

Relationship of School Visionary Leadership and Organizational Climate with Teacher Performance

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ABSTRACT

This study aims to determine the relationship between visionary leadership and organizational climate with the performance of high school teachers in Kediri, Indonesia. This study uses a quantitative approach and the research design used is descriptive correlational. The research sample was 186 teachers. The results showed that the principal's visionary leadership was in the high category, the organizational climate was in the high category, and the teacher's performance was in the high category. The results of the study concluded that there was a positive relationship between visionary leadership and teacher performance and teacher performance.

Keywords: visionary leadership, organizational climate, teacher performance

1. INTRODUCTION

Schools are organizations or places to work together in an effort to carry out activities related to educational activities. Organization is a means consisting of groups of people, each individual carrying their own goals in order to find common goals. The success or failure of an organization in achieving its goals and maintaining its existence is determined by the human factors that are in the organization. Therefore, members in the organization need to be encouraged by providing the necessary stimulus and facilities so that they can increase their enthusiasm for work.

Performance is an activity related to three main aspects, namely behavior, results, and organizational effectiveness (Kempa, 2015). Teacher performance concerns all activities carried out by a teacher in developing their mandate and responsibilities in educating, teaching, guiding, directing, and guiding students to reach the level of student maturity and maturity (Kompri, 2017). Teachers in each school have different performance.

The difference in teacher performance is caused by several factors, one of which is the leadership of the school principal and the organizational climate in the school. Teacher performance is a form of teacher activity behavior in the learning process (Madjid, 2016). There are two factors that affect teacher performance, namely "a. internal factors consisting of the state in the teacher, b. external factors consisting of school facilities, regulations and policies, managerial quality, and

principal leadership (Prestiadi, 2019). The leadership of the principal must encourage teacher performance by showing a friendly, close, and full consideration of the teacher, both individually and in groups.

Leadership is so strong in influencing organizational performance that it is very rational if the downturn in education is one of which is leadership that cannot adapt to change and also does not have an adaptive educational strategy planning for change (Hidayah, 2016). Tilaar (Komariah and Triatna, 2008) revealed that the downturn in the national education sector is due to the absence of a strategic vision, this proves how strong the vision of education affects education performance. The purpose of formulating a vision is to provide direction for the organization in the future, simply is to provide foresight about the organization.

According to Prijosaksono and Sembel (Prihatin, 2011) states that the vision will be the power or strength to make change, encouraging personnel in the organization to be more active and creative in various expertise, in addition to other opinions stating that the vision is a statement of school goals, the future of the school towards a better and successful one. Therefore, vision is the key to human resource energy to improve performance and the key attributes of schools in policy making (Priansa, 2017).

Future leaders are leaders who have a strong vision, these leaders are often referred to as visionary leaders who apply visionary leadership. One of the visionary leaderships is marked by the ability to make clear plans

so that the formulation of the vision will illustrate what goals to achieve from the development of the institutions they lead (Komariah and Triatna, 2008). Visionary leaders are able to empower employees because these leaders have the view that other people are valuable assets that must be considered and develop employee professionalism through education and training.

Organizational climate describes the internal environment of the organization. The school organizational climate is basically inseparable and is even formed by the school organization climate and work climate. So, it can be concluded that the school organizational climate is the perceptions that arise from teachers rooted in what they feel. so that the school organizational climate needs to be created in a conducive way where the appearance of the school must be neat, comfortable, clean besides that the relationship between the principal and the teacher is harmonious, this makes teachers more comfortable (Ngalimun, 2017).

A conducive climate will encourage teachers to perform optimally according to their interests and abilities. A work environment that is less supportive such as the physical environment of work and a less harmonious relationship between a teacher and another teacher also causes poor performance. A conducive organizational climate is needed for teachers to foster the motivation in these teachers to work more enthusiastically (Ngalimun, 2017).

Organizational climate, if associated with the organizational climate of the school in the organization, is an atmosphere in an organization created by the prevailing patterns of interpersonal relationships. This relationship pattern originates from the relationship between teachers and other teachers or allows the relationship between teachers and leaders to form a type of leadership in carrying out leadership functions (Ngalimun, 2017). The principal as a leader must be able to maximize the management of the school organizational climate, so that conditions are conducive so that teachers are comfortable at work (Ngalimun, 2017).

2. METHOD

The method used in this study uses a quantitative approach with descriptive correlational techniques that aim to determine the relationship between the variables studied. The quantitative approach is a research method used to examine a population and samples with research instruments as a method for data collection using statistical data analysis to test predetermined hypotheses (Sugiyono, 2012). The design of the relationship between variables in this study can be seen in Figure 1.

The research instrument used a questionnaire or closed questionnaire with selected respondents, namely teachers of public high schools in Kediri. The total

population studied had 349 teachers, while the sampling in this study used a proportional stratified random sampling technique, in which the researcher took the sample proportionally according to the number of populations. Based on the results of sampling that has been carried out using the Slovin formula (Setyadin, 2005), the sample size is 186 teachers as respondents in this study.

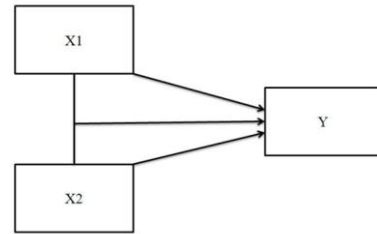


Figure 1 Research Design Model

The data analysis technique in this research is using descriptive analysis, data assumption test, and hypothesis testing. Data analysis techniques are used to process the numbers obtained from scores that are easy to read and infer (Wiyono, 2008). Test data assumptions are needed to determine whether or not data analysis can be continued in hypothesis testing.

Test data assumptions in this study include normality test, linearity test, and homogeneity test. All data assumption tests carried out by researchers are conditions that must be met before continuing to test the hypothesis. Hypothesis testing in this study uses Pearson product moment correlation analysis and multiple correlation analysis.

3. RESULTS

3.1 Description of Principal’s Visionary Leadership Variables

Data on the visionary leadership variable (X1) is described in 15 indicators and represented by 39 statement items with 186 teachers as respondents. Descriptive analysis in this study was processed using SPSS statistic 24 for windows. The results of data analysis on the visionary leadership variable (X1) showed the following values: an average score of 132.93; standard deviation 7,873; maximum score 155; and a minimum score of 112.

Next, determine the number of qualifications used to determine the level of visionary leadership of school principals. To determine this level, it is necessary to know the length of the interval class. The visionary leadership variable of the principal has a maximum score of 155 and a minimum score of 112. Based on the calculation, the highest score of 155 minus the lowest score of 112 is 43, then divided by 4 so that the interval class results are 10.8 which are then rounded to 11 can see in Table 1.

Table 1 Frequency and Percentage of Principal’s Visionary Leadership Variables

No.	Alternative Answers	Code	Interval	Category	F	%
1	SS	4	145 - 155	Very high	5	2.7
2	S	3	134 - 144	High	100	53.8
3	TS	2	123 - 133	Low	60	32.3
4	STS	1	112 - 122	Very low	21	11.3
Total					186	100

Based on Table 1 shows that of the 186 respondents who are in the score interval 112 to 122 with very low classification, there are 21 respondents (11.3%); the score interval 123 to 133 with low classification is 60 (32.3%); interval score 134 to 144 with high classification as many as 100 respondents (53.8%); and the score interval 145 to 155 with a very high classification of 5 respondents (2.7%). So that the largest or most dominant percentage value obtained in the visionary leadership variable is 53.8%. The percentage value of 53.8% is in the 50.1% - 75% interval which is categorized as high. This means that the visionary leadership level of the head is high.

3.2 Description of Organizational Climate Variables

Data on the organizational climate variable (X2) is described in 18 indicators and represented by 49 statement items with 186 teachers as respondents. Descriptive analysis in this study was processed using SPSS statistic 24 for windows. The results of data analysis on the organizational climate variable (X2) showed the following values: the average score was 167.34; standard deviation 12,203; maximum score 191; and a minimum score of 140. Next, determine the number of qualifications used to determine the level of organizational climate. To determine this level, it is necessary to know the length of the interval class. The organizational climate variable has a maximum score of 191 and a minimum score of 140. Based on the calculation, the highest score of 191 minus the lowest score of 140 is 51, then divided by 4 so that the interval class results are 12.8 which are then rounded to 13 can see in Table 2.

Table 2 Frequency and Percentage of Organizational Climate Variables

No.	Alternative Answers	Code	Interval	Category	F	%
1	SS	4	179 - 191	Very high	25	13.4
2	S	3	166 - 178	High	112	60.2
3	TS	2	153 - 165	Low	13	7
4	STS	1	140 - 152	Very low	36	19.4
Total					186	100

Based on Table 2, it shows that of the 186 respondents who were in the score interval 140 to 152 with very low classification, there were 36 respondents (19.4%); interval score 153 to 165 with low classification as many as 13 respondents (7%); interval score 166 to 178 with high classification as many as 112 respondents (60.2%); and the score interval 179 to 191 with a very high classification of 29 respondents (13.4%).

So that the largest or most dominant percentage value obtained in the organizational climate variable is 60.2%. The percentage value of 60.2% is in the 50.1% - 75% interval which is categorized as high. This means that the level of organizational climate is high.

3.3 Description of Teacher Performance Variables

The data on the teacher performance variable (Y) are described in 9 indicators and represented by 21 statement items with 186 teachers as respondents. Descriptive analysis in this study was processed using SPSS statistic 24 for windows. The results of data analysis on the teacher performance variable (Y) show the following values: an average score of 72.56; standard deviation 5,757; maximum score 84; and a minimum score of 61. Next, determine the number of qualifications used to determine the level of teacher performance.

To determine this level, it is necessary to know the length of the interval class. The teacher performance variable has a maximum score of 84 and a minimum score of 61. Based on the calculation, the highest score of 84 minus the lowest score of 61 is 23, then divided by 4 so that the interval class results are 5.8 which are then rounded to 6 can see in Table 3.

Table 3 Frequency and Percentage of Teacher Performance Variables

No.	Alternative Answers	Code	Interval	Category	F	%
1	SS	4	79 - 84	Very high	22	11.8
2	S	3	73 - 78	High	96	51.6
3	TS	2	67 - 72	Low	36	19.4
4	STS	1	61 - 66	Very low	32	17.2
Total					186	100

Based on Table 3 shows that of the 186 respondents who are in the score interval 61 to 66 with a very low classification, 32 respondents (17.2%); the score interval 67 to 72 with low classification was 36 (19.4%); interval scores 73 to 78 with high classification were 96 respondents (51.6%); and the score interval 79 to 84 with very high classification as many as 22 respondents (11.8%). So that the largest or most dominant percentage value obtained in the teacher performance variable is 51.6%.

The percentage value of 51.6% is in the 50.1% - 75% interval which is categorized as high. This means that the level of performance of teachers is high.

3.4 Relationship between Principal’s Visionary Leadership and Teacher Performance

The relationship between visionary leadership (X1) and teacher performance (Y) in this study was calculated using the Pearson Product Moment Correlation (2 tailed) analysis of SPSS 24.0 for windows with a significance of 5% (0.05) can see in Table 4.

Table 4 Results of the Correlation Test for Variables X1 and Y

Correlations			
		Climate Organization	Teacher Performance
Climate_ Organization	Pearson Correlation	1	.385 **
	Sig. (2-tailed)		.000
	N	186	186
Teacher_ performance	Pearson Correlation	.385 **	1
	Sig. (2-tailed)	.000	
	N	186	186

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 4, the results of the significance value of the visionary leadership variable (X1) are 0,000 and the Pearson correlation value is 0.353. So, it is known that the significance value is $0.000 \leq 0.05$. Then it produces a hypothesis that H0 is rejected and H1 is accepted. So, the conclusion is that there is a relationship between the principal’s visionary leadership variable (X1) and teacher performance (Y).

3.5 Relationship between Organizational Climate and Teacher Performance

The relationship between organizational climate (X2) and teacher performance (Y) in this study was calculated using the Pearson Product Moment Correlation analysis (2 tailed) SPSS 24.0 for windows with a significance of 5% (0.05) can see in table 5.

Table 5 Correlation Test Results X2 and Y

Correlations			
		Leadership Visioner	Teacher_ Performance
Climate_ Organization	Pearson Correlation	1	.353 **
	Sig. (2-tailed)		.000
	N	186	186
Teacher_ performance	Pearson Correlation	.353 **	1
	Sig. (2-tailed)	.000	
	N	186	186

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 5, the significance value of the organizational climate variable (X2) is 0,000 and the Pearson correlation value is 0.428. So, it is known that the significance value is $0.000 \leq 0.05$. Then it produces a hypothesis that H0 is rejected and H1 is accepted. So, the conclusion is that there is a relationship between the

organizational climate variable (X2) and teacher performance (Y).

3.6 Relationship between Visionary Leadership and Organizational Climate with Teacher Performance

The relationship between principal visionary leadership (X1) and organizational climate (X2) with teacher performance (Y) in this study, the calculation of multiple correlation analysis using statistical analysis SPSS 24.0 for windows with a significance of 5% (0.05) can see in Table 6.

Based on Table 6, the significance value of the visionary leadership variable (X1), organizational climate (X2), and teacher performance (Y) is 0,000 and the coefficient results are 0.450. So, it is known that the significance value is $0.000 \leq 0.05$. Then it produces a hypothesis that H0 is rejected and H1 is accepted. So, the conclusion is that there is a relationship between the principal’s visionary leadership (X1), the organizational climate variable (X2) and teacher performance (Y) simultaneously.

4. DISCUSSIONS

The results of the research data description test regarding the visionary leadership variables of the principal give that the headmaster’s visionary leadership level reached a percentage of 53.8% which means that it is in the high category. It can be concluded that the head school has reflected visionary leadership behaviour and is carrying out its duties well. These results indicate that the head school applies the four pillars of visionary leadership at work.

The four pillars in this study are the principal as a determinant of direction, agent of change, spokesperson, and coach (Komariah and Triatna, 2008). The principal has implemented the stages of visionary leadership. The stages referred to in this research are starting to create a vision, formulating a vision, transforming the vision, and implementing the vision (Komariah and Triatna, 2008).

Seeing the level of visionary leadership that is in the high category in addition to implementing the four pillars of visionary leadership and the stages of visionary leadership, the head school has the characteristics of visionary leadership. The characteristics of visionary leadership in this study are visionary and able to deal with the future, strategic thinkers and planners, innovative and risk-taking, imaginative, optimistic and enthusiastic, empowering employees, good communicators (Hidayah, 2016). Based on the results of descriptive calculations from the visionary leadership data of principals, they are in the high category. One of the downturns in the field of education is the lack of a strategic vision, this proves how strong vision affects performance.

Table 6 Multiple Correlation Test

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.450a	.202	.194	5,170	.202	23,505	2	183	.000

a. Predictors: (Constant), Climate_Organization, Leadership_Visioner

The purpose of formulating a vision is to provide direction for the organization in the future, in simple terms it is to provide foresight about the organization (Komariah and Triatna, 2008). A vision that will be the power or strength to make changes, encouraging personnel in the organization to be more active and creative in various skills. Principal leadership is closely related to the performance of a teacher, because in essence leadership is an activity to influence a person's behavior in his work by using power. In this case the principal must encourage teacher performance by showing a sense of friendship, closeness, and full consideration of teachers, both as individuals and as a group (Mulyasa, 2015).

The results of the research data description test regarding organizational climate variables provide that the level of organizational climate which reaches a percentage of 60.2% which means it is in the high category. It can be concluded that the organizational climate for school is in a conducive condition. This organizational climate includes: (1) the state of the physical environment; (2) the state of the social environment; (3) implementation of the management system; (4) products; (5) consumers served; (6) the physical and psychological conditions of the members of the organization; and (7) the organizational culture (Wirawan, 2007).

Organizational climate affects organizational behavior which then affects their performance and then affects organizational performance. The influence of organizational climate on organizational behavior can be positive or negative. For example, a bad work space, the relationship between superiors and subordinates is not in conflict, and a rigid bureaucracy can lead to negative traits. high job stress, and low motivation and job satisfaction. This organizational climate will create low organizational performance.

Conversely, if employees work in a comfortable room, a conducive relationship between superiors and subordinates and loose bureaucracy will lead to positive attitudes, low work stress, and high motivation and job satisfaction (Wirawan, 2007). A conducive climate will encourage teachers to perform optimally according to their interests and abilities. A work environment that is less supportive such as the physical environment of work and a less harmonious relationship between one teacher and another teacher also causes poor performance. A

conducive organizational climate is needed for teachers to foster the motivation in these teachers to work more enthusiastically (Ngalimun, 2017).

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5. CONCLUSION

The conclusions of this study are: (1) the level of visionary leadership of school principals is in the high category with a percentage of 53.8%; (2) the level of school organizational climate is in the high category with a percentage of 60.2%; (3) the level of teacher performance is in the high category with a percentage of 51.6%; and (4) there is a positive relationship between principal visionary leadership and organizational climate with teacher performance.

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