Visionary Leadership and Organizational Culture on Teacher's Performance

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Abstract

This study determined the effect of Visionary Leadership and orgazitional culture on the performance of Vocational High School Teacher in Prabumulih City. This research uses quentitative approach with Survey Method. This study population of 125 people, namely vocational High School teacher in Prabumulih city. The research sample of 30 people. The sampling technique in this study is random sampling. Data collectional technique using documentational and questionnaire. Data were analyzed using simple regression techniques and Multiple regression techniques. The result showed that: (1) visionary leadership had a positive and significant effect on the performance of Vocational High Shcool Teachers in Prabumulih City; (2) organization culture had a positive and significant effect on the performance of Vocational High Shcool Teachers in Prabumulih City, and (3) visionary leadership and Organization culture jointly have a positive and significant effect on the performance of Vocational High Shcool Teachers in Prabumulih City.

Keywords: Visionary Leadership, Organization Culture, Teacher's Performance

A. Introduction

Education is the most important indicator in the development of a nation (Asvio et al, 2019). Education an element in the development of the personality, intelligence and skills of students (Ahmadi, 2014). This is in accordance with the Republic of Indonesia Law Number 20 of 2003 concerning the National Education system, whose function and goal is to create quality human resources, education is needed that can develop personality, intelligence, skills and broaden insight and can develop their personal potential optimally.

Through education, it will be able to create a more advanced and modern human civilization. Human civilization in various aspects of life cannot be separated from organization because humans are social creatures who tend to always live in society. Especially when individuals enter the world of work who will interact and become part of the organization where they work. Organizational activities require various resources such as: human, material, and machine.

Human resources in the organization include employees, while in government agencies are employees. Humans are an important resource for organizations because they have the talents, energy, and creativity that are needed by organizations to achieve their goals. Maximum work results/performance are expected for every organization (Fattah, 2014). Performance issues are always a major concern in educational institutions / schools because they affect the productivity of these schools.

Leadership who has a certain vision will create a good organization. Leadership can be defined based on characteristics, behavior, influence, interaction patterns, role relationships, and administrative positions. Most of the definitions of leadership reflect the assumption that leadership is related to the processes carried out by a person to influence others, guide, structure, facilitate activities, and relationships within a group and organization. This is in accordance with Yukl's opinion in Sunyoto and Burhanudin (2015). Leaders who are intelligent, conscientious, and have a clear vision, will realize organizational goals in order to achieve the expected future (Lensufiie, 2010). With current and future conditions, it is hoped that we can choose or place a visionary leader in the organization (Danim, 2008). A person in a leadership position has the ability to read the situation to be faced and adjust his leadership style to the demands of the situation he is facing, even though this adjustment is only temporary (Astuti et al, 2020).

Komariah in Karwati and Priansa (2013) states that visionary leadership can be defined as a leader's ability to create, transform, and implement ideal thoughts that come from him. Apart from that, it is also a result of social interaction among members of the organization and stakeholders who are believed to be the aspirations of the organization in the future which must be achieved through the commitment of all personnel. Visionary leadership has a formulation of the aspired future of the school, which must be achieved through the commitment of all school components through a process of socialization, transformation, and implementation of the ideal ideas of the principal. The leadership of the principal is very supportive of achieving effective and efficient school management. The principal as the leader of the educational institution functions as the person in charge of all educational activities in the school (Agustina et al, 2021).

Leadership that has a vision/visionary leadership, namely leadership that is focused on engineering a challenging future, becomes a superior agent of change and determines the direction of the organization who knows priorities, becomes a professional trainer and can guide other personnel towards expected work professionalism (Kurniadi, 2017). Professional teachers arebelieved to be able to make student think, behave an act creatively (Ruslan et al, 2020). Leadership includes three meanings, namely effort, the ability to run a business, and an authority that makes someone considered capable of leading. Institutional leaders must be able to play an active role and be able to strategically position themselves in directing the institution. The success and effectiveness of a school principal in leading can be pursued by respecting each other, working together and having knowledge about the behavior of subordinates (Rahmadoni, 2018).

Professional teachers are the main keys to smooth and successful learning. Because only professional teachers can create an active situation for students in learning activities. Professional teacher believed to be able to deliver students in learning to find, manage, integrate their acquisition, and solve problems related to knowledge, attitudes, and values or life skills.

The less than optimal performance of teachers in schools is not entirely caused by the ability of the teachers themselves (Maryati et al, 2020).

According to Kurniadi (2017) in order to be a visionary leader, a leader must: 1) understanding the concept of vision; 2) understand the characteristics and elements of a vision, and 3) understanding the objectives of the vision, a good vision has the main objectives. Performance is a condition in which individuals or groups function to carry out tasks. Performance can be interpreted as the importance of a job, the level of skills required, the progress and level of completion of a job, Robbins in Karwati and Priansa (2013). Teacher performance is the ability and success of teachers in carrying out learning tasks (Supardi, 2016). In the aspect of teachers, students, and teaching materials are the dominant elements in the learning process in the classroom. Professional teachers have social responsibility manifested through teacher competence from the social environment and have effective interactive skills. According to Bernadin and Russel in Fattah (2014) defines performance as follows, performance is defined as the record of outcomes produced on a specified job function or activity during a specified time period (performance is a record of the results obtained from certain job functions during a certain period). Teacher performance will be optimal if it is integrated with school components, whether it is the principal or students.

Organizational culture has long been known by humans, but it has not been realized that work success is rooted in the values that are owned and behaviors that become habits (Abdullah, 2020). Organizational culture in schools focuses on principal managerial rather than school management standards. This causes the organizational culture has not been maximally applied in schools. Because of these differences, the organizational culture at school does not work according to the goals of the school's vision and mission. The ability of teachers to attract students' interest in learning is the initial stage of a meaningful learning process that can make students active and motivated to develop all abilities in the classroom. Even though these teachers have good performance, they are not given the opportunity to develop their careers, will not support the development of their abilities and professionals. The teacher will show an interest in following a task or activity and then carry it out well, if there is a driving factor, namely motivation (Darmiati et al, 2020). The career development referred to, among others, is influenced by visionary leadership and organizational culture in schools. In this connection, visionary leadership and organizational culture can basically affect the performance of teachers in schools.

Organizational culture as shared values and norms that exist in an organization and teaches workers who come is stated by Robert P. Vecchio in Wibowo (2016). According to Kreitner and Kinicki in Sunyoto and Burhanudin, (2015) there are three types of organizational culture, namely constructive culture, passive-defensive culture, and aggressive-defensive culture, and each type is related to a different set of normative beliefs, such as: 1) constructive culture, is a culture that provides assistance to interact with other individuals and carry out tasks and projects; 2) passive-defensive culture. Culture gives confidence to employees interacting with other employees, and 3) aggressive-defensive culture, a culture to assist employees in carrying out their duties in order to protect their job security and status.

B. Methods

The research conducted is a descriptive quantitative research. The population of this study were 125 civil servant teachers at SMK Negeri 1 and SMK Negeri 2 Kota Prabumulih. This study

uses the survey method. Kerlinger in Sugiyono (2004) argues that survey research is research conducted on large and small populations, but the data studied is data from samples taken from that population, so that relative incidents, distribution, and the relationships between social and psychological variables.

Determination of the research sample using random sampling so that 30 respondents were obtained consisting of civil servant teachers of State Vocational High Schools in Prabumulih City. The data collection techniques used by researchers were questionnaires and documentation. The data analysis method used is descriptive data method and simple linear regression and multiple linear regression using SPSS 22.

Data processing was carried out by using two statistical techniques, namely descriptive statistics and inferential statistics. The descriptive statistical techniques used were frequency and percentage tables, score ranges, average, median, standard deviation, while the inferential statistics used were multiple regression analysis, with two predictors using a linear model, which is used to test the research hypothesis. Inferential statistical analysis was performed using the help of the SPSS 22 program.

C. Results and Discussion

1. The Effect of Principal's Visionary Leadership (X_1) on Teacher Performance (Y)

Based on the research results, it is known that there is an effect of the principal's visionary leadership (X1) on teacher performance (Y). This is evidenced by the t count of the principal's visionary leadership (2.549)> t table (1.70113) and the principal's visionary leadership value (0.007) $<\alpha$ (0.05). These results support the hypothesis proposed that there is an effect of the principal's visionary leadership on teacher performance. According to the results of calculations based on the regression equation, it can be explained that if the coefficient value of the principal's visionary leadership variable (X_1) increases by 1 unit score, then Teacher Performance (Y) will increase by 0.441. Judging from the indicators that support visionary leadership, namely: (1) always learning; (2) service-oriented; (3) emitting positive energy, and (4) trusting others, all of them show support for visionary leadership variables with an average quality of 80.50 percent or by either category.

The findings of this study are in line with the results of research by Khalimah (2018). The results showed that the regression coefficient (b0) was 103.459. This means that if there is no increase in the principal's visionary leadership variable (constant), the accounting teacher's performance is 103.459 one unit assuming the other variables are constant. In other words, without the principal's visionary leadership, the accounting teacher's performance was 3.459. Furthermore, the regression coefficient (b1) is 0.406. This means that if there is an increase in the principal's visionary leadership variable by one unit, the accounting teacher's performance will increase by 0.406 one unit, assuming the other variables are constant. The magnitude of the diversity of principal visionary leadership (X_1) which can be explained by the accounting teacher performance variable (Y) is 0, 806 (R Square) or 80.6%, while other things that also affect the performance of accounting teachers include infrastructure, environment employment by 19.4%.

2. The Effect of Organizational Culture (X_2) on Teacher Performance (Y)

Based on the research results it is known that there is an influence of organizational culture (X_2) on teacher performance (Y). This is evidenced by the tcount of organizational culture (3.257)> t table (1.70113) and the value of the principal's visionary leadership (0.000) <α (0.05). These results support the hypothesis proposed that there is an influence of organizational culture on teacher performance. According to the results of calculations based on the regression equation which is guided by Table 4.11 (coefficient), it can be explained that if the coefficient value of the organizational culture variable (X_2) increases by 1 unit score, then Teacher Performance (Y) increases by 0.459.

This is in line with the results of Husna's (2017) research on the influence of organizational culture on teacher performance at SMAN 1 Canduang, Agam Regency. The results of data processing with the t test note that the t test result value of the organizational culture variable is 2.871, the significance value of the organizational culture variable is 0.007. If the significance value is compared with the significance level used in this study (α = 0.05), it is evident that the significance value is smaller than the significant level used (0.007 <0.05). This means that there is a positive and significant influence of the organizational culture variable on teacher performance at SMAN 1 Canduang, Agam Regency. The hypothesis is accepted at the 95% confidence level.

3. Simultaneous Hypothesis Testing for Variables X_1 and X_2 to Y
Tabel 1. F Test Results (Simultaneous Hypothesis)
ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	223.577	2	111.789	37.422	.000
	Residual	68.381	27	2.533		
	Total	291.958	29			

a. Predictors: (Constant), Organizational Culture, Principal's Visionary Leadership

b. Dependent Variable: Teacher Performance

Table 6. T test results (partial hypothesis)
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.743	3.115		2.033	.000
	Principal's Visionary Leadership	.441	.145	.411	2.549	.000
	Organizational Culture	.459	.116	.454	3.257	.000

a. Dependent Variable: Teacher Performance

Table 7. Determinant Coefficient

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.902^a	.814	.802	1.214

a. Predictors: (Constant), Organizational Culture, Principal's Visionary Leadership

b. Dependent Variable: Teacher Performance

Based on the research results, it is known that there is an influence of the principal's visionary leadership (X1) and organizational culture (X2) on teacher performance (Y). This is evidenced by the value of Fcount (37.422)> Ftable (3.55) and the value of Fsig (0.000) < (0.05). These results support the hypothesis proposed that there is an effect of the principal's visionary leadership and organizational culture together on teacher performance. The value of the coefficient of determination (Adjust R Square) is 0.802, which implies that the influence of the independent variables (visionary leadership of the principal and organizational culture) on the dependent variable (teacher performance) is 80.2%, while the remaining 19.8% is affected. by other variables not examined in this study. Based on the research results, it shows that the principal's visionary leadership and organizational culture together have a significant effect on teacher performance. These results support the hypothesis proposed that the principal's visionary leadership and organizational culture jointly influence teacher performance.

The results of this study are consistent with research by Arianty (2014) which shows that the principal's visionary leadership and organizational culture on teacher performance obtained a regression equation: Y = 6.769 + 0.401X1 + 0.275X2. Regression test obtained Fcount> Ftable or 137.168> 3.090 (5% significance level) means that the visionary leadership of the principal and work discipline jointly affect teacher performance. The t test for the principal visionary leadership variable obtained t count> from t table or 4,872> 1,985 and for organizational culture variable obtained t count> t table or 8,172> 1,985 (5% significance level). Both variables significantly influence the performance of teachers at MTs Al Huda Karangpandan.

D. Conclusion

From the research results it can be concluded that: 1) there is an effect of the principal's visionary leadership on the performance of SMKN teachers in Prabumulih City. This means that the better the visionary leadership of the principal, the higher the teacher's performance; 2) there is an influence of organizational culture on the performance of SMKN teachers in Prabumulih City. This means that the better the support from the organizational culture, the higher the teacher's performance, and 3) there is an influence of the principal's visionary leadership and organizational culture on the performance of SMKN teachers in Prabumulih City. Later the principal's visionary leadership and organizational culture can affect teacher performance. Principal's visionary leadership and organizational culture are able to influence teacher performance with a contribution of 80.20% while the remaining 19.80% is explained by factors not examined in this study.

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