



The Influence Of Principal's Visionary Leadership Commitment Of School Culture Teachers on Junior High School Teachers' Work Productivity

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Abstract. *This study aims to analyze the Influence of Principal's Visionary Leadership, Teacher Commitment, and School Culture on the Work Productivity of State Junior High School Teachers. The research method used is a quantitative approach with a correlational survey design. The research sample consisted of randomly selected State Junior High School teachers in Kayuagung City District with a total of 151 respondents. Data was collected through a structured questionnaire that had been tested for validity and reliability. The results of the analysis showed that the visionary leadership of the principal had a positive and significant influence on the teacher's work productivity with a correlation value of 0.243 with a relationship percentage of 24.3% or close to 25%, while 75% was determined by other factors not mentioned in this study. In addition, teacher commitment and school culture have also been proven to significantly contribute to increasing work productivity. These findings underscore the importance of the role of school principals as visionary leaders in creating a supportive work environment, increasing teachers' professional commitment, and building a positive school culture to achieve optimal work outcomes. The implications of this study provide recommendations for education policy makers to strengthen the leadership capacity of school principals and build a conducive school culture.*

Keywords: *Visionary Leadership, Teacher Commitment, School Culture, Work Productivity, Junior High School Teachers*

1. INTRODUCTION

Teachers are one of the most important human resources, and they greatly influence the quality of education. Teachers have a dominant power in determining the quality of education. Factors such as teacher qualifications, professionalism, and productivity can be used to evaluate this. Consistent productivity can support the quality of education.

Kristiawan (2017) stated that a leader, in this case the principal of the school who has influence, the principal tries to ensure that his advice, suggestions and orders are followed by the teachers and all their staff and anyone in the school environment he leads. That way he can make changes in his attitude, thinking, and behavior with his advantages in the form of his knowledge, knowledge, and experience.

The role of teachers' commitment in work productivity, teachers' commitment to the school's vision and mission greatly affects their performance and productivity. Teachers who feel connected to the school's goals tend to be more motivated and dedicated in carrying out their duties. Previous studies have shown that teachers' levels of commitment positively correlate with higher levels of job satisfaction and productivity.

The importance of school culture in the context of productivity, school culture includes values, norms, and practices that develop in the school environment. A culture that supports innovation, collaboration, and continuous learning will create an environment conducive to teacher productivity. Research also shows that a strong school culture can improve the performance and motivation of school members, including teachers.

In the special context of junior high school (SMP), junior high school has unique characteristics in terms of curriculum, classroom management, and interaction with students. This affects the leadership dynamics, teacher commitment, and school culture in the context of work productivity. Research focused on junior high school can provide deeper insights into how these factors interact in the context of secondary education.

2. LITERATURE REVIEW

There are several definitions of visionary leadership according to experts, including, Kahan (2002), arguing that imaginative management requires various skills, abilities, and sensitivities to ensure success and prosperity in the future. Visionary leaders are able to anticipate every scenario that may arise, give advice, and encourage others to behave accordingly. This means that visionary leaders are able to observe challenges and opportunities before they arise and then help the business achieve its best goals. Laughlin (2001) a visionary is defined as someone who is able to create a "new dawn" through his work with intuition, imagination, appreciation and courage. They view challenges as an effort to provide the best service to the organization and consider it a tool that helps them achieve their goals. They work with humility and compare themselves to those with more ambitious goals; Their appearance was meaningless in comparison. They are social innovators, agents of change, people who always think strategically, and those who manage things intact (big picture). The role of a visionary is to provide guidance on work and business that must be carried out in a mutual cooperation manner by all members of the organization, with the aim of providing guidance and support for work and business that is carried out based on a clear and understandable vision. (Kartanegara, 2003), vision can be defined as everything you want to do in the best possible way.

According to Kristiawan, et al. (2019) as leaders and managers of education in schools, school principals are responsible for the overall progress of the educational process in the school they lead. A school principal must be able to carry out his work as an educator, manager, administrator, supervisor, leader, innovator, motivator (EMASLIM).

School culture is a set of values, norms, beliefs, habits, and practices shared by school members. School culture plays a crucial role in shaping the learning environment and influencing the behavior of students, teachers, and staff. According to Daryanto (2015) school culture is a collection of values, norms, and habits that have been built by all students over the years and affect all student activities. Good performance in each individual, work group or work unit, school as an organization, and a synergistic relationship between the three levels of performance will be created if there is a good culture. School culture is a collection of values that underlie behaviors, traditions, habits, and symbols carried out by school principals, teachers, administrative officers, students, and the community around the school (Sukardi, 2020).

In the Law on Teachers and Lecturers Number 14 of 2005 in Chapter 1 article 1 of the Teacher Law, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in the formal education, education and secondary education paths. According to Suharsaputra (2018), teachers are professional jobs that require special skills as educators or lecturers as well as strong professional commitment. Teaching well does not guarantee good student learning outcomes, but rationally causality is recognized that good teachers teaching will produce good student learning achievements as well, this is because learning outcomes can only be suppressed indirectly through the learning process carried out by teachers, as well as academic supervision which is a service step, assistance for teachers to further improve competence in carrying out learning effectively and with quality so as to increase teachers' work productivity.

3. METHODS

Sugiyono (2020) defines a research method as a scientific method to obtain data with certain purposes and uses. The method used in this study is a descriptive method. What is meant by descriptive is analyzing data using descriptive methods or illustrating previously collected data as it is.

Descriptive research is a quantitative approach that aims to provide an overview or explanation of the research. This study is conducted by describing independent variables, either one or more of the variables studied, using the variable indicators, the purpose of this study is to find out how the influence of the principal's visionary leadership, teacher commitment and school culture on the work productivity of State Junior High School teachers in Kota Kayuagung District.

4. RESULTS

This research is a quantitative descriptive research. The variables studied were the visionary leadership of the principal (variable X1), teacher commitment (variable X2), school culture (variable X3), and teacher work productivity (variable Y). This research was carried out in State Junior High Schools in the sub-district of Kayuagung city, namely SMP Negeri 1 Kayuagung, SMP Negeri 2 Kayuagung, SMP Negeri 3 Kayuagung, SMP Negeri 4 Kayuagung, SMP Negeri 5 Kayuagung and SMP Negeri 6 Kayuagung. The research sample amounted to 151 people. The data collection tool is in the form of a questionnaire that has previously been tested for validity and reliability.

Principal's Visionary Leadership Variables

The results of the descriptive analysis of the visionary leadership variables of school principals in State Junior High Schools in the sub-district of Kayuagung city consisted of 25 statements. The results of the questionnaire distribution to 151 respondents in this study were obtained as presented in the following table:

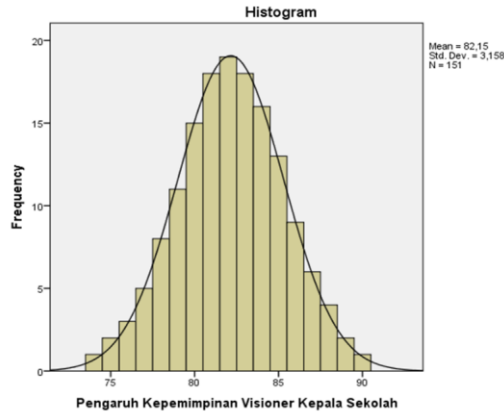
Table Statistics Description of Visionary Leadership Variables Principal Descriptive Statistic

Statistics		
The Influence of Principal's Visionary Leadership		
N	Valid	151
	Missing	0
Mean		82,15
Std. Deviation		3,158
Variance		9,970
Range		16
Minimum		74
Maximum		90

From the table above, it can be seen that the statements on the questionnaire of the independent variable of the principal's visioner leadership (X1) amounted to 25 statements, while the respondents' answers consisted of 5 choices. So a value of 1 is an answer that strongly disagrees, a value of 2 is a value of disagree, a value of 3 for a hesitant answer, a value of 4 for an answer that agrees and a value of 5 for an answer that strongly agrees. The percentage from the table above is calculated by dividing the number of survey responses by the total number of respondents and multiplying it by 100% to determine the percentage of responses for each item.

For more details, you can see the following histogram:

Histogram of variable frequency statistical data of the principal's visionary leadership

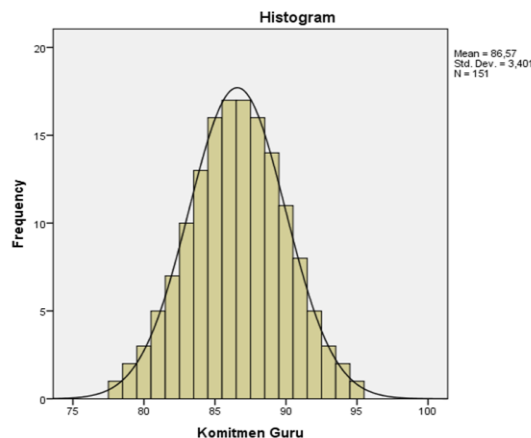


Teacher Commitment Variable

The results of the descriptive analysis of teacher commitment variables in State Junior High Schools in the sub-district of Kayuagung city consisted of 25 statements. The results of the questionnaire distribution to 151 respondents in this study were obtained as presented in the following table

Table Statistics Description Variables of teacher commitment Descriptive Statistic

Statistics		
Teacher Commitment		
N	Valid	151
	Missing	0
Mean		86,57
Std. Deviation		3,401
Variance		11,567
Range		17
Minimum		78
Maximum		95
Source: processed by the researcher		

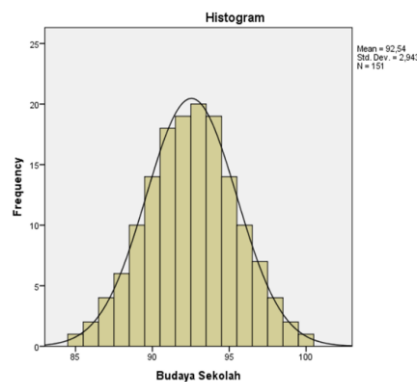


variables School Culture

The results of the descriptive analysis of school culture variables in State Junior High Schools in the sub-district of Kayuagung city consisted of 25 statements. The results of the questionnaire distribution to 151 respondents in this study were obtained as presented in the following table:

Table Description of school culture variable data

Statistics	
Budaya Sekolah	
N	Valid 151
	Missing 0
Mean	92,54
Std. Deviation	2,943
Variance	8,663
Range	15
Minimum	85
Maximum	100



5. DISCUSSION

Based on the significance test that the principal's visionary leadership variable measured from the test results obtained a calculated t value greater than the t-table, Ha was accepted, so that there was an influence between the principal's visionary leadership variable on the teacher's work productivity. The results of the study show that the vision leadership of the principal is good, this can be seen from the results of the questionnaire or questionnaire filled out by the respondents where 140 research respondents out of 151 people already have a fairly good, good, and very good category. Meanwhile, 10 people have a category of less and very less. This is because the respondents did not meet the indicators of leadership competency achievement specified in the study. The results of the t-test analysis showed that the visionary leadership variable of the principal had an effect on the teacher's work productivity.

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This is also in line with Law No. 20 of 2003 concerning the education system. Educators are certainly professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, and conducting guidance and training. The main task of this teacher is a research dimension and is described as an indicator of teacher performance in this research. Based on this statement, it is clear that teachers' performance is greatly influenced by the professionalism of teachers in carrying out their duties.

Based on the significance test that the teacher commitment variable measured from the results of the study showed that the calculated t value was greater than the t table, meaning that there was an influence between the teacher commitment variable on the work productivity of State Junior High School teachers in the district of Kayuagung city. This is based on the results of the questionnaire of respondents where 151 people have quite good, good, and very good categories even though there are still 9 people who have less and very poor categories.

Based on the significance test, there is a significant influence together between the professionalism of teachers and the supervision of the principal on the performance of teachers of SMP Negeri Sub Rayon 16, Sukarami District, Palembang City. From the results of the Anova test, it was obtained that the F calculation was greater than the F table so that H_0 was rejected. The influence of teacher professionalism and principal supervision on the performance of teachers of SMP Negeri Sub Rayon 16, Sukarami District, Palembang City together and is also influenced by other factors that are not studied in this study.

Based on the analysis of the discussion above, it can be concluded that the professionalism of teachers and the supervision of the principal affect the performance of teachers of SMP Negeri Sub Rayon 16, Sukarami District, Palembang City. The more professional a teacher is in carrying out his duties, the better his performance will be. Likewise, if the results of the principal's supervision are good, it will affect the performance, it will be better.

Based on the significance test, there is a significant influence together between the visionary leadership of the principal, the commitment of teachers and the school culture on the work productivity of State Junior High School teachers in the district of Kayuagung city. From the results of the Anova test, it was obtained that the F calculation was greater than the F table so that H_0 was rejected. The influence of the visionary leadership of the principal, teacher commitment and school culture on the work productivity of teachers of SMP Negeri in Kota Kayuagung sub-district together and is also influenced by other factors that are not examined in this study.

Discussion

The work productivity of State Junior High School teachers in the district of Kayuagung city is inseparable from the influence of the principal's visionary leadership, teacher commitment, school culture, based on the results of the analysis, findings and discussions in the previous chapter, it can be concluded as follows:

1. The visionary leadership of school principals as measured by the dimensions of vision and mission development, vision communication, orientation to change, strategic decision-making, human resource empowerment, building relationships and collaboration, and commitment to sustainability affect teacher work productivity. Based on the significance test, the calculated t value was greater than the table t, so H_a was accepted, so that there was an influence between the visionary leadership variables of the principal of the State Junior High School in the sub-district of Kayuagung City on the teacher's work productivity.
2. Teachers' commitment as measured by the dimensions of commitment to the profession, commitment to school, commitment to students, commitment to teaching quality, commitment to educational goals, commitment to collaboration and cooperation, commitment to change and innovation have a significant effect on the work productivity of State Junior High School teachers in Kayuagung City District. Based on the results of the significant test the value of t calculation is greater than the t table, H_a is accepted. This means that there is an influence between the variables of teacher commitment on the work productivity of State Junior High School teachers in the district of Kota Kayuagung.
3. School culture as measured by the dimensions of school vision, mission and values, school climate, cooperation and collaboration, school leadership, focus on profession and learning, appreciation and appreciation, communication and transparency, the role of moral and ethical values, adaptation to change, and inclusivity and diversity have a

significant effect on the work productivity of State Junior High School teachers in Kayuagung City District. Based on the results of the significant test the value of t calculation is greater than the t table, H_a is accepted. This means that there is an influence between school culture variables on the work productivity of State Junior High School teachers in the district of Kayuagung city.

4. The visionary leadership of the principal, teacher commitment, and school culture affect the work productivity of State Junior High School teachers in the district of Kota Kayuagung. The more professional a leader is in carrying out his duties and the higher the value of commitment and school culture together, the better the teacher's work productivity. From the results of the Anova test, $F_{cal} > F_{tabel}$ were obtained so that H_0 was rejected.

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