

The Influence of Visionary Leadership on Work Motivation and Its Impact on Teacher Performance in State Junior High Schools in Central Lombok Regency

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Abstract

The quality of education is influenced by many factors, one of which has the greatest contribution is teacher performance. Research was conducted to explain the impact of visionary leadership on work motivation which then has an impact on teacher performance. The research was carried out on junior high school teachers in Central Lombok using a survey approach using questionnaires distributed randomly to 340 respondents. Determining the research sample from a population of 1,168 people used the Morgan model and then confirmation to the Warwick and Liningner formula. The collection for data used a 5-choice Likert scale model questionnaire. The analysis is in the form of a model structure using the Partial Least Squares approach. The results are; (1) visionary leadership has a convince direct influence on work motivation in the results of the T-Statistics score analysis is 2.370 and the P-Values score is 0.018 (2) Visionary leadership has a significant positive direct influence on teacher performance in the results of the T-score analysis The statistic is 2.138 also the P-Values score is 0.033 (3) work motivation has a significant positive direct influence on teacher performance in the results of the analysis the T-Statistics score is 8.094 also the P-Values score is 0.000 (4) visionary leadership has a significant indirect influence convince effect on teacher performance through the intermediary of work motivation according to the results of the analysis, the T-Statistics score is 2.190 and the P-Values score is 0.029. Research findings show that visionary leadership and work motivation have a convince impact on teacher performance so they become predictors of influence on teachers performance.

Keywords: *Visionary Leadership, Worksmotivation, Teachersperformance.*

INTRODUCTION

The performance of State Junior High School teachers in Lombok Tegah is generally in the low category, this is shown in the ability of teachers who make teaching plans 51.25% (low type), who apply various teaching methods 50.75% (fair type), those who carry out contextual teaching are 60.75% (sufficient type), those who use teaching props are 48.00% (sufficient type), those who follow up the teaching value are 71.25% (sufficient type), while teachers who demonstrate professional competence is 45.25% (less type). The low level of expertise is because supervision and guidance for junior high school teachers in Central Lombok Regency is not going well and does not change, the factor is that many junior high schools are limited, namely around 185 units, then the number of teachers is 2,722 (BPS Central Lombok Regency, 2023). In contrast, many school supervisors have very few staff due to retirement. The next reason is that leadership factors and the pedagogical and professional competence of teachers are still low because teacher coaching is rarely carried out, including training in teaching skills, so teacher performance.

In the national interest, teachers have an important function in bringing successful teaching to students to improve the nation's generation, because teachers are teaching superiors, and providers and are also the center of teaching initiatives, therefore teachers must continue to improve themselves independently, not always depending on the school principal or school supervisor (Hasyim & Supardi, 2018)

School leadership has an impact in a meaningful way in creating management provisions, teacher expertise, and teacher motivation to provide good teaching services to consumers, alumni customers, and the community using common methods. This is in line with the results of several studies which confirm that teachers' skills in acting as teachers in schools are influenced by several views such as the leadership pattern of the school

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principal, the organizational atmosphere, and the activities of the teachers. (Saputri & Andayani, 2018). If we look carefully at the problem of low teacher performance as described in the data, it is certainly influenced by many factors; motivation, loyalty, emotionality, commitment, job satisfaction, welfare, and others. Meanwhile, external factors include; leadership style, school culture, compensation system, recruitment, the role of school supervision, and teaching tools.

The principal's leadership influences teacher performance. In this position, the principal has the authority and responsibility to improve the quality of education in the school he leads. Improving the quality of education stems from the principal which leads to improving teacher performance. (Juhji et al., 2020). The results of the assessment of the competence of junior high school teachers in Central Lombok show that school principals set visions and goals involving stakeholders at around 52.30%, carried out curriculum development at 62.75%, which is quite good, created long-term, medium-term and short-term programs for 70, 15%, who have a control program 51, 75% are lacking and the implementation of control is not sustainable, the principal makes the teacher's personality not yet running consistently, habits of obedience and discipline reach 75, 50% categorized as good, but not yet changed and applied by the entire school community.

Empirical research related to leadership, among others, was carried out (Marjaya & Pasaribu, 2019) Visionary leadership has an important influence on the teacher's ability. It is also explained that superiors can mobilize their members to carry out their duties in all situations and circumstances. Visionary Leadership provides essential encouragement and has an impact on the ability of teachers in schools. This is in research (Purwanto et al., 2020) and (Yuneti et al., 2019) revealed that visionary leadership has a positive or important impact on ability, so it appears that there is a comparison between the results of empirical research and the evaluation of leadership ability carried out by Central Lombok district school administrators.

Internal factors that cause low teacher performance are encouragement from teachers themselves to carry out activities such as motivation, emotion, loyalty, and so on. Meanwhile, external factors are encouragement that arises from outside and has an impact on teachers to carry out their activities, such as a supportive activity location which can result in teachers feeling satisfied with the institution, satisfied with the school program, and also satisfied with the increase in their work, as a result, the teacher's abilities continue to be good. The results of the research (Rivai et al., 2019) show that activity encouragement, activity happiness, and activity compliance with ability. Research results prove that activity encouragement has an important impact on performance (Tarjo, 2019). Work motivation has a strong influence on teacher ability, this is related to the teacher's understanding and desire to work better, such as; the desire to carry out teaching, and the desire to put pressure on himself to do his job well, a teacher who tends to be more innovative or innovative in improving his competence as a teacher. Teachers who have a good activity drive tend to have a better activity ethos compared to teachers who lack an activity drive. (Permana et al., 2019)

The results of assessing the work motivation of junior high school teachers in Central Lombok Regency are classified as sufficient, namely 51.75%, different from research (Van den Broeck et al., 2019) and (Jansen Kastanya et al., 2020) if the encouragement of activity has an important influence on ability. The drive for activity is elastic which has the power to influence ability. In this research, it was stated that employees who have a strong motivation for activity will be encouraged to strive to use all their abilities in their work (Garaika, 2020).

The differences that occur between theoretical studies and field reality require research using a survey approach on teachers who are respondents to try and identify the effects of visionary leadership or motivation which has an important effect on the performance of junior high school teachers in Central Lombok Regency. Not only that, this research aims to show empirical facts regarding the direct effect of visionary leadership on teacher performance and the direct effect of work motivation on teacher performance, as well as the involvement of work motivation in carrying out the function of mediating the indirect influence of visionary leadership on the performance of junior high school teachers in Central Lombok.

LITERATURE REVIEW

Visionary Leadership

Visionary leadership is a leadership design whose main activities are focused on engineering a future that is full of challenges. It is expertise in carrying out innovation and educational development accompanied by far-sighted thinking in developing learning bodies for quality of education efficiently and competitively. Visionary leadership is the skill of producing and enunciating a realistic, firm belief and attractive vision about the future of an organization that continues to develop and update compared to today (Komariah, 2010). For example, the superior's skill in producing a vision and translating it into reality is called visionary leadership. Visionary leadership is an attractive target resulting in commitment from all personnel to achieve it (Marno, 2007: 89). Visionary leadership is a support pattern that seeks to move people towards dreams with very positive results and is very suitable to be used when changes require a new vision or when a real direction is needed (Goleman, 2004).

Visionary Leadership Strategy The strategy stages for becoming a visionary boss (Martinelli in Hartono and Priyanti, 2014) are: (1). Build bonds efficiently. All activities and decisions obtained are directed at the goal of the body as a form of prevention from energy wastage and energy resource inefficiency (2). Creating the concept of distant time. (3). Improves the body's future vision. The key to formulating a vision is a response to the problem of bodily will later in the day. (4). Always ready and energetic for every change. Changes outside the body can influence the body's condition and must always be ready and quick to provide advanced information (5). Always recognize any necessary changes. The conclusion is that visionary leadership is leadership that has a clear vision and focuses on a future full of challenges, carried out by moving subordinates to achieve organizational goals. Indicators of visionary leadership are; (1) Clear vision, (2) Implemented mission, (3) Collaboration, (4) Innovation, (5) firm and fairness, (6) Personal integrity

Work Motivation

Motivation is defined as strength, which provides behavioral energy, provides behavioral direction, and underlies the tendency to persist, this meaning confirms that to achieve goals, people must be enthusiastic so that they have a real focus on what they want to achieve, encouragement is a form, method, which explains the seriousness, direction, and intensity of people in their efforts to achieve a target (Robbins, 2015). Motivation is triggered by the need for several things, including; a. Physiological desires, including physical desires and efforts to survive, such as eating, drinking, etc. b. The desire for comfort is related to feeling comfortable and safe from physical and emotional threats. c. Social desire is the urge to live with other people such as love, income, etc. d. The desire for appreciation will be self-appreciation and appreciation from the area, both internal aspects are freedom and results, and external aspects are recognition and attention. e. The desire for self-actualization is motivated by a person's role, not because of the pressure of one's understanding and will. A person is considered to have the drive to achieve if he has the desire to carry out something better than the results of other people's research (Sugito et al., 2021).

Work motivation is also the main capital that influences generating, focusing, and maintaining attitudes related to the activity area which gives rise to something that gives rise to pressure or enthusiasm for activities. Research (Farhah et al., 2020). "The Influence of Work Motivation, Lecturer Training and Organizational Commitment on Lecturer Performance at X College in West Sumatra," (Arnaldo et al., 2019) Motivation is also seen as a control (intervening) variable which is related as a stimulus with varying responses (Jansen Kastanya et al., 2020) In Sri Handayani et.al's (2020) research, it is stated that motivated behavior is a synergy of various vibration sources such as; invitations from friends, stories from parents, news on television or the behavior of leaders can create a passionate work atmosphere., "Efforts to Increase Work Motivation in Construction Services Companies Using Maslow's Needs Theory Approach,"(Hayati et al., 2020). The conclusion is that work motivation is internal and external encouragement in a person which influences behavior to fulfill his own needs which is an encouragement to do work in order to achieve the expected goals. Work Motivation Indicators; (1) Wages/salary, (2) Work performance, (3) Awards (4) Job satisfaction (5) Work environment. (6) Power.

Teacher Performance

Performance means the result of an employee's professionalism in achieving activities undertaken to create the goals, vision, and objectives of an organization. Not only that, a capability is a method or implementation of obligations according to responsibility within a certain period that can affect the income of an institution (Maryodona et al., 2022). Performance is an activity that participates directly or indirectly in the performance of the profession and supports the income of obligations in an institution (Ihwani et al., 2021). Performance is considered as what the employee does, the employee's ability to relate quality, quantity, arrival at the location of the activity, usefulness, accuracy of duration, and behavior of the activity. Teacher performance is the result of the teacher's work in carrying out teaching obligations at school as well as paying attention to students and being tasked with providing sincere guidance so that they are successful in learning. This implies that the teacher's performance is a situation that describes the teacher's expertise in carrying out his duties and thus also describes the occurrence of teaching activities that make students feel helped because the teacher is responsible and able to guide optimally to realize outstanding learning outcomes. (Hasyim & Supardi, 2018).

Teacher performance is not only directed by work results but is also directed by attitudes towards work. Teacher performance can be seen clearly in teaching as evidenced by the acquisition of practice results obtained by students. The quality of good teacher performance will prove good for student learning. Good teacher performance is a tangible result and shows the teacher's reliable attitude in understanding and actualizing the curriculum in teaching activities including (a) conceptualizing teaching designs, (b) carrying out teaching seriously, and (c) analyzing assessment results to design follow-up programs for students. The conclusion is that teacher performance is a measure of success or achievement of the results of activities according to the teacher's obligations and responsibilities in a specific period related to teacher competency standards to achieve learning goals. The performance of junior high school teachers in Central Lombok is following National Education Minister Regulation No. 16 of 2007, namely planning, implementing, and evaluating learning outcomes, and following up on assessment results to improve the quality of education. Indicators, namely, (1), planning learning, (2) Implementing Learning, (3) Evaluating, (4) Responsibility, (5) Self-development

METHOD

In this section, the methodology is explained starting from the research design, research subjects, namely samples, research instruments, data collection methods, and methods for data analysis so that the research results meet the correct methodological requirements.

Design of Research

This quantitative research was designed in the form of a constellation of the visionary leadership variable (X) as an exogenous variable, work motivation (Y1) as both endogenous and intermediary, and teacher performance (Y2) as an endogenous variable. The research was carried out on state junior high school teachers in the Central Lombok district, carried out using a survey approach using a questionnaire distributed to teachers who were members of the sample. The research ran for 3 months from February – April 2024. The results of the research which draws data on the research variables are designed as in Figure 1 below.

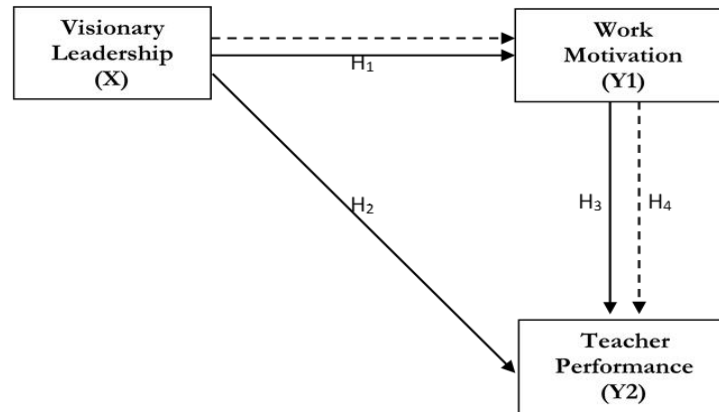


Figure 1 Design of Research Concept

The problems studied in this research were observed from the field of research concept, categorized as survey research type. Survey research examines large or small populations by sorting and studying samples selected from that population to determine the relative incidence, distribution, and intercorrelation of variables (Kerlinger, 2006). In connection with surveys, it is usually attempted to extract something abstract from the observations not in-depth (Sugiono, 2010). The relationship between variables in obtaining information from similar alterations. The research method is *ex post facto* by distributing questionnaires or questionnaires to teachers who are selected to be sampled randomly and based on the proportion of the respondents' answers analyzed using a descriptive statistical approach while for hypothesis testing using the Structural Equation Modeling (PLS-SEM) technique.

Subjects and Samples Research

The subjects of this research were junior high school teachers in Central Lombok district, West Nusa Tenggara spread across 12 sub-districts, namely sub-districts; (1) Central Praya, (2) Pringgarata, (3) Southwest Praya, (4) North Batukliang, (5) Janapria, (6) Batukliang, (7) East Praya, (8) Kopang, (9) West Praya, (10) Jonggat, (11) Pujut and (12) Praya. The number of schools is 88 and the number of teachers is 1,168 people. The teacher population is an element that is used as an area of generalization, namely the entire research subject that is measured becomes the unit studied (Sugiyono, 2021).

The sample must represent a known population. The sampling technique uses the method formulated by (Morgan, 1970) and then corrected using the Warwick or Lininger formula to obtain a sample of 340 or around 29.11% of the population. In that way. This shows that the members of the research respondents must be larger than the minimum sample because there is data that is not returned to the researcher that can still be analyzed as long as it is larger than the minimum sample. (Agung, 2014). According to Sutrisno (1991:76), the sample selection technique uses random sampling, which means that each person has the same chance of being selected as an illustration body and the sampling method is random, which does not mean without special provisions but instead uses methods that have been determined, namely: (1) lottery method, (2) ordinal method, and (3) randomization method from a random number chart.

Research Instruments

The research instrument used in this research is in the form of the questionnaire. There are 2 types of questionnaires, namely questionnaires filled in and options (Agung, 2014): questionnaires are questionnaires where respondents respond to questions by writing down answers in a written way according to what they feel or experience, whereas option questionnaires are questionnaires where respondents respond to questions by selecting one of the answers from replacement answers that have been provided in the questionnaire. The instruments used to measure the variables of visionary leadership, organizational culture, individual characteristics, work motivation, and teacher performance use instruments in the form of questionnaires which

are filled out by respondents both online and offline and then returned to the researcher. Questionnaire scores use a Likert scale. The form of the statement is a positive statement. This is determined because the scoring position is the same or does not reverse. The research instrument was created from the description of each indicator for each research variable shown in Table 1 below.

Table 1 Indicators for Research Instruments

Variables	Indicators	Number of Items	Total
Visionary Leadership (X)	X1 Clear vision	5	31
	X2 The future of the organization	4	
	X3 Mission executed	5	
	X4 Cooperate	5	
	X5 Innovative	4	
	X6 Firm and fair	4	
	X7 Personal integrity	4	
Work Motivation (Y1)	Y1.1 Necessities of life	6	32
	Y1.2 Job performance	7	
	Y1.3 Job satisfaction	7	
	Y1.4 Power	6	
	Y1.5 Leadership policy	6	
Teacher Performance (Y2)	Y2.1 Plan learning	6	30
	Y2.2 Carry out learning	7	
	Y2.3 Evaluate learning	6	
	Y2.4 Responsibilities	7	
	Y2.5 Self-development	4	

Techniques for Data Collection

The data collection method in this research was carried out through questionnaires, namely a way to obtain information by distributing questionnaires containing positive and negative questions or statements to the teachers who were members of the sample for them to answer. The final ratio used for measuring information is a summated rating from Likert, using 5 alternative responses with the following benchmarks: Strongly Disagree with a score of 1; Disagree number 2, Fair number 3, Agree number 4 and Strongly Agree number 5. The data collection technique using an instrument is a questionnaire. With the functional method, various study instruments are used to obtain the data needed when observers collect information in the field. Instruments are tools that observers use to obtain the desired data (Sugiyono, 2018). The study instrument used in the study was in the form of a questionnaire. In this multi-part questionnaire, the respondent answers a problem or statement by writing down the answers using a registered method according to what is experienced or felt. In contrast to the various alternative questionnaires, namely a questionnaire where the respondent answers a problem or statement by selecting one of the answers from the substitute answers that have been provided in the questionnaire.

Analysis Techniques

Research data analysis uses two methods, namely descriptive statistical analysis aimed at explaining the data quantitatively, and data distribution by presenting the average score, median, standard deviation, range, minimum and maximum values, and total score. Statistical analysis was carried out using application for Windows (Setyawarno, 2018). Meanwhile, inferential analysis uses a structural equation model, namely the alternative Partial Least Square Structural Equation Model technique. This technique is useful for testing

hypotheses on relatively complex constellations of variables simultaneously (Nasution et al., 2020). In this analysis, the data processed are nominal, ordinal data, interval data, and ratio data. The advantages and disadvantages of the covariance-based SEM approach with Partial Least Square SEM lie in the analysis objectives. Structural model testing is useful for testing theories in the context of predictions. In this case, the PLS approach is very suitable. After all, this approach assumes all measures of variance can be explained because this approach is to estimate latent variables as a linear combination of each indicator. (Arya Pering, 2020)

RESULT

Result of descriptive statistical analysis

Testing of descriptive statistical analysis of research data consisting of visionary leadership, work motivation, and teacher performance variables using the SPSS application by Version 26 for Windows application, the results are shown in Table 2 below.

Table 2. Results of Descriptive Statistical Analysis of Research Data

Statistic	Visionary Leadership (X)	Work Motivation (Y1)	Teacher Performance (Y2)
Valid Data	340	340	340
Missing	0	0	0
Average	151,99	142,01	149,34
Middle value	152	141	149
Standard Deviation	12,494	10,801	10,079
Minimum Score	119	114	122
Maximum Score	175	165	170
Range	56	51	48
Perspective of respondents	86,85%	81,15%	85,34%
Quality Value	very high	high	high

The results of the descriptive statistical analysis explained concerning the quality of the research variables are; visionary leadership (X) shows an average is 151.99 from a maximum total score of 175, the value obtained is 86.85% very high category, Work motivation shows the average is 142.01 from a maximum total score of 165, the value obtained is 81.15 category high, while the teacher performance (Y2) obtained on average was 149.34 from a maximum total score of 170, the value obtained was 85.34% in the high category. Then a correlation test was carried out to determine the relationship between the research variables and the results showed a significant positive correlation at the 0.01 level (Correlation is significant at the 0.01 level (2-tailed). It was concluded that the variables were statistically classified as good.

Analysis Results for Inferential Using Structural Models

Research data related to the variables of visionary leadership, work motivation and teacher performance in the form of model equations were analyzed using technique Structural Equation Model by Partial Least Square and the results are displayed as in Figure 2 below.

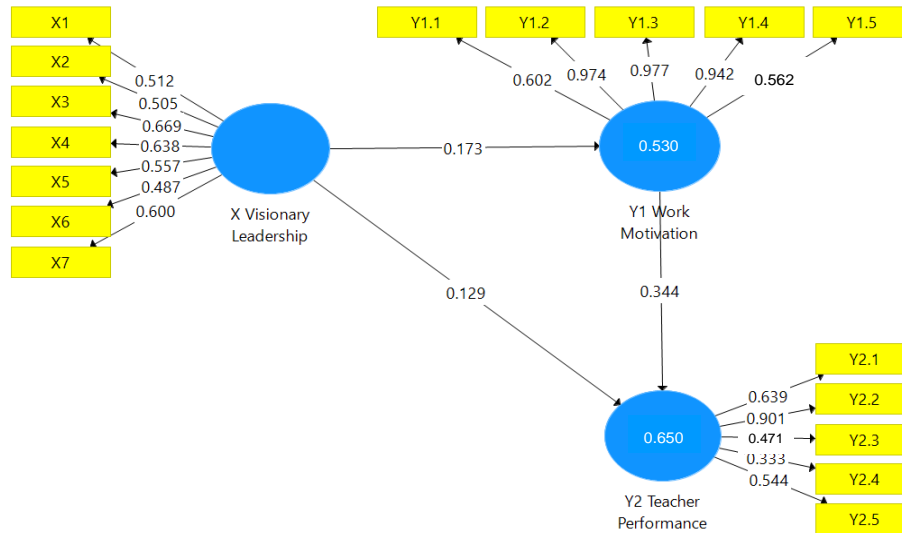


Figure 2 Results of Outer and Inner Model Analysis in PLS-SEM

Based on the results of this analysis, an evaluation must be carried out to determine its validity and reliability. The evaluation carried out is related to the outer model and inner model, the aim of which is to test whether the model is declared valid and reliable or vice versa.

Evaluation of the Outer Model

The results of outer testing on convergent validity to assess data validity and instrument reliability shown in Table 3 below.

Table 3. Outer Loading for Validity and Reliability Instrument

Variables	Indicator	Loading	T-Statistic	P-Values	Cronbach's Alpha	Composite Reliability	Average Variance Extract
Visionary Leadership (X)	X -> X1	0,512	3,439	0,001	0,889	0,870	0,626
	X -> X2	0,505	2,747	0,006			
	X -> X3	0,669	3,730	0,000			
	X -> X4	0,638	5,032	0,000			
	X -> X5	0,557	2,988	0,003			
	X -> X6	0,487	2,520	0,012			
	X -> X7	0,600	3,676	0,000			
Work Motivation (Y1)	Y1 -> Y1.1	0,602	13,771	0,000	0,835	0,888	0,644
	Y1 -> Y1.2	0,974	142,047	0,000			
	Y1 -> Y1.3	0,977	154,630	0,000			
	Y1 -> Y1.4	0,942	70,159	0,000			
	Y1 -> Y1.5	0,562	7,394	0,000			
Teacher Performance (Y2)	Y2 -> Y2.1	0,639	5,631	0,000	0,884	0,887	0,640
	Y2 -> Y2.2	0,901	25,593	0,000			
	Y2 -> Y2.3	0,471	3,413	0,003			
	Y2 -> Y2.4	0,333	2,384	0,018			

Variables	Indicator	Loading	T-Statistic	P-Values	Cronbach's Alpha	Composite Reliability	Average Variance Extract
	Y2 -> Y2.5	0,544	5,239	0,000			

Discriminant Validity

The way to see discriminant validity is Root Square Average Variance Extracts (RSAVE) on variables that are correlated with other variables below and to the left. The results of the analysis are shown in table 4 below.

Table 4. Root Square Average Variance Extracted

Construct	Visionary Leadership	Work Motivation	Teacher Performance
Visionary Leadership	0,771		
Work Motivation	0,173	0,803	
Teacher Performance	0,189	0,366	0,783

Table 4 above shows that the variables of visionary leadership, work motivation, and teacher performance are declared to meet validity, namely the square root value of RSAV that all show a value greater than the correlation between variables, namely the numbers compared to those below and on the left are greater. It was concluded that the measurement variables of this research's structural equation model met the criteria for validity and reliability (Garson, 2016).

Evaluation of the Inner Model

Testing the inner model on Goodness of Fit to check the suitability of the model formed from the construct using the R2 formula on the dependent variable is shown in Table 5 below.

Table 5 R Square of Dependent Construct

Dependent Constructs	R Square	Adjusted R Square	Category
Work Motivation	0,530	0,527	moderate
Teacher Performance	0,650	0,645	strong

Based on Table 4 above, it is known that the R2 value for work motivation is 0.530 in the moderate type and teacher performance is 0.650 in the strong type. So it is concluded that the dependent variable meets the suitability of the model, if the test results meet the non-declining condition, the more variables that are influenced, the higher the R2 value will be (Chin, 2014).

The next test is to see the Geiser tone using the Q Squqre formula formulated as follows:

$$Q^2 = 1 - (1 - R1^2) (1 - R2^2)$$

$$Q^2 = 1 - (1 - 0.530) (1 - 0.650)$$

$$Q^2 = 1 - 0.470 \times 0.350$$

$$Q^2 = 1 - 0.165$$

$$Q^2 = 0.835$$

The Q2 value is 0.835, this shows that 83.5% of teacher performance variables are influenced by supervisory leadership and work motivation, while the remaining 16.5% is influenced by other variables. This proves that the model formed can very strongly predict the results of the analysis.

Test Results for Hypothesis

The results of the analysis to test the reality of the research hypothesis and examine and explain the direct and indirect influences between variables are shown in Table 6 below.

Table 6 Results of Hypothesis Testing for Direct and Indirect Effects

Direct and Indirect Effect	Loading	Mean	Deviation Standard	T-Statistic	P-Values	Result
Visionary Leadership → Work Motivation	0,173	0,199	0,073	2,370	0,018	significant
Visionary Leadership → Teacher Performance	0,129	0,147	0,060	2,138	0,033	significant
Work Motivation → Teacher Performance	0,344	0,350	0,042	8,094	0,000	significant
Visionary Leadership → Work Motivation → Teacher Performance	0,060	0,070	0,027	2,190	0,029	significant

Based on the results of the analysis summarized in Table 6 above, the results of this research hypothesis testing are explained as follows:

Visionary leadership (X) is directly related to work motivation (Y1) shown in the coefficient of 0.173 and the T Statistics analysis score of 2.370 > 1.96 while the P Values score is 0.018 < 0.05 (significant). In this case, H1 is accepted while H0 is rejected. It was concluded that visionary leadership has a direct and convincing influence on work motivation. This means that if the value of visionary leadership increases, the impact on work motivation will also increase.

Visionary leadership (X) is also directly related to teacher performance (Y2) shown in the coefficient score, namely 0.129, and the T-Statistics analysis score, namely 2.138 > 1.96, while the P-Values score is 0.033 < 0.05 (significant). In this case, H1 is accepted while H0 is rejected. It was concluded that visionary leadership had a direct and convincing impact on teacher performance. This means that if the visionary value increases, the impact on teacher performance will also increase.

Work motivation (Y1) is directly related to teacher performance (Y2) shown in the coefficient value, namely 0.344, and the T-Statistics analysis score, namely 8.094 > 1.96, while the P-Values score is 0.000 < 0.05 (significant). If H1 is accepted while H0 is rejected. The conclusion of the hypothesis testing results is that work motivation has a direct and convincing effect on teacher performance. This means that if the work motivation value is high, the impact on teacher performance is also high.

Visionary leadership (X1) is indirectly related to teacher performance (Y2) through work motivation (Y1), shown in the coefficient value of 0.060 and the T-Statistics analysis score of 2.190 > 1.96 while the P-Values score is 0.029 < 0.05 (significant). In this case, H1 is accepted while H0 is rejected. The research results conclude that visionary leadership has a convincing indirect effect on teacher performance through work motivation. This means that if the value of visionary leadership increases, work motivation will increase and ultimately have an impact on teacher performance as well.

DISCUSSION

The discussion of research results refers to the quantitative data of the research object, in addition to qualitatively looking at the descriptive statistical results and the results of hypothesis analysis with theoretical consideration of the study which is supported by relevant previous research results, the discussion of the research results is described as follows.

Visionary Leadership Has a Significant Direct Influence on Work Motivation

The research results on the evidence of the T-Statistic analysis results were 2.370, higher than 1.96 and the P-Values score was 0.018, lower than 0.05. This is explained by visionary leadership, with the main characteristic of having a future-oriented vision, with a mission that leads to institutional development and moving subordinates to be motivated to adopt more advanced ways of working according to developments in

information technology that are constantly changing, so visionary leadership can influence motivating subordinates. Thus, visionary leadership influences work motivation. Research conducted (Ebyatiswara Putra et al., 2023) in private elementary schools in East Bogor sub-district, Bogor City aims to determine a method for increasing teacher creativity and performance through encouraging activities, character, and visionary leadership. The results of the research show a very important positive effect between character variables and visionary leadership in a similar way to encouraging teacher activity. Research on visionary leadership's influence on work motivation was also conducted (Suleman & Ansar, 2022) which explains that visionary leadership has a positive and convincing impact on employee work motivation. In line with research (Mukaddamah, 2020) and (Ebyatiswara Putra et al., 2023)

Visionary Leadership Has a Significant Direct Influence on Teacher Performance

The research results show that the T-Statistic analysis results are 2.138, higher than 1.96, and the P-Values score is lower than 0.050. This was explained by the leader, in this case, the school principal plays a strategic role and has the authority to influence his subordinates, both teachers and staff. The existence of a good relationship between school leaders, in this case the principal, will certainly be able to improve teacher performance, a principal who has a clear vision and is realized in the form of a mission that leads to learning progress will certainly improve teacher performance. Leaders play a strategic role and have the authority to influence their subordinates. The existence of a good relationship between school leaders, in this case, the principal, will certainly be able to improve teacher performance. Principals who have a far-sighted perspective achieved in implementing missions that lead to learning progress will certainly improve teacher performance. In other words, visionary leadership influences teacher performance. Study (Mukaddamah, 2020) about the relationship between the visionary leadership of school principals and the performance of Madrasah Tsanawiyah teachers in West Jakarta. The results of this research show that visionary leadership has a direct positive influence on teacher performance. Similar research was carried out (Juniarti et al., 2020) in line with the research conducted (Fariha, 2023) dan (Aslam et al., 2022)

Work Motivation Has a Significant Direct Influence on Teacher Performance

The research results on the evidence of the T-Statistic analysis results are 8.094, higher than 1.96, and the P-Values value is 0.000, lower than 0.050. This explains that work motivation with indicators of life needs, work performance, awards, job satisfaction, work environment, power, leadership policies, and job security can be explained that work motivation as one way of assessing how someone will work in an institution or educational institution. If someone works with strong motivation, it will certainly enable them to carry out their work to the fullest, obstacles while working will be able to be overcome with true work enthusiasm and motivation, especially when working as a teacher is, of course, intending to educate so that what is done is always the best. Thus, it can be said that work motivation has a direct positive and convincing effect on teacher performance. Research conducted (Hayati et al., 2020) at SMA 1 Sungai Rotan aims to analyze organizational commitment to teacher performance. The results of the research show that (1) work motivation has a convincing positive effect on teacher performance at Sungai Rotan 1 High School. The conclusion of this research is that to improve teacher performance, strong motivation is needed for teachers, this is in line with research (Ningrat & Yudana, 2020) and (Baharuddin et al., 2022).

Visioner Leadership Has a Significant Indirect Influence on Teacher Performance Through Work Motivation

The research results show the results of the T-Statistics analysis is 2.190 which is higher than 1.96 and the P-Values score is 0.029 which is lower than 0.050. This explains that visionary leadership with indicators of a clear, trustworthy vision, the future of the organization, a mission implemented, cooperation, innovation, firmness and fairness, and personal integrity has the main characteristics and characteristics of having a future-oriented vision, with a mission that leads on institutional development and mobilizing subordinates to be motivated to improve their performance. Visionary leadership can influence motivating subordinates to continue to pay attention to the times, especially for teachers implementing learning that is oriented towards current developments and the future of students. From the results of hypothesis testing, it is proven that visionary leadership has a convincing indirect influence on teacher performance through work motivation.

Visioner leadership in direct relationships has a strong influence on work motivation, then work motivation also has a direct effect on teacher performance. Thus it is concluded that visionary leadership has an indirect influence on teacher performance through mediating work motivation. Research involving work motivation variables mediates visionary leadership on teacher performance with convincing results (Fariha, 2023) in line with the research results (Rexar Giri Kusumah et al., 2023).

CONCLUSION

The research results and discussion are explained; (1) Visionary leadership has a significant direct influence on work motivation as evidenced by the results of the T-Statistics test analysis which is greater than 1.96 and the sig value is smaller than 0.05. This means that leadership which has a vision for the future to develop the school will trigger teachers improve their performance. (2) visionary leadership influences teacher performance as evidenced by the results of the T-statistical analysis being greater than 1.96 and the sig value being less than 0.05. This means that leadership plays an important role in encouraging teachers to show continuously improving work results. (3) Work motivation has a direct influence on teacher performance as evidenced by the results of the T-Statistics analysis which is greater than 1.96 and the sig value is smaller than 0.05. This means that teacher motivation plays an important role in supporting the main task of continuing to demonstrate teaching results and improving the quality of education. Apart from that, visionary leadership has an indirect effect on teacher performance which is mediated by work motivation. This means that visionary leadership with a view of change referring to development and seeing far-reaching opportunities for the future will motivate teachers to improve. Work performance. In this case, work motivation plays a good mediating role in helping supervisory leadership in its influence on teacher performance.

Acknowledgment

The researcher would like to thank the head of the junior high school in Central Lombok district who permitted to carry out the research. Apart from that, the researcher would also like to thank the teachers who helped carry out the research smoothly, namely filling out the research questionnaire returning it promptly, and filling it in completely so that the research data could be analyzed properly. We hope that the results of this research will be of significant benefit to schools, especially teachers who continue to be motivated to realize educational goals.

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