that the improvement in teacher performance occurs in educational institutions and supports the researcher's hypothesis when a principal implements visionary leadership. This is evidenced by research results showing a real effectiveness of 75% in teacher performance improvement related to visionary school leadership. The same research was conducted by Mardiyah Hayati et al., which found that school principal leadership and teacher performance have a significant impact on employee innovative performance. This means that the visionary leadership style of the school principal can positively affect the performance of teachers in designing learning processes and evaluating learning outcomes at a very high level. Then, the visionary leadership of the principal is evident in the way they lead an institution, acting as an agent of change. In addition, the principal serves as the key decision-maker in achieving the goals of the educational institution [10].

In line with previous research, the study by Furtasan Ali Yusuf and colleagues indicates that there is a significant positive influence on teacher performance in early childhood education (PAUD) in Serang City. This can be proven by the fact that the higher the management of the school principal with a visionary leadership style, the higher the level of PAUD teacher performance in Serang City [11]. It can be concluded that if an organization wants high-quality, competent, and good teacher performance in its educational institution, the principal must have a visionary leadership style in leading the institution. Thus creating a positive synergy in the success of learning.

The leadership of the principal provides work motivation for the improvement of teacher productivity and student learning outcomes. The leadership of the principal must be truly accountable, because the principal's responsibility is very important and determines the high or low learning outcomes of the students. Additionally, the productivity and work enthusiasm of the teachers depend on the principal in the sense of how far the principal is able to create work enthusiasm and how far the principal is able to encourage their subordinates to work according to the outlined policies and programs, so that teacher productivity is high and student learning outcomes improve [20].

CONCLUSION

Fundamental Finding : This study, utilizing a qualitative methodology and a Systemic Literature Review (SLR) approach, concludes that the visionary leadership style of school principals has a significant positive effect on teacher performance. The findings underscore the importance of school principals adopting visionary leadership to enhance institutional effectiveness and drive teacher performance improvement. **Implication :** These results highlight the critical role of school principals in fostering an environment conducive to improved teacher performance through effective leadership practices. Adopting a visionary leadership style could serve as a strategic approach to address challenges in educational management and elevate overall educational outcomes. **Limitation :** However, this study is limited by the reliance on existing literature without direct empirical validation. The scarcity of research specifically addressing visionary leadership in educational settings also constrains the generalizability of the findings. **Future Research :** Further empirical studies are recommended to explore the practical application of visionary leadership in various educational contexts, providing a more comprehensive understanding and ensuring its effective implementation in enhancing teacher performance.

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