



The effect of visionary school principal leadership and organizational culture on teacher performance in junior high schools

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Abstrak

Tujuan dari penelitian ini adalah untuk menguji pengaruh kepemimpinan visioner kepala sekolah dan budaya organisasi terhadap kinerja guru secara parsial. Penelitian ini menggunakan pendekatan kuantitatif. Populasi dari penelitian ini adalah seluruh guru sekolah menengah pertama di Kabupaten Pringsewu, Provinsi Lampung yang berjumlah 822 guru. Dari populasi tersebut, sampel yang digunakan sebanyak 274 guru dipilih dengan menggunakan Teknik Proportional random sampling. Pengumpulan data dilakukan dengan menyebarkan kuesioner dengan menggunakan skala likert lima poin. Teknik analisis data yang digunakan dalam penelitian ini adalah regresi sederhana. Hasil penelitian menunjukkan bahwa pengaruh langsung kepemimpinan visioner terhadap kinerja guru sebesar 77,8%. Sedangkan pengaruh langsung budaya organisasi terhadap kinerja guru sebesar 74,5%. Penelitian selanjutnya disarankan memperluas sampel dan menggunakan pendekatan kualitatif untuk memperoleh hasil yang lebih mendalam.

Kata Kunci: kepemimpinan visioner, budaya organisasi, kinerja guru

Abstract

The purpose of this study was to examine the partial effects of visionary school leadership and organizational culture on teacher performance. This study used a quantitative approach. The population of this study consisted of all junior high school teachers in Pringsewu Regency, Lampung Province, totaling 822 teachers. From this population, a sample of 274 teachers was selected using proportional random sampling. Data collection was conducted by distributing questionnaires using a five-point Likert scale. The data analysis technique used in this study was simple regression. The results showed that the direct influence of visionary leadership on teacher performance was 77.8%. Meanwhile, the direct influence of organizational culture on teacher performance was 74.5%. Further research is recommended to expand the sample and use a qualitative approach to obtain more in-depth results.

Keywords: visionary leadership, organizational culture, teacher performance

Introduction

Education plays a vital role in preparing and developing reliable human resources who are able to compete healthily but also have a sense of togetherness with their fellow human beings (Dewi et al., 2024). National education is essentially an effort to cultivate or humanize humans (Wakila, 2021). Education is not only

seen as a means to prepare individuals for their future lives, but also for their present lives as they mature (Nugraha et al., 2020). Therefore, quality education is necessary so that the younger generation can compete.

Realizing quality education certainly begins with good performance by the human resources involved (Afkari et al., 2022). Human

resources are a very important component for any organization (Andriani et al., 2022). In relation to the education system, educators or teachers are an important part of the learning process. They also play an important role in efforts to create human resources with potential in the field of development. Teachers are the most influential part in producing a quality education process and outcomes (Pandipa, 2020). Therefore, teacher performance greatly determines the quality of education and the success of the learning process.

Good teacher performance can create effective and efficient learning and can shape the discipline of students, schools, and teachers themselves (Rosni, 2021). Performance is an individual's activity on a given occasion to do their job to the best of their ability. Performance is a separate parameter for viewing, observing, and measuring an individual's work results (Schechner, 2017). The performance achieved by individuals determines the success of an organization in realizing its vision and mission. Teacher performance reflects the activities of teachers in carrying out their duties as educators in schools. Teacher performance is the ability of teachers to educate students with an emphasis on quality, quantity, and responsibility for their work (Putra & Hariri, 2023)..

Teacher performance grows and is influenced by internal and external factors. Internal factors such as work experience, technical skills, and education level provide the basis for professional abilities that affect the quality of task performance (Anam, 2018; Hartawan, 2020). Meanwhile, external factors such as the leadership style of the principal, work motivation fostered through organizational support, level of organizational commitment, organizational culture, and teacher performance also play an important role in creating conducive and productive teacher performance (Hamsal, 2021; Manalu & Kristianingsih, 2024). All of these factors are interrelated and form a work environment that supports continuous improvement in teacher performance.

In this context, school principal leadership is one of the most decisive external factors. Professional school principals can be the driving force in managing educational personnel effectively. Ellyana's (2025) research shows that school leadership has a positive and significant effect on teacher performance. This is reinforced by Azizah et al. (2023), who state

that educational success is highly dependent on the principal's ability to lead and manage available resources, including improving teacher performance. The principal is responsible for organizing educational activities, school administration, coaching other educational personnel, and utilizing and maintaining facilities and infrastructure. This becomes even more important and in line with the increasingly complex demands of the principal's duties, which require increasingly effective and efficient performance support (Enas, 2018).

As a leader, a school principal needs to have the skills, wisdom, and ability to formulate and realize educational visions, missions, and goals. One leadership model that is relevant in this context is visionary leadership. A visionary leader is a leader who has foresight and is able to inspire members to achieve common goals (Subni et al., 2024). Among the existing leadership styles, visionary leadership is a leadership style that has an influence on teacher performance (Fajar & Nugraha, 2023; Kusumawati, 2023). The results of the study show that the stronger the vision built by a principal in directing teachers, the higher the performance of teachers in the organization.

The influence of visionary leadership on teacher performance can be seen from the implementation of the vision through various strategies, such as developing teacher professionalism, selective recruitment processes, internal and external training, continuous supervision, and providing opportunities for further study (Fransiska et al., 2020). This is reinforced by the results of research by Anggal et al. (2019), which shows that visionary leadership by school principals can improve teacher performance. These findings indicate that a visionary leadership style has a significant influence on improving teacher performance. Principals who are able to articulate their vision clearly and involve teachers in achieving common goals will create a more productive, collaborative, and results-oriented work environment (Subni et al., 2024).

In addition to school leadership, organizational culture is also an important factor that is closely related to teacher performance (Hasibuan & Hadijaya, 2024). Organizational culture reflects the values, belief systems, norms, and mindsets embraced by all members of the organization. A conducive organizational culture is reflected in school

policies and rules, the physical condition of the school environment, and the behavior of the entire school community. Organizational culture is a pattern of basic assumptions that are accepted within an organization, which are used to overcome problems and achieve predetermined goals (Schein, 2010). The main objective of establishing an organizational culture is to shape the attitudes and behaviors of human resources that support increased work productivity, so that the organization is able to adapt and respond effectively to future challenges (Sukmara & SE, 2023).

This is in line with the opinion of Pratiwi and Negara (2021), who state that a strong organizational culture is a major force in unifying goals, creating motivation, building commitment and loyalty among all school members, and providing the necessary structure and control without having to rely too much on formal bureaucracy. Organizational culture is expected to improve school quality, school performance, and quality of life, which should be characterized as healthy, dynamic or active, positive, and professional (Pratiwi & Negara, 2021). Improvements in school performance are greatly influenced by the cultural values developed within the school, which cannot be separated from the school itself as an educational organization (Susanto et al., 2024).

Based on the description of the problem and the importance of improving the quality of education, teacher performance has become one of the main focuses that must be considered in the context of education management. Teacher performance is not only influenced by individual factors, but also by various organizational factors, such as school leadership and organizational culture. Several previous studies have shown that visionary leadership and a conducive organizational culture play an important role in supporting the creation of optimal teacher performance. However, most studies have been conducted outside the province of Lampung and still focus on the influence of each variable separately or in different contexts. In addition, it is still difficult to obtain adequate information on empirical studies that examine the relationship between visionary leadership and organizational culture on teacher performance in a single integrated model. Therefore, this study aims to fill this gap. This study is expected to contribute to the development of educational management science and serve as a

practical reference for policy makers in the field of education.

Method

This study uses a quantitative approach. Quantitative research is research that examines a problem that can be measured using statistical, mathematical, or computational techniques (Ramdhan, 2021). This type of research is *ex post facto*, which is research that attempts to determine the causes of events and influences events that have occurred and been studied by researchers in the past (Sudjana, 2005). In this study, the method used is the correlational research method. The correlational method is a method used to determine the level of influence between independent variables and dependent variables (Hasnunidah, 2017).

Research Population and Sample

The population in this study was all public junior high school teachers in Pringsewu Regency, with a population of 822 teachers and a sample of 274 teachers. Sampling from the research population was conducted using the Proportionate Random Sampling technique. Proportional random sampling is a sampling technique that ensures that each member of the population has an equal chance of being selected as part of the sample. Tejada and Punzalan (2012) The method used to determine the sample size was the Slovin formula. The sample size used was 274 respondents.

Measurement

All variables were measured using a five-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree) with a favorable scale.

a. Teacher Performance Validity Test

Sample items are (1) My work results always meet the established standards. (2) I am consistent in maintaining the quality of my work every time I complete a task, (3) I am able to complete the targeted number of tasks within a certain period of time. The validity of the items ranges from 0.452 to 0.805 > 0.361 for 21 items, and the reliability of teacher performance is 0.903.

b. Visionary Leadership Validity Test for Principals

Sample items are (1) The principal gives clear directions to teachers regarding the implementation of their respective duties, (2)

The principal does various things to realize the established school vision, (3) The principal actively participates in various activities outside the institution organized by related parties. Item validity ranged from 0.675 to 0.925 > 0.361 for 20 items, and reliability was 0.964.

c. Organizational Culture Validity Test

Sample items are (1) Teachers at this school are able to adapt to changes in teaching methods or curriculum, (2) Every teacher can work well together to achieve goals, (3) There are always creative ideas to improve services for students. Item validity ranged from 0.587 to 0.924 > 0.361 for 14 items, and the reliability of Organizational Culture was 0.956.

Simple Regression

Simple linear regression is based on the functional or causal relationship between one independent variable and one dependent variable. The results of the analysis are then interpreted in a hypothesis test. Hypothesis testing is conducted by testing the regression coefficient partially to determine whether the independent variable partially affects the dependent variable using the t-test. The t-statistic (partial) basically shows the extent to which one independent or explanatory variable individually explains the variation in the dependent variable (Ghozali, 2012).

Based on Table 1 above, the constant value is 11.270 and the regression coefficient value is 0.930. A constant value of 11.270 means that if there is no visionary leadership from the principal (X1), the consistent value of teacher performance (Y) is 11.270. Meanwhile, a regression coefficient value of 0.930 means that for every 1 unit increase in the level of visionary leadership of the principal (X1), teacher performance (Y) will increase by 0.930. Because the regression coefficient value is positive (+), it can be concluded that the principal's visionary leadership (X1) has a positive effect on teacher performance (Y). So, the regression equation is

$$Y = 11,270 + 0.930 X1$$

In addition, for hypothesis testing using a partial test in Table 1 above, a t-value of 30.846 was obtained with a probability value (Sig.) of 0.000; while the

Result and Discussion

Results

Testing Hypothesis 1: The Direct Effect of Visionary Leadership of Principals on Teacher Performance

The hypothesis proposed is that there is an effect of visionary leadership of principals on the performance of public junior high school teachers in Pringsewu Regency. The results of the simple linear regression test are presented in Table 1.

Table 1. Results of Simple Linear Regression Analysis of X1 on Y

Model		Unstandardized Coefficients		T	Sig.
		B	Std. Error		
1	(Constant)	11.270	2.448	4.604	.000
	X1	.930	.030	30.846	.000

Source: SPSS26 Data Processing Results

t-table value was 1.650 (dk= n-k= 274-2 = 272, α= 0.05). This indicates that tcount > ttable or 30.846 > 1.650; therefore, Ho is rejected. It can thus be concluded that there is an influence between the visionary leadership of school principals and teacher performance. The correlation coefficient between the visionary leadership of school principals and teacher performance can be seen in Table 2.

Table 2. Correlation Coefficient of X1 to Y

Model	R	R Square
1	.882 ^a	.778

Source: SPSS26 Data Processing Results

Based on Table 2, the R Square value is 0.778. This shows that the contribution of the principal's visionary leadership to teacher performance is 77.8%.

Hypothesis Testing 2: The Direct Effect of Organizational Culture on Teacher Performance

The hypothesis proposed is that there is an influence of organizational culture on the performance of public junior high school teachers in Pringsewu Regency. The results of the simple linear regression test are presented in Table 3.

Table 3. Results of Simple Linear Regression Analysis of X1 on Y

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	14.403	2.566	5.613	.000
	X2	.877	.045	28.208	.000

Source: SPSS26 Data Processing Results

Based on Table 3 above, the constant value is 14.403 and the regression coefficient value is 0.877. A constant of 14.403 means that if there is no organizational culture (X2), the consistent value of teacher performance (Y) is 14.403. Meanwhile, a regression coefficient of 0.877 means that for every 1 unit increase in the level of organizational culture (X2), teacher performance (Y) will increase by 0.877. Because the regression coefficient value is positive (+), it can be concluded that organizational culture (X2) has a positive effect on teacher performance (Y). Thus, the regression equation is

$$Y = 14.403 + 0.877X_2$$

In addition, for hypothesis testing using a partial test in Table 3 above, a t-value of 28.208 was obtained with a probability value (Sig.) of 0.000; while the t-table value was 1.650 ($dk = n - k = 274 - 2 = 272$, $\alpha = 0.05$). This indicates that $t_{count} > t_{table}$ or $28.208 > 1.650$; therefore, H_0 is rejected. It can thus be concluded that there is an influence between organizational culture and teacher performance. The

correlation coefficient of organizational culture and teacher performance can be seen in Table 4.

Table 4. Correlation Coefficient of X2 to Y

Model	R	R Square
1	.863 ^a	.745

Source: SPSS26 Data Processing Results

Based on Table 4, the R Square value is 0.745. This indicates that the contribution of organizational culture to teacher performance is 74.5%.

Discussion

1. The Direct Influence of Visionary School Principal Leadership on Teacher Performance

The results of this study indicate that visionary school principal leadership has a direct positive influence on teacher performance. Visionary principals have the ability to set directions, convey a clear vision, and inspire teachers to perform well. Visionary leadership not only emphasizes administrative management but also plays a role in motivating, setting an example, and empowering teachers to improve the quality of learning in accordance with educational objectives (Abrori & Muali, 2020).

Teacher performance includes aspects of planning, implementation, and evaluation of learning, which will run optimally if teachers work in an environment led by a visionary principal. This is in line with the research by Beddu et al. (2016), which confirms that leadership has a significant effect on teacher performance. Similarly, Ellyana (2025) proves that there is a positive influence of

principal leadership on teacher performance with a contribution of 64.5%. In other words, the higher the visionary leadership of the principal, the higher the

performance of teachers in carrying out their professional duties.

The findings also reinforce the results of Firmansyah et al.'s (2025) study, which shows that visionary leadership improves teachers' performance in schools. Teachers who are inspired by the principal's vision tend to have high motivation, a sense of responsibility, and enthusiasm to achieve better performance standards. With a clear vision and support from the principal, teachers are encouraged to innovate in learning, make continuous improvements, and work collaboratively to improve student learning outcomes.

Based on research findings in Pringsewu District, visionary leadership of school principals is the variable that has the greatest influence compared to organizational culture and organizational commitment to teacher performance. This condition indicates that visionary leadership is a major factor that needs to be considered in efforts to improve teacher performance in public junior high schools. This is in line with the opinion of Indrati and Susanti (2025), who emphasize that the success of a school organization is largely determined by the strength of visionary leadership, because only with a clear vision can schools maintain quality, face challenges, and respond to future educational demands.

Thus, it can be concluded that the visionary leadership of the principal plays an important role in encouraging improvements in teacher performance. A visionary principal not only functions as a manager but also as a learning leader who is able to motivate teachers to adapt, innovate, and commit to achieving educational goals optimally.

2. The Direct Influence of Organizational Culture on Teacher Performance

The results of this study indicate that organizational culture has a positive and

significant influence on teacher performance. Organizational culture in the context of schools includes values, norms, beliefs, and work habits that are shared by the entire school community. When the organizational culture is inclusive, collaborative, and supportive, teachers will be encouraged to work optimally, innovate in learning, and increase their professional responsibility (Imran & Sofyan, 2025). This is in line with the opinion of Hasibuan and Hadijaya (2024), who emphasize that a healthy organizational culture can create a positive work environment so that teachers are more motivated to perform at their best.

Schools that foster a collaborative culture, for example by encouraging teachers to share ideas, work together, and support one another, will increase teacher involvement in various school activities. This involvement directly contributes to improving the quality of learning and teacher performance in the classroom. Conversely, a closed, uncommunicative, or unappreciative organizational culture can weaken teacher motivation, thereby negatively impacting their performance. Thus, a positive organizational culture not only provides a comfortable working environment, but also encourages teachers to be highly committed to achieving educational goals.

The findings of this study are also in line with previous studies which show that organizational culture affects individual performance in an educational institution. Juliawati et al. (2024) emphasize that a strong organizational culture can be a major driver of increased teacher productivity and work effectiveness. In the context of research in Pringsewu Regency, the better the organizational culture built in schools, the higher the performance of teachers, both in lesson planning, teaching and learning activities, and student learning outcome evaluation.

Thus, it can be concluded that organizational culture plays an important role in creating a work climate that supports

the improvement of teacher performance. Therefore, elementary schools in Pringsewu Regency need to develop a positive organizational culture, encourage effective communication, and build a spirit of togetherness and innovation. These efforts are believed to strengthen teachers' motivation, loyalty, and professionalism in carrying out their duties, thereby directly impacting the improvement of education quality in schools.

Conclusion

The research findings and discussions led to several important conclusions. First, visionary leadership had a significant effect on teacher performance, accounting for 77.8%. Second, organizational culture also had a significant effect on teacher performance, accounting for 74.5%. These research results indicate that visionary leadership has a greater influence than organizational culture. In other words, visionary leadership positively influences teacher performance, where the clear communication of a vision by the principal can improve teacher performance. Similarly, a good organizational culture also contributes to improving teacher performance. For further research, it is recommended to expand the sample size and use a qualitative approach to gain a deeper understanding.

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