Improved Teacher Performance by Strengthening Visionary Leadership, Learners Organization and Intelligence of Adversities

[1]**Darmawan Affandi Zamuri,** Post Graduate Program, Universitas Pakuan Bogor, Indonesia.
E-mail: affandi1401@gmail.com
[2]**Soewarto Hardhienata,** Universitas Pakuan Bogor, Indonesia.
E-mail: s-hardh@indo.net.id
[3]**Rita Retnowati,** Universitas Pakuan Bogor, Indonesia.
E-mail: ritaretnowati@yahoo.com
[4]**Zaenal Abidin,** Institut Agama Islam Sahid Bogor, Indonesia.
E-mail: zaenal.abidin@inais.ac.id

Abstract:

Teacher performance is important factor in achieving educational objectives, namely to produce quality graduates. Based on a preliminary survey it is known that teacher performance is still not as expected. Therefore, the performance of teacher is an interesting topic to be researched.Based on the background, the purpose of the study was to find efforts to improve teacher performance by strengthening visionary leadership, learner organization and intelligence of adversities.The population of this research is all teachers in the status of civil servants in SMP Negeri se-South Tangerang City. Sampling techniques using Propotional Random Sampling and Slovin formulas are used for the determination of the number of samples to be obtained 252 people in the sample. The analysis of this research is done using a correlation statistical method to determine whether the variable is free, i.e. visionary leadership, the learning organization and intelligence of Adversities have a positive relationship with the teacher's performance. It is then analyzed using the SITOREM method to determine the order of priorities and repair recommendations that need to be done. The results showed that all the free variables had a significant positive relationship with the teacher's performance, in order based on the strength of the relationship as follows: The learners organization (r_{y2} = 0.709), visionary leadership (r_{y1} = 0.547) and intelligence of adversities (r_{y3} = 0.514). This suggests that teacher performance can be improved by strengthening visionary leadership, learner organization and adversities.The results of the analysis of SITOREM indicate that the teacher's performance components, visionary leadership, the learner organization, and the intelligence of adversities that still require improvement are: 1) formulating organizational vision and resolving problems 2) react appropriately to any threat & opportunity 3) has a broad insight 4) endurance 5) achievement. The advice that can be proposed for teachers and principals is to maintain the indicators that have good enough score.

Keywords:SITOREM analysis, teacher performance, visionary leadership, learning organization, intelligence adversities

1. Background and Objectives

The nation's successor generation is an important factor in determining the progress of a country. Entering the industrial era of 4.0, as the other nations, Indonesia faced a very complex challenge. Externally, this nation cannot avoid competition among nations that are increasing and competitive. The key to answering the challenge lies in the quality of human resources, especially the nation's successor generations.

The government is expected to be able to create the next generation of high-quality nations, one way is through educational pathways. The quality of the human resources is determined by educational qualities, therefore the components of education in Indonesia must meet the requirements and standards that apply, especially teachers.

The teacher's role determines the success of education in achieving its objectives. Teachers as one of the elements in the learning process have multi-role, not limited only as teachers who do the transfer of knowledge, but also as advisers who encourage the potential of students develop alternatives in learning. Meaning that teachers have complex duties and responsibilities towards the achievement of educational objectives, teachers are not only required to master the science that will be taught and have a set of knowledge and technical skills of teaching, but also able to showcase the personality worthy of exemplary students.

In general, the performance of teachers can be interpreted as a result of work achieved by a teacher. Increased performance of teachers 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 teacher's role in the management of the teaching components used in the teaching and learning process, such as preparing effective and efficient teaching materials so that the subject matter is well delivered to the students. So, students are interested in learning and easy to understand the material being studied. This implicates the quality of learning results or the evaluation of student learning outcomes, so that the objectives of education in producing qualified graduates will be achieved.

The performance of teachers is one of the important factors for achieving educational objectives in producing quality graduates. But based on the results of the initial survey conducted in January 2019 by spreading the questionnaire to 30 teachers of civil servants about the performance of teachers in South Tangerang City showed that:

• There are 37% of teachers who have low job quality. This is evident from his work, where the teacher has not fulfilled the standard in carrying out his duties as a teacher.

• There are 47% of teachers have low working quantity, evident from teachers have not reached the target that has been determined by the school. Teacher teaching methods are still not varied, most teachers use their own learning methods and resources.

• There are 47% of teachers not yet effective in managing time, lack of discipline to be able to come on time in entering the classroom according to the schedule.

• There are 54% of teachers who have not fulfilled their responsibilities in carrying out the tasks given, which can be seen from the teacher negligent in conducting administrative tasks.

• There are 27% of teachers who have not been able to cooperate effectively in advancing the school, this can be seen from the unprecedented contribution given by the teacher.

The results of this preliminary survey proved

that the teacher performance in South Tangerang is not optimal. Based on the news reported by *Okezone.com*[1] stating that to improve the quality of education, the government has issued more budgets for civil servants, but the teacher's performance has not been optimal. These indications indicate the need for improvement in teacher performance. Many factors that can affect the performance of teachers, among them are visionary leadership of the school principal, the organization of learners, intelligence of adversities, achievement motivation, organizational culture, social intelligence, work discipline and so forth. In this study only three factors will be discussed, namely visionary leadership, learning organization and intelligence of Adversities.

The study aims to find the efforts of improving teacher performance through strengthening visionary leadership, organization learners and intelligence adversities, by identifying the strength of relationships between variables of research.

2. Literature Review
2.1. The Understanding of Performance

Robbins and Coulter (2012:492) define that performance is the end result of an activity, with the criterion whether the result can be said to be efficient and effective. Performance measure is the productivity of work, effectiveness of work, and achievements that are shown with the job rank.

Nelson and Quick (2006:191-193) Defining performance is the achievement of work objectives. Work in an organization is very diverse, therefore the sizes of the achievement of work need to be set by each working part. Dimensions of performance: a. measurable and highly-authoritative work results, b. qualitative or less measurable work.

Mangkunegara (2012:9) defines performance as work achievement or work result (output), both the quality and quantity achieved by human resources per-unit time period in carrying out its work duties in accordance with the responsibilities given to him. Performance dimensions according to Mangkunegara, are: a. Quality (how good or how complete the work is), b. Quantity (how many units are produced per unit time), and c. Responsibility for the duties given

Dessler (2011:73-74) that performance is a procedure that includes setting work standards, the actual performance assessment in the relationships of these standards, giving feedback to employees with the intention of motivating the person to eliminate performance downturns or continue to perform even higher. The factors that affect it are: a. The quality of the work, namely the work that is suitable to the needs of the organization, b. Quantity of work, namely the amount of work done in the Organization, c. Supervision, which is the process of control in each result of work, d. Presence, is the quality or the result of the responsibility of the assignment or occupation, and e. conservation, is preservation or protection from every work results.

Based on the theories of the experts, it is the synthesized that the teacher's performance is the result of individual work that can be measured based on work quality, work quantity, timeliness, responsibility and ability to work together to realize the objectives of organization. The teacher's performance indicators are: a. Quality of work, b. Working quantity, c. Punctuality, d. Responsibility, and e. To work together.

2.2. The Understanding of Visionary Leadership

Robbins (2003:473) defines visionary leadership as the ability to create and articulate a realistic, trustworthy, and compelling vision of the future of an

---

[1]https://economy.okezone.com/read/2017/11/22/20/1818408/investasi-pendidikan-besar-sri-mulyani-soroti-kinerja-guru-di-2018

organization or organizational unit that continues to grow and increase than it is today. Visionary leadership has the following indicators: a. Convey a clear message about vision, b. Realistic, c. Have a foresight.

Covey (2011:13) describes that a visionary leader is a leader who has a clear vision of mission in the organization, the visionary leader is very intelligent in observing a future incident and can clearly depict its mission vision. Leaders can inspire their members by using their motivation and imagination, to make the organization more vibrant, motivate all the components of the organization, so that the organization can thrive. The characteristics of the visionary leader are: a. Continuous learning, b. Service oriented, c. Emit positive energy, d. Trust others, e. Balanced life, f. View life as an adventure, g. Synergy, and h. Always practice to improve itself in order to achieve high achievement.

Nanus (2009:19) defines the vision as something that articulates future views that are realistic, credible, appealing to the organization, a better relationship in some of the important things of what is now. Visionary Leadership is based on the demands of changing times that ask for the development of intensively the role of education in creating human resources that are reliable for construction, so that vision orientation is directed at realizing the comparative and competitive value of learners as a center for school improvement and development.

Suprayitno (2007:115) explains that visionary leadership can be understood as a pattern of leadership aimed at giving meaning to work and effort that needs to be done jointly by members of the organization by giving direction and meaning to work and effort done based on clear vision.

Based on the theories of the scholars that have been exposed, the synthesis of the school principal's visionary leadership is the principal's behavior that is oriented towards the achievement of the vision and is able to formulate the mission, think creatively and quickly respond to the challenges faced. The visionary leadership indicators of the school head are: a. Vision communication, b. Creative thinking, c. React precisely to all threats and opportunities, d. Mission formulation, e. Insight.

2.3. The Understanding of the Learner Organization

Yang, Marsick, and Watkins (2004:34) formulated the learner organization as an organization that demonstrates and infuses learning and adaptive characteristics. The characteristics of the learner organization are reflected on individual, group and system or structural levels. Yang et al, examined the 7-dimensional learner organization, namely: a. Continuous learning; b. Inquiry and dialogue; c. Team Learning; d. Empowerment or empowerment and strengthening the role of organization in creating and sharing collective vision and feedback from the leadership of the current state gap with a new vision; e. Embedded system; f. System connection as well as g. Strategic leadership, where leaders think strategically about how to use learning to create opportunities and move organizations towards new directions or new markets.

Marquardt (2002:247) formulates the learning organization as an organization that learns effectively and collectively and continuously transforms itself into a better organization that manages and uses knowledge, empowering people inside and outside the organization to study and work, using technology to maximize learning and manufacture. Marquardt explained that the learning organization system is conducted based on 5 key skills, namely:

a. System thinking, a conceptual framework that helps organizational members see a thorough pattern more clearly that improves the ability to change things, more to see patterns between

relationships than merely causal relationships, more looking at fundamental structures than just events and seeing patterns of change from imagery;

b. Mental models, imagery or perspectives on concepts, events, situations, or activities, and fundamental assumptions affecting members of the organization understand the world and take action;

c. Personal mastery, level of proficiency, commitment to lifelong learning activities and continuously improving skills excellence, discipline to clarify and deepen vision, energy and personal diligence;

d. Self-directed learning, an organization's perceptive attitude and enthusiasm in accepting responsibility as a learner and encouraging the surrounding learning activities, learning how to learn, understanding the learning style to optimize learning opportunities;

e. Dialogue, inter-member communication based on a free, creative and equitable exploration of a symptom, deeply listening to others while refraining from directly conveying personal opinions, recognizing group interaction patterns that are capable of supporting or damaging learning, recognizing theoretical and implication differences.

Schelchty cited Peter Senge's statement (2009:41) stating that the learner's organization is an organization where people in it continuously learn and enlarge his capacity to deliver truly desirable results, new and expansive thinking patterns maintained and developed, collective aspirations given freedom, and seeing everything as a whole.

In addition Peter Senge (2012:5-8) states that learning institutions or schools can be designed and run as a learning organization through the participation of all parts of the school system (educators, parents, students, business people and society) in expressing their aspirations, building awareness and mutual capabilities through the development of 5 (five) learning disciplines to encourage the achievement of the organization and a better future. The five disciplines of learning were:

a. Personal mastery, personal image strengthening and vision efforts, increased personal capacity, ongoing efforts to fill the gap between what was already mastered and what to accomplish;

b. Shared vision, an effort to strengthen the commitment of the organization of all organizational elements to focus on the common goal, share the desired goals, together find ways to achieve shared vision;

c. Mental model, disciplinary reflection and inquiry skill that focuses on the development of consciousness to the attitude and perception of self and people around him, practicing more clearly and honestly see Reality;

d. Team learning, Discipline group interactions through discussions and dialogue where members of the organization transfer their thinking collections, learn to mobilize energy and his actions to achieve common goals and elicit intelligence that is more than an accumulation of individual talents of the group;

e. System thinking, learning to better understand complexity, dependency, change and influence each other so that members can more effectively deal with the consequences of their actions by using the method of causal relationship study, simulation, and causal-loop diagram, developing the behavior of giving feedback and reviewing the complexity of a condition.

Based on the study of the theories from the experts, it can be interpreted that the learner

organization is the activity of the organization in applying the commitment of learning both individually and in groups, through the mental models and frameworks of systemic thinking to formulate the vision of the organization and resolve problems. The indicators of the learner's organization are: a. Learning commitment, b. group learning, c. Understanding of mental models, d. Learn systemic thinking, e. Formulation of organizational vision and resolving problems.

2.4. Adversity Intelligence `

According to Aquino (2013:23) "Adversity is more likely to be out ongoing unfavorable condition. It may or may not set you back, but it often makes it harder to move forward. This may be in form of distress, misery, suffering, trouble, misfortune, disaster, problem or challenges ". The theory states that adversity is an unexpected condition in the form of distress, misery, suffering, hardship, adversity, calamity and problems and challenges that generally make us difficult to move forward.

While according to Vinas et al (2015:68) states that intelligence of adversities is a measure of how one looks and confronts challenges and measures its ability to act to address adverse and unexpected circumstances.

According to Stoltz in Hema and Gupta (2015:50) "Adversity Quotient is the science of human resilience, i.e. capacity of people to cope with stress and adversity. Adversity Quotient can also referred as the ability of the person to adapt well stress, adversity, trauma or tragedy ". Based on the theory, it can be concluded that the intelligence of adversities is the human ability to think, manage and adapt in overcoming and facing the pressures, difficulties, accidents, trauma and calamities that have occurred in his life.

Then Stoltz in Nikam et al (2013:305) describes aspects that can result in the intelligence ability of adversities, which includes four abbreviated components of core, namely:

a. Control
Control is the person's ability to manage and control the difficulties faced by it, the greater the control it has, the more likely it is that one can persist in finding the solution.

b. Ownership
Ownership or acknowledgements can be interpreted with a person acknowledging the consequences of a person's difficulties and errors to be liable for such mistakes or failures.

c. Reach
A certain difficulty will penetrate someone's life showing how a problem is disturbing even if it is not related to the problem at hand.

d. Endurance
Endurance is an aspect of individual endurance, as well as the speed and accuracy of a person in solving problems.

Based on the theories that have been outlined previously, it can be interpreted that the intelligence of adversities is the behavior of one in the face of all sorts of difficulties, failures, obstacles until finding a way out, solving various problems, reducing barriers and obstacles by changing the way of thinking and attitude towards the difficulties so that it turns into success. The indicators are as follows: a. Control, b. Ownership/recognition, c. Reach, d. Durability (Endurance).

3. Framework and Hypothesis Research

3.1. The relationship between visionary leadership and teacher's performance

The visionary leadership of the school principal is the school principal's behavior that is oriented towards the achievement of the vision and is able to formulate the mission, think creatively and

quickly respond to the challenges faced. The visionary leadership indicator of the school principal is: a) vision communication; b) creative thinking; c) React appropriately to any threats and opportunities; D) The formulation of the Mission; e) Insight.

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 realize the objectives of the organization. The teacher's performance indicators are: a) quality of work, b) working quantity, c) timeliness, d) responsibility, and e) to work together.

The principal who has orientation in the achievement of the vision and able to communicate his/her vision in the school community, especially teachers are very helpful teachers in working effectively and efficiently. Teachers are targeted and able to regulate time in work. In addition, the quality and quantity of the teacher's work will be more directed or in accordance with the established vision. Leaders who have forward-going vision will predict what challenges and opportunities the school will face, therefore the headmaster will always prepare and coordinate the teachers and staff in order to continue working together in the challenges of the challenge. So, teachers can learn and continue to improve their work.

It is thus suspected that there was a positive relationship between the visionary leadership of the school head with teacher performance.

3.2. Relationship between learners organization and the performance of teachers

The learner organization is an organizational activity in implementing a commitment to study both individually and in groups, through a mental model and a systemic thinking framework to formulate organizational vision and resolve problems. The indicators of the learner's organization are: (a) learning commitments, (b) Group study, (c)

understanding of mental models, (d) Learning systemic thinking, (e) Formulation of organizational vision and resolving problems.

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 realize the objectives of the organization. The teacher's performance indicators are: a) quality of work, b) working quantity, c) timeliness, d) responsibility, and f) work together.

The activities involved in the related schools in the development of the teachers ' potential are very important. Activities related to learning commitment will affect the teacher's performance. By studying, teachers can think systemic and be able to learn groups in this case teachers can share their knowledge and experience. This activity implicates the teacher's ability to work together for the expected achievement.

Therefore, there is suspected positive relationship between the learning organization and the performance of teachers.

3.3. The relationship between intelligence of adversities with teacher performance

Intelligence of adversities is the behavior of one in the face of all sorts of difficulties, failures, barriers to finding exits, solving various problems, reducing obstacles and obstacles by changing the way of thinking and attitudes towards the difficulties so that it turns into success. The following indicators: a) control, b) Ownership/recognition, c) Reach, D) Endurance.

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 realize the objectives of the organization. The teacher's performance indicators are: a) quality of work, b) working quantity, c) timeliness, d) responsibility, and e) work together.

A strong mental teacher is able to face all sorts of difficulties to obtain a solution in resolving its

difficulties. This will affect the teacher's work when the teacher gets obstacles in working on the task. Teachers will not be easy to give up or leave their duties. Teachers will have an attitude of responsibility that is more of his duty. So the work has good quality.

Thus there is suspected positive relationship between intelligence of adversities with the teacher's performance.

3.4. The relationship between visionary leadership and learner organization jointly with teacher performance

The visionary leadership of the school principal is the school principal's behavior that is oriented towards the achievement of the vision and is able to formulate the mission, think creatively and quickly respond to the challenges faced. Visionary leadership indicators of school principals include: a) vision communication; b) creative thinking; c) react appropriately to any threats and opportunities; D) the formulation of the mission; e) insight.

The learner organization is an organizational activity in implementing a commitment to study both individually and in groups, through a mental model and a systemic thinking framework to formulate organizational vision and resolve problems. The indicators of the learner organization include: (a) learning commitments, (b) Group study, (c) understanding of mental models, (d) Learning systemic thinking, (e) Formulation of organizational vision and resolving problems.

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 realize the objectives of the organization. The performance indicators of the teacher include: a) quality of work, b) working quantity, c) timeliness, d) responsibility, and e) working together.

Leaders who have a visionary capacity will provide opportunities for the growing learning organization, where people can continuously expand their capacity to create the desired work. In addition, visionary leaders can predict upcoming threats and opportunities to an organization, so that the learner organization will always learn what solutions are right in the issue. This will have implications on the quality of the work of all members of the organization.

It is thus suspected that there is a positive relationship between the visionary leadership of the headmaster and the organization of learners together with the teacher's performance.

3.5. The relationship between visionary leadership and the intelligence of adversities together with the teacher's performance

The visionary leadership of the school principal is the school principal's behavior that is oriented towards the achievement of the vision and is able to formulate the mission, think creatively and quickly respond to the challenges faced. Visionary leadership indicators of school principals include: a) vision communication; b) creative thinking; c) react appropriately to any threats and opportunities; d) the formulation of the mission; e) insight.

Intelligence of Adversities is the behavior of one in the face of all sorts of difficulties, failures, barriers to finding exits, solving various problems, reducing obstacles and obstacles by changing the way of thinking and attitudes towards the difficulties so that it turns into success. The following indicators: a) control, b) Ownership/recognition, c) reach, d) Endurance .

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 realize the objectives of the organization. The performance indicators of the teacher include: a) quality of work, b) working quantity, c) timeliness, d) responsibility, and e) work

together.

A well-discovered teacher has the optimal durability and control in the face of difficulties in teaching the students. If this is supported by the headmaster who is able to think creative then the work of the teacher can be effective and efficient.

It is alleged that there is a positive relationship between the principal visionary leadership and the intelligence of adversities together with the teacher's performance.

3.6. The relationship between learners organizations and intelligence of adversities together with the teacher's performance

The learner organization is an organizational activity in implementing a commitment to study both individually and in groups, through a mental model and a systemic thinking framework to formulate organizational vision and resolve problems. The indicators of the learner organization include: (a) learning commitments, (b) group study, (c) understanding of mental models, (d) learning systemic thinking, (e) formulation of organizational vision and resolving problems.

Intelligence of Adversities is the behavior of one in the face of all sorts of difficulties, failures, barriers to finding way out, solving various problems, reducing obstacles and obstacles by changing the way of thinking and attitudes towards the difficulties so that it turns into success. The following indicators: a) control, b) Ownership/recognition, c) reach, d) Endurance.

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 realize the objectives of the organization. The performance indicators of the teacher include: a) quality of work, b) working quantity, c) timeliness, d) responsibility, and e) work together.

A teacher who often encounters obstacles or

difficulties in carrying out his job will automatically always learn. Members of the organization, in this case teachers in the school, who have a commitment to learn will always share the knowledge and experience that has been experienced to be a valuable lesson in carrying out their duties as teachers. Therefore, teachers have more responsibility, always pay attention to the quality of self in teaching and able to manage the time well again.

It is thus suspected that there is a positive relationship between the learner organization and the intelligence of adversities together with the teacher's performance.

3.7. The relationship between visionary leadership, learner organization and adversity intelligence together with teacher performance

The visionary leadership of the school principal is the school principal's behavior that is oriented towards the achievement of the vision and is able to formulate the mission, think creatively and quickly respond to the challenges faced. Visionary leadership indicators of school principals include: a) vision communication; b) creative thinking; c) react appropriately to any threats and opportunities; d) the formulation of the Mission; e) insight.

The learner organization is an organizational activity in implementing a commitment to study both individually and in groups, through a mental model and a systemic thinking framework to formulate organizational vision and resolve problems. The indicators of the learner organization include: (a) learning commitments, (b) Group study, (c) understanding of mental models, (d) Learning systemic thinking, (e) Formulation of organizational vision and resolving problems.

Intelligence of Adversities is the behavior of one in the face of all sorts of difficulties, failures, barriers to finding exits, solving various problems, reducing obstacles and obstacles by changing the way

of thinking and attitudes towards the difficulties so that it turns into success. The following indicators: a) control, b) ownership/recognition, c) reach, d) endurance.

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 realize the objectives of the organization. The performance indicators of the teacher include: a) quality of work, b) working quantity, c) timeliness, d) responsibility, and e) working together.

The combination in improving teacher performance can be reviewed from the aspects of the leadership model, the organizational atmosphere and within the members of that organization. The principal who has a visionary quality that is able to think creatively, knowledgeable and able to predict what threats and opportunities will be faced will affect the atmosphere of the organization/school that is required to always develop by always learning. This will be very effective when a teacher has good endurance in the difficulty, so teachers continuously learn to get optimal results.

It is thus suspected that there is a positive relationship between the visionary leadership of the school head, the learner organization and the intelligence of adversities together with the teacher's performance.

3.8 Research Hypotheses

Based on the framework of the thinking that has been discussed previously, the research hypothesis can be proposed as follows:

1. Teacher's performance can be improved through visionary leadership strengthening
2. The teacher's performance can be improved through strengthening the learner organization
3. Teacher's performance can be improved through strengthening intelligence of the adversities
4. Teache'sr performance can be improved through strengthening visionary leadership and learner organization jointly
5. Teacher's performance can be improved through the strengthening of visionary leadership and the intelligence of the adversities together
6. Teacher's performance can be improved through strengthening the learner's organization and intelligence of the adversities together
7. The teacher's performance can be improved through the strengthening of visionary leadership, the learner organization and the intelligence of adversities jointly

4. Research Methods

This research was conducted at Public Junior High School in South Tangerang City, with the number of research samples of 252 teachers in the status of Civil servants. The research methods used are survey methods with correlational approaches and SITOREM methods. The research variables consist of three free variables namely visionary leadership, the learner organization, the intelligence of an adversity with a bound variable i.e. teacher performance.

5. Statistical hypothesis

Based on the descriptions that have been discussed earlier, this study was conducted to analyze the relationship between the independent variables i.e. visionary leadership (X1), the Learning Organization (X2) and intelligence adversities (X3) with a dependent variable namely performance Guru (Y). Its statistical hypothesis is:

- H_0 : $\rho_{y1} \leq 0$ There is no positive relationship to Visionary Leadership variable (X_1) with Teacher's Performances (Y).

 H_1 : $\rho_{y1} > 0$ There is positive relationship to Visionary Leadership variable (X_1) with Teacher's Performances (Y).

- H_0 : $\rho_{y2} \leq 0$ There is no positive relationship to Learner Organization variable (X_2) with Teacher's Performances (Y).

 H_1 : $\rho_{y2} > 0$ There is positive relationship to Learner Organization variable (X_2) with Teacher's Performances (Y).

- H_0 : $\rho_{y3} \leq 0$ There is no positive relationship to Intelligence of Adversities variable(X_3) with Teacher's Performances(Y).

 H_1 : $\rho_{y3} > 0$ There is positive relationship to Intelligence of Adversities variableX_3) with Teacher's Performances (Y).

- H_0 : $\rho_{y12} \leq 0$ There is no positive relationship to Visionary Leadership (X_1) and learner organization (X_2) together with Teacher's Performances (Y).

 H_1 : $\rho_{y12} > 0$ There is positive relationship to Visionary Leadership (X_1) and learner organization (X_2) together

with Teacher's Performances (Y).

- H_0 : $\rho_{y13} \leq 0$ There is no positive relationship of Visionary Leadership variables (X_1) and Intelligence of Adversities (X_3) together with the Teacher's Performance (Y).

 H_1 : $\rho_{y13} > 0$ There is positive relationship of Visionary Leadership variables (X_1) and Intelligence of Adversities (X_3) together with the Teacher's Performance (Y).

- H_0 : $\rho_{y23} \leq 0$ There is no positive relationship of the Learners Organization (X_2) and Intelligence of Adversities (X_3) together with the Teacher's Performance (Y).

 H_1 : $\rho_{y23} > 0$ There is positive relationship of the Learners Organization (X_2) and Intelligence of Adversities (X_3) together with the Teacher's Performance (Y).

- H_0 : $\rho_{y123} \leq 0$ There is no positive relationship between Visionary Leadership Variables (X_1), the Learners Organization (X_2) and Intelligence of Adversities (X_3) together with the Teacher's Performance (Y).

 H_1 : $\rho_{y123} > 0$ There is positive relationship between Visionary Leadership Variables (X_1), the Learners Organization (X_2) and

Intelligence of Adversities (X₃) together with the Teacher's Performance (Y).

6. Results and Discussion

Based on the results of regression analysis and correlation, there can be known positive and significant relationships between the independent variables and the dependent variables, the strength of the relationship between these variables can be described as follows:

6.1. Relationship between Visionary Leadership Strengthening and Teacher Performance Improvement

The relationship model between Visionary Leadership and Teacher Performance can be expressed in the linear regression equation $\hat{Y} = 76.119 + 0, 562X_1$ which means that each enhancement of a Visionary Leadership unit will be followed by an increase in teacher performance by 0.562 units with a constant of 76.119. This equation can be used to predict the teacher's performance score if visionary leadership is known.

The score of the r_{y1} correlation coefficient of 0.547 of the hypothesis test results showed a positive relationship between visionary leadership and teacher performance. The coefficient of r^2_{y1} determination of 0.299 indicates that the contributions given by visionary leadership to increase teacher performance are 29.9%, while the remainder of 70.1% is determined by other variables.

A significant positive relationship between visionary leadership and teacher performance has also been demonstrated 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*", concluding that there was 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 the teacher's performance, by looking at the weighted score scoring of each indicator in the visionary leadership variable: Creative thinking has an significance of 25% with an average empirical findings of 4.3. Then, react precisely to any threat & opportunities have a significance of 24% with an average empirical findings of 3.7. Furthermore, it has a broad insight that has an important meaning of 22% with an average empirical findings of 3.8. Then, communicating a vision that has significance of 15% and an average empirical findings of 4.2. Lastly, formulating missions has a significance of 14% with an average empirical findings of 4.1.

From the findings gained in the research through these two stages can be noted that visionary leadership is the behavior of the headmaster oriented to the achievement of the vision and able to formulate the mission, creative thinking and fast response to the challenges faced, able to contribute to the improvement of the teacher's performance.

6.2. The Relationship between Strengthening the Learners Organization with Teacher Performance Improvement

The relationship model between the learning organization and the teacher performance can be expressed in a simple linear regression equation $\hat{Y} = 76.057 + 0, 559X_2$ which means that each increase in one unit of the learner organization will be followed by increased teacher performance by 0.559 units with a constant of 76.057. This equation can be used to predict the teacher's performance score if the learner organization is known.

The result of the hypothesis test, among other things, the score of the r_{y2} correlation coefficient of 0.709 indicates a positive relationship between the learning organization and the teacher performance. The coefficient of r^2_{y2} determination of 0.503 indicates that the contributions given by the learner

organization to improve Master's performance is 50.3%, while the remainder of 49.7% is determined by other variables.   There is research relevant to the results of the hypothesis test that has been produced, the previous research that had been done by Rajnish Ratna, Kriti Khanna, Nupur Jogishwar, Ridhima Khattar, and Ritika Agarwal (2014) titled "*Impact of Learning Organization on Organizational Performance in Consulting Industry*" concluded that there was a significant positive relationship (r = 0.151; p < 0.05) between learners organization with teacher performance.

Based on the results of SITOREM, there is a relationship between learners organization with the performance of the teacher, by looking at the weight of scoring scores of each indicator in the Learning organization variables: First, learning systemic thinking has significance of 25% with an average empirical findings of 4.0. Secondly, the learning commitment has a significance of 24% and an average empirical findings of 4.2. Thirdly, understanding Mental Model has a significance of 20% and an average empirical score of 4.0. Fourth, able to learn group has significance 17% with average empirical findings of 4.0. And lastly, formulating the vision of the Organization and resolving problems has a significance of 14% with an average empirical findings of 3.8.

From the findings gained in the research through these two stages can be known that the learning organization is an activity organization in applying the commitment of learning both individually and in groups, through the mental models and the systemic thinking frameworks to formulate organizational vision and solve problems, able to contribute to the improvement of the teacher's performance.

6.3. The Relationship between the Intelligence of Adversity Strengthening with Improved Teacher Performance

The relationship model between adversity intelligence with teachers' performance can be expressed in a simple linear regression equation $\hat{Y} = 56.080 + 0,729X_3$ which means that any increase in one intelligence unit of adversities will be followed by increased teacher performance by 0.729 units with a constant of 56.080. This equation can be used to predict the teacher's performance score if intelligence of adversities is known.

The result of the hypothesis test, among other things, the score of the r_{y3} correlation coefficient of 0.514 indicates a positive relationship between the intelligence of adversities and the teacher's performance. The r^2_{y3} coefficient of determination of 0.264 indicates that the contributions given by the intelligence of adversities to increase teacher's performance are 26.4%, while the remainder of 73.6% is determined by other variables.

This positive and significant relationship has been evidenced by a previous study titled Effects of Teachers Adversity Quotient on Student Academic Performance in Public Secondary Schools in Kenya, by Marycasta Mwivanda (2018:2415-1246) stating that there is a positive and significant relationship (r = 0.530; p < 0.01) between the intelligence of adversities and teacher's performance. The intelligence of adversities is the human ability to think, manage and adapt in overcoming and facing the pressures, difficulties, adversity, trauma and calamities that have occurred in his life. This will affect the teacher's work when the teacher gets obstacles in working on the task. Teachers will not be easy to give up or leave their duties.

Based on the results of SITOREM, there is a relationship between the intelligence of adversities with the performance of the teacher, by looking at the weight of scoring scores of each indicator on an adversities intelligence variable namely: first, control has significance of 32% with an average empirical findings of 4.0. Secondly, durability has an significance of 29% with an average empirical

findings of 3.9. Thirdly, achievement has significance of 21% and an average empirical findings of 3.9. Fourth, ownership has a significance of 18% with an average empirical findings of 4.1.

From the findings gained in the research through these two stages can be known that the intelligence of adversities is a person's attitude in the face of all sorts of difficulties, failures, barriers to find a way out, solving various problems, reducing barriers and obstacles by changing the way of thinking and attitude to the difficulties so that turned into success, able to contribute to the improvement of teacher performance.

6.4. Relationship between Visionary Leadership Strengthening and Learners Organizations with Teacher Performance Improvement

The relationship model between visionary leadership and the learners organization with teacher performance can be expressed in the linear regression equation $\hat{Y} = 38.244 + 0,361X_1 + 0,467X_2$ which means that each enhancement of a visionary leadership unit and a learner's organization jointly will be followed by increased teacher performance by 0.829 units with a constant of 38.244. This equation can be used to predict the teacher's performance score if visionary leadership and learner's organization are known. The score of the r_{y12} correlation coefficient of 0.783 of the hypothesis test results shows a positive relationship between visionary leadership and the learner organization together with teacher performance. The r^2_{y12} coefficient of determination of 0.613 shows that the contributions given by visionary leadership and the learner organization jointly to improve teacher performance are at 61.3%, while the remainder of 38.7% is determined by other variables.

The findings obtained in this study identified that when the head of junior high School develops a good type of visionary leadership and a good learning organization, the two variables collectively contribute to the improvement of the teacher's performance.

6.5. Relationship Between Visionary Leadership Strengthening and Adversities of Intelligence with Improved Teacher Performance

The relationship model between visionary leadership and adversities with teacher performance can be expressed in regression equations $\hat{Y} = 29.563 + 0,415X_1 + 0,495X_3$ which means that each increase in a single unit of visionary leadership and adversity intelligence will jointly be followed by increased teacher performance by 0.910 units with a constant of 29.563. This equation can be used to predict the teacher's performance score if visionary leadership and intelligence of adversities are known.

The score of the r_{y13} correlation coefficient of 0.633 of the hypothetical test results shows a positive relationship between visionary leadership and adversity intelligence jointly with teacher performance. The r^2_{y13} coefficient of determination of 0.401 shows that the contributions given by visionary leadership and intelligence in conjunction to improve teacher performance are 40.1%, while the remainder of 59.9% is determined by other variables.

The findings gained in this study identified that when the head of Junior high School developed the visionary leadership type well and the teacher had a high intelligence of adversities, together the two variables contributed to the improvement of the teacher's performance.

6.6. The Relationship between Strengthening Learners Organizations and Adversity Intelligence with Improved Teacher Performance

The relationship model between the learners organization and adversity intelligence with the performance of teachers can be expressed in the regression equation $\hat{Y} = 25.325 + 0,479X_2 + 0,458X3$ which means that every single unit of learning organization and intelligence organization will be

jointly followed by increased teacher performance by 0.937 units with a constant of 25.325. This equation can be used to predict the teacher's performance score if the learner's organization and intelligence of Adversities are known.

The hypothesis test results show the score of the r_{y23} correlation coefficient of 0.772 means there is a positive relationship between the learner organization and the intelligence of the adversities together with the teacher performance. The coefficient of r^2_{y23} determination of 0.597 shows the contribution given by the Learning organization and intelligence of adversities to improve teacher performance is 59.7%, while the remaining 40.3% is determined by other variables.

The findings gained in this study identified that when the teacher had a good learner organization and high intelligence of adversities, the two variables were collectively contributing to the improvement of the teacher's performance.

6.7. Relationship between Visionary Leadership Strengthening, Learners Organization and Adversity Intelligence with Improved Teacher Performance

The relationship Model between visionary leadership, the learning organization and the adversity intelligence of the teacher performance can be expressed in the linear regression equation $\hat{Y} = 10.495 + 0,280X_1 + 0,431X_2 + 0,326X_3$ which means that each enhancement of a visionary leadership unit, the Learning organization and intelligence of Adversities will jointly be followed by the increase in teacher performance by 10.495 1.037 This equation can be used to predict the teacher's performance score if visionary leadership, learner's organization and intelligence of Adversities is known.

The hypothesis test results show the score of the r_{y123} correlation coefficient of 0.810 which means there is a positive relationship between visionary leadership, the learning organization and the

intelligence of adversities together with teacher performance. The r^2_{y123} coefficient of determination of 0.655 shows that the contributions given by visionary leadership, the learning organization and intelligence of Adversities together to improve teacher performance are at 65.5%, while the remaining 34.5% is determined by other variables.

The findings obtained in this study identified that when the head of Junior high School develops visionary leadership types as well as the teacher has a good organization of learners and intelligence of high adversities then collectively the three variables contribute to the improvement of the teacher's performance.

6.8. Determination of Recommendation through SITOREM Analysis

Based on the research results there was a visionary leadership relationship, learner organization, and intelligence of adversities with the performance of teachers having correlation coefficient $r_{y1} = 0.547$, $r_{y2} = 0.709$ and $r_{y3} = 0.514$. This means that with the increasing visionary leadership, it can be predicted to improve teacher performance. A good learner organization and adversity intelligence was also predicted to improve teacher performance. Further optimization was done by giving the order of priority on each indicator shown in the following table:

SITOREM Analysis Table

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	5th Ability to work	4,2

together	together (14%)	

VISIONARY LEADERSHIP (r_{y1} = 0,547) *II*

Indicators in Initial State	Indicators after Weighting by Expert	Indicator score
Vision communication	1st Creative thinking (25%)	4,3
Creative thinking	2nd Reacting appropriately over any threat and oppotunity (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

LEARNING ORGANIZATION (r_{y2} = 0,709) *I*

Indicators in Initial State	Indicators after Weighting by Expert	Indicator score
Having	1st Learning systemic	4,0

commitment to learn	thinking (25%)	
Able to learn in groups	2nd Having commitment to learn (24%)	4,2
Mental model	3rd Mental model (20%)	4,0
Learning systemic thinking	4th Able to learn in groups (17%)	4,0
Formulating organization vision and resolving issue	5th Formulating organization vision and resolving issue (14%)	3,8

ADVERSITY QUOTIENT (r_{y3} = 0,514) *III*

Indicators in Initial State	Indicators after Weighting by Expert	Indicator score
Control	1st Control (32%)	4,0
Ownership	2nd Endurance (29%)	3,9
Reach	3rd Reach (21%)	3,9
Endurance	4th Ownership (18%)	4,1

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

The analysis of SITOREM above shows that based on the order of priority improvements that need to be improved, then it can be proposed for repair recommendation, i.e. 1) react appropriately to any threat & opportunity 2) have a broad insight 3) formulate organizational vision and resolve issue 4) Achievement 5) durability.

7. Conclusion and Suggestions

Based on the results of research can be concluded that there was a positive relationship between visionary leadership and the performance of teachers with a correlated coefficient of 0.547. There is a positive relationship between the teacher-performance learner organization and the correlation coefficient of 0.709. There is a positive relationship between adversity intelligence with teacher performance with a correlation coefficient of 0.514. There is a positive relationship between visionary leadership and the learner organization together with the teacher performance with a correlation coefficient of 0.783. There is a positive relationship between visionary leadership and adversity intelligence together with the teacher performance with a correlation coefficient of 0.633. There is a positive relationship between the learner organization and the intelligence of adversities together with the teacher performance with a correlation coefficient of 0.772. There is a positive relationship between visionary leadership, the learner organization and the intelligence of adversities together with the teacher performance with a correlation coefficient of 0.810. It signifies that teacher performance can be improved through the strengthening of visionary leadership, the learning organization and the intelligence of adversities.

The findings of the research, discussion, conclusions and implications that have been outlined can be noted that visionary leadership, learner organization and intelligence of adversities can be improved. Improved teacher performance can be done by enhancing visionary leadership, learner organization and adversities. Based on the results of the analysis of SITOREM, suggestions and recommendations can be formulated as follows: The indicator that the condition is good (weight 4-5) was recommended to be maintained. The indicator was still not good (the weight of < 4) was improved.

Strengthening visionary leadership, learning organization and intelligence of adversities can be strengthened with the improvement of indicators that were still weak in the following order of priority: 1) React precisely to any threat & opportunity 2) have a broad insight 3) formulate organizational vision and resolve issue 4) achievement 5) durability.

References

[1] Anwar Prabu Mangkunegara. (2012). *Evaluasi Kinerja SDM, Cetakan Keenam*. Bandung: PT. Refika Aditama.

[2] Aquino, Jessie. B. (2013). *Adversity Quotient, Leadership Style and Performance Secondary School Heads and Commitment to Values of Teacher in The Province of Tarlac*. Disertation. University of St. La Salle.

[3] Covey,Stephen R. (2011). *Seven Habits of Highly EffectivePeople*, Jakarta: Binarupa Aksara.

[4] Dessler, Garry. (2011). *Human Resources Management*. New York: Pearson Education.

[5] Hema dan Sanjay M. Gupta. (2015). Adversity Quotient for Prospective Higher Education. *The International Journal of Indian Psychology*. Volume 2 Issue 3 : 49-64.

[6] Marquardt, Michael J. (2002). *Building the Learning Organisation Mastering the Corporate Learning*. Paolo Alto: Davies-Black Publishing, Inc.

[7] Nanus, Burt. (2009). *Kepemimpinan Visioner: Menciptakan Kesadaran akan Arah dan Tujuan di dalam Organisasi*, diterjemahkan oleh Frederik Ruma dari *Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization*, Jakarta: PT Prenhallindo.

[8] Nelson, Debra L. and James Campbell Quick. (2006). *Organizational Behavior, Foundations, Realities, & Challenges 5th edition.* America: Thomson South Western.

[9] Nikam, Vibhawari, Uplane, Megha M. (2013). Adverity Quotient and Defense Mechanism of Secondary School Students. *Universal Journal of Educational Research*. Volume 1, Nomor 4 : 303-308

[10] Robbins, Stephen P (terjemahan). (2003). *Teori Organisasi, Struktur, Desain, dan Aplikasi*. Jakarta: Arcan

[11] Robbins, Stephen P. and Mary Coulter. (2012). *Management, 11th edition.* New Jersey: Pearson

[12] Schelchty, Phillip C. 2009. *Leading for Learning, How to Transform Schools into Learning Organizations.* San Fransisco: Jossey-Bass.

[13] Senge, Peter. 2012. *Schools That Learn, a Fifth Discipline Fieldbook for Educators, Parents and Everyone Who Cares About Education*, Updated & Revised. New York:Doubleday.

[14] Soewarto Hardhienata. (2017). *The Development of Scientific Identification Theory to Conduct Operation Research in Education Management*, 2017, IOP Conference Series: Matetials Sciensce and Engineering, Volume 166, doi: 10.1088/1757-899X/I/012017. Prosidings Internasional Terindeks Scopus.

[15] Suprayitno. (2007). *Pemimpin Visioner Dalam Perubahan Organisasional.* (Jurnal Ekonomi dan Kewirausahaan)

[16] Vinas, Danny Kaye & Malabanan, Miriam Grace Aquino. (2015). Adversity Quotient and Coping Strategies of College Students in Lyceum of the Philippines University. *Asia Pacific Journal of Education, Arts and Sciences.*Volume 2 Number 3. 68-72

[17] Yang, Baiyin, Karen E. Watkins, Victoria J. Marsick. (2004). *The Construct of the Learning Organizationimensions, Measurement, and Validations. Human Resource Development Quarterly, Polls hol*. New York: Wiley Periodicals, Inc.