

## **Principal's Visionary Leadership and Work Climate toward Elementary School Teachers' Performance**

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### **ABSTRACT**

This research aims to reveal the influence of principal's visionary leadership (X1) and work climate (X2) on teachers' performance (X3). The type of research used is quantitative research. The target population in this study were all public elementary school principals and teachers in Kedaung Kaliangke Village as many as 160 people. The population is divided into 1 Village, with purposive sampling techniques. The researchers selected 12 schools consisting of 160 teachers and principals. In deciding the research sample, the Slovin formula was utilized. From the calculation, they obtained 114 people as research sample. Data collection technique used was using questionnaire with survey methods. The instruments were analyzed using the Likert model scale. The results of the study informed three main information. First, there were directly and positively influenced by 48% of Teacher Performance (X3) influenced by the second principal's visionary leadership (X1). Second, there was a direct and positive influence of 39% performance variation (X3) influenced by the teacher working climate (X2). Third, there was a direct and positive influence of 62% variation of the working climate (X2) influenced by visionary leadership (X1). As a conclusion, there is positive correlation among the three variables, namely principal's visionary leadership, work climate, and teacher performance.

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### **1. INTRODUCTION**

The quality of education is determined by major aspects such as teacher performance. The quality of education is strongly influenced by all elements of enhanced education, especially the performance of teachers. The Georgia Department of Education developed a teacher performance indicator called the Teacher Performance Assessment Instrument (TPAI) (Weller 1982). The instrument was later developed into a Teacher Ability Assessment Tool (APKG) by the Ministry of National Education. According to

Goldhaber et al. (2013), to assess teacher performance in teaching and learning activities in the classroom, the indicators that should be included are planning of learning activities programs, implementation of learning activities, and evaluation/ assessment of learning.

Teacher performance becomes an important factor to achieve success at school. This performance is somehow influenced by an organization/school's leadership. If a leader is able to move the wheels of his organization well, leading to progress, then the organization will move forward. In general, leadership is a process of influencing others to achieve a goal (Sebastian et al., 2019). Leaders who have a good vision and mission will be able to give direction to the orientation of their vision and mission to create competitiveness in their members. So, from that competitive process, creative ideas that can develop the school will emerge. Creative ideas and ideas possessed by visionary leaders can affect the performance of employees if these ideas are considered capable of improving schools to be even better in the future (Marks & Printy, 2003). In other words, schools' principal with creativity and futuristic visions will enhance teacher performance.

In addition, visionary leaders can influence the work climate, because visionary leaders are able to create a good and conducive atmosphere and atmosphere so that they affect employees and other workers. Work climate is a situation where a group of people work where there is a sense of comfort, calm, security and peace, good interaction between members in harmony, an atmosphere of openness, a sense of responsibility and job satisfaction (Hartono & Priyanti, 2014). The work climate is believed to be able to increase the creativity and morale of workers which will then affect the performance of organizations/institutions in achieving their goals. Positive and conducive work situations and conditions will move employees and teachers to work with full awareness and full responsibility so as to create maximum performance (Barlian, 2013). In the context of schools, wise principals are capable of creating positive working spheres to make the teachers give their best performance at school.

In the field of study, researchers observed that there were still many elementary school principals in Kedaung Kaliangke Cengkareng Village who have not carried out the vision and mission of the school they lead properly. Of the 12 public schools in Kedaung Kaliangke Village, almost 90% of principals in leading schools are still monotonous, the direction and goals of the school are not clear because they tend to follow the previous leadership style or only continue the program that has been determined without changing the new program that can be implemented. This condition is less supportive in improving teacher performance with a conducive work climate. Another fact showed that the principal's leadership have affected the performance of the teachers. Based on the data obtained from preliminary observation in twelve schools, only an average of 50% of teachers master IT. This result described a decrease in teacher performance in the learning process which affected on the students' learning achievement. This is evidenced from the results of the National Examination where the average achievement of students is still below the standard of the Education Office (KKM). As a consequence, many elementary school teachers in Kedaung Kaliangke Village are considered to have low competence.

Besides the fact that bad principal's leadership had influenced teachers to have low performance proven by declining school exam results, another factor that contributed to the quality decrease was also work climate. The work climate in schools in Kedaung Kaliangke Village is still not conducive. There are still many less harmonious relationships between teacher and friends, between school institutions as well, less harmonious. Previously, the relationship between principal's leadership and working climate on teacher performance has ever been researched by some researchers. A study by Shanti et al. (2020) investigated the relation between school visionary leadership, organizational climate, and teacher performance. Their study concluded that the principal's visionary leadership was rated highly, the organizational atmosphere was rated highly, and the teacher's performance was rated highly. According to the findings, there is a favorable association between visionary leadership and teacher performance and teacher performance. Moreover, other researchers also agree that there is positive relationship between leadership, working environment, management, and culture towards teacher performance (Kowalski, 2010; Kurniadi et al., 2020; Makhrus et al., 2022). As the novelty of the current study, the

researchers distinguished the variable of study namely principal's visionary leadership, work climate, and teacher performance.

Based on the phenomenon described by the researchers above, this phenomenon is considered interesting to examine, so that in the end, the researchers raised a question "What are the effect of principal visionary leadership and work climate on teacher performance at public elementary schools in Kedaung Kaliangke Cengkareng Village, West Jakarta?" This study is expected to give evidence that school principal must have futuristic visions in order to improve teacher performance. Moreover, this research also informs that creating facilitative working atmosphere also becomes a significant factor in improving

## 2. METHODS

The type of research used in this study is quantitative research. The target population in this study were all public elementary school principals and teachers in Kedaung Kaliangke Village as many as 160 people. This study uses a causal survey method with path analysis techniques, from causal relationships to review or analyse the relationship between research variables and measure the effect of variables with other variables. The technique used in collecting data is questionnaires for three variables, namely: self-concept, compensation, and teacher work commitment. Scale measurement used was the Likert scale model. The instrument must be tested before being given to the respondent completely, that aims to measure the level of validity and reliability. Validity test is used to measure the validity or validity of the questionnaire. The validity test in this study used the IBM SPSS Statistics Version 25 program. So that the validity test was obtained using the Pearson Product Moment Correlation as many as 20 items on the Teacher Performance variable with 18 valid items and 2 drop points, and 20 items on the Principal Visionary Leadership variable with 18 valid items and 2 drop items, and 20 items on the Work Climate variable with 18 valid items and 2 drop items. Meanwhile, reliability testing is used to know if each item in the instrument is valid or not. It can be known by correlating the item score with the total score. To determine the reliability of the instrument using the IBM SPSS Statistics Version 25 program. So that the results of the reliability test using the IBM SPSS Statistics Version 25 program are obtained as follows,

**Table 1.** Recapitulation of Reliability Test Data for Teacher Performance Variables, Visionary Leadership and Work Climate

No	Variable	r11	Description
1.	Teacher Performance	0.926	Reliable
2.	Principal Visionary Leadership	0.919	Reliable
3.	Work Climate	0.921	Reliable

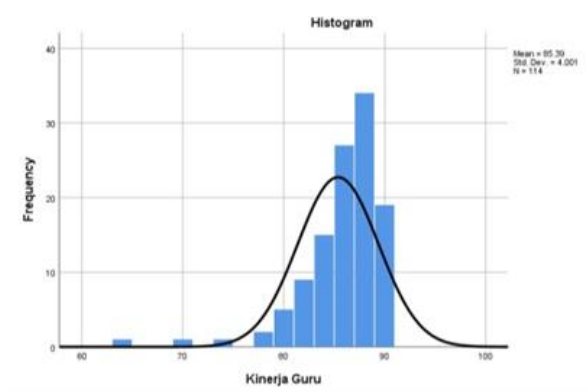
In this research, a descriptive analysis is used. Descriptive analysis generally presents certain data such as: number of respondents (N), average price (mean), average standard error (Standard Error of Mean), median, mode (mode), standard deviation (Standard Deviation), variance (variance), range (range), lowest score (minimum score), highest score (maximum score) and frequency distribution accompanied by histogram graphs of the five research variables. Next, test the data analysis requirements by calculating the normality test for the estimated regression error, and the regression linearity. Then tested the simple regression analysis on each research variable, and finally tested the hypothesis.

## 3. FINDINGS & DISCUSSION

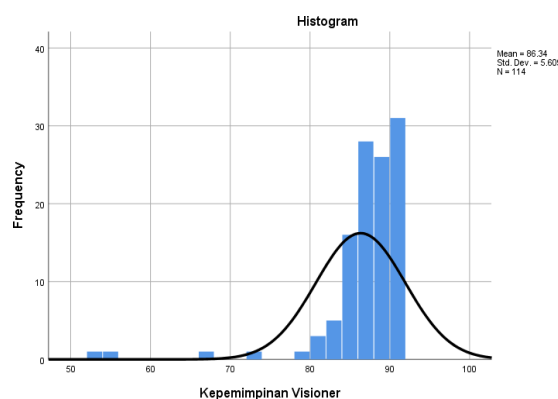
### 3.1. Data Description

The research data is displayed in the data description of the three variables including the Principal Visionary Leadership variable (X1), the Work Climate variable (X2) and the Teacher Performance

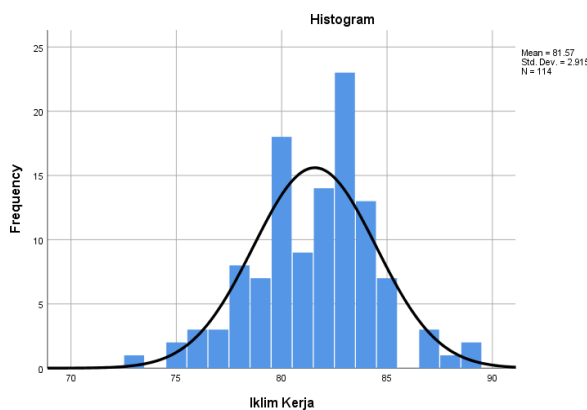
variable (X3). The data obtained from the three variables are then displayed in the range of scores, mode (Mo), frequency distribution, standard deviation (SD), average and median (Me). The mean result for the Teacher Performance variable is 85.39, the mean result for the Visionary Leadership variable is 86.34, and the mean result for the Work Climate variable is 81.57. Meanwhile, the median result for the Teacher Performance variable is 86, then the median result for the Visionary Leadership variable is 87.45, and the median result for the Work Climate variable is 82. And for the mode, it can be obtained with the mode result on the Teacher Performance variable of 88, then the mode result on the Visionary Leadership variable of 90, and the mode result on the Work Climate variable of 83.



**Figure 1.** Histogram of Frequency Distribution of Teacher Performance Variable Scores (X3)



**Figure 2.** Histogram of Frequency Distribution of Visionary Leadership Variable Scores (X1)



**Figure 3.** Histogram of Work Climate Variable Score Frequency Distribution (X2)

### 3.2. Testing Requirements

#### 3.2.1 The Analysis of Normality Test

For normality testing using the Lilliefors Method:

**Table 2.** Normality Test Calculation Results with the Lilliefors Method

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Visionary Leadership (X <sub>1</sub> )	0.257	114	.000	.572	114	.000
Work Climate (X <sub>2</sub> )	0.118	114	.001	.976	114	.036
Teacher Performance (X <sub>3</sub> )	0.193	114	.000	.794	114	.000

a. Lilliefors Significance Correction

The results of the calculation of the normality of the teacher performance variable can be seen from the table above that 0.193 is smaller than 0.886 at a significance level of 0.05 for n = 114, it can be concluded that the teacher performance variable comes from a sample that is normally distributed. While the results of the normality calculation of the visionary leadership variable can be seen from the table above that 0.257 is smaller than 0.886 at a significance level of 0.05 for n = 114, it can be concluded that the visionary leadership variable comes from a normally distributed sample. And, the results of the normality calculation of the work climate variable can be seen from the table above that 0.118 is smaller than 0.886 at a significance level of 0.05 for n = 114, it can be concluded that the work climate variable comes from a sample that is normally distributed.

### 3.3. Hypotesis Testing

#### 3.3.1. The Effect of Visionary Leadership (X<sub>1</sub>) on Teacher Performance (X<sub>3</sub>)

**Table 3.** Analysis of Variance for Testing Significance and Regression Linearity

$$X_3 = 71,959 + 0,156 X_1$$

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	71.959	5.691		12.644	.000
	Visionary Leadership	.156	.066	.218	2.364	.020

a. Dependent Variable: Teacher Performance

		Sum of Squares	Df	Mean Square	F	Sig.	
Teacher Performance (X <sub>3</sub> ) * Visionary Leadership (X <sub>1</sub> )	Between Groups	(Combined)	7607,000	41	185,537	3,616	,000
		Linearity	5891,793	1	5891,793	114,836	,000
		Deviation from Linearity	1715,207	40	42,880	,836	,723
	Within Groups	2975,750	58	51,306			
	Total	10582,750	99				

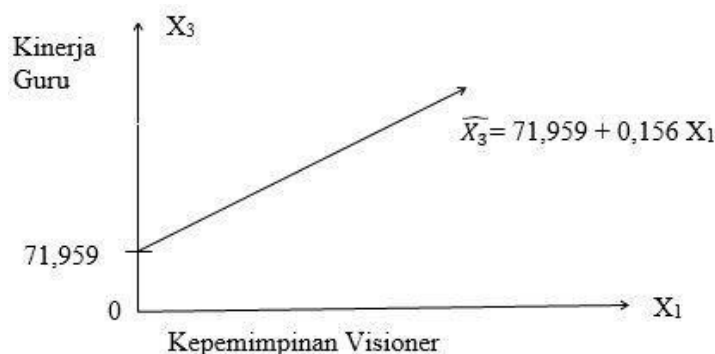


Figure 4. Equation Graph  $\hat{X}_3 = 71,959 + 0,156 X_1$

The calculation of the regression  $X_3$  over  $X_1$  in the table above shows that the regression equation  $(X_3) = 71.959 + 0.156 X_1$  is significant,  $F_{count} = 5.590 > F_{table} \alpha=0.05 = 3.08$  and linear because  $F_{count} = 0.836 < F_{table} \alpha=0.05 = 1.59$ . Thus, the regression equation  $(X_3) = 71.959 + 0.156 X_1$  can be accounted for to draw conclusions about the effect of visionary leadership on teacher performance is positive and fundamental. We can understand from the above equation that an increase in one visionary leadership score causes an increase of 0.156 teacher performance scores at a constant 71.959. This means that the more the principal's visionary leadership increases, the teacher's performance will increase. From the results of the hypothesis, it is stated that there is a positive and significant direct effect of visionary leadership on teacher performance, meaning that the principal's visionary leadership has a very large role in improving teacher performance. This finding confirmed the previous study conducted by Shanti et al. (2018) who stated that one of the factors of the good teacher performance is the leadership quality. Performance is a term that refers to three different areas of a person's life: conduct, results, and organizational effectiveness (Kempa, 2015). All activities carried out by a teacher in developing their mandate and obligations in educating, teaching, guiding, directing, and guiding students to attain the level of student maturity and maturity are considered to be part of teacher performance (Kompri, 2017). This confirmatory statement becomes another evidence that supports the study of Mulyani et al. (2020) that schools as educational organization can be successful when two main factors are functioned well, they are principal leadership and teacher performance. From the explanation, it can be concluded that a principal as a school's leader must have clear vision and commitment in developing the human resources especially teachers who become the core of the study.

Table 4. Coefficient of Correlation and Determination of Visionary Leadership ( $X_1$ ) on Teacher Performance ( $X_3$ )

Coefficient	N	$r_{13}$	$r^2$	Dk	$t_{hitung}$	$T_{tab}$ el	
						$\alpha=0,05$	$\alpha=0,01$
$X_1$ and $X_3$	114	0,218	0,048	112	2,364**	1,65	2,36

Based on the correlation coefficient significance test that has been carried out, the conclusion that can be drawn is that the correlation coefficient of Visionary Leadership ( $X_1$ ) with Teacher Performance ( $X_3$ ) obtained at 0.218 is very basic, which means that there is a direct positive effect of Visionary Leadership on Teacher Performance, with a coefficient of determination of  $r^2_{13} = 0.048$ . This means that 48% of the variation in Teacher Performance ( $X_3$ ) is influenced by Visionary Leadership ( $X_1$ ).

3.3.2. The Effect of Work Climate (X2) on Teacher Performance (X3)

Table 5. Analysis of Variance for Significance Testing and Regression Linearity

$$X_3 = 74,722 + 0,130 X_2$$

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	74.772	10.540		7.094	.000
	Iklim Kerja	.130	.129	.095	2.008	.316

a. Dependent Variable: Teacher Performance

			Sum of Squares	Df	Mean Square	F	Sig.
Teacher Performance (X3) Work Climate (X2)	Between Groups	(Combined)	7713,333	38	202,982	4,315	,000
		Linearity	6114,597	1	6114,597	129,988	,000
		Deviation from Linearity	1598,737	37	43,209	,919	,603
	Within Groups		2869,417	61	47,040		
	Total		10582,750	99			

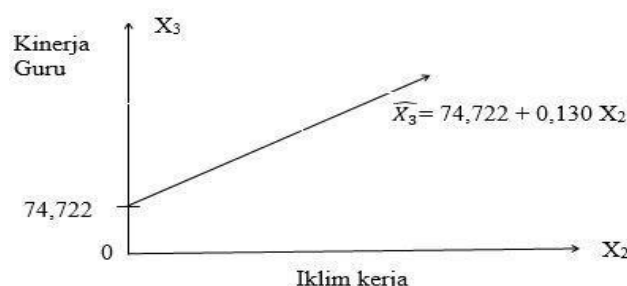


Figure 5. Equation Graph  $X_3 = 74,722 + 0,130 X_2$

The regression calculation of  $X_3$  over  $X_2$  in the table above shows that the regression equation ( $X_3$ ) =  $74.722 + 0.130 X_2$  is significant,  $F_{count} = 7.105 > F_{table} \alpha=0.05 = 3.08$  and linear because  $F_{count} = 0.919 < F_{table} \alpha=0.05 = 1.59$ . Thus, the regression equation ( $X_3$ ) =  $74.722 + 0.130 X_2$  can be accounted for to draw conclusions about the effect of Work Climate with Teacher Performance is directly positive and significant. From this equation, it can be interpreted that an increase in a work climate score causes an increase of 0.130 in the teacher's performance score at a constant 74.722. This means that the more the work climate increases, the teacher's performance will increase. From the results of the hypothesis, it is stated that there is a direct positive and significant effect of work climate on teacher performance, meaning that the role of work climate plays a very large role in improving teacher performance.

Table 6. Coefficient of Correlation and Determination of Work Climate ( $X_2$ ) on Teacher Performance ( $X_3$ )

Coefficient	N	r <sub>23</sub>	r <sup>2</sup>	Dk	t <sub>count</sub>	t <sub>table</sub>	
						$\alpha=0,05$	$\alpha=0,01$
X2 and X3	114	0,130	0,039	112	7.008**	1,65	2,36

Based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of Work Climate ( $X_2$ ) with Teacher Performance ( $X_3$ ) obtained at 0.075 is very significant, meaning that it can be said that there is a direct positive effect of Work Climate on Teacher Performance, with a coefficient of determination of  $r^2_{23} = 0.130$ . This means that 39% of the variation in Teacher Performance ( $X_3$ ) is influenced by the Work Climate ( $X_2$ ). This result of the calculation defines how a comfortable working circumstance is truly beneficial in shaping teachers with good performance. Previous studies have discussed this issue (Ratno et al., 2020; Suryati et al., 2020). They agreed that to perform their best performance, teachers must be supported with facilitative environment.

**3.3.3. The Influence of Visionary Leadership ( $X_1$ ) on Work Climate ( $X_2$ )**

**Table 7.** Analysis of Variance for Significance Testing and Regression Linearity

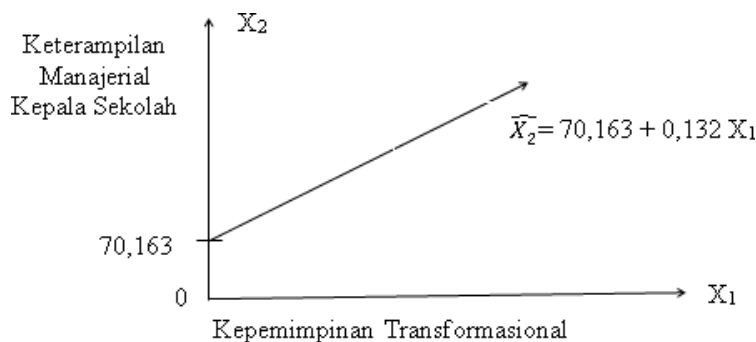
$$X_2 = 70,163 + 0,132 X_1$$

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	70.163	4.108		17.078	.000
	Kepemimpinan Visioner	.132	.047	.254	2.782	.006

a. Dependent Variable: Teacher Performance

			Sum of Squares	Df	Mean Square	F	Sig.
Work Climate ( $X_2$ ) *	Between Groups	(Combined)	8403,190	41	204,956	3,084	,000
		Linearity	6385,621	1	6385,621	96,084	,000
		Deviation from Linearity	2017,569	40	50,439	,759	,820
Visionary Leadership ( $X_1$ )	Within Groups	2869,417	3854,600	58	66,459		
	Total	10582,750	12257,790	99			



**Figure 6.** Equation Graph  $X_2 = 70,163 + 0,132 X_1$

The calculation of the regression  $X_2$  over  $X_1$  in the table above shows that the regression equation  $(X_2) = 70,163 + 0.132 X_1$  is significant,  $F_{count} = 7.742 > F_{table} \alpha=0.05 = 3.08$  and linear because  $F_{count} = 0.759 < F_{table} \alpha=0.05 = 1.59$ . Thus, the regression equation  $(X_2) = 70,163 + 0.132 X_1$  can be accounted for to draw conclusions about the influence of visionary leadership with work climate is directly positive and significant. from this equation, it can be interpreted that an increase in a score of visionary leadership causes an increase of 0.132 in the work climate score at a constant of 70,163. this means that the more visionary leadership increases, the work climate will increase. From the results of the hypothesis, it is stated that there is a positive and significant direct influence on visionary leadership with work climate,

meaning that the role of visionary leadership plays a very large role in improving the work climate. This finding supports the previous researchers who believe that a principal who has futuristic visions will be able to create conducive work climate (Sanchez et al., 2020; Tajasom & Ahmad, 2011; Velasco et al., 2012). They mentioned that principals drive motors of school are capable and powerful to manage the working circumstance effective and conducive. Their position is central to make proportional decisions in the organization.

**Table 8.** Correlation Coefficient and Determination of Visionary Leadership ( $X_1$ ) on Work Climate ( $X_2$ )

Correlation	N	r23	$r^2$	Dk	t <sub>hitung</sub>	T <sub>tab</sub> el	
						$\alpha=0,05$	$\alpha=0,01$
$X_1$ with $X_2$	114	0,254	0,065	112	2,782**	1,65	2,36

Based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of visionary leadership ( $X_1$ ) with work climate ( $X_2$ ) obtained at 0.254 is very significant, meaning that it can be said that there is a direct positive influence of Visionary Leadership on Work Climate, with a coefficient of determination of  $r^2 = 0.065$ . This means that 65% of the variation in Work Climate ( $X_2$ ) is influenced by Visionary Leadership ( $X_1$ ).

### 3.4. Path Analysis

In order to analyse more complex models that multiple linear regression cannot do, a Path analysis was conducted. This Path analysis can also be used to determine direct or indirect relationships between principal's visionary leadership, work climate, and teacher performance. The result of Path calculation can be seen in the Table 9 below.

**Table 9.** Path Coefficient Significance Test

Path	Path Coefficient	t <sub>hitung</sub>	t <sub>table</sub>	
			$\alpha = 0,05$	$\alpha = 0,01$
q31	0,045	2,364	1,658	2,360
q32	0,388	7,008	1,658	2,360
q21	0,062	2,782	1,658	2,360

From the calculation, it can be inferred that there is positive correlation between principal visionary leadership, work climate, and teacher performance. The more visioner a principal and the more conducive the working climate, the better teachers teach. On the other hand, the less visioner a leader at school, the less conducive the working climate will be; thus, the worse teachers perform. This positive correlation is in line with the study conducted by Indajang et al. (2021) who stated that teacher performance is determined by the good school management in which the manager or principal has visionary programs that are relevant to build convenient working atmosphere.

## 4. CONCLUSION

This study tried to examine the relationship between three main variables, namely principal's leadership, work climate, and teacher performance. A questionnaire was delivered to 114 teachers in principals of public elementary schools in Kedaung Kaliangke Village, West Jakarta. In the validity test using SPSS 25 as many as 20 items on the Teacher Performance variable with 18 valid items and 2 drop points, and 20 items on the Visionary Leadership variable with 18 valid items and 2 drop items, and 20 items on the Work Climate variable with 18 valid items and 2 drop items. The first hypothesis states that there is a direct effect of positive path analysis between visionary leadership on teacher

performance at State Elementary Schools in Kedaung Kaliangke Village, Cengkareng Barat of 0.045. Then, the second hypothesis states that there is a direct effect of positive path analysis between work climate on teacher performance at State Elementary Schools in Kedaung Kaliangke Cengkareng Barat Village of 0.388. And, the third hypothesis states that there is a direct positive path influence between visionary leadership on the work climate at State Elementary Schools in Kedaung Kaliangke Village, Cengkareng Barat of 0.062. Based on the results of the analysis and discussion, it can be concluded that those three aspects have positive correlation one another. This means that when the principal has a visionary leadership, the better the teacher performance will be. In addition, if the work climate is conducive, the teachers will also perform better. This study is limited to a single data collection with quantitative perspective. Future studies are suggested to dig the information qualitatively, using case studies or descriptive qualitative analysis.

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