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Teacher Performance Based on The Visionary Leadership Style of School, Competency and Work Discipline
(Study at Muhammadiyah Setiabudi Pamulang College)

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Abstract

The purpose of holding this study was to determine and analyze the influence of the Principal's Visionary Leadership Style, Competence and Work Discipline on Teacher Performance at 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 technique used in this research is validity test, reliability test, normality test, multicollinearity test, heteroscedasticity test, autocorrelation test, simple linear regression, multiple linear regression, coefficient of determination, and F-test. The results of this study are as follows: 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 3.09 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 53.1%.

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

1. Introduction

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 and adding, as well as 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. Efforts to realize the quality of teachers are in accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, that the position of teachers as teaching staff is a professional position to continue to develop in accordance with the development of needs for Human Resources and other quality resources and have to compete in a direction better and more competitive in regional, national and international forums . To develop, of course, there must be a process of change.

This development should start from the things that cause the organization to not function as well as expected (Gupta & Shingi, 2010). In the conception of institutional development, there is an effort to introduce changes in the way an institution is organized, the structure, processes and systems of the institution concerned so that it can better fulfill its mission.

The principal as a leader must be able to provide instructions and supervision, increase the willingness of education personnel, open two-way communication, and delegate tasks. Wahjosumijo (2013: 10) suggests that the principal as a leader must have a special character which includes personality, basic skills, experience and professional knowledge, as well as administrative and supervisory knowledge.

Visionary Leadership In a formal organization it is imperative to have a leader, where the leader has the duty and responsibility for the sustainability of the organization. There are still a number of schools in formulating their vision, mission and school goals that are not clear, and are not in accordance with existing conditions. This is due to the factor of visionary leadership that has not been optimally implemented.

The competencies that must be mastered by a teacher are pedagogical competence, personality, professional competence and social competence. The following is a table of data on the number and level of education in the organization.

Table 1 Teacher Competency Test Results at Muhammadiyah Setiabudi Pamulang

Conclusion	Information	Pedagogic	Professional
<50	Not pass	56	45
≥50	Graduated	44	55
Total		100	100

From the results of the table data above, it is obtained information on the results of teacher competency tests at Muhammadiyah Setiabudi Pamulang as many as 56 teachers (56%) 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 an effective performance program

2. Literature Review

Visionary Leadership Style

According to Sanusi (2011: 22) Visionary Leadership, which is a leadership pattern that is intended to give meaning to work and efforts that need to be done jointly by members of the organization by providing direction and meaning to work, and efforts made based on a clear vision. The principal as a leader must be able to provide instructions and supervision, increase the willingness of education personnel, open two-way communication, and delegate tasks. Wahjosumijo (2013: 10) argues that the principal as a leader must have a special character that includes personality, basic skills, experience and professional knowledge, as well as administrative and supervisory knowledge. The principal's personality as a leader will be reflected in the characteristics of (1) honesty, (2) self-confidence, (3) responsibility answer, (4) dare to take risks and decisions, (5) have a big heart, (6) stable emotions, (7) role models.

Competence

The Minister of National Education through its decree number 045 / U / 2002 states competence as a set of smart and responsible actions in carrying out tasks in accordance with certain jobs. According to Law number 14 of 2005 and Government Regulation number 19 of 2005 as well as government regulation number 74 of 2008 concerning teachers, it is stated that teacher competence includes personal competence, pedagogic competence, professional competence, and social competence. 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).
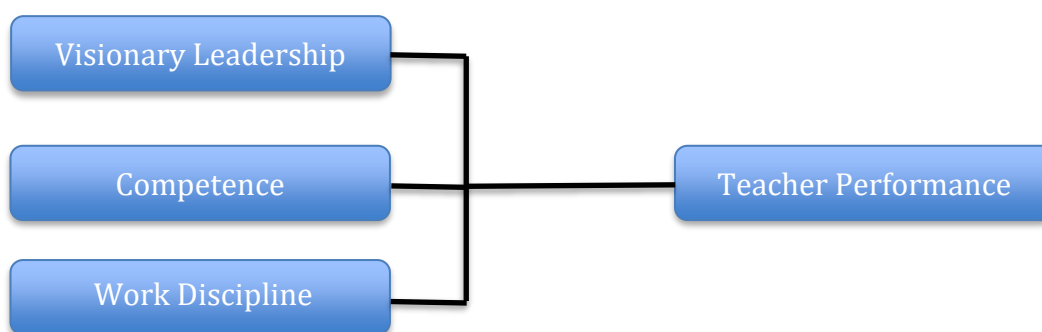
Work Discipline

Simamora in the book Human Resource Management Edition III (2006: 610) states that "Discipline is a procedure that corrects or punishes subordinates for violating rules or procedures. Discipline is a form of employee self-control and regular implementation and shows the seriousness of the work team in an organization ".

Teacher Performance

According to Hasibuan (2016: 160) performance is a result of work achieved by a person in carrying out his duties on skills, effort and opportunity. Performance indicators that can be used in performance appraisals according to Sutrisno (2016: 152), namely:
1) The work, the level of quantity and quality that has been produced and the extent to which supervision is carried out
2) Work knowledge, the level of knowledge associated with work assignments will have a direct effect on the quantity and quality of work results
3) Initiative, the level of initiative during carrying out work tasks, especially in terms of handling problems that arise
4) Mental dexterity, the level of ability and speed in receiving instructions and adjusting to the way of working and the existing work situation
5) Attitude, the level of morale and positive attitude in carrying out work tasks
6) Discipline of Time and Attendance, punctuality level and attendance level

Framework

Figure 1. Research Framework

Hypothesis:

H1: The Effect of Leadership Style Visionary, Competence and Discipline Work Against Teacher Performance

3. 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 which is done by giving a set of written questions to the respondent to answer.

b. Secondary data, namely literature study by studying, researching, reviewing and examining the existing literature related to the problem under study

In this study using multiple linear regression method, to test the effect of the independent variable on the dependent variable. Testing the data used in this study, F test to test and prove the research hypothesis, simultaneous, and the coefficient of determination.

4. Results and Discussion

Multiple Linier Regression

A regression model will be used to see the forecasting of a good model is a model with minimal forecast errors according to Santoso (2009: 342). This multiple regression test aims to see how much influence the variables X1 & X2 have on variable Y. In this study, the visionary leadership style (X1) competence (X2) and work discipline (X3) on teacher performance (Y). The following is the processed regression data:

Table 2 Multiple Linier Regression

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
Discipline	,275	,084	,247	3,262	,002

a. Dependent Variable: Teacher Performance

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 generated. From the above equation, conclusions can be drawn:

1) The value of a constant of 10.760 means that if the variable visionary leadership style (X1) competence (X2) and work discipline (X3) does not exist, there is already a teacher performance value (Y) of 10.760 points.

2) The visionary leadership style variable (X1) has a positive effect on teacher performance (Y) with a coefficient value of 0.200 which means that if the visionary leadership style variable (X1) increases by one unit assuming the competency variable (X2) and work discipline (X3) remain constant, then teacher performance will increase by 0.200.

3) The competency variable (X2) has a positive effect on teacher performance (Y) with a coefficient value of 0.291 which means that if the competency variable (X2) increases one unit with the assumption that the variable visionary leadership style (X1) and work discipline (X3) are constant, then the performance teachers will increase by 0.291.

4) Work discipline variable (X3) has a positive effect on teacher performance (Y) with a coefficient value of 0.275 which means that if the work discipline variable (X3) increases by one unit, assuming the variable visionary leadership style (X1) and competence (X2) is constant, then teacher performance will increase by 0.275.

Goodness of Fit

To test the influence of leadership and work environment variables simultaneously on employee performance, the F statistical test (simultaneous test) was carried out with a significance of 5%.

Table 3 ANOVA

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		
	Total	8093,760	99			

a. Dependent Variable: Teacher Performance

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

According to the test results in the table above, the value of F count> F table or (36,276> 2.70) is obtained, this is also confirmed by ρ value <Sig. 0.05 or (0,000 <0.05). Therefore, H0 is rejected and H4 is accepted, this proves that there is a significant influence simultaneously between visionary leadership style, competence and work discipline on the performance of teachers of Muhammadiyah Setiabudi Pamulang

Coefficient of Determination (R2)

Analysis of the coefficient of determination aims to show the percentage contribution of the influence between the independent variables on the dependent variable either partially or collectively). The following are the results of the calculation of the coefficient of determination, as follows:

Table 4 Model Summary

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

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

According Based on the test results in the table above, the R-Square value or determination is 0.517, it can be concluded that the variable visionary leadership style, competence and work discipline have an effect on teacher performance variables by 51.7% while the remaining 48.3% is influenced by other factors.

Discussion

Based on the results of statistical testing, discussion of the relationship between supporting theories that are aligned with the results of data processing.
1. Teacher Performance Based On The Visionary Leadership Style Of School, Competency And Work Discipline (Study at Muhammadiyah Setiabudi Pamulang College)

Based on the statistical results 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 generated. According to the test results in the table above, the value of F count> F table or (36,276> 2.70) is obtained, this is also confirmed by ρ value <Sig. 0.05 or (0,000 <0.05). Therefore, H0 is rejected and H1 is accepted, this proves that there is a significant influence simultaneously between visionary leadership style, competence and work discipline on the performance of teachers of Muhammadiyah Setiabudi Pamulang. According Based on the test results in the table above, the R-Square value or determination is 0.517, it can be concluded that the variable visionary leadership style, competence and work discipline have an effect on teacher performance variables by 51.7% while the remaining 48.3% is influenced by other factors.

5. **Conclusion**

Based on the results of the research that has been carried out on teacher performance based on visionary leadership style, competence and work discipline at Muhammadiyah Setiabudi Pamulang by using product moment correlation analysis, conclusions can be drawn, among others Visionary leadership style, competence and work discipline .The higher the visionary leadership style, the competence and work discipline, the higher the teacher's performance will be. The amount of influence was 51.7%, while the remaining 48.3% was influenced by other factors. The hypothesis means that there is a significant influence jointly between visionary leadership style, competence and work discipline on teacher performance at Muhammadiyah Setiabudi Pamulang.

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