

## The Influence of Visionary Leadership, Learner Organizations and Innovative Behavior on Teacher Performance at SMKN in Makassar City

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**ABSTRACT:** The purpose of this study was to examine the effect of visionary leadership, learning organizations, innovative behavior on teacher satisfaction and performance at SMKN SE city Makassar. This study used a quantitative method with a survey approach. The research sample was 152 teachers at SMKN SE city Makassar Education ministry of education and culture of the republic of Indonesia (city makassar) was taken randomly. Data collection using a questionnaire and analyzed using path analysis. The results showed: (1) visionary leadership has a positive and significant direct effect on performance at SMKN5 Makassar; (2) the learning organization has a positive and significant direct effect on teacher performance at SMKN5 Makassar; (3) innovative behavior has a positive and insignificant direct effect on teacher performance at SMKN5 Makassar. Thus, to increase teacher satisfaction and performance at SMKN5 Makassar, visionary leadership, learning organizations, innovative behavior need to be improved.

**Keywords:** Visionary leadership, learning organizations, innovative behavior, teacher performance

### I. INTRODUCTION

Human being is essentially a leader and every human being will be held accountable for his leadership. Humans will as leaders at least be able to lead themselves. Leadership is an important force in order to be managed by an effective manager. The essence of leadership is, in essence, following the willingness of others or subordinates to follow the wishes of the leader, that is what causes a person to become a leader. In other words, a leader will not be formed if there are no subordinates. The success of a school basically lies in the efficiency and effectiveness of a principal's appearance. This can occur as a result of the education they have and have good quality, resulting in quality human resources (HR). In order for quality education, one of the important factors that must be fulfilled is the existence of teachers, school heads who are qualified, who are professional, prosperous and dignified.

Leaders who have agility, speed and are able to adapt in carrying out the organization have an important role in dealing with organizational conditions that are constantly changing. Organizations are basically the work of people who are able to act proactively, creatively, innovatively and non-conventional. These kinds of individuals are needed as organizational leaders today. A leader is an inspiration for change and a visionary, that is, he has a clear vision of where the organization will be under, therefore leadership has a decisive position in the organization. Regardless of the importance of leadership above, experts show that the role of leadership in education in Indonesia has received less attention, even not a few karbitan or amateur education leaders who do not have a clear vision and mission about the educational institution or school they lead. Vision (Visionary leadership), namely leadership whose main job is to focus on a challenging future, become an agent of change (agent of Changde) who is superior and determines the direction of the organization who knows priorities, becomes a professional trainer and can guide other personnel in terms of work professionalism which is expected.

Visionary leadership is a leader's ability to create, formulate, communicate/ socialize/ transform and implement ideal thoughts that come from him or as a result of social interaction between members of the organization and stakeholders who are believed to be the ideals of the organization in the future that must be achieved or realized through commitment of all personnel. Being a visionary leader is required to understand: 1) the concept of a vision, 2) the characteristics and elements of the vision, and 3) the purpose of the vision. This needs to be mastered in order to become engineers of the future, agents of change, determinants of the organization's priorities, professional trainers and mentors. By understanding the vision, it is hoped that a leader

can make changes in displaying managerial strength and forming cultural characteristics in order to change the future of productive education (according to the needs and demands of the times), so that it can produce reliable human resources according to the expectations and goals that have been set.

Teacher performance associated with satisfaction, leadership is a concern of researchers in the field of human resources. Management needs reliable human resources to be able to plan, administer, implement and carry out accountability. These changes are conditions that may be met, both internally, management and management empowerment must be optimized. Without the support of the quality of human resources involved in it, the role of leadership towards subordinates will affect the outcome of an objective. Therefore, a leader is a figure. The creation of professional quality teacher performance in schools requires a support for the role of a competent principal as leader and manager (Wahyudi, 2009: 29-36). On the one hand, the principal plays a role as a leader who has vision for the future that is clear and can be realized and able to encourage the school transparency process to act as a manager, who has effective and efficient strategies to implement various policies and decisions that have been set.

Based on the background explanation that has been stated above, it is appropriate to be used as a basis for conducting an in-depth and academic study and makes the author interested in researching the influence of visionary leadership, learning organizations and innovative behavior, on teacher performance at SMKN 5 Makassar. The research findings are expected to provide benefits for the development of human resource management theory on the influence of visionary leadership, learning organizations, innovative behavior, on teacher performance at SMKN 5 Makassar.

## II. THEORITICAL REVIEW

### **Visionar leadership**

Visionary leadership is a leadership profile that is seen as capable of carrying out adaptive organizational performance, and always anticipating changes in the future. Visionary leadership, in its performance, will be based on the deepening and meaning of the institutional vision, which is extracted from the internal conditions of the institution and the external conditions in various dimensions, including political, economic, social, political, cultural and demographic. Departing from the internal and external analysis, a visionary principal can manage the school he leads with full dynamics, and is oriented towards school development in the future. The changes that will occur in the future can be predicted in the school development program that he formulates. On the basis of this thought, the principal's visionary leadership is the best solution needed in school development. Departing from the internal and external analysis, a visionary principal can manage the school he leads with full dynamics, and is oriented towards school development in the future. The changes that will occur in the future can be predicted in the school development program that he formulates. On the basis of this thought, the principal's visionary leadership is the best solution needed in school development.

Vision is the key to successful leadership of school principals. This statement is the main indicator that can lead to the success of the principal in bringing the school to the direction it aspires to. Vision plays an important role, not only in the early stages, but throughout the school management cycle. Vision is a guideline for principals who want to explore school organization and where it leads. Sooner or later, there will come a time, when the principal will have to redefine his direction, or perhaps a complete change and the first step will always be a new vision. Vision is the essence of principal leadership. Vision is an indispensable tool, unless the principal's leadership is deliberately directed at failure. To understand why this is so, consider the true nature of leadership in an organization and how vision influences it.

### **Learning Organization**

The school's role as an educational institution is to develop the human potential of children so that they are able to carry out life's tasks as human beings, both individually and as members of society. Activities to develop this potential must be carried out in a planned, directed and systematic manner in order to achieve certain goals. Organizing a school depends on several aspects, including: the type, level and nature of the school concerned. The structure of the school organization is contained in the Decree of the Minister of Education and Culture regarding the organizational structure and work procedures of the school type (Depdikbud, 1983: 2). In the organizational structure, there is a relationship and work mechanism between the principal, teachers, students and school administration staff and other parties outside the school. Leading a productive school organization means knowing and understanding the behavior of individuals in the school organization where the teachers and all staff involved are working, and making them taken into account in the preparation of school organizations. The main role of the principal as an organizational leader is to mobilize all school staff to work together as a team in order to carry out growth and improvement programs for all students to be academically successful.

In connection with that, the main challenge of the principal as an organizational leader is how he can combine the interests of the school organization and the various potentials, interests and talents of its members as assets for the progress of the school. School as an educational organization has a very important role in developing the potential of students, as the definition of education contained in the National Education System Law No. 20 of 2003, that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students are active and develop their potential to have religious spiritual strength, self-control, intelligence, noble character, and skills needed by themselves, society, the nation, and country.

### **Innovative Behavior**

Innovative behavior is a continuum of behavior that involves a creative thinking process to convince others in implementing every idea in work situations. According to De Jong and Kemp (2016), innovation can be defined as all actions in which the introduction and application of new ideas are beneficial for the benefit of the organization. According to Patterson, Kerrin, & Roissard (2019), there are several factors that influence innovative behavior, there are external factors and internal factors. Internal factors include cognitive, personality, motivation, and knowledge. Meanwhile, external factors include work design, organizational resources and social resources. Organizational climate itself is an external factor that influences innovative behavior. Organizational climate itself has the meaning that teachers' perceptions of the quality of the organizational environment are relatively perceived by members of the organization which will later influence teacher behavior (Lussier, 2005). Organizational behavior Research conducted by Solomon, Winslow, and Tarabishy (2004) found that organizational climate is an essential factor influencing innovative behavior in individuals. This is because organizational climate reflects individual perceptions of the quality of the organizational environment relatively perceived by organizational members who later will affect employee behavior.

Innovative work behavior is behavior that includes exploration of new opportunities and ideas, it can also include implementing new ideas, applying new knowledge and achieving increased personal or business performance. Innovative behavior is often associated with creativity. These two things are related but have different contracts. Creative behavior is the process of generating new ideas, ideas or thoughts relating to products, services, work processes and procedures. Meanwhile, innovative behavior, work is not just generating new ideas but also involves the implementation process of these ideas, especially in job settings (De Jong & Hartog, 2010).

### **Performance**

Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. With regard to teacher performance, the form of behavior in question is the teacher's activities in the learning process. With regard to teacher performance, Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System, Article 39 paragraph (2), states that educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training and conducting research and community service, especially for educators at higher education. Other information explains in Law no. 14 of 2005 Chapter IV Article 20 (a) concerning Teachers and Lecturers states that the standard of teacher work performance in carrying out their professional duties, teachers are obliged to plan learning, carry out a quality learning process as well as assess and evaluate learning outcomes. The main task of the teacher which is manifested in teaching and learning activities is a form of teacher performance. Regulation of the Minister of National Education (Permendiknas) No. 41 of 2007, gives an understanding of teacher performance is teaching achievement resulting from activities carried out by teachers in their main tasks and their functions in a concrete realization is a logical consequence as a professional in education. The definition of teacher performance, according to Burhanudin, suggests that teacher performance is a description of the quality of work that teachers have and is manifested through mastery and application of teacher competence.

Performance as a reflection of the overall way a person sets his achievement goals. A good teacher works with careful plans so that the planned goals can be achieved. The difference in performance between one person and another in a work situation is due to differences in the characteristics of the individual. Basically, performance is influenced by two factors, namely individual factors and situation factors. On the individual factor, if a person sees high performance as a pathway to fulfill his needs, then he will follow that path. While the situation factor states that performance is the result of the interaction between motivation and basic abilities. If motivation is high but basic skills are low, then the performance will be low and if the ability is high but the motivation is low, the performance will be low, or vice versa.

### **Hyphotesis**

Based on the framework of the thinking process and the study of the relationship between variables, a

conceptual framework is prepared to clarify the influence between the variables studied, namely:

1. There is a positive direct effect of visionary leadership on teacher performance
2. There is a positive direct influence of learner organizations on teacher performance
3. There is a positive direct effect of innovative behavior on teacher performance

### III. METODE

This study uses a quantitative approach, an approach that emphasizes the analysis of numerical data processed by statistical methods. The type of data in this research is quantitative data in the form of tabulated data from the questionnaire. The data source used is the primary data source, namely the data source obtained through the results of direct research on the object under study and the data is obtained through observation and questionnaires, while secondary data is obtained from various sources, among others, from documentation related to the problems studied, the literature and the results of previous studies. The research target population was all teachers / staff / administrators in the State Vocational High School in Makassar, totaling 244 teachers. Samples at an error rate of 5% using the statistical formula from Solvin require a minimum sample of 152 people. Referring to these provisions, the sample for this study was 152 people. Sampling was done randomly simple (simple random sampling) through random tables. While the sample of the research instrument trial was 30 people.

The measurement scale used by researchers to express respondents' responses to each question given is to measure the Likert scale. According to Sugiyono (2004), the Likert scale is used to measure attitudes, opinions, perceptions of a person or a group of people about phenomenality. In this national research has been specifically determined by the researcher, hereinafter referred to as a research variable, with a Likert scale, then the variables to be measured are spread out into variable indicators. Then the variable indicators are used as a benchmark for compiling instrument items which can be in the form of questions or inquiries. The answer to each instrument item that uses the Likert scale has a gradient from very positive to negative which can be in the form of words.

The data analysis technique used in this study was Partial Least Square (PLS). PLS is a Structural Equation Modeling (SEM) equation model with an approach based on variance or component-based structural equation modeling. According to Ghozali & Latan (2015), the purpose of PLS-SEM is to develop a theory or build a theory (predictive orientation). PLS is used to explain whether there is a relationship between latent variables (prediction). PLS is a powerful analysis method because it does not assume current data with a certain scale measurement, the number of samples is small (Ghozali, 2011). This research has a complex model and a limited number of samples, so that in data analysis using the Smart PLS software. Smart PLS uses bootstrapping method or random multiplication. Therefore the assumption of normality will not be a problem. In addition, by doing boots trapping, Smart PLS does not require a minimum number of samples, so it can be applied to research with a small sample size.

### IV. RESULT

#### Adjusted R-Square ( $R^2$ )

The coefficient of determination ( $R^2$ ) is used to determine the ability of endogenous variables to explain the diversity of exogenous variables, or in other words to determine the magnitude of the contribution of exogenous variables to endogenous variables. The R-square value on the performance variable is 0.683 or 68.3%. This can indicate that the diversity of teacher performance variables can be explained by the variable Visionary Leadership, Learning Organization, and Innovative Behavior by 68.3%. Or in other words the contribution of the influence of Visionary Leadership, Learning Organization, and Innovative Behavior on Teacher Performance is 68.3%. While the remaining 31.7% is the contribution of other variables which are not discussed in this study.

#### Hypothesis

Significance testing is used to test the influence of exogenous variables on endogenous variables. The test criteria states that if the value of T-statistics  $\geq$  T-table (1.96) or the value of P-Value  $<$  significant alpha 5% or 0.05, it is stated that there is a significant effect of exogenous variables on endogenous variables. Based on the proposed empirical model, a hypothesis is carried out through hypothesis testing, namely;

**Table 1. Hypothesis result**

Path	Coefficient	T Statistics	P Values	Sig.
Visionary Leadership - >Teacher Performance	0,465	4,760	0,000	Significant

Learner Organization - >Teacher Performance	0,322	3,719	0,000	Significant
Innovative Behavior ->Teacher Performance	0,342	3,887	0,000	Significant

Source: SmartPLS 3.0

**Hypothesis 1** is the positive direct effect of Visionary Leadership on Teacher Performance. In the test results listed in the table above, it can be seen that the value of T statistics is 4.760 with a p-value of 0.000. The test results show that the value of T statistics > 1.96 and p-value < 0.05. This means that there is a positive and significant influence of Visionary Leadership on Teacher Performance. Thus hypothesis 1 is fulfilled.

**Hypothesis 2** is the influence of the Learning Organization on Teacher Performance. In the test results listed in the table above, it can be seen that the value of T statistics is 3,719 with a p-value of 0,000. The test results show that the value of T statistics > 1.96 and p-value < 0.05. This means that there is a significant influence of the Learning Organization on Teacher Performance. Thus hypothesis 2 is fulfilled. The resulting coefficient is positive, namely 0.322. Thus it can be interpreted that the better the Learning Organization tends to increase Teacher Performance.

**Hypothesis 3** is the effect of innovative behavior on teacher performance. In the test results listed in the table above, it can be seen that the value of T statistics is 3.887 with a p-value of 0.000. The test results show that the value of T statistics > 1.96 and p-value < 0.05. This means that there is a significant effect of innovative behavior on teacher performance. Thus hypothesis 3 is fulfilled. The resulting coefficient is positive, namely 0.322. Thus it can be interpreted that the better the innovative behavior, the more likely it is to increase teacher performance.

## V. DISCUSSION

A visionary principal can manage the school he leads with full dynamics, and is oriented towards school development in the future. The changes that will occur in the future can be predicted in the school development program that he formulates. On the basis of this thought, the principal's visionary leadership is the best solution needed in school development. Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. With regard to teacher performance, the form of behavior in question is the teacher's activities in the learning process. In relation to the world of education, the teacher's performance is where a teacher works optimally according to his / her abilities in an effort to achieve institutional goals. The ability of a teacher will be seen when teaching which can be measured from their teaching competence. The results of this study empirically prove that visionary leadership has no significant effect on teacher performance. This proves that the visionary leadership of the teacher's performance at SMKN 5 Makassar. In organizational dynamics, including public organizations (government), leadership has an important and vital role, especially visionary leadership, but in reality it is not in accordance with this hypothesis, because many teachers in the SMKN5 Makassar are still colleagues of the principal so that the head It is difficult for schools to provide instructions for their comrades in arms and it is also supported by the factor that most of the teachers have entered the Purna Bakti period at SMKN 5 Makassar. This is due to the fact that visionary leadership is an effort to influence others in order to achieve organizational goals based on a predetermined vision effectively.

Educational institutions are developing the human potential of children in order to be able to carry out the tasks of life as humans, both individually and as members of society. Activities to develop this potential must be carried out in a planned, directed and systematic manner in order to achieve certain goals. Organizing a school depends on several aspects, including: the type, level and nature of the school concerned. The structure of the school organization is contained in the Decree of the Minister of Education and Culture regarding the organizational structure and work procedures of this type of school. The principal as school manager has a very strategic role in efforts to improve the quality of education in schools. He is expected to be able to improve the school climate which is conducive to the implementation of an effective teaching and learning process, and to optimize the existing resources in the school in supporting the teaching and learning process. Therefore, every school principal must master effective organizational educational skills. As a manager, the principal needs to approach global strategy as a requirement to be able to manage a school organization successfully. Learning organizations are organizations where there are learning habits, either at the individual, group or system level to carry out continuous transformation with the aim of satisfying stakeholders. The results of this study empirically also prove that learning organizations have a positive direct effect on teacher performance at SMKN 5 Makassar.

Teachers as educators are required to innovate and generate new ideas that are useful for the benefit of the organization. Teachers have a very strategic role in supporting the success of educational goals. In achieving success in the world of education, innovative behavior is needed in the individual teacher. The results of the study through interviews with SMK show that some teachers still do not have innovative behavior in carrying

out their duties. This can be seen from some of the behavior of teachers who lack the will to explore opportunities, in particular opportunities to enhance his career. An example of this career advancement is the willingness of teachers to take part in training on self-development that is really needed by the teacher, following activities provided by the school regarding learning strategies that are in accordance with the existing curriculum and the lack of willingness of teachers to attend workshops held by the school. The teacher does not yet have the will to develop new ways of teaching, which is indicated by the lack of good use of the teaching techniques given to students.

## VI. CONCLUSION

Based on the results of data analysis and the discussion that has been presented, several conclusions can be drawn, namely visionary leadership, learning organizations, innovative behavior is very important to synergize in the world of education, especially learning media such as human-based media, print, visual, audio-visual and computer-based media. It can directly affect teacher performance because the media has been used according to the learning material, of course, the leadership of the principal's visioner continues to support teachers to continue learning in order to improve teacher performance in educating school children.

Some of the recommendations and suggestions obtained based on the above conclusions are as follows: 1) It is necessary to increase teachers' understanding of the importance of learning organizations to improve teacher performance in the future; 2) Directed to further improve competence by providing opportunities to attend higher education levels to increase knowledge in order to increase teacher job satisfaction in educating the nation's children; 3) Demanded to continue to improve the learning process by using media in accordance with school dynamics and the ability of teachers to run the media.

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