



The Influence of Visionary Leadership and Communication Skills on Improving Teacher Performance in State Junior High Schools in Tanjung Lubuk District

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Abstract. This research was conducted with the aim of finding out and analyzing 1). To find out and analyze the influence of visionary leadership on teacher performance in State Junior High School in Tanjung Lubuk District 2). To find out and analyze the influence of communication skills on teacher performance in State Junior High Schools in Tanjung Lubuk District 3). To find out and analyze the influence of visionary leadership and communication skills on teacher performance in State Junior High School in Tanjung Lubuk District. This study uses a quantitative method with a type of correlational research. The sample of this study was carried out in 4 State Junior High Schools in Tanjung Lubuk District with a total of 53 teachers. Data collection techniques use questionnaires and documentation. The data were analyzed using correlation analysis and multiple regression techniques. This can be seen in school leaders who have a clear vision and are able to inspire teachers to contribute 27.2% to improving their performance, while the remaining 72.8% are influenced by other elements outside this study. In this study, the influence of communication skills on teacher performance was 68.7% and 31.3% influenced by other factors. The overall results of this study show that there is an influence of visionary leadership and communication skills together on the performance of State Junior High School teachers in Tanjung Lubuk District by 74.1% and 25.9% influenced by other factors.

Keywords: Visionary Leadership, Communication Skills, Teacher Performance.

1. INTRODUCTION

An important component about the main duties of education personnel is stated in the National Education System Law No. 20 of 2003 Article 39 paragraphs 1 and 2 In paragraph 1 that "Education personnel are in charge of carrying out administration, management, development, supervision, and technical services to support the educational process in the educational unit Then in paragraph 2 discusses "Educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators in higher education". However, challenges in improving the quality of education still exist, including in the problem of improving teacher performance.

Teacher performance assessment measures the extent to which the duties of teachers, supervisors, and classroom managers can be performed. These services are assessed based on teachers' skills in the field of education, such as formal training at least S1/D4, professional accreditation, educational skills, learning materials, interpersonal skills, professional development, engagement, and code of ethics. According to the Tanjung Lubuk District Secretariat, the majority of teachers have basic education and certification, but still face

challenges in designing learning that suits the needs of students and innovative teaching strategies. Teacher performance is influenced by factors such as pedagogical ability, mastery of material, motivation, commitment, leadership support, work environment, resources, and professional development. The principal plays an important role in creating a school atmosphere that supports, motivates, and guides all parties to achieve common goals, where the principal must have a clear vision, democratic attitude, and strategic decision-making ability, and be responsible for every consequence of the decision.

Visionary leadership is the ability of leaders to imagine and inspire subordinates about ideal conditions in the future and strive to achieve them. Leaders with this vision are able to present opportunities for others in the community to develop abilities and skills, show empathy, and have superior communication skills. This can encourage teachers to work more enthusiastically and give their best contribution. Visionary leaders are able to create positive change and provide a clear direction for the organization. Communication skills are the ability to convey information clearly, effectively, and persuasively.

Based on observations at SMP Negeri Sekekekecamatan Tanjung Lubuk, problems such as low teacher performance, difficulties in delivering material, maintaining discipline, and creating a conducive learning environment, as well as the lack of use of technology in learning. In addition, a lack of staff support and development, a principal who is less responsive to change, and unclear communication hinders the understanding of the vision and relationships between staff.

2. LITERATURE REVIEW

Leadership is a person's behavior in establishing social relationships to achieve certain goals, which depends on the leadership style applied by the leader. Leadership includes the actions of leaders in providing direction, coordinating tasks, and showing concern for team members. According to Damayanti, R., et al. (2018:7), leadership is the ability to influence others to work together to achieve common goals, while Firmansyah, et al. (2018:195) states that leadership includes motivating, supervising, and directing people to achieve organizational goals. Sadikin (2020:116) added that leaders must be able to influence the group, not just give orders. Based on this opinion, leadership is a series of activities that encourage others to carry out tasks in order to achieve the goals that have been set.

According to Agung. L.S (2021) a visionary leader is a leader who has a vision for the future, for the advancement of the foundation or institution he leads. Visionary leadership is the ability of a leader to create, formulate, communicate, socialize, and implement ideal ideas

that come from himself or the result of interaction with other members of the organization or institution. Visionary leadership is the ability of a leader to create, formulate, communicate, socialize, transform, and implement ideal ideas that originate from him or the result of social interaction with organizational members and stakeholders, which is believed to be the future goal of the organization that must be realized through the commitment of all personnel.

According to Rachman, et al. (2023:4), strategies in visionary leadership are very important to realize the vision and achieve goals, including by converting the vision into concrete steps, maximizing resources, and overcoming challenges. Sihombing (2021) stated that the characteristics of visionary leadership include the ability to see potential that others do not see, create ideas to compete, have a clear vision, and encourage the participation of organizational members. Visionary leadership is the ability of leaders to present, create, and realize a clear vision. The principal as a visionary leader has an important role in setting the direction, being an agent of change, a spokesperson for the vision, and training school members to achieve a shared vision.

Didik Haryanto (2021:16) states that communication comes from the Latin word *communicare*, which means sharing meaning between communicators and communicators. Communication is the process of conveying messages between individuals (LSPR, 2020). Shannon and Weaver (in LSPR, 2020) mentioned that communication is the transfer of information through channels with code or interference. In leadership, communication skills are essential. Fahri Zulfikar (2021) mentioned the skills of leaders in speaking, active listening, using appropriate communication styles, and building relationships to strengthen the team. In conclusion, the principal's communication skills include leading, conveying messages clearly, choosing the right words, communicating orally well, and building good relationships with various parties.

3. METHODS

This study uses a quantitative approach that aims to observe the influence of each variable separately (Sugiyono, 2012). The variables tested in this study include visionary leadership (X1) to teacher performance (Y) and communication skills (X2) to teacher performance (Y). In addition, hypothesis testing was carried out simultaneously, namely examining the influence of visionary leadership (X1) and communication skills (X2) on teacher performance (Y), with all collected data then processed using quantitative analysis. This research was carried out in State Junior High Schools in Tanjung Lubuk District, which

consisted of: SMP Negeri 1 Tanjung Lubuk, SMP Negeri 2 Tanjung Lubuk, SMP Negeri 3 Tanjung Lubuk and SMP Negeri 4 Tanjung Lubuk. The sample of research respondents was 53 people from all teachers in the State Junior High School in Tanjung Lubuk District.

4. RESULTS AND DISCUSSION

Research Results

The researcher discussed the results of the research that has been carried out in the field and the results of testing research hypotheses that have been tested statistically using the SPSS version 26 program application on variables Visionary Leadership (X1), Communication Ability (X2) and Teacher Performance (Y). The data in this study was obtained from primary data collected through questionnaires that had been distributed to teachers as research subjects. All of these teachers are in the work environment at the State Junior High School in Tanjung Lubuk District. The following school data that has been researched are also research respondents.

Table 4.1 List of Tanjung Lubuk Junior High Schools

| It | School Name | Number of Teachers |
|-----|----------------------------|--------------------|
| 1. | SMP Negeri 1 Tanjung Lubuk | 22 |
| 2. | SMP Negeri 2 Tanjung Lubuk | 15 |
| 3. | SMP Negeri 3 Tanjung Lubuk | 7 |
| 4. | SMP Negeri 4 Tanjung Lubuk | 9 |
| Sum | | 53 |

In accordance with the table above, the number of teachers who are the subjects of the study is 53 people, so the number of questionnaires also amounts to 53 copies. Of the 53 questionnaire copies given, the overall questionnaire was filled by the respondents well. The descriptive questionnaire is presented in the table below:

Table 4.2 Descriptive Questionnaire

| Instruments | Examples | Presentation |
|---|----------|--------------|
| Number of Instruments | 53 | 100% |
| Number of instruments that are not returned | - | 0% |
| Number of unfilled instruments | - | 0% |
| Number of instruments that can be used | 53 | 100% |

This data provides an overview of the variables of Visionary Leadership, Communication Ability, and Teacher Performance among 53 samples. The results of the questionnaire distribution to 53 respondents, the data obtained can be observed in this table.

Tabel 4.3
Data Statistik Deskripsi Variabel Kepemimpinan Visioner

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Kepemimpinan Visioner | 53 | 75 | 120 | 95,57 | 10.218 |
| Valid N (listwise) | 53 | | | | |

Sumber data dari SPSS versi 26 tahun 2024

From the table, the Statistical Data of the Visionary Leadership Variable was obtained above, it was found that for the Visionary Leadership **variable**: There were 53 respondents who were included in the measurement of the Visionary Leadership variable. The lowest score of respondents for the Visionary Leadership variable was 75. The highest score of respondents for the Visionary Leadership variable was 120. The average Visionary Leadership score is 95.57. This means that most respondents have scores close to this value. The standard deviation of 10,218 shows how far the respondents' data is spread from the average. This value indicates that the Visionary Leadership score has moderate variation among respondents. The following is presented the frequency distribution of visionary leadership variables which are divided into 5 subvariables.

a. The Frequency Distribution of the visionary leadership variable (X1) can be seen in the following sub-variable details.

1. Focus on the future

Tabel 4.4
Distribusi Frekuensi Variabel Kepemimpinan Visioner
Sub Variabel Fokus ke Masa Depan

| ITEM | SKOR JAWABAN | | | | | | | | | | NILAI RATA - RATA |
|------------------------|--------------|-----|---|-----|---|------|----|------|----|------|-------------------------|
| | 1 | | 2 | | 3 | | 4 | | 5 | | |
| | F | % | F | % | F | % | F | % | F | % | |
| X1.1 | 1 | 1,9 | 2 | 3,8 | 9 | 17 | 29 | 54,7 | 12 | 22,6 | 3,92 |
| X1.2 | 0 | 0 | 0 | 0 | 3 | 5,7 | 37 | 69,8 | 13 | 24,5 | 4,19 |
| X1.3 | 0 | 0 | 1 | 1,9 | 4 | 7,5 | 35 | 66 | 13 | 24,5 | 4,13 |
| X1.4 | 0 | 0 | 3 | 5,7 | 8 | 15,1 | 25 | 47,2 | 17 | 32,1 | 4,06 |
| X1.5 | 0 | 0 | | | | | | | | | |
| X1.6 | 0 | 0 | 4 | 7,5 | 5 | 9,4 | 32 | 60,4 | 12 | 22,6 | 3,98 |
| RATA - RATA SKOR TOTAL | | | | | | | | | | | 4,06 |

Sumber data dari SPSS versi 26

Based on the average score, the score of the visionary leadership variable sub-variable focus to the future was obtained at 4.06, which means that the visionary leadership variable sub-variable focus to the future is in the good category.

2. Superior change agent

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Tabel 4.5

Distribusi Frekuensi Variabel Kepemimpinan Visioner

Sub Variabel Agen Perubahan Yang Unggul

| ITEM | SKOR JAWABAN | | | | | | | | | | NILAI RATA - RATA |
|------------------------|--------------|------|----|------|----|------|----|------|----|------|-------------------------|
| | 1 | | 2 | | 3 | | 4 | | 5 | | |
| | F | % | F | % | F | % | F | % | F | % | |
| X2.2 | 0 | 0 | 2 | 3,8 | 4 | 7,5 | 35 | 66 | 12 | 22,6 | 4,08 |
| X2.3 | 0 | 0 | 1 | 1,9 | 8 | 15,1 | 33 | 62,3 | 11 | 20,8 | 4,02 |
| X2.4 | 0 | 0 | 3 | 5,7 | 6 | 11,3 | 32 | 60,4 | 12 | 22,6 | 4,00 |
| X2.5 | 2 | 3,8 | 10 | 18,9 | 27 | 50,9 | 11 | 20,8 | 3 | 5,7 | 3,06 |
| X2.6 | 11 | 20,8 | 5 | 9,4 | 20 | 37,7 | 13 | 24,5 | 4 | 7,5 | 2,89 |
| RATA – RATA SKOR TOTAL | | | | | | | | | | | 3,61 |

Sumber data dari SPSS versi 26

Based on the average score, the score of the superior visionary leadership variable sub-variable of change agent was obtained at 3.61, which means that the superior visionary leadership variable sub-variable of change agent was in the good category.

3. Organizational direction setters

Tabel 4.6

.Distribusi Frekuensi Variabel Kepemimpinan Visioner

Sub Variabel Penentu Arah Organisasi

| ITEM | SKOR JAWABAN | | | | | | | | | | NILAI RATA RATA |
|------------------------|--------------|-----|---|-----|---|------|----|------|----|------|-----------------------|
| | 1 | | 2 | | 3 | | 4 | | 5 | | |
| | F | % | F | % | F | % | F | % | F | % | |
| X3.2 | 0 | 0 | 5 | 9,4 | 9 | 17,0 | 23 | 43,4 | 16 | 30,2 | 3,94 |
| X3.3 | 0 | 0 | 3 | 5,7 | 6 | 11,3 | 25 | 47,2 | 19 | 35,8 | 4,13 |
| X3.4 | 1 | 1,9 | 2 | 3,8 | 8 | 15,1 | 29 | 54,7 | 13 | 24,5 | 3,96 |
| X3.6 | 0 | 0 | 1 | 1,9 | 5 | 9,4 | 35 | 66 | 12 | 22,6 | 4,09 |
| RATA – RATA SKOR TOTAL | | | | | | | | | | | 4,03 |

Sumber data dari SPSS versi 26

Based on the average score of the visionary leadership variable sub-variable Determinant of the organizational direction was obtained at 4.03 which means that the visionary leadership variable sub-variable focused on the future is in the good category.

4. Become a professional coach

Tabel 4.7

Distribusi Frekuensi Variabel Kepemimpinan Visioner

Sub Variabel Menjadi pelatih profesional

| ITEM | SKOR JAWABAN | | | | | | | | | | NILAI RATA - RATA |
|------------------------|--------------|-----|----|------|----|------|----|------|----|------|-------------------------|
| | 1 | | 2 | | 3 | | 4 | | 5 | | |
| | F | % | F | % | F | % | F | % | F | % | |
| X4.1 | 3 | 5,7 | 12 | 22,6 | 22 | 41,5 | 12 | 22,6 | 4 | 7,5 | 3,04 |
| X4.2 | 0 | 0 | 8 | 15,1 | 23 | 43,4 | 16 | 30,2 | 6 | 11,3 | 3,38 |
| X4.3 | 0 | 0 | 2 | 3,8 | 7 | 13,2 | 28 | 52,8 | 12 | 22,6 | 4,02 |
| X4.4 | 0 | 0 | | | | | | | | | |
| X4.5 | 0 | 0 | 2 | 3,8 | 6 | 11,3 | 24 | 45,3 | 21 | 39,6 | 4,21 |
| RATA – RATA SKOR TOTAL | | | | | | | | | | | 3,66 |

Sumber data dari SPSS versi 26

Based on the average score of the visionary leadership variable sub-variable to become a professional coach was obtained at 3.66 which means that the visionary leadership variable sub-variable to become a professional coach is in the good category.

5. Guiding towards the expected professionalism of work

Tabel 4.8
Distribusi Frekuensi Variabel Kepemimpinan Visioner
Sub Variabel Membimbing Kearah Profesionalisme Kerja Yang Diharapkan

| ITEM | SKOR JAWABAN | | | | | | | | | | NILAI RATA - RATA |
|------------------------|--------------|-----|---|------|----|------|----|------|----|------|----------------------------|
| | 1 | | 2 | | 3 | | 4 | | 5 | | |
| | F | % | F | % | F | % | F | % | F | % | |
| X5.1 | 0 | 0 | 1 | 1,9 | 6 | 11,3 | 9 | 17 | 19 | 35,8 | 4,31 |
| X5.2 | 0 | 0 | 1 | 1,9 | 4 | 7,5 | 33 | 62,3 | 15 | 28,3 | 4,17 |
| X5.3 | 3 | 5,7 | 9 | 17 | 22 | 41,5 | 16 | 30,2 | 3 | 5,7 | 3,13 |
| X5.4 | 1 | 1,9 | 4 | 7,5 | 9 | 17 | 26 | 49,1 | 13 | 24,5 | 3,87 |
| X5.5 | 0 | 0 | 6 | 11,3 | 9 | 17 | 20 | 37,7 | 18 | 34 | 3,94 |
| X5.6 | 0 | 0 | 1 | 1,9 | 5 | 9,4 | 28 | 52,8 | 19 | 35,8 | 4,23 |
| RATA – RATA SKOR TOTAL | | | | | | | | | | | 3,94 |

Sumber data dari SPSS versi 26

Based on the average score of the visionary leadership variable sub-variable guiding towards work professionalism which is expected to be obtained is 3.94 which means that the visionary leadership variable sub-variable guiding towards work professionalism which is expected to be in the good category. From the five sub-variables above, the final average of the visionary leadership variables is seen, namely:

Tabel 4.9
Rata – Rata Akhir Variabel Kepemimpinan Visioner

| No | Indikator Variabel Kepemimpinan Visioner | Rata – Rata Total Skor |
|-------------------|---|---------------------------|
| 1 | fokus ke masa depan | 4,06 |
| 2 | agen perubahan yang unggul | 3,61 |
| 3 | Penentu arah organisasi | 4,03 |
| 4 | Menjadi pelatih profesional | 3,66 |
| 5 | Membimbing kearah profesionalisme kerja yang diharapkan | 3,94 |
| RATA – RATA AKHIR | | 3,86 |

The table above for the visionary leadership variable is obtained with a final average of 3.86 which means that the visionary leadership variable is in the good category, namely in the position (3.40-4.19).

Discussion

The influence of visionary leadership on teacher performance in State Junior High Schools in Tanjung Lubuk District involved 53 teachers and showed an average of 3.86 visionary leadership, which was included in the good category. Linear regression analysis and statistical test with SPSS version 26 showed a significance value of 0.000, which was less than 0.05, so H_0 was rejected, indicating a significant influence of visionary leadership on teacher performance. The regression results also show a t_{cal} of 3,896 which is greater than t_{Table} 2,006, confirming the significant influence of visionary leadership. This research is in line with Dr. Retno Wulandari (2020) who found that visionary leadership and communication skills of school principals improve teacher performance in Jakarta, as well as Dr . Lina Fitriani's research (2023) which emphasizes the positive impact of visionary leadership on teacher motivation and performance, although Fitriani's research includes motivational factors.

The effect of communication skills on the performance of teachers in State Junior High Schools in Tanjung Lubuk District shows that the average communication ability is 4.02, which is considered good. Statistical analysis using SPSS showed a significance value of the t-test of 0.000 ($p < 0.05$), which means that communication skills have a significant effect on teacher performance. The results of the double linear regression showed a t_{count} of 9.897, greater than t_{Table} 2.006, confirming the significant influence of communication ability on teacher performance. The research of Prof. Dr. Ahmad Rifai (2022) and Dr. Rina Susanti (2018) also strengthens these findings, which shows that the communication skills of school principals have a positive impact on teacher performance.

The influence of visionary leadership and communication skills on teacher performance in Tanjung Lubuk State Junior High School involved 53 teachers with an average teacher performance of 3.93, which was considered good. The F test showed a F_{cal} of 81.840, greater than the F_{Table} of 3.18, with a significance of 0.000 ($p < 0.05$), which means that the two variables had a significant effect simultaneously on the teacher's performance. The coefficient of determination (R Square) of 0.741 shows that 74.1% of the influence on teacher performance can be explained by these two variables. In conclusion, visionary leadership and communication skills have a positive effect on teacher performance.

5. CONCLUSION

1. The influence of visionary leadership on teacher performance in State Junior High Schools in Tanjung Lubuk District, where visionary leadership has a positive and significant effect on teacher performance, with a contribution of 27.2%. The remaining

72.8% was influenced by other factors.

2. The influence of communication skills on teacher performance where the ability to communicate well between leaders and teachers has a significant influence, contributing 68.7%, with 31.3% influenced by other factors.
3. The influence of visionary leadership and communication skills together: simultaneously, the two variables had a significant effect on teacher performance, with a contribution of 74.1%, and 25.9% influenced by other factors.

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