

## Analysis of the Principal's Visionary Leadership in Improving Teacher Performance at SDN 4 Biau

Sarini Turungku<sup>1\*</sup>, Sagaf S. Pettalongi<sup>2</sup> & Saepudin Mashuri<sup>3</sup>

<sup>1</sup> Islamic Education Management Study Program State Islamic University Datokarama Palu, Indonesia

<sup>2</sup> State Islamic University Datokarama Palu, Indonesia

<sup>3</sup> State Islamic University Datokarama Palu, Indonesia

\*Corresponding Author: Sarini Turungku E-mail: [riniturungku80gmail.com](mailto:riniturungku80gmail.com)

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### ABSTRACT

This study aims to examine the analysis of the Principal's visionary leadership in Improving Teacher Performance at SDN 4 Biau. The research approach used is a qualitative approach, data collection techniques are through interviews, observation, and documentation, data analysis techniques are data reduction, data presentation, and data verification. Furthermore, the field analysis in question is inductive in nature to know research in general and specifically. The research results show that (1). Analysis of the visionary leadership of the Principal in Improving Teacher Performance at SDN 4 Biau, namely making teachers more innovative in developing their learning methods, because the principal of SDN 4 Biau provides opportunities for teachers at SDN 4 Biau to take part in training activities, workshops, KKG, and others with the aim that the teacher is able to teach well in class. As well as emphasizing the quality and quality of graduates. This made the teachers at SDN 4 Biau improve their performance even more. (2). Efforts made by the Principal in Improving Teacher Performance at SDN 4 Biau, namely establishing cooperation with the teacher council through a deliberation forum from the results of the deliberation resulted in an agreement to uphold discipline for teachers if someone violates a sanction in the form of a light warning.

### 1. Introduction

Visionary leaders are those who have a compelling vision and can inspire stakeholders and employees of the organization to realize the mission effectively. They motivate the resources needed to make dreams come true, excite individuals, and rejuvenate organizations. According to Sanusi, visionary leadership is a leadership style that has been demonstrated to offer work goals and efforts that must be carried out collaboratively by members of the organization by providing direction and meaning to work and basing efforts on a clear vision. Several skills are required for visionary leadership. (A. Sanusi, 2009)

Visionary principal leadership requires him to have vision, courage, and humility to develop his abilities and emotions all the time. The principal's vision must also be well defined, offer new approaches for improvement, and be able to inspire staff members to work well. The principal's leadership analysis of visionary leadership, he must be able to communicate effectively

Based on the results of initial observations and interviews with researchers with the principal of SDN 4 Biau that: The initial conditions of the teachers at SDN 4 Biau were in good character, Alhamdulillah, so to improve this, I, as the principal, held a routine recitation program, it was a community of practitioners in the field of religion, so it is held once a week. I do this, of

<sup>1</sup> **Sarini Turungku** is a Student Candidate of Islamic Education Management Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2<sup>nd</sup> International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

course, if the character of a teacher is good, then his skills and knowledge will follow. Then I also analyzed the teacher's ability to operate computers, here I see that around 60% of teachers are capable of operating advanced technology. Meanwhile, for 40% of this, I conduct coaching by carrying out mini KKGs using peer tutors. Then I analyzed the teacher's learning model, here of course we carry out in-house training which discusses material on how to carry out student-centered learning. The initial condition that occurs is that students are in a vacuum to study in the classroom and when asked are not brave enough to answer, lack the courage to present learning results from group discussions in front of the class then with in-house training, mini KKG, workshops by bringing in presenters who are considered capable of providing material to teachers at SDN 4 Biau.

## 2. Literature Review

### 2.1 Visionary Leadership

Its dynamic character, humans experience changes from time to time. This is because every day individuals actively make various efforts to maintain their existence, and community groups work together to create their living space through cultural movements. So, for the effectiveness and success of the workforce, the collective effort to create a human world constantly requires leaders and leadership. Leadership is inherently very complicated, defining it is a difficult and challenging problem. Leadership or leadership is the ability to influence others in achieving goals with enthusiasm. Leadership is a process of social influence in which leaders seek the voluntary participation of employees to achieve organizational goals. The leadership of a leader also describes the direction and goals to be achieved from an organization so that it can be said that leadership is very influential for the big name of the organization. (Suwatno, 2019)

Visionary leadership is a concept that can be detailed and understood through literature and theory. But the meaning is bigger and leadership is real action. In working, and a series of events. In this section, visionary leadership can be seen in terms of movement, change, and time. Obviously, the act of visionary leadership is different from talking or analyzing that, the media used here will be something important to write about.

### 2.2 Definition of the principal

Principal consists of the word head and school. The word head can be interpreted as a chairman or leader in an organization or an institution. While school is an institution where it is a place to receive and give lessons. Simply put, the principal can be defined as the functional teacher or leader of a school where the teaching and learning process is held or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson. (Wahjosumidjo, 2010)

The efficiency of the principal's performance is basically the key to school success. By trying to direct subordinates towards achieving predetermined educational goals, the principal is responsible for achieving educational goals. In this situation, the principal is tasked with carrying out leadership tasks, including tasks related to achieving educational goals and fostering an environment in the classroom that enables successful and efficient teaching and learning. This obligation may fall under the responsibility of the principal directly or indirectly.

Barbara Brown in Raga Asbri Ginting proposes 10 competencies that visionary leaders must have, namely:

- a. Visualizing. Visionary leaders have a clear idea of what they want to achieve and when they will do it.
- b. Futuristic Thinking. Visionary leaders consider not only the current state of the business but also the desired position in the future.
- c. Show Foresight. Planning and foresight are qualities of visionary leaders. When creating a strategy, consider all possible influences, including technology, processes, organization and other elements.
- d. Proactive Planning. Visionary leaders set clear goals and action plans to achieve those goals. Visionary leaders can foresee or predict possible difficulties and create contingency plans to work around them.
- e. Creative Thinking. Visionary leaders seek to develop good and different answers to obstacles by focusing on topics, opportunities, and problems.
- f. Taking Risks. Visionary leaders who take risks see failure as an opportunity rather than a setback.
- g. process alignment. Visionary leaders are adept at linking their own goals to those of the company. It may instantly sync all department tasks and work across the organization.
- h. Coalition building. Visionary leaders recognize that building positive relationships both inside and outside the business is critical to achieving their goals. He regularly looks for possibilities to collaborate with various teams, departments and organizations.
- i. Continuous Learning. Visionary leaders must have the capacity to engage in training and other forms of growth on a regular basis, both within and outside the business. Leaders with vision can analyze each contact, whether positive

or negative, to understand the context. Visionary leaders are able to explore possibilities for collaboration and participation in initiatives that advance knowledge, test assumptions, and foster creativity.

j. Embracing Changes. Leaders with clear visionaries understand that progress and development depend heavily on change. Visionary leaders actively see how unintentional or unexpected changes can be beneficial when they are discovered. (Abdullah Munir, 2008)

### 2.3 Definition of teacher performance

(Whitmore 2010) only mentions that carrying out the tasks expected of someone is what is meant by performance. Whitmore defines understanding as having the minimum need to succeed. Therefore Whitmore put forward the idea of performance which is considered representational, then describes the enormous responsibility of one's profession.

The behavior or response that produces results is what is meant by the teacher or the teacher's performance when faced with a task. Actions or responses taken by teaching staff to produce results or goals are all considered as part of their performance. (Martinis Yamin & Maisah, 2010) Teacher performance is the appearance of competence possessed by the teacher, namely the ability as a teacher to carry out his duties and obligations properly and responsibly.

### 3 Increasing teacher performance

According to (Nana Sudjada 2015) teacher performance can be seen from its success in improving learning processes and outcomes, which include:

1. Creating a curriculum for learning and teaching.
2. Managing the teaching and learning process.
3. Evaluate how well the teaching and learning process is going.
4. Understand the subject matter

According to (Suharsimi Arikunto 2013) teacher performance can be seen from teaching activities carried out through appropriate procedures, namely:

- a. Preparing teaching preparations includes preparing written materials, researching information to be taught or skills to be applied in class, compiling media and other teaching aids, and compiling assessment tools.
- b. Conduct classroom teaching, including remarks and closing remarks, explanations, demonstrations, use of teaching aids and other aids, question and answer, and remedial programs.

According to (Anwar Prabu Mangkunegara 2004) the factors that influence teacher performance are ability factors and motivation factors (motivision), which are explained as follows:

#### a. Ability factor

Psychologically, a teacher's talent consists of potential ability (IQ) and reality ability (knowledge plus skills), therefore it will be easier for a teacher with a strong educational background to deliver the high quality instruction required by a teacher. Therefore, employees must be given tasks that are in accordance with their areas of competence. The efficiency of a lesson can be increased by placing teachers according to their specificity.

#### b. Motivational factors (motivision)

The teacher has many duties and responsibilities as a teacher. Educators must understand that in order for students to easily accept what the teacher says, they must carry out their duties properly, responsibly, earnestly, and not haphazardly. The instructor will perform at a high level if this is achieved. Furthermore, Me Clelland proposed six qualities of educators with high achievement motives, which Anwar Prabu interpreted as follows:

- a. Have a high level of personal accountability.
- b. Dare to take a chance.
- c. Set reasonable goals.
- d. Uses a detailed work plan and works to achieve its goals.
- e. use specific feedback in all work-related activities.
- f. Look for possibilities to carry out the specified plan. (A.A Anwar Prabu Mangkunegara, 2004)

Talking about teacher teaching performance, it is impossible to separate the supporting variables and problem solvers that cause delays in learning effectively and correctly and the achievement of teacher learning objectives. There are two categories of characteristics that support teacher success, namely:

#### a. Factors from within oneself (internal)

1. Intelligence

For the activity to be completed successfully, intelligence is very important. The level of intelligence required increases as the task becomes more difficult and successful. If smart people are given easy, boring tasks, they can get bored and perform worse.

2. Skills and proficiency

Humans have diverse talents and abilities. This results from variations in experience and practice.

3. Talent

A person may be forced to use his abilities and choices through the interaction between his talents and skills.

4. Ability and interest

A person has to be doing something they enjoy and in a position that suits their skills if they are to feel comfortable. Strong aptitude and curiosity may complement tasks previously occupied.

5. Motive

Possessing motives might inspire a person to improve their workforce.

6. Health

A person's state of health can aid in the accomplishment of their tasks. Work is also affected if one's health is compromised.

7. Personality

A person with strong character and high integrity is less likely to get into trouble and better able to adapt to the workplace and engage with co-workers in a way that will improve their job.

8. Ideals and goals in work

The goals to be achieved can be fulfilled if a person works deliberately, carefully and wholeheartedly in line with the values.

b. Factors from outside oneself (external)

1. Family environment

The quality of a person's performance may be influenced by their family environment. Family conflicts can reduce employee morale at work.

2. Work environment

A pleasant work environment can motivate someone to do their best. People usually face failure and disappointment in their workplace. What is meant by "work environment" in this context is the atmosphere in which a person works, a sense of security, decent wages, prospects for professional advancement, and social support from colleagues.

3. Communication with the principal

At school, successful communication is good communication. Misunderstandings can occur when good communication is lacking.

4. Facilities and infrastructure

Teacher performance, especially in the teaching and learning process, can be improved if adequate facilities and infrastructure are available. (Kartono Kartini, 2013)

5. Teacher activities in class

Education needs to be improved and improved, but gradually. If school administration does not open up opportunities for the growth and development of teacher creativity, then the dynamism of instructors in producing learning programs will not be significant for improving student learning processes and outcomes.

Dede Rosyada (2004) claims in his book *The Democratic Education Paradigm* that the teacher's duties in the classroom include the following:

- a. A good lesson plan must be made by the teacher
- b. Successful communication with pupils should also be a teacher skill
- c. Teachers must create instructional learning techniques
- d. The teacher maintains control of the class
- e. The teacher must carry out an accurate evaluation.

6. Teachers participate in administration as part of their School activities, and they have several options for doing so in this administrative role, which include:

- a. Define educational philosophy;
- b. Reviewing and modifying curricula;
- c. Planning a monitoring program;
- d. planning personnel policies.

### 3. Methodology

#### 1. Type of Research

approach in question is a research that seeks to describe the current problem solving based on data, so that researchers can find certainty and authenticity of data to be described as accurate research results. Descriptive research is research that is used to describe, explain, and answer questions about current phenomena and events. The purpose of descriptive research is to explain systematically, factually, and accurately the facts and characteristics of a particular population or area. (Zainal Arifin, 2012)

#### 2. Research Design

The research location is a place chosen as a location to investigate objective phenomena that occur in that location. The research location for this thesis is at Madrasah Aliyah Negeri 1 Palu City. The position of researchers in qualitative research is very important as the main instrument in research, namely as a planner, executor of data collection, analyst, data interpreter, and reporter of research results. So the presence of researchers in the research process is absolutely necessary. (Lexy J. Moleong, 2015). Suharsimi Arikunto (2010) states that the source of research data is the subject from which the data is obtained. So, the data source shows the origin of the information. namely primary and secondary data. The two types of data meters can be explained as follows:

The type of data collected by researchers is divided into two types, namely:

1. Primary data, which is the main source of data in a study. Primary data sources are data sources that directly provide data to data collectors. (Sugiyono, 2012)
2. Secondary data, which is a source of additional data, namely data beyond words and actions, namely written sources. Secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents. These documents can be in the form of books and other literature that are related and related to the problem being researched. (Sugiyono, 2012)

Data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data. (Sugiyono, 2012). Data collection techniques to be used in this study are:

1. Observasi, Observasi diartikan sebagai pengamatan dan pencatatan secara sistematis terhadap gejala yang tampak pada objek penelitian. Pengamatan (observasi) adalah metode pengumpulan data di mana peneliti atau kolaboratornya mencatat informasi sebagaimana yang mereka saksikan selama penelitian (S. Margono, 2010)
2. Interview (Wawancara) adalah pertemuan dua orang untuk bertukar informasi dan ide melalui tanya jawab lisan sehingga dapat dikontrusikan makna dalam suatu topik tertentu. (Sugiyono, 2012).
3. Dokumentasi, Metode dokumentasi adalah metode pengumpulan data dengan mencari data atau informasi yang sudah dicatat, dipublikasikan dalam beberapa dokumen yang ada. Dokumentasi adalah mencari data mengenai hal-hal atau variabel yang berupa catatan, transkrip, buku, surat kabar, majalah, prasasti, notulen rapat, agenda dan sebagainya. (Suharsimi Arikunto, 2010).

#### 4. Results and Discussion

##### 4.1 Analysis of the Principal's Visionary Leadership in Improving Teacher Performance at SDN 4 Biau

The visionary leadership of the school principal in providing ideas for better school progress in the future, this of course also greatly impacts the performance of teachers who teach at SDN 4 Biau school.

Based on the results of interviews with the Class I teacher, he said: I personally represent my friends, for the leadership of our school at SDN 4 Biau is very extraordinary. He is very motivating for us to provide support as parents at this school which can make us comfortable, comfortable in carrying out both teaching and daily activities so for us the principal is very extraordinary in leading.

##### 4.2 Efforts made by the Principal in Improving Teacher Performance at SDN 4 Biau

Efforts made by the school principal in improving teacher performance at SDN 4 Biau. As stated by the school principal that: As for the principal's efforts to improve the performance of teachers in the school, we previously made an effort to agree on what we should do so from that agreement an agreement will be born to carry out disciplinary activities for all of us so that with these efforts agreement through deliberation with all involved in this school we do that. Whatever is born of our agreement, that is what we follow in accordance with work discipline. If we violate it, we will be given sanctions in the form of a warning so that with these sanctions it is also impossible for us to make mistakes again.

#### 5. Conclusion

Analysis of the visionary leadership of the Principal in Improving Teacher Performance at SDN 4 Biau makes teachers more innovative in developing their learning methods, because the principal of SDN 4 Biau provides opportunities for teachers at SDN 4 Biau to take part in training activities, workshops, KKG, and others with the aim that the teacher is able to teach well in class. As well as emphasizing the quality and quality of graduates. This made the teachers at SDN 4 Biau improve their performance even more.

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