

The Influence of Work Ethics and Commitment of the Principal on the Visionary Leadership at Junior High School

Ijayani¹, Sumarno², Putri Yuanita³, Daeng Ayub Natuna⁴, Yoyok Pujianto⁵

¹ Universitas Riau, Pekanbaru, Indonesia; ijayani7479@grad.unri.ac.id

² Universitas Riau, Pekanbaru, Indonesia; sumarno.s@lecturer.unri.ac.id

³ Universitas Riau, Pekanbaru, Indonesia; putri.yuanita@lecturer.unri.ac.id

⁴ Universitas Riau, Pekanbaru, Indonesia; daengayub@lecturer.unri.ac.id

⁵ Universitas Riau, Pekanbaru, Indonesia; yoyok.pujianto7482@grad.unri.ac.id

ARTICLE INFO

Keywords:

Work Ethic;
Principal's Commitment;
Principal's Visionary;
Leadership

Article history:

Received 2022-12-09

Revised 2023-01-29

Accepted 2023-08-11

ABSTRACT

This study aimed to determine the effect of the work ethic and commitment of the principal on the visionary leadership of Junior High School principals in Pekanbaru City. This study was ex post facto research and used a quantitative approach. The population in this study was composed of 151 principals of junior high schools in Pekanbaru City. The research samples were 110 headmasters of a junior high school in the city of Pekanbaru. The technique used to determine the sample was the cluster sampling method. The data analysis technique used was descriptive statistical analysis and inferential statistical, which consists of F test, Multiple Regression Test, and Determinant test analysis using the SPSS (Statistical Package for Social Science) Version.23 program. The results of the study show that the principal's work ethic and commitment affect the principal's visionary leadership. This means that the better the work ethic and commitment of the principal, the better the visionary leadership of the principal in developing the school. Good visionary leadership can be seen from the leader's insight, the leader's ability to make changes and make decisions, establish good relationships, be innovative and adhere to spiritual values. The principal is a visionary leader to advance the school as shown by his attitude in carrying out work and his concern for the progress of the school.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Ijayani

Pasca Sarjana Universitas Riau; ijayani7479@grad.unri.ac.id

1. INTRODUCTION

Facing the current era of globalization, where changes occur in various aspects of life very rapidly, including in the field of education. The influence of this development causes schools to be required to be able to compete and develop according to technological and scientific developments. Fathih, et al. (2021) said that to advance an organization, leaders who have a positive influence are needed, always innovate and are responsive to changing times. The school leader is someone who can influence other people with the power he has so that other people act according to directions to achieve goals and be able to compete. Hailu (2013) stated that the best leaders need to have a vision and

communicate that vision to all interested parties. Answering these challenges requires a visionary leadership style. Visionary leadership is the ability of a leader to lead an organization to determine a shared vision under the demands of changing times. Khuluqo & Cholikh (2022) stated that leaders who have a vision and mission will carry out their duties that are oriented to the vision that has been formulated and can empower their members to be able to compete with other schools to make their schools superior.

In this regard, a leader needs to have a clear vision and mission for the progress of an organization or school. Visionary leadership is the ability possessed by a leader to create and articulate a realistic, believable, and attractive vision of the future of the organization (Hidayah, 2016). State leadership visionary is always the leader-oriented pack front (Marno & Supriyatno, 2013). Leadership visionary is something activities carried out by a leader to create, formulate, communicate, socialize, transform as well as actualize new ideas from his thoughts alone or ideas that have been agreed upon (Fauzan, 2016). Visionary leaders are responsible for setting organizational goals and directions, have a high commitment to realizing the vision, and can empower their members. Nanus (2001) stated that a visionary leader is a leader who has dreams full of big challenges, accordingly needs organization, communicates vision, and influences others to operate vision. So, it can be concluded that visionary leadership is a must-have attitude owned by a leader in a lead-oriented organization. It is capable of making predictions, actualizing them, and designing various solutions in the face of every problem and change to happen in a progressive organization.

A visionary school principal must have designed the school's vision and mission from the start, intending to make his school a top school and a reference for other schools. Wibawani (2019) stated that the school principal, as the manager of education, must have a clear vision so that the school he leads has direction. The visionary leadership of the school principal greatly determines the progress of a school, as seen in the improvement of the curriculum, the application of discipline by the school principal, and being the driving force, policymaker, or decision-maker. Purwanto (2021) reveals that the quality of education is determined by the visionary leadership of the school principal in carrying out his duties and responsibilities. The importance of the role of the school principal as a visionary leader for the progress of the school to be able to develop and compete globally.

The visionary leadership of the school principal can be reflected in the quality of the school which can be seen from the accreditation score. Based on the Pekanbaru City Regional Education Balance Data for 2021, there are still junior high schools in the city of Pekanbaru that have B, and C accreditation, and some are even still not accredited, this can be seen in the following table:

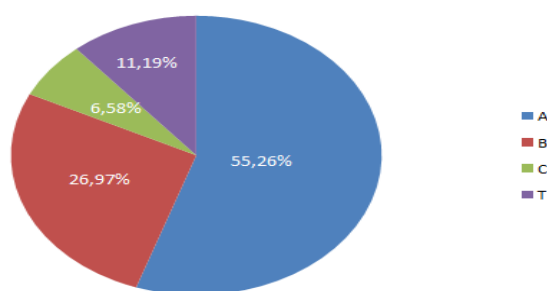


Figure 1. Junior High Schools Accreditation Score in Pekanbaru City
Source: balance sheet Pekanbaru City Regional Education Year 2021

Based on the table, it is known that there are Junior High Schools in Pekanbaru City with A accreditation of 55.26%, B accreditation of 26.97%, C accreditation of 6.58%, and 11.19% not accredited. Referring to the results of the Pekanbaru City Regional Education Balance in 2021, it is known that there are still schools with B, C, and even T accreditation, it is suspected that one of the factors causing this is leadership that lacks vision in developing schools. According to the 2019 Pekanbaru City Education Office School Superintendent Monitoring and Evaluation (Monev) report, there are several Junior High

Schools in Pekanbaru City that have not been able to formulate the vision, mission, and objectives of the school due to school conditions.

The principal, in carrying out his duties as a visionary leader for school progress, is influenced by several factors. Kraemer (1995) and Singh & Rathore (2014) stated that leadership is influenced by the work ethic of a good leader, which is a fundamental thing that must be owned by leaders in leading their organizations or have a visionary leadership spirit to achieve vision and mission and be able to make good decisions wisely in solving problems. Then Nanus (2001) and Hayatie (2018) stated that commitment affects visionary leadership. The high work ethic and commitment of the principal can influence the visionary leadership of the principal in advancing the school. Based on the opinion above, it is known that work ethic and commitment are thought to influence the visionary leadership of the school principal in advancing the school.

Work ethic is defined as working with one's spirit. Hamid (2015) defines ethos work as spirit work, somebody who carries out the tasks to be not quite enough, he replied. Tasks are held with work hard, work right, work intelligent, diligent, honest, disciplined, devoted, oriented to the period, and accept change. Pandji (2014) said that ethos work is the attitude or view of somebody to work; views or perceptions of somebody in the profession will determine whether they succeed or not in doing their job. The ethos of good work is reflected in the attitude of honesty, integrity, smartness, creativity, empathy, sincere love, thinking forward-looking, prioritizing cooperation, and discipline—not quite enough answers (Santoso, 2012). It could be concluded that ethos work is the attitude displayed by somebody in work; attitude work and spirit complete every profession with corresponding conditions, responsibilities, answers, and high commitment so that those goals that have been set are achieved optimally.

The principal's visionary leadership is the principal's ability to make changes for the betterment of the school, as well as the principal's ability to make decisions and deal with any risks that arise from these decisions. This ability will be properly implemented if the principal has a high work ethic. A good school principal's work ethic can help in making the right decisions and being successful in managing his school (Dyck, 2014). Then Hardianto et al. (2022) said the principal's leadership can be influenced by his ability to manage emotions or feelings at work. The ability to manage emotions or feelings at work is an indicator of work ethics. So the principal's visionary leadership is directly influenced by his work ethic.

Furthermore, commitment is a person's desire to equate individual goals with organizational goals to achieve organizational goals to the fullest. Pratiwi (2019) commitment is a psychological state that defines individual openness related to the desire to be involved. Robbin & Judges (2011) commitment is a relative attitude displayed by a person to involve himself in an organization, which is shown by obeying every applicable regulation, trying to achieve organizational goals, and being willing to stay in the organization. Suharsaputra (2013) explains that commitment is a form of one's will, in the form of attachment to an organization, which is described by the amount of effort, including energy, time, mind, or the spirit of continuous learning to achieve a shared vision. So, the principal's commitment is an attitude of the principal's willingness to involve himself voluntarily without coercion in any work or activity carried out at his workplace and accept every regulation that applies in the organization.

The principal's leadership has an important role in realizing educational goals; therefore, it requires a high level of principal commitment. The principal's commitment can be seen in his confidence in achieving school goals. Hardianto et al. (2022) explain that to achieve this success, the quality of leadership will increase. Confidence in achieving success is one indicator of the principal's commitment. So the principal's visionary leadership can increase if the principal is committed to his work. The principal's commitment can be seen in his concern for the school. Cornelissen & and Smith (2022) stated that one of the factors that influence leadership is caring. The concern is one's attachment to the organization or one's commitment to the organization. Referring to the background, theory, and problems described above, the researcher is interested in conducting a more in-depth study of the

influence of the school principal's work ethic and commitment to the visionary leadership of junior high school principals throughout Pekanbaru City.

2. METHODS

This study uses a quantitative research method with the type of *Ex post-fact*. The target population in this study was 151 principals of junior high schools in Pekanbaru City. Then the number of samples used in the study after being calculated by the *Slovin* formula was 110 people, which were taken by *cluster sampling* based on the number of sub-districts in Pekanbaru City which consisted of 12 sub-districts and 5 sub-districts were not included in the sample because there were no junior high schools in the sub-district. Furthermore, the research trial was conducted on 20 school principals outside the research sample. The research was carried out from June to October 2022 at Pekanbaru City Public Middle School.

The technique used in data collection was a *questionnaire* distributed using the *Google form* with alternative answers Always (SL), Often (SR), Sometimes (KK), Rarely (JR), and Very Rarely (SJ). The questionnaire for each variable was prepared based on variable indicators with the number of statements: (a) 19 visionary leadership; (b) work ethics totalling 12; and (c) the commitment of the principal is (12). The indicators used in the visionary leadership variable are adapted from opinions (Tatty & Deddy 2011; Hartono & Priyanka, 2014; Komariah, & Triatna, 2010), namely: a) insightful forward; b) agent change; c) dare take the risk; d) establish a good relationship; e) thinking that innovative; and f) hold on tight to spiritual values. Then the work ethic indicator is adapted from (Syafi'i & Nuha, 2018; Hastuti et al. 2017; Nitisemito, 2001), namely: a) attitude work, b) feelings at work, c) Willingness to do work and d) sincerity in work. Furthermore, the indicators of school principal commitment are adapted from (Juremi, 2016; Pratiwi, 2019; Jannah, 2014; Luthans, 2006), namely: a) caring; b) sense of responsibility answer; c) faith in the profession; and d) loyalty.

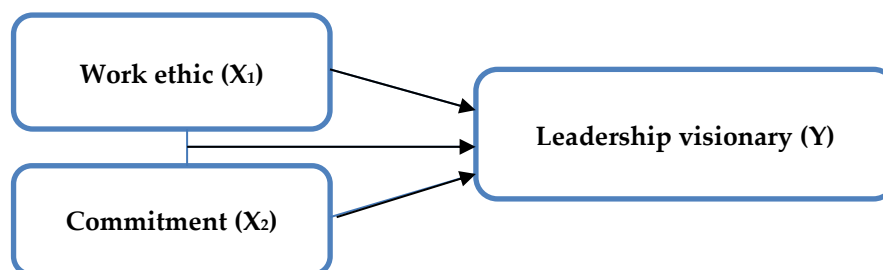
The research data were analyzed using the SPSS (*statistical package for social science*) program Version.23. The technique used to analyze the data is inferential statistical analysis, which consists of testing the classical assumptions and testing the research hypothesis. The Classic Assumption Test consists of a Normality Test and a Linearity Test. The hypothesis test consists of the F Test, Regression Test, and Determinant Test.

The hypothesis to be tested is:

H₀: $\rho_{X_1X_2Y} \leq 0$ There is no positive and significant effect between ethos work and the principal's commitment to leadership visionary head schools in Pekanbaru City.

H₁: $\rho_{X_1X_2Y} > 0$ There is a positive and significant influence between ethos work and the principal's commitment to leadership visionary head schools in Pekanbaru City.

Furthermore, to facilitate the implementation of research, it can be described in the form of a framework, namely:



3. FINDINGS AND DISCUSSION

3.1 Classic assumption test

3.1.1 Normality test

The normality test aims to determine whether, in a regression model, the dependent variable, independent variable, or both have a normal distribution or not. This test is carried out for each variable using the One-sample *Kolmogorov-Smirnov Test for normality*.

Table 1. Kolmogorov-Smirnov Normality Test Results

	Visionary Leadership (Y)	Work Ethic (X1)	Commitment (X2)
n	110	110	110
Test Statistics	0.069	0.091	0.093
Asymp. Sig. (2-tailed)	,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}

Based on the table above, it can be seen that the *Kolmogorov-Smirnov* normality test for significance values is as follows:

- Visionary leadership variable (Y) with a sig value of 0.200 ($0.200 > 0.05$) means that the data is normally distributed.
- The work ethic variable (X1) with a sig value of 0.200 ($0.200 > 0.05$) means that the data is normally distributed.
- Likewise, the commitment variable (X2) has a sig value of 0.200 ($0.200 > 0.05$) which means that the data is normally distributed.

3.1.2 Linearity Test

The linearity test aims to determine whether the variable data has a linear relationship or not significantly. This test is used as a prerequisite for parametric statistics, especially in correlation or linear regression analysis which is included in the associative hypothesis.

Table 2. Linearity Test Results of Variable Variances

Variable	Sig
Visionary Leadership Y * Work Ethic X ₁	0.254
Visionary Leadership Y * Commitment X ₂	0.328

Based on the table, it is obtained that the significance value (sig) *Deviation from linearity* of the principal's visionary leadership (Y) with work ethic (X₁) is 0.254 greater than 0.05. So it can be concluded that there is a significant linear relationship between the variables of the principal's visionary leadership school (Y) with work ethic (X₁), then obtained a significance value (sig) of *deviation from the linearity* of the school principal's visionary leadership (Y) with the commitment of the principal (X₂) is 0.328 greater than 0.05, it can be concluded that there is a significant linear relationship between the principal's visionary leadership variable (Y) and the principal's commitment (X₂).

3.2 Research Hypothesis Test

3.2.1 F test

The F test is used to determine whether the independent variables simultaneously have a significant influence on the dependent variable.

Table 3. F Test of Work Ethics variable (X₁) and Principal Commitment (X₂) To Visionary Leadership (Y)

ANOVA ^a						
Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	4,559	2	2,279	34,284	,000 ^b
	residual	7,114	107	.066		
	Total	11,673	109			

a. Dependent Variable: Visionary Leadership

b. Predictors: (Constant), Principal Commitment, Work Ethic

Based on the table above, it can be seen that the calculated F value is 34.284. Ridwan & Sunarto (2019) explained the F table for 110 respondents was 3.09. From this explanation, it can be seen that F table < F count, namely 3.09 < 34.284, so H₀ is rejected. Then based on the sig value of 0.001 > 0.05, it can be decided which is a sign of the work ethic and the principal's commitment to the visionary leadership of school principals in Pekanbaru City.

3.2.2 Multiple Regression Test

Multiple regression tests were carried out to see the relationship between the independent variables, namely the work ethic and commitment of the principal, with the dependent variable, namely the visionary leadership of the principal.

Table 4. Multiple Regression Test of Work Ethic (X₁) and Principal Commitment (X₂) Variables on Visionary Leadership (Y)

		Coefficients ^a				
	Model	B	std. Error	Betas	t	Sig
1	(Constant)	1.114	,262		4,248	,000
	Work ethic	,483	,115	,498	4,187	,000
	Principal Commitment	,132	,101	,155	1.302	,196

a. Dependent Variable: Visionary Leadership

Based on the table above, it can be seen that there is a positive relationship between the work ethic variable and the principal's commitment to the visionary leadership of school principals in Pekanbaru City. This can be seen from the *coefficient beta value*, which is 0.483 for the work ethic variable (X₁) and 0.132 for the principal's commitment variable (X₂). This means that for every one-unit increase in work ethic (X₁), the school principal's visionary leadership (Y) will increase by 0.483 one unit. This means that there is a positive relationship between the work ethic variable and the school principal's visionary leadership, namely 0.483 one unit. Then for every increase in the principal's commitment (X₂) by one unit, the visionary leadership (Y) of the principal will increase by 0.132 one unit. This means that there is a positive relationship between the principal's commitment variable to the principal's visionary leadership, namely 0.132 one unit. So the equation adopted from (Ridwan & Sunarto, 2019) is obtained, namely:

$$\hat{Y} = 1.114 + 0.483 X_1 + 0.132 X_2$$

Furthermore, from the table above, it is also known that the influence of the work ethic and commitment of the principal on the visionary leadership of junior high school principals in Pekanbaru City. The influence of the work ethic on the visionary leadership of the school principal shows that the t value obtained for the work ethic variable is 4.187, this means that t_{count} > t_{table}, namely 4.187 > 1.658. So, H₀ is rejected and H_a is accepted. Then, it is viewed from a significant value, it obtains a value of 0.001 < 0.05, which means that there is a significant relationship between work ethic and visionary leadership. In conclusion, there is a significant relationship between work ethic and leadership visionary head schools in Pekanbaru City.

Then the influence of the principal's commitment to the visionary leadership of junior high school principals throughout Pekanbaru City shows that the t value obtained for the principal's commitment variable is 1.302, which means that $t_{\text{count}} > t_{\text{table}}$, namely $1.302 > 1.658$. This means that there are H_0 accepted and H_a rejected. Then, it is viewed from a significant value, it obtains a value of 0.196 < 0.05 , which means that there is no significant influence between the principal's commitment to visionary leadership. In conclusion, there is an insignificant relationship between the principal's commitment to leadership visionary head schools in Pekanbaru City.

3.2.3 Variable Determinant Test

The variable determinant test is used to determine the percentage of variables X_1 and X_2 to variable Y .

Table 5 Determinant Test between work ethic variables (X_1) and Principal Commitment (X_2) on Visionary Leadership (Y) based on the Summary Test

R	R Square	Sig, FChange	Influence (%)	Interpretation
0.609	0.371	0.000	37.1%	Low
a. Predictors: (Constant); Work Ethics (X_1); (X_2) Commitment				
b. Dependent Variable: (Y) Visionary Leadership				

Based on the table, the value of R Square (r^2) = 0.371 is obtained or 37.1 %, which means that there is an influence of the work ethic (X_1) and the commitment of the school principal (X_2) on the Visionary Leadership of Junior High School Principals in Pekanbaru City by 37.1%, while the remaining 62.9% was influenced by other factors that were not included in this study. From these findings, it can be concluded that the variables of work ethic and commitment of the principal can explain changes in the variable of the principal's visionary leadership by 37.1%.

Based on the research findings, it is known that work ethic and commitment have a positive and significant effect on the visionary leadership of junior high school principals in Pekanbaru City, with a large influence of 37.1%. This means that the work ethic and commitment of the principal can determine the level of visionary leadership. Hardianto, et al. (2022) state that school principals play an important role in the progress of a school and must have confidence and enthusiasm for work, which are indicators of work ethic and commitment. Furthermore, Cornelissen & and Smith (2022) found that school principals who have a high concern for the school will have visionary thoughts about advancing the school. Jusnani et al. (2021) stated that the principal's optimism or work ethic is needed, the higher the visionary leadership of the school principal.

The results of this study are in line with Son et al. (2018) finding that principals who have confidence in their profession will make their leadership better to advance the school (commitment), while the principal's work attitude has little effect on the principal's leadership (work ethic). In line with that, Kraemer (1995) also said that leaders with a high work ethic will help organizations or schools achieve their vision, mission, and goals as well as school progress. Leaders with high commitment can influence visionary leadership (Nanus, 2001). Wibawani et al. (2019) stated that the school principal is the driving force or determinant of whether or not a school develops. The progress of a school is determined by the ability of the principal to formulate the vision, mission, and goals for the progress of the school. The ability of the principal to advance the school or visionary leadership will be achieved well if the principal has a high work ethic and commitment to his work.

A high work ethic will require a leader to be trustworthy and responsible in carrying out his duties to achieve the school's vision and mission, as well as achieve school success. Principals with a high work ethic are characterized by positive behaviours that are displayed such as discipline, hard work, innovation, and creativity, as well as being effective and efficient at work. The results of the study explain the work ethic of high school principals seen from the mean indicator values, namely, work attitude, and seriousness in working or hard work, the mean and SD values are 3.65 and SD 0.65 which

are included in the high category. Fatikah (2019) stated that a person's work ethic is characterized by discipline and responsibility toward their duties. Then Ginting (2016) said that high morale would help the principal carry out his duties for school progress. This follows the opinion of Azizah et al. (2022) which revealed that someone who has a work ethic will work optimally and strive to achieve quality work. So it can be concluded that school principals with a high work ethic will easily achieve the vision and goals of the school.

Work ethic is related to the principal's perspective on his duties as a leader. If the principal considers that his duties as a leader are important for the progress of the school, then it will give birth to a high work ethic. Therefore, the work ethic determines the success of the principal in advancing the school. Singh & Rathore (2014) state that someone with high morale will be able to face and keep up with the changes that occur. Dyck (2014) found that school principals with a high work ethic can make the right decisions for school progress. A work ethic is an important attitude for a leader to improve the quality of education. Priharwantiningsih (2019) also stated that to improve the quality of education or school quality, the work ethic of school principals is needed to carry out their duties properly. Citrawandi & Afrila (2018) found that someone who has a high work ethic will carry out his work with full awareness, dedication, and responsibility to achieve goals.

The results of this study are slightly different from Shabahang & Amani (2016) that commitment can positively and significantly determine principal leadership. Principals with high commitment are shown to care about the progress of the school. This is supported by the results of Cornelissen & Smith's research (2022) that leaders' concern for schools can enhance the visionary leadership of school principals. Virgana (2017) states that school principals are committed to loyalty and responsibility in managing and empowering all existing potential for school progress. Kartini (2019) says the results of her research say that, as a leader, school principals, besides having various competencies, must also commit. This means that the principal, as a leader in the school, carries out his duties to develop the school, which requires commitment. He stated that commitment is a strong desire to be at school, showing sincerity in working and accepting all the rules that apply. This is by the research indicators, namely concern for the school, responsibility, belief in the profession, and loyalty or acceptance of any applicable rules.

4. CONCLUSION

The visionary leadership of a good school principal can be determined by the work ethic and commitment of the principal. Good visionary leadership can be seen in the leader's insight, the leader's ability to make changes and decisions, establish good relationships, be innovative, and adhere to spiritual values. The principal, as a visionary leader, can advance the school, as shown by his attitude in carrying out work and his concern for the progress of the school. The work ethic and commitment of the principal can determine whether the principal's visionary leadership is good or bad. A high work ethic will make the principal try to work optimally and find the best solution when the school is experiencing difficulties. Meanwhile, the principal's commitment will require the principal to always try to make the school able to compete nationally and internationally. Without a work ethic and commitment to carrying out the duties of the principal, it will be difficult to develop the school. To researchers interested in problems regarding school principals, if you can follow up by conducting the same research but with different objects and different or the same indicators, to obtain a strategy to improve the visionary leadership of school principals at every level of education

Acknowledgements: I would like to thank all the authors who participated in completing this research. Thank you also to the Principals of Junior High Schools in Pekanbaru City who have helped in completing this research. Hopefully, this article is useful for writers in particular and for readers in general.

Conflict of Interest: There is no conflict of interest

REFERENCES

- Azizah, M., Ayub, D., & Sumarno, S. (2022). The Contribution of Academic Supervision and Self-Efficacy Together to the Work Ethics of Middle School Teachers in Bagan Sinembah Rokan Hilir District. *Journal of School Leadership and Management*, 7 (2), 210-222.
- Citrawandi, N., & Afrila, D. (2018). The Influence of Principal Supervision and Work Ethics on Teacher Competence at SMA Negeri 7 Kerinci. *SJEE: Scientific Journals of Economic Education*, 2 (2), 57-66.
- Cornelissen, RP, & Smith, J. (2022). Leadership approaches of principals heading National Strategy Learner Attainment schools in South Africa. *International Journal of Educational Leadership and Management*, 56-83.
- Dyck, B. (2014). God on management: The world's largest religions, the "Theological Turn," and organization and management theory and practice. Religion and Organization Theory (Research in the Sociology of Organizations, Volume 41). *Emerald Group Publishing Limited*, 41, 23-62. doi:10.1108/S0733-558X2014000041010
- Fathih, MA, Supriyatno, T., & Nur, MA (2021). Visionary Leadership of the Head of Diniyah Madrasah in Improving the Quality of Santri. *Nidhomul Haq: Journal of Islamic Education Management*, 6 (3), 513-525.
- Fauzan. (2016). Visionary Leadership in Student Management. *Al-Idah: Journal of Islamic Education*. Vol 6 no 1
- Ginting, Desmond. (2016). *Work ethic: A Guide to Being a Smart Employee*. Jakarta: Elex Media Komputindo.
- Hailu, A. (2013). *Factors Affecting Leadership Effectiveness At Gift Group Of Companies* (Doctoral dissertation, St. Mary's University).
- Hamid , A. & Adriyani , S. 2017. Leadership Style Best Practice Visionary in Featured Elementary Schools Muslimat Nu Kudus. *Quality*, vol 5 Number 2
- Hardianto, H., Aida, W., & Sari, VP (2022). Factors Affecting and Affected by Principal Leadership Effectiveness: A Systematic Literature Review. *Journal of Progressive Education*, 12 (3), 1008-1020.
- Hartono, Djoko and Priyanti, Wahyu. (2014). *Visionary Leadership: Creating Schools with Islamic Nuances Ready to Compete in the Globalization Era*. Surabaya: Jagad Islamic Boarding School 'Alimussiry.
- Hastuti, P., Soegito, S., & Roshayanti, F. (2017). The Influence of Principal's Participatory Leadership Style and School Climate on the Work Ethics of Public Middle School Teachers in Sub Rayon 02 Semarang City. *Journal of Education Management (JMP)*, 6(1)
- Hayatie, N. (2018). The effect of transformational leadership and the principal's commitment to teacher productivity at MTs An-Nuqayah Guluk-guluk Sumenep. *Journal of Education Management*, 9(2), 151-160.
- Hidayah, N. (2016). *Principal Visionary Leadership in Improving Education Quality*. Yogyakarta: Ar-Ruzz Media.
- Jannah, W. (2014). Teachers' Commitment in Carrying out Duties in High School (SMA) Rokan IV Koto District. *Educational Management Materials. Journal of Educational Administration*. Volume 2 Number 1, June 2014. Pages 789 - 831
- Jusnani, H., Isjoni, I., & Natuna, DA (2021). The Influence of Digital Literacy and Optimism on the Visionary Leadership of Pekanbaru City Middle School Principals. *JUMPED Journal (Journal of Education Management)*, 9 (2), 206-215.
- Kartini. (2019). Principal Leadership Commitment in Implementing Policies to Improve the Quality of Education in Palopo 3 Public Middle School. *Journal of Teacher Studies and Learning*. Vol. 2, No. 2, May–August 2019. Pages 51-64
- Khuluqo, I., E. & Cholikh, C. (2022). Principal's Visionary Leadership and Work Climate toward Elementary School Teachers' Performance. *AL-ISHLAH: Journal of Education*, 14(3), 3545-3556.
- Komariah and Triatna. (2010). *Visionary Leadership Towards Effective Schools*. Jakarta: PT. Script Earth
- Kraemer AM. (1995). The influence of ethics on leadership. *Exec Housekeep Today*. May;16(5):10-1, 13. PMID: 10142527

- Marno & Triyo Supriyatno. (2013). *Management and Leadership of Islamic Education*. Bandung: PT Refika Aditama.
- Nanus, B. (2001). *Visionary Leadership*. Jakarta : PT Prehallindo
- Nitisemito, A. (2001). *Personnel Management (Human Resource Management)*. Kudus: Ghalia Indonesia
- Panji, A. 2014. *Work Psychology*. Jakarta: Rineka Cipta
- Pratiwi, H. (2019). *Teaching Commitment*. Yogyakarta: andi yogyakarta.
- Purwanto, R. (2021). Principal's Visionary Leadership on Quality and Quality of Schools in SD Negeri Soko. *Indonesian Journal of Education and Technology*, 1(4), 151-160.
- Ridwan & Sunarto. (2019). *Introduction to Statistics*. Bandung: Alfabeta
- Robbins, SP & Judge. (2011). *Organizational behavior. Edition 12 Volume 2*. Jakarta : Salemba Empat
- Shabahang, JM, et al (2016). The Relationship between Personality Factors and Organizational Commitment of Iranian Primary School Principals. *International Journal of Psychology and Educational Studies*. 3(3), 50-59
- Singh, A., & Rathore, N. (2014). The organization is what the leader is: An ethical leadership framework for universities and research organizations. *Journal of Ethics in Science, Technology, and Engineering, 2014 IEEE International Symposium*, 1-6. doi:10.1109/ETHICS.2014.6893380
- Suharsaputra. (2013). *Education administration*. Bandung: PT Refika Aditama
- Syafi'i, M. & Nuha, MU . (2018). The Effect of Work Ethics and Organizational Culture on the Performance of PT. Ananda Jataka Bayu Sejahtera (AJBS) in Gresik City". *Economic Echo, Journal of the Faculty of Economics*, Vol.7 No.1
- Tatty and Deddy. (2011). *Education Management*. Bandung: Alfabeta
- Virgana, V. (2017). Organizational Commitment Viewed From Leadership, Organizational Culture, And Elementary School Principal Trust. *Elementary Schools: A Study of Educational Theory and Practice*, 24(2), 133-142
- Wibawani, DT, Wiyono, BB, & Benty, DDN (2019). Visionary Leadership of School Principals as Leaders of Change in Improving Education Quality. *JAMP: Journal of Educational Administration and Management*, 2(4), 181-187.