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The Influence of Visionary Leadership Style, Competency and Working Discipline on Teacher Performance: A Study at Muhammadiyah Setiabudi Pamulang College

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Abstract. The purpose of conducting this study was to determine and analyze the influence of the Principal's Visionary Leadership Style, Competence and Work Discipline on Teacher Performance at Perguruan Muhammadiyah Setiabudi Pamulang. The method used in this research is descriptive method with a quantitative approach. The number of samples used in this study were 100 respondents using saturated sampling technique. The data analysis techniques used in this research are validity test, reliability test, normality test, multicollinearity test, heteroscedasticity test, autocorrelation test, simple linear regression, multiple linear regression, coefficient of determination, t-test and F-test. The results of this study are as follows: 1). Partially the principal's visionary leadership style has a positive and significant effect on teacher performance at Muhammadiyah Setiabudi Pamulang. It can be proven from the t-count of 2.921> t-table 0.166 with a significant level of 0.000 <0.05, the magnitude of the contribution of the principal's visionary leadership style to teacher performance at Muhammadiyah Setiabudi Pamulang, was 27.1%. 2). Partially competence has a positive and significant effect on the performance of the teachers at Muhammadiyah Setiabudi Pamulang. This can be proven from the value of t-count 5,053> t-table 0,166 with a significant level of 0.000 <0.05, the amount of competency contribution to Teacher Performance at Muhammadiyah Setiabudi Pamulang College is 43,7%. 3). Partially work discipline has a positive and significant effect on teacher performance at Muhammadiyah Setiabudi Pamulang college, this can be proven from the tcount 5,052> t table 0.166 with a significant level of 0,000 <0.05, the amount of contribution of work discipline to teacher performance at Muhammadiyah Setiabudi Pamulang college is 21.9%. 4). Simultaneously the principal's visionary leadership style, competence, and work discipline have a positive and significant effect on Teacher Performance at Muhammadiyah Setiabudi Pamulang, this can be proven from the value of Fcount 36.276> Ftable 2.70 with a significant level of 0.000 <0.05, the amount of contribution Principal's visionary leadership style, competence, and work discipline simultaneously on Teacher Performance at Muhammadiyah Setiabudi Pamulang by 51.7%.

Keywords: *Competence, Teacher Performance, Visionary Leadership Style, Work Discipline*

1. INTRODUCTION

In essence, human resources are in the form of humans who are employed in an organization as movers, thinkers and planners to achieve the goals of the organization. Today, the latest developments view employees not as mere resources, but rather as capital or assets for institutions or organizations. Because of that, then came a new term outside H.R. (Human Resources), namely H.C. or Human Capital. Here, HR is seen not only as a main asset, but an asset that is valuable and can be multiplied, developed (compared to the investment portfolio) and not vice versa as a liability (expense, cost). Here the perspective of HR as an investment for an institution or organization is more prominent. "The definition of HR can be divided into two, namely the definition of micro and macro." The definition of human resources in a micro sense is an individual who works and is a member of a company or institution and is commonly referred to as employees, laborers, employees, workers, labor and so on. Meanwhile, the definition of human resources in macro terms is the population of a country who has entered the age of the labor force, both those who have not worked and who are already working.

Education is one part of the development of Human Resources (HR). Efforts to improve the quality of education have been carried out, among others, by improving the curriculum, increasing the qualifications of teaching staff as well as adding and

improving facilities and infrastructure. The world of education continuously conducts human resource development as an effort to improve the education system in improving the quality of education.

The establishment of the Muhammadiyah branch of Setiabudi was prepared around 1957 - 1958, starting with relatives and friends who often attended recitation at Muhammadiyah Tanah Abang which was often filled with recitation by Mr. Prodjokusumo and Amir Siregar as the speakers at that time. In 1959, the initiators who were already preparing for the establishment of the Muhammadiyah branch in the Setiabudi area of South Jakarta were Bapak. H. Mardiyono, Mr. Azhari and Mahmudin. Then the idea of establishing a branch was also welcomed by other relatives who had the same vision and mission towards Muhammadiyah. Then came Mr. Ilyas, Mr. Nasmudin Ahmad who then together with determination to establish the Muhammadiyah Branch Setiabudi which is located on Jalan Sumbangsih No. 24 Setiabudi.

The leader of a company is the most important source in achieving the company's vision and mission and determining the achievement of employee performance and of course the company's profits. A good leader is a leader who can achieve the vision and mission of his company and make his company a great company and be able to compete healthily in the business world and of course pay attention to the prosperity of his employees. According to Rivai (2014: 42), Leadership Style is "a set of features used by leaders to influence subordinates so that organizational goals are achieved or it can also be said that leadership style is a pattern of behavior and strategies that are preferred and often applied by a leader."

Observations show that when employees are in trouble, organizational leaders rarely take the time to listen to their subordinates' complaints. The leader treats his subordinates in the same way but is less in managing their work patterns and not maximized.

Teacher competence is related to the authority to carry out their duties, in this case in using the field of study as learning material which acts as an educational tool and pedagogical competence related to the function of teachers in paying attention to behavior such as learning students (Djohar, 2011: 130). According to Suparlan (2013: 93), teacher competency standards are divided into interrelated components, namely learning management, professional development, and academic mastery.

The competencies that must be mastered by a teacher are pedagogical competence, personality, professional competence and social competence. Table 1 shows the number and level of education in the organization.

TABLE.1. Teacher Competency Test Results At Muhammadiyah Setiabudi Pamulang

Result	Information	Pedagogik	Profesional
<50	No Pass	56	45
≥50	Pass	44	55
Amount		100	100

Source: Perguruan Muhammadiyah Setiabudi Pamulang 2019

From the results of Table 1, it is obtained that the 56% or 56 teachers at Muhammadiyah Setiabudi Pamulang did not pass the pedagogic competency test and as many as 45 teachers (45%) did not pass the professional competency test. This indicates that teacher competence is still low. From the preliminary results, the following is the imbalance that occurs when the organization is promoting a powerful performance program, but in fact at this school work discipline shows an unfavorable trend. This can be seen from the data on teacher attendance at Muhammadiyah Setiabudi Pamulang in Table 2.

TABLE 2. Attendance Of Teachers For The Period January 2019 - June 2019

Month	Attendance (%)	Absence (%)
January 2019	93,5	6,5
February 2019	93,7	6,3
March 2019	94,5	5,5
April 2019	92,8	7,2
May 2019	90,3	9,7
June 2019	93,7	6,3
Average	93	7

Source: Perguruan Muhammadiyah Setiabudi Pamulang 2019

Based on the data from Table 2, it shows that the teacher attendance rate is on average of 93%. This indicates that teachers' discipline is not optimal. It means that teacher professionalism has not been fully implemented according to teacher commitment. The absence of teachers indicates that the principal has not optimally provided supervision of the presence of

teachers in teaching. This can be seen from the often teachers who come late, often leave class when teaching activities, even do not have a good lesson plan.

2. METHODS

This research was designed with a descriptive method with a quantitative approach. Descriptive quantitative method is used to explain the phenomena that occur regarding the research data. Meanwhile, quantitative methods are used to explain the effect of independent variables on the dependent variable. The data collection method in this study uses primary data sources and secondary data. According to Sugiyono (2016: 193) the sources of primary and secondary data collection are as follows

a. Primary Data
   1) Observation, namely making direct observations to the company to collect data and information systematically where data collection is through observations at the research site.
   2) Questionnaire, is a data collection technique that is done by giving a set of written questions to the respondent to answer.
b. Secondary data, namely literature study by studying, researching, assessing and examining the existing literature related to the problem under study.

The population used as the object in this study were all teachers who worked in the school, amounting to 100 teachers. In this study, the sampling technique used was nonprobability sampling with the technique taken, namely saturated sampling. According to Sugiyono (2016: 118) Saturated sampling technique is a sampling technique when all members of the population are used as samples. Therefore, the researcher chose a sample using a saturated sampling technique because of the relatively small population. Then the sample that will be used in this research is 100 people.

According to Sugiyono (2012: 70) states that the hypothesis is a temporary answer to the formulation of research problems, where the formulation of this problem is stated in the form of a hypothetical sentence in this study. The hypothesis in this study is as follows:

a. The Effect of Visionary Leadership Style (X_1) on Teacher Performance (Y)
   Hypothesis 1 (H1): It is suspected that there is a significant influence of Visionary Leadership Style (X_1) on Teacher Performance (Y) at Muhammadiyah Setiabudi Pamulang.
b. The Effect of Competence (X_2) on Teacher Performance (Y)
   Hypothesis 2 (H2): It is suspected that there is a significant influence of Competence (X_2) on Teacher Performance (Y) at Muhammadiyah Setiabudi Pamulang.
c. The Effect of Work Discipline (X_3) on Teacher Performance (Y)
   Hypothesis 3 (H3): It is suspected that there is a significant influence of Work Discipline (X_3) on Teacher Performance (Y) at Muhammadiyah Setiabudi Pamulang.
d. The Effect of Visionary Leadership Style (X_1), Competence (X_2) and Work Discipline (X_3) simultaneously (simultaneously) on Teacher Performance (Y) Hypothesis 4 (H4)
   Hypothesis 4 (H4): It is suspected that there is a significant influence of Visionary Leadership Style (X_1), Competence (X_2) and Work Discipline (X_3) together (simultaneously) on Teacher Performance (Y) in Muhammadiyah Setiabudi Pamulang.

Sugiyono (2012: 388) states that the framework of thinking is a conceptual model of how theory relates to various factors that have been identified as important problems. In order to provide direction so that the research put forward can be in accordance with what has been outlined from the background, the formulation of the problem is necessary to formulate a framework. The following framework provides an overview of the influence of leadership style, motivation, and work discipline on employee performance. Schematically, the framework used in this study is depicted by Figure 1.

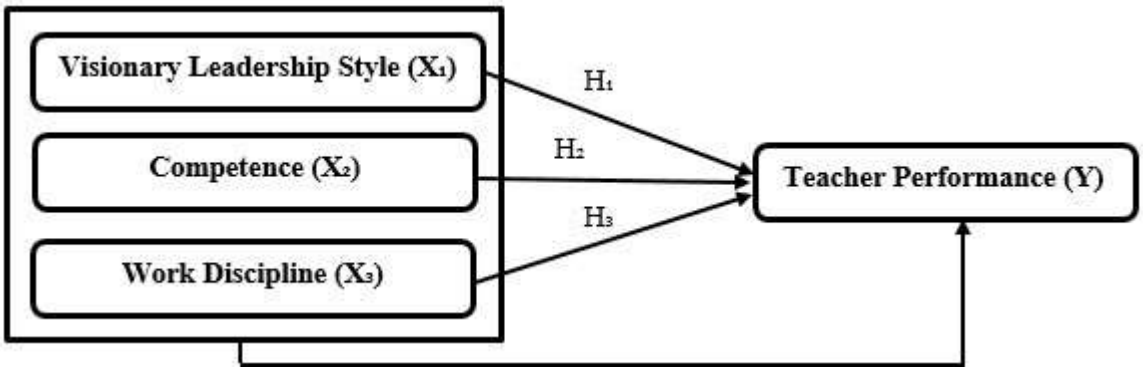

FIGURE 1. Research Model

Testing of research instruments and research data was carried out using the following statistical tests

1. Quality Test Data
   a. Validity test, according to Ghozali (2012: 142) validity test is used to determine whether a questionnaire is valid / valid, a questionnaire is declared valid if the question on the questionnaire is able to reveal something that will be measured by the questionnaire, validity shows the extent to which the measuring device used to measure what is being measured.

$$r_{x(it)} = \frac{n.(\sum XiXt)-(\sum Xi)(\sum Xt)}{\sqrt{\{n.\sum Xi^2-(\sum Xi)^2\}\{n.\sum Xt^2-(\sum Xt)^2\}}}$$

Source : Sugiyono (2012:356)

Information :

rx(it)	The value of the correlation coefficient for variable X
n	Number of respondents
Xi	Score of each variable item X
Xt	Total score for X variable
∑Xi²	Sum of squares of variable item score X
∑Xt²	The sum of the squares of the total variable score X
∑XiXt	The total score of Xi with a score of Xt variable X

   b. Reliability Test, a questionnaire is said to be reliable if the respondent's answer to the questions in the questionnaire is consistent or stable over time (Ghozali, 2012: 42). To measure the reliability of the questionnaire in this study, the "Alpha Cronbach Method" was used.
2. Classical Assumption Test, used to determine the accuracy of the data
   a. Normality Test, According to Priyatno (2011: 282) "data normality testing can use the Kolmogorov-Smirnov Sample Test, which detects normality by looking at the residual significance value, by looking at the probability figure, where if the probability> 0.05 then the residual is normally distributed. Conversely, if the probability <0.05 then it is not normally distributed ".
   b. Multicollinearity test, according to Ghozali (2012: 64) "Multicollinearity test aims to test whether the regression model finds a correlation between independent variables".
   c. Heteroscedasticity test, aims to determine whether in the regression model there is an inequality of variants from one residual of one observation to another.
3. Simple Linear Regression Analysis, According to Sugiyono (2016: 270) "the simple linear regression

analysis method is based on the functional or causal relationship of one independent variable with one dependent variable".

4. Multiple Regression Analysis, according to Ghozali (2012: 82) is a regression equation that is used to determine whether there is an influence of the dependent variable with more than one independent variable.
5. Determination Coefficient Test, to measure how far the model's ability to explain the variation in the dependent variable.
6. Hypothesis Testing
   a. Partial Test (t Statistical Test)
   b. F test (Simultaneous Test / Simultaneous) using the Analysis of Variants (Anova)

3. RESULT AND DISCUSSION

3.1 Descriptive Analysis Results

a. Visionary Leadership Style (X_1) Variable

Presentation of the visionary leadership style of Muhammadiyah Setiabudi Pamulang with a sample of 100 employees got a good response, based on employee responses from 12 questions that gave 221 or 18.42% "Strongly Agree" answers, answered "Agree" as much as 870 or 72.50% , followed by those who answered “Doubtless” as much as 102 or 8.50%, while those who answered “Disagree” were 7 or 0.58% and “Strongly Disagree” as much as 0 or 0.00%.

b. Competence (X_2) Variable

The presentation of the competence of Muhammadiyah Setiabudi Pamulang got a pretty good response, this can be seen from the answers that have answered 8 statements about the Motivation variable, where 122 or 15.25% answered "strongly agree", then those who answered "agreed" were 510 or 63.75%, followed by those who said “quite agree” as much as 133 or 16.63%, while those who answered “disagree” were 35 or 4.38% and “strongly disagree” as much as 0 or 0.00%.

c. Work Discipline (X_3) Variable

The presentation of Discipline at Muhammadiyah Setiabudi Pamulang received a good response, this can be seen from the answers of employees who have answered 10 statements about Discipline variables, where those who answered "strongly agree" were 155 or 15.50%, then those who answered "agreed" were 647 or 64.70%, followed by those who said “quite agree” as much as 158 or 15.80%, while those who answered “disagree” were 40 or 4.00% and “strongly disagree” as much as 0 or 0.00%.

d. Performance (Y) Variable

Performance presentation of Muhammadiyah Setiabudi Pamulang college got a good response from respondents. This can be seen from the answers that have answered 12 statements about performance variables, where those who answered "strongly agree" were 220 or 18.33%, then those who answered "agreed" were as many as 220 or 18.33%. 851 or 70.91%, followed by those who said “quite agree” as much as 121 or 10.08%, while those who answered “disagree” were 8 or 0.66% and “strongly disagree” as much as 0 or 0.00% .

3.2 Quality Test Results Data

The quality of data that has been obtained from the instrument is evaluated through validity and reliability tests to determine the accuracy of each research instrument.

3.2.1 Validity Test Results

The validity of the instrument in this study was determined by correlating the scores obtained by each item of the statement with the total score. Validity is a measure that shows the levels of validity or validity, an instrument is said to be valid if it is able to measure what is desired in revealing data from the variables being studied carefully, the validity test assessment is:

a) If r count> r table 0.197 (significant level 5%) it is said to be valid
b) If r count <r table 0.197 (significant level 5%) it is said to be invalid. The value of r table can be provided with the following conditions:

Sample	= 100
DK (Degree of Freedom)	= n – 2
level of confidence	= 95%
Error rate	= 5%
T table (α, n-2)	= 5%, 98 (distribution table R)
T table (5%, 98)	= 0,197

3.2.2 Reliability Test Results

Reliability test is an index that shows the extent to which the results of a measurement can be trusted or reliable as a variable measuring tool. In this study, to find instrument reliability using the Cronbach Alpha formula. The following is a table of instrument reliability results as seen in Table 3.

TABLE 3. RELIABILITY TEST RESULTS

No	Variable	Cronbach Alpha	Result
1	Visionary Leadership Style (X_1)	0,633	Reliable
2	Competence (X_2)	0,614	Reliable
3	Work Discipline (X_3)	0,657	Reliable
4	Performance (Y)	0,628	Reliable

Source : Processed data 2020 Classic Assumption Testing

3.2.3 Normality Test Results

Normality test to test the distribution of data to be analyzed is spread normally. The normality test is intended to test whether the data used in the study have a normal distribution, both multivariate and univariate. The following is a graph of the results of the normality of the instrument used.

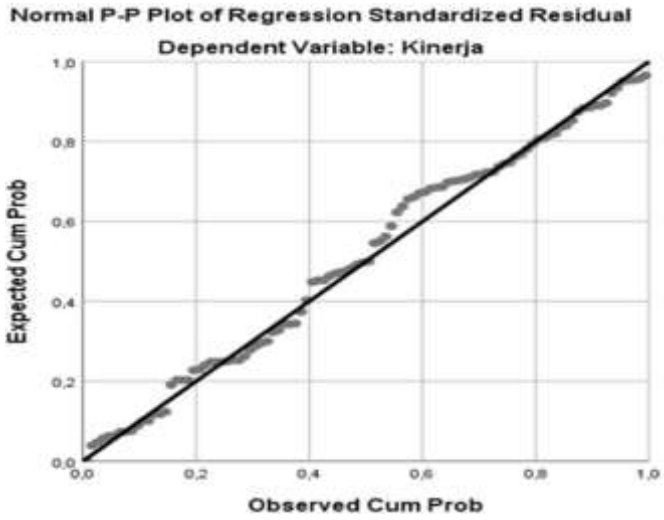

Figure 3. Normal P-P chart plots visionary leadership, competence, and discipline Against Performance

From the Normal PP-Plot graph, it can be seen that the data distribution pattern is in the form of dots or small circles that spread out following a straight diagonal line around the diagram. So, it can be concluded that the residual data from the independent variables Visionary Leadership Style (X1), Competence (X2) and Work Discipline (X3) studied are data that are normally distributed. Thus, the normality test shows the normality assumption is fulfilled.

3.2.4 Multicollinearity Test

The multicollinearity test is carried out to determine whether there is a strong correlation or relationship between the independent variables in the regression equation model. A good regression model should not have correlation between independent variables. As a reference basis for seeing the correlation value between independent variables and also seeing the Tolerance Value and Variance Inflation Factor (VIF), the hypothesis can be determined, namely:

- Ho: There is no multicollinearity between independent variables in the regression model, if the correlation value between the independent variables is <95%, or the tolerance value> 0.10 percent and the VIF value <10.
- Ha: there is multicollinearity between independent variables in the regression model, if the correlation value between independent variables> 95%, or the tolerance value <0.10 percent and the VIF value> 10.

The results of the multicollinearity test output are depicted by Table 4.

TABLE 4. MULTICOLLINEARITY TEST

Coefficients[a]

Unstandardized Model		Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	10,76	3,532		3,047	0,003		
	Visionary Leadership	0,2	0,068	0,239	2,921	0,004	0,727	1,376
	Competence	0,291	0,058	0,44	5,053	0	0,644	1,553
	Work Discipline	0,275	0,084	0,247	3,262	0,002	0,848	1,179

From the coefficient table obtained, it can be seen that the VIF value for Visionary Leadership is 1.376, the VIF value for Competency is 1.553, and the VIF value for Discipline is 1.179. This means that the VIF value is smaller than 10. Thus, it can be concluded that there is no multicollinearity symptom among the independent variables. To find out whether the same variant is owned by confounding variables or not, you can find out by doing the Heteroscedasticity test.

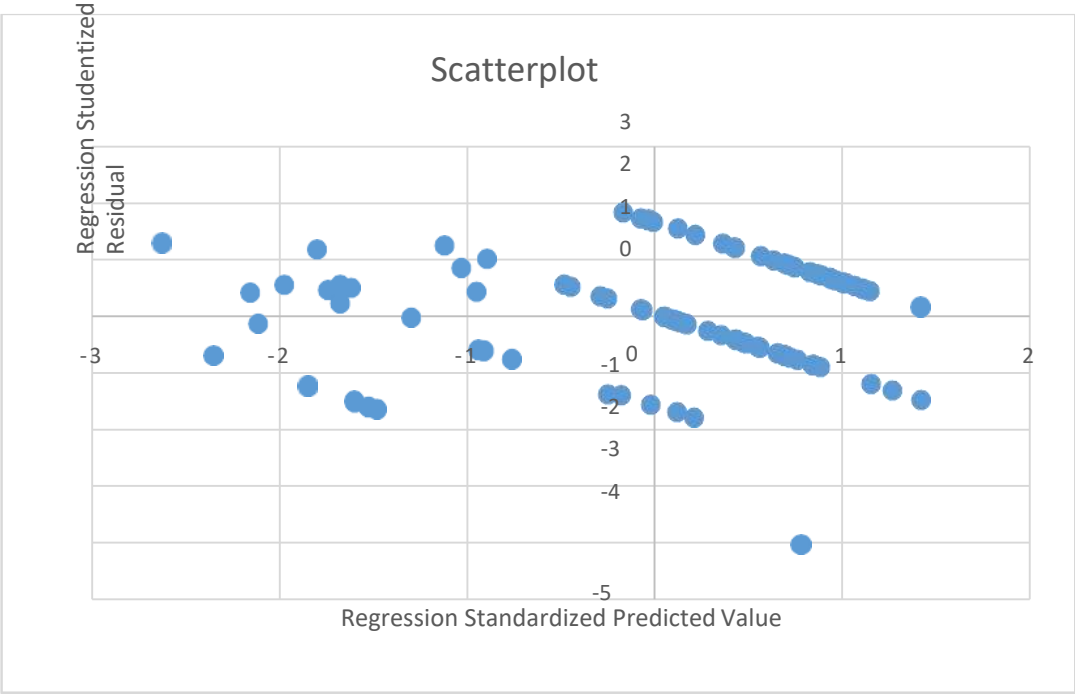

Figure 4. Heteroscedasticity Test Results

From the scatterplot image above, it can be seen that the dots spread randomly, either at the top of the number 0 or the bottom of the number 0 from the vertical axis or Y axis. Thus, it can be concluded that there is no heteroscedasticity in this regression model.

3.3 Hypothesis Testing

3.3.1 First Hypothesis Testing Results (X_1 to Y)

3.3.1.1 Simple Linear Regression

Visionary Leadership Style at Muhammadiyah Setiabudi Pamulang has an effect on teacher performance, this is stated by the results of the first hypothesis test in Table 5.

TABLE 5. The Results Of The First Hypothesis Linear Regression Analysis

Coefficients[a]

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardiz ed Coefficients Beta	t	Sig.
(Constant)	24,727	2,599		9,514	,000
Visionary Leadership Style	,434	,072	,520	6,029	,000

a. Dependent Variable: Performance

Source: Primary data processed by SPSS version 24, 2020

3.3.1.2 Coefficient of Determination (R-Square)

TABLE 6. First Hypothesis Coefficient Of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Error of the Estimate
1	,520[a]	,271	,263	7,76172

a. Predictors: (Constant), Visionary Leadership Style

Source: Primary data processed by SPSS version 24, 2020

Based on the table above, the R-Square value (coefficient of determination) is 0.271, it can be concluded that the magnitude of the influence of the visionary leadership style variable (X_1) on the teacher performance variable (Y) is 27.1% while the remaining 72.9% is influenced by other factors.

3.3.2 Second Hypothesis Testing Results (X_2 to Y)

3.3.2.1 Simple Linear Regression

Competence at Muhammadiyah Setiabudi Pamulang has an effect on teacher performance, this is stated by the results of the second hypothesis test in Table 7.

TABLE 7. Second Hypothesis Coefficient Of Competence

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardize d Coefficients Beta	t	Sig.
1	(Constant)	**23,491**	1,976		11,890	,000
	Competence	**,437**	,050	,661	8,730	,000

Dependent Variable: Performance

Source: Primary data processed by SPSS version 24, 2020

Y = 23.491 + 0.437 X2 is the linear regression equation according to table 7 above.

3.3.2.2 Coefficient of Determination (R-Square)

TABLE 8. Second Hypothesis Determination Coefficient

Model Summary

Model	R	R Square	djusted R Square	. Error of the Estimate
1	,661[a]	,437	,432	6,81625

a. Predictors: (Constant), Competence

Source: Primary data processed by SPSS version 24, 2020

Based on Table 8, the R-Square value (coefficient of determination) is 0.437. It can be concluded that the influence of the competency variable (X_2) on the teacher performance variable (Y) is 43.7%, while the remaining 56.3% is influenced by other factors.

3.3.3 The Results of Testing the Third Hypothesis (X_3 to Y)

3.3.3.1 Simple Linear Regression

Work discipline at Muhammadiyah Setiabudi Pamulang has an effect on teacher performance. This is stated by the results of the third hypothesis test in Table 9.

TABLE 9. The Results Of The Third Hypothesis Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	**18,362**	4,144		4,431	,000
	Work Discipline	**,520**	,099	,468	5,244	,000

a. Dependent Variable: Performance

Source: Primary data processed by SPSS version 24, 2020

3.3.3.2 Coefficient of Determination (R-Square)

TABLE 10. Third Hypothesis Coefficient Of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,468[a]	,219	,211	8,03088

a. Predictors: (Constant), Work Discipline

Source: Primary data processed by SPSS version 24, 2020

Based on the table above, the R-Square value (coefficient of determination) is 0.219, it can be concluded that the magnitude of the influence of the work discipline variable (X_3) on the teacher performance variable (Y) is 21.9% while the remaining 78.1% is influenced by other factors.

3.3.4 Results of the Fourth Hypothesis Testing (X_1, X_2, X_3 to Y)

3.3.4.1 Multiple Regression Results The fourth hypothesis

Visonary Leadership Style, Competence, and Work Discipline affect Teacher Performance at Muhammadiyah Setiabudi Pamulang simultaneously, and to be able to see whether the variables of Visionary Leadership Style (X_1), Competence (X_2), and Work Discipline (X_3) have a positive influence on Teacher performance variable (Y) at Muhammadiyah Setiabudi pamulang can be stated by the fourth hypothesis multiple regression test as follows:

TABLE 11. Results Of Variable Multiple Regression Processing (X_1, X_2 And X_3)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	**10,760**	3,532		3,047	,003
	Visionary Leadership Style	**,200**	,068	,239	2,921	,004
	Competence	**,291**	,058	,440	5,053	,000
	Work Discipline	**,275**	,084	,247	3,262	,002

Source: Primary data processed by SPSS version 24, 2020

3.3.4.2 Coefficient of Determination (R-Square)

The independent variables of Visionary Leadership Style, Competence and Work Discipline on performance can be measured by using the coefficient of determination (R^2). The coefficient of determination (R^2) is used to measure the influence of the variable Visionary Leadership Style, Competence and Work Discipline on teacher performance at Muhammadiyah Setiabudi Pamulang.

TABLE 12. COEFFICICENT OF DETERMINATION

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,729[a]	,531	,517	6,28609

a. Predictors: (Constant), Work Discipline, Visionary Leadership Style, Competence

Source: Primary data processed by SPSS version 24, 2020

Based on the table above, the R-Square value (coefficient of determination) is 0.517, it can be concluded that the variable visionary leadership style, competence and work discipline have an effect on employee performance variables by 51.7% while the remaining 48.3% is influenced by other factors.

3.3.5 Fourth Hypothesis Simultaneous Test

TABLE 13. Fourth Hypothesis Simultaneous F Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4300,323	3	1433,441	**36,276**	**,000[b]**
	Residual	3793,437	96	39,515		
		8093,760	99			

a. Dependent Variable: Performance
b. Predictors: (Constant), Work Discipline, Visionary Leadership Style, Competence
Source: Primary data processed by SPSS version 24, 2020

Based on the table above, it is obtained that the value of Fcount = 36,276> 2.70 or (Fcount> Ftable), this is also reinforced by a significance of 0.000 <0.05. Thus Ho was rejected and Ha accepted. This means that there is a positive and significant influence simultaneously between visionary leadership style, competence and work discipline on teacher performance at Muhammadiyah Setiabudi Pamulang.

4. CONCLUSION AND FURTHER RESEARCH

The discussion reveals some points to highlight as follows: (a) partially Influence of Visionary Leadership Style (X_1) on Performance (Y): Based on the statistical results it can be seen that the effect of the visionary leadership style (X_1) on teacher performance (Y) is 0.271 or 27.1% while the remaining 72.9% is influenced by other factors. This shows that a high visionary leadership style will improve teacher performance. From the hypothesis testing, it is obtained that tcount> ttable or (2.921> 0.166) it is also proven by the significance of 0.000 <0.05. Thus, Ho is rejected and H_1 is accepted, this indicates that there is a partially positive and significant influence between the visionary leadership style on teacher performance at Muhammadiyah Setiabudi Pamulang; (b) partially Influence of Competence (X_2) on Performance (Y): Based on statistical results, it can be seen that the effect of competence (X_2) on teacher performance (Y) is 0.437 or 43.7% while the remaining 56.3% is influenced by other factors. This shows that good competence will improve teacher performance. From the hypothesis testing, it was obtained tcount> ttable or (5.053> 0.166) it was also proven by a significance of 0.000 <0.05. Thus, Ho is rejected and H_1 is accepted. This shows that there is a positive and partially significant influence between competence on teacher performance at Muhammadiyah Setiabudi Pamulang: (c) partially Influence of Work Discipline (X_3) on Performance (Y): Based on statistical results it can be seen that the effect of work discipline (X_3) on employee performance (Y) is 0.219 or 21.9% while the remaining 78.1% is influenced by other factors. This shows that increased work discipline will improve teacher performance. From the hypothesis testing, it was obtained tcount> ttable or (3.262> 0.166) it was also proven by the significance of; (d) 0.000 <0.05. Thus, Ho is rejected and H_1 is accepted, this indicates that there is a partially positive and significant influence between work discipline on teacher performance at Muhammadiyah Setiabudi Pamulang; (e) the Effect of Visionary Leadership Style (X_1), Competence (X_2) and Work Discipline (X_3) on Performance (Y) simultaneously: Based on the results of the regression calculations in the table above, the regression equation Y = 10,760 + 0,200X1 + 0,291X2 + 0,275X3 can be obtained. The results of this regression analysis show that the coefficient of the visionary leadership style variable is 0.200, the competency variable is 0.291 and the work discipline variable is 0.275. Everything is positive, meaning that the better the visionary leadership style, competence and work discipline, the better the teacher's performance at Muhammadiyah Setiabudi Pamulang College. Conversely, the worse the visionary leadership style, competence and work discipline, the lower the teacher's performance at Muhammadiyah Setiabudi Pamulang. Contribution of the influence of visionary leadership style, competence and work discipline amounted to 0.517 or 51.7%, while the

remaining 48.3% was influenced by other factors. From the hypothesis testing, it is obtained using statistical test, it is obtained that Fcount= 36.276> 2.70 or (Fcount> Ftable) so that Ho is rejected and Hi is accepted. This means that there is a positive and significant influence simultaneously between visionary leadership style, competence and work discipline on teacher performance at Muhammadiyah Setiabudi Pamulang College.

The author submits the suggestion of the Muhammadiyah Setiabudi Pamulang College, as follows: (a) it is suggested that leaders in the organization be more sensitive and increase the level of concern for the needs of their employees so that they can work better; (b) it is suggested that the organization pay more attention to and improve the welfare of its teachers; (c) it is suggested that sanctions or punishments for teachers are given more attention, and should provide better direction and motivation; (d) organizations need to increase the discipline of time and teacher absenteeism at work, so that organizational targets can be achieved; (e) the organization immediately improves the layout in the work area by keeping it tidy and clean to make it more comfortable for all teachers.

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