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IMPROVING OF TEACHER PERFORMANCE WITH STRENGTHENING
VISIONARY LEADERSHIP OF JUNIOR HIGH SCHOOLSIN TANGERANG
CITY

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ABSTRACT

Teacher performance is an important factor in achieving educational goals, namely to produce quality graduates. Based on the preliminary survey, it was found that teacher performance was still not as expected. Therefore, this teacher's performance is an interesting topic to research. Based on the background, the purpose of this study was to find efforts to improve teacher performance by strengthening visionary leadership. The population of this study were all teachers with civil servant status in SMP Negeri all South Tangerang City. The sampling technique used was proportional random sampling and the Slovin formula was used to determine the number of samples in order to obtain 252 samples. The analysis of this research was carried out using the statistical correlation method to determine whether the independent variables, namely visionary leadership, learning organizations and adversity intelligence have a positive relationship with teacher performance. Then analyzed using the SITOREM method to determine the order of priority and recommendations for improvements that need to be done.

The results showed that all independent variables had a significant positive relationship with teacher performance, in the order based on the strength of the visionary leadership relationship

($r_{y1} = 0.547$). This shows that teacher performance can be improved by strengthening visionary leadership, learning organizations and adversity intelligence.

The results of the SITOREM analysis show that the components of teacher performance through visionary leadership, which still need improvement are: 1) Formulating an organizational vision and solving problems 2) Reacting appropriately to all threats & opportunities 3) Having broad insights 4) Endurance 5) Achievement. The suggestion that can be put forward for teachers and school principals is to maintain indicators that have a fairly good value.

1. Introduction

The next generation of the nation is an important factor in determining the progress of a country. Entering the industrial era 4.0, like other nations, Indonesia faces very complex challenges. Externally, this nation cannot avoid increasing and competitive competition between nations. The key to responding to these challenges lies in the quality of human resources, especially the nation's future generations.

The government is expected to be able to produce the nation's next generation of superior quality, one way is through education. The quality of human resources is determined by the quality of education, therefore the components of education in Indonesia are obliged to meet the applicable requirements and standards, especially teachers.

The role of the teacher greatly determines the success of education in achieving its goals. The teacher as one of the elements in the teaching and learning process has multiple roles, not only as a teacher who transfers of knowledge, but also as a guide who encourages the potential of students to develop alternatives in learning. This means that teachers have complex tasks and responsibilities towards achieving educational goals, teachers are not only required to master the knowledge to be taught and have a set of teaching technical knowledge and skills, but also be able to display a personality worthy of being emulated by students (Maselena et al., 2019).

In general, teacher performance can be interpreted as the work achieved by a teacher. Improving teacher performance will have an effect on improving the quality of graduates produced during the learning process, because the quality of education or graduates is closely related to the role of teachers in managing the teaching components used in the teaching and learning process, such as preparing effective and efficient teaching materials so that subject matter is delivered well in students. So, students are interested in learning and easy to understand the material being studied. This has implications for the quality of learning outcomes or evaluation of student learning outcomes, so that educational goals in producing quality graduates will be achieved.

Teacher performance is an important factor in achieving educational goals in producing quality graduates. However, based on the results of the initial survey conducted by distributing questionnaires to 30 civil servant teachers regarding teacher performance in South Tangerang City, it shows that:

- There are 37% of teachers who have low quality of work. This can be seen from the results of their work, where teachers have not met the standards in carrying out their duties as teachers.

- There are 47% of teachers have a low quantity of work, it can be seen from the teachers that they have not reached the target set by the school. The teaching methods of teachers are still not varied, most teachers use the methods and teaching resources that are modest.
- There are 47% of teachers who have not been effective in managing time, they lack discipline to be able to come on time to enter the classroom according to their schedule.
- There are 54% of teachers who have not fulfilled their responsibilities in carrying out their assigned tasks, which can be seen from the negligence of teachers in completing administrative tasks.
- There are 27% of teachers who have not been able to work together effectively in advancing schools, this can be seen from the not maximized contribution made by the teacher.

The results of this initial survey prove that the performance of teachers in South Tangerang City is not yet optimal. Based on the news reported by Okezone.com, it is stated that to improve the quality of education, the government has spent more budget for civil servant teachers, but teacher performance is not optimal. These indications indicate the need for improvement in teacher performance. Many factors can influence teacher performance improvement, including the visionary leadership of the principal, learning organizations, adversity intelligence, achievement motivation, organizational culture, social intelligence, work discipline and so on. In this study only three factors will be discussed, namely visionary leadership, learning organization and adversity intelligence.

This study aims to find efforts to improve teacher performance through strengthening visionary leadership by identifying the strength of the relationship between research variables.

2. Overview Theory

2.1 Itself Performance

Robbins and Coulter (2012: 492) define that performance is the final result of an activity, with the criteria of whether these results can be said to be efficient and effective. Performance measures are work productivity, work effectiveness, and performance as indicated by job rank.

Nelson and Quick (2006: 191-193) define performance as the achievement of work goals. Work in an organization is very diverse, therefore measures of work achievement need to be determined by each division of work. Dimensions of performance: a. measurable and quantitative work results, b. qualitative or less measurable work results.

Mangkunegara (2012: 9) defines performance as work performance or work (output), both the quality and quantity achieved by human resources per unit time period in carrying out their work tasks in accordance with the responsibilities assigned to them. The performance dimensions according to Mangkunegara are: a. Quality (how good or how complete the work is), b. Quantity (how many units produced per unit time), and c. The responsibility for the tasks given by Dessler

(2011: 73-74) states that performance is a procedure that includes setting work standards, assessing actual performance in relation to these standards, providing feedback to employees with the aim of motivating the person to eliminate performance deterioration or continue to perform even higher. The factors that influence it are: a. quality of work, namely work results in accordance with organizational needs, b. quantity of work, namely the amount of work performed in the organization, c. supervision, namely the control process in each work result, d. attendance, is the quality or result of the assignment or job responsibility, and e. conservation, is the preservation or protection of every work.

Based on the theories from experts, it is synthesized that teacher performance is the result of individual work that can be measured based on the quality of work, quantity of work, timeliness, responsibility and ability to work together to achieve the goals of the organization. Teacher performance indicators are: a. quality of work, b. quantity of work, c. timeliness, d. responsibility, and e. cooperate.

2.2. The Nature of Visionary Leadership

Robbins (2003: 473) defines visionary leadership as the ability to create and articulate a realistic, trustworthy and attractive vision of the future of an organization or organizational unit that continues to grow and increase compared to today. Visionary leadership has the following indicators: a. convey a clear description of the vision, b. realistic, c. have foresight.

Covey (2011: 13) describe that visionary leaders are leaders who have a clear vision and mission in the organization, visionary leaders are very intelligent in observing future events and can clearly describe their vision and mission. Leaders can arouse the enthusiasm of its members by using their motivation and imagination, to make an organization more lively, mobilizing all the components in the organization, so that the organization can develop. The characteristics of a visionary leader are: a. Continuous learning, b. service oriented, c. emit positive energy, d. trust others, e. balanced life, f. see life as an adventure, g. Synergize, and h. always practice to renew yourself in order to be able to achieve high achievements.

Nanus(2009: 19) defines a vision as something that articulates a realistic, credible, attractive view of the future for the organization, a relationship that is better in some way than what it is today. *Visionary Leadership* based on the demands of changing times that require the intensive development of the role of education in creating reliable human resources for development, so that the vision orientation is directed at realizing comparative and competitive values of students as the center of school improvement and development.

Suprayitno(2007: 115) explained that visionary leadership can be understood as a leadership pattern that is intended to give meaning to the work and efforts that need to be done jointly by members of the organization by providing direction and meaning to work and efforts carried out based on a clear vision.

Based on the theories of the experts that have been described, the synthesis of the principal's visionary leadership is the behavior of the principal who is oriented towards achieving a vision and is able to formulate a mission, think creatively and be responsive to the challenges faced. Indicators of principal visionary leadership are: a. communication of the vision, b. creative thinking, c. react appropriately to all threats and opportunities, d. mission formulation, e. insight.

3. Research Framework and Hypotheses

3.1. The relationship between visionary leadership and teacher performance

The principal's visionary leadership is the behavior of the principal oriented on achieving the vision and being able to formulate a mission, think creatively and be responsive to the challenges faced. The indicators of the principal's visionary leadership are: a) communication of the vision; b) creative thinking; c) react appropriately to all threats and opportunities; d) mission formulation; e) insight.

Teacher performance is the measurable result of individual work based on the quality of work, quantity of work, timeliness, responsibility and ability to work together to achieve the goals of the organization. Teacher performance indicators are: a) quality of work, b) quantity of work, c) punctuality, d) responsibility, and e) cooperation.

Principals who have an orientation in achieving the vision and are able to communicate their vision to school members, especially teachers, greatly assist teachers in working effectively and efficiently. The teacher has a target and is able to manage time at work. In addition, the quality and quantity of teacher work will be more focused or in accordance with the predetermined vision. Leaders who have a far-reaching vision will predict what challenges and opportunities the school will face, therefore the school principal will always prepare and coordinate teachers and staff so that they can continue to work together in facing these challenges. So that teachers can learn and continue to improve their work results.

Thus it is assumed that there is a positive relationship between the principal's visionary leadership and teacher performance.

3.2 Research Hypothesis

Based on the framework that has been discussed previously, the research hypothesis can be proposed as follows: Teacher performance can be improved through strengthening visionary leadership.

4. Research methods

This research was conducted at State Junior High Schools in South Tangerang City, with a total sample of 252 teachers who were Civil Servants (PNS). The research method used is a survey method with a correlational approach and the SITOREM method. The research variable consisted of three independent

variables, namely Visionary Leadership with the dependent variable, namely Teacher Performance.

5. Statistical Hypothesis

Based on the description previously discussed, this study was conducted to analyze the relationship between the independent variable, namely Visionary Leadership (X), and the dependent variable, namely Teacher Performance (Y). The statistical hypothesis is:

H₀: $\rho_{y1} \leq 0$ Not exist positive relationship variable Visionary Leadership (X) with Teacher Performance (Y).

H₁ : $\rho_{y1} > 0$ There is positive relationship variable Visionary Leadership (X) with Teacher Performance (Y).

6. Results and Discussion

Based on the results of regression and correlation analysis, it can be seen that there is a positive and significant relationship between the independent variables and the dependent variable, the strength of the relationship between these variables can be described as follows:

6.1. The relationship between Strengthening Visionary Leadership and increasing Teacher Performance

The model of the relationship between Visionary Leadership and Teacher Performance can be stated in the linear regression equation $\hat{Y} = 76,119 + 0.562X_1$, which means that every increase of one unit of Visionary Leadership will be followed by an increase in Teacher Performance of 0.562 units with a constant of 76,119. This equation can be used to predict Teacher Performance scores if Visionary Leadership is known.

The r_{y1} correlation coefficient value of 0.547 from the results of the hypothesis test shows a positive relationship between Visionary Leadership and Teacher Performance. The coefficient of determination r^2_{y1} of 0.299 shows that the contribution given by Visionary Leadership to improving Teacher Performance is 29.9%, while the remaining 70.1% is determined by other variables.

The significant positive relationship between Visionary Leadership and Teacher Performance has also been proven by the results of previous research conducted by Muhammad Anshar (2017: 52-60) entitled "The Impact Of Visionary Leadership, Learning Organization and Innovative Behavior to Performance Of Customs and Excise. Functional "concludes that there is a significant positive relationship ($\rho_{y1} = 0.333$) between Visionary Leadership and Teacher Performance.

Based on the results of SITOREM, there is a relationship between visionary leadership and teacher performance, by looking at the weight of the scoring of each indicator on the visionary leadership variable, namely: Creative Thinking has 25% importance with empirical findings averaging 4.3. Then, React Appropriately to Everything Threats & Opportunities have a significance of 24% with a mean empirical finding of 3.7. Furthermore, having a broad insight has 22% significance with an average empirical finding of 3.8. Then, Communicating the Vision which has significance is 15% and empirical findings

mean an average of 4.2. Finally, formulating a mission has 14% significance with an average empirical finding of 4.1.

From the findings obtained in the study through these two stages, it can be seen that visionary leadership is the behavior of the principal who is oriented towards achieving the vision and is able to formulate a mission, think creatively and be responsive to the challenges faced, able to contribute to improving teacher performance.

6.2 Determination of Recommendations through SITOREM Analysis

Based on the research results, there is a relationship between visionary leadership, with teacher performance having a correlation coefficient of $r_{y1} = 0.54$. This means that with the increase in visionary leadership, it is predicted that it can improve teacher performance.

Table Analysis SITOREM

TEACHERS 'PERFORMANCE		
Indicators in Initial State	Indicators after Weighting by Expert	Indicator value
Work quality	1st Responsibility (26%)	4,3
Work quantity	2nd Work quality (25%)	4,2
Punctuality	3rd Work quantity (19%)	4,4
Responsibility	4th Punctuality (16%)	4,4
Ability to work together	5th Ability to work together (14%)	4,2

VISIONARY LEADERSHIP ($r_{y1} = 0,547$) II		
Indicators in Initial State	Indicators after Weighting by Expert	Indicator value
Vision communication	1st Creative thinking (25%)	4,3
Creative thinking	2nd Reacting appropriately over any threat and opportunity (24%)	3,7
Reacting appropriately over any threat and opportunity	3rd Having broad insight (22%)	3,8
Formulating organization mission	4th Vision communication (15%)	4,2
Having broad insight	5th Formulating organization mission (14%)	4,1

RESULTS ANALYSIS SITOREM		
Priority order of indicators to be strengthened	Remainder indicators to be maintained	
1st Formulating organization vision and resolving issue	✓ Work quality	✓ Formulating organization mission
2nd Reacting appropriately over any threat and opportunity	✓ Work quantity	✓ Having commitment to learn
3rd Having broad insight	✓ Punctuality	✓ Able to learn in groups
4th Endurance	✓ Responsibility	✓ Mental models
5th Reach	✓ Ability to work together	✓ Learning systemic thinking
	✓ Vision	✓ Control
	✓ Communication	✓ Ownership
	✓ Creative thinking	

Sitorem's analysis above shows that based on the priority order of improvements that need to be improved, it can be proposed for recommendations for improvement, namely 1) React appropriately to all threats & opportunities 2) Have broad insight 3) Formulate an organizational vision and solve problems 4) achievement 5) durability.

7. Conclusions and suggestions

Based on the results of the study, it can be concluded that there is a positive relationship between Visionary Leadership and Teacher Performance with a coefficient of 0.547. This indicates that Teacher Performance can be improved through strengthening Visionary Leadership.

The findings from the research results, discussion, conclusions and implications that have been described can be seen that visionary leadership can be improved. Improving teacher performance can be done by increasing visionary leadership. Based on the results of the SITOREM analysis, suggestions and recommendations can be formulated as follows: indicators that are in good condition (weight 4-5) are recommended to be maintained. Indicators that are still not in good condition (weight <4) are corrected.

Strengthening Visionary Leadership can be strengthened by improving indicators that are still weak with the following priority order: 1) React appropriately to all threats & opportunities 2) Have broad insight 3) Formulate an organizational vision and solve problems 4) achievement 5) endurance.

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