

THE EFFECT OF VISIONER LEADERSHIP AND LEARNING INNOVATION ON TEACHER PERFORMANCE ALIYAH STATE MADRASAH MEDAN CITY-INDONESIA

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ABSTRACT

The reason for this research is to find out and analyze: (1) the effect of visionary leadership on teacher performance and (2) the effect of learning innovation on teacher performance. The research subjects were the teachers of the Madrasah Aliyah Negeri Medan City, with a total sample of 182 people taken utilizing stratified proportional random sampling. The data were analyzed using path analysis after calculating the correlation of all research variables in the form of a matrix. The results of the analysis of the effect of exogenous variables on endogenous variables in each substructure obtained (1) visionary leadership have a positive effect on teacher performance by 5.2% (2) learning innovation behavior has a positive effect on teacher performance by 3.1%. The results of the study illustrate that (1) there is a direct positive influence of visionary leadership on teacher performance of 5.2%, and (2) there is a direct positive influence of learning innovation on teacher performance of 3.1%

Keywords: *Visionary Leadership, Learning Innovation, and Performance*

INTRODUCTION

One of the main factors determining the quality of education is the teacher. The position of the teacher systematically determines the quality of education in Indonesia because Improving the quality of teachers is very important and urgent to continue in a planned and sustainable manner to boost the position of the quality of local education in order to be able to synergize the concepts of sustainable development that are applicable in the face of competition in the world of global education. Education has a significant role in the effort to contribute to the development and progress of the nation. Education is the primary key to improving and preparing superior and competitive human resources.

Good teachers constantly improve the quality of their knowledge, skills, and insights about teacher training. When teaching science is constantly changing, a good teacher will follow it, even if he participates in the change. Performance can be interpreted as something bound and related between the teacher and his work, and performance will depend on the right mix of the individual and the job. For this reason, a school will succeed well if good teachers support it, namely by planning teacher procurement, managing teacher duties, developing teacher careers, and ending with an evaluation of teacher assignments.

The Ministry of National Education and the World Bank (2011:2) state that the education system in Indonesia has not produced graduates with a high level of knowledge and skills. Thus, it can be concluded that the quality of education in Indonesia is still low. The low quality of education is inseparable from the potential role of qualified

educators/teachers. According to McKinsey in a report issued by the World Bank (2011: 3), the quality of the education system is unlikely to exceed the quality of its teachers.

Teacher performance is one of the centers of attention in realizing quality educational institutions; teachers' low performance has an impact on the learning process in Madrasah. Teachers are the most crucial element in the ongoing learning process, as teachers have many duties and responsibilities in bringing about good changes in the world of education. In addition to teaching, they direct, guide, train, assess, and evaluate students. Based on these various opinions, it can be concluded that teachers are essential in improving the quality of education.

Fatah Ahmadi (2015:1) identified 14 teacher roles and duties referred to from Pullias and Young (1988), Manan (1990) and Yelon and Weinstein (1997) as follows: (1) teacher as educator (nurturer), related to the improvement and growth and development of children to gain experiences such as independence, maturity, values and morality, social responsibility, and things that are personal and spiritual; (2) the teacher as a teacher, related to teaching in the learning process of students which is influenced by various factors such as motivation, maturity, student-teacher relationship, verbal ability, level of freedom, sense of security and teacher communication skills; (3) teachers as mentors; (4) teachers as leaders; (5) teachers as learning managers; (6) teachers as models and role models; (7) teachers as community members; (8) teacher as administrator; (9) teachers as advisors; (10) teachers as innovators (innovators); (11) teachers as drivers of creativity; (12) teachers as emancipators; (13) teachers as evaluators; and (14) the teacher as the culminator. The entire task and role of the teacher are summarized in the teacher's performance.

According to Usman (Fitria, 2018:82), teachers as educators are one of the determinants of educational success because the low quality of education is partly due to the low performance of teachers. Therefore, teacher performance must continually be improved considering the challenges of education to produce quality human resources who can compete in an increasingly tight global era. Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on his expertise, experience, and sincerity in using time efficiently and effectively.

Indicators of teacher performance assessment as contained in the Regulation of the Minister of State Apparatus Empowerment Number 16 of 2009, can be described in detail as follows: (1) A person's ability to communicate the knowledge possessed is very dependent on the mastery of the knowledge to be communicated, (2) The teacher's ability can be seen from the method or process of preparing a program of learning activities carried out by the teacher, (3) the ability of teachers to manage to learn is crucial because it is directly related to student learning activities in the classroom, (4) the ability to evaluate/assess learning.

The low performance of teachers in Madrasah is a crucial issue and requires Madrasah to conduct planning and discussion in accordance with the dimensions of space and time. This demand has become a global trend that inevitably, like it or not, must be met in order to harmonize the performance of teachers in educational institutions, which accelerates external change by using various approaches. Efforts to improve teacher performance in educational institutions continue to be carried out by, among others, improving the quality of teachers, improve the visionary leadership of school principals in solving various problems including growing responsibility both internally to the school environment and externally to other related educational institutions, especially in the dimensions of increasing learning innovation by teachers.

The results of research from Bella Shandy and Stefanus Rumangkit (2017: 220) in the proceedings of the Darmajaya Bandar Lampung national seminar stated that in 2016 teacher performance in Madrasah Aliyah Diniyah Putri Lampung decreased by 33.33%.

Research at State Aliyah Madrasah Majene Regency, South Sulawesi. Moh. Hidayat (2018:72), in his research, states that 86.67% of teachers State Aliyah Madrasah Low and medium performing Majene. Indications of the decline in teacher performance can be seen from the lack of new curriculum development, do not a sense of responsibility in teaching, lack of communication between fellow teachers, and the lack of facilities to support learning.

The success of the organization (Madrasah) is the success of a leader or principal, Rahman (2006:106) reveals that the head of the madrasa is a teacher with a (functional position) who is appointed to a structural position (head of the madrasa) in the school. Wahjosimidjo (2002:83) adds that the principal is a functional teacher who is given the task of leading in a school where the teaching and learning process is held or where there is an interaction between the teacher and the teacher and the student receiving the lesson.

The leadership of the madrasah principal will be successful if they understand the existence of the madrasa as a complex and unique organization and can carry out their role in influencing and mobilizing others to work towards the vision and mission of the madrasa without coercion. As a leader in a school, the principal must have the vision, courage, and humility to continuously learn and hone his skills and emotions. The vision given by the principal must also have a clear picture, provide an innovative way to bring about change for the better, and encourage his subordinates' performance.

According to Moch Idochi Anwar (2013: 91), leadership is an effort made by someone with all the abilities to influence, encourage, direct and move the people they lead so that they want to work with enthusiasm and confidence in achieving organizational goals. Visionary leaders are individuals with an attractive vision and can encourage organizational stakeholders and employees to achieve a good vision. They inspire people, revitalize organizations and mobilize the resources needed to turn visions into reality.

Based on previous research, according to Ika Alifiyah, Ali Imron, Juharyanto (2019) stating that the Principal's Visionary Leadership in Developing the Character of Students as a leader, the head of SMK Muhammadiyah 7 Gondanglegi has a vision and dream of where the school he leads. The findings related to the formulation of the vision carried out by the school principal were through several stages. The principal gathers all teachers and school staff to formulate a shared vision. This is done because school changes must be based on a shared vision. This vision will later be used as a guide in every action by every school member. The vision that will be compiled must take root and form a school culture following future expectations.

According to Taty and Dedi Achmad (2009:143) there are nine indicators of innovative leadership style, including: (1) Thinking about the future of the organization, (2) Creating an advanced and anticipatory organizational culture and behavior, (3) Trying to create a quality organization, (4) Clarify business direction and goals, easy to understand and articulate, (5) Reflect high ideals and set reasonable standards, (6) Cultivate inspiration, enthusiasm, enthusiasm, and commitment, (7) Implied the values the organization upholds, (8) Motivate employees to act in the right direction, and (9) Coordinate specific actions and abilities of different employees.

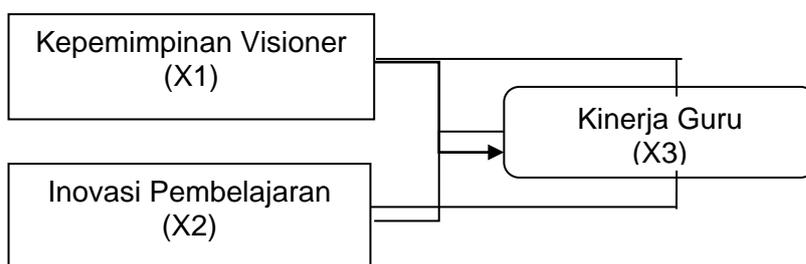
In addition, one of the factors that affect teacher performance is innovative learning. Learning innovations can be implemented per the demands of today and in the future. The definition of innovation is defined as a discovery or new idea that is different from existing or previously known ones. A new idea is a thought in observing a phenomenon that is happening. This new idea can be a discovery of what is realized and accepted as something new for the teacher or lecturer. The innovations are continuous improvements and improvements from existing ones to new ones so that the benefits for students can be felt.

Learning innovation is an effort to renew the various components needed in delivering learning material in the form of knowledge from educators to students to improve the quality of education. Innovative learning requires teachers and principals to understand the new paradigm of success. To plan an innovative learning process that provides valuable experiences for students, we need to pay attention to the critical components of the learning process. From the components of the learning process, the teacher can plan learning activities and strategies relevant to the learning objectives.

To achieve a learning model that can be used by a teacher, it must meet the requirements, including: generating and maintaining student attention, conveying learning objectives, recalling the principles/concepts that have been studied, delivering material, providing learning guidance, obtaining student performance, provide feedback, measure learning outcomes, strengthen retention and transfer of learning. In the implementation of innovative learning, learning devices are needed in schools so that learning can take place in accordance with the expected competencies (Akbar, et al, 2016: 24). Therefore, teachers need to make innovative learning tools so that they can be a guide in the implementation of learning activities (Abidin, 2014: 287). In addition, Hosnan, M (2014: 87) explains that the demands of the 21st century require students to have 4C skills, namely: 1) *communication skills*, 2) *collaboration skills*, 3) *critical thinking and problem solving*, and 4) *creativity and innovation skills*. Therefore, basic skills still worthy of being used as indicators of learning innovation by teachers in the process of learning and teaching activities in 21st-century schools include the 4Cs (communication skills, collaboration skills, critical thinking and problem solving, creativity, and innovation skills).

The results of initial observations at Aliyah State Madrasah Medan City can be concluded that the performance of teachers in Madrasahs is low because 1) Teachers often do not enter class during the learning process, 2) Teachers have not been able to develop learning innovations during the learning process in class, 3) Teachers rarely prepare lesson plans, and 4) teachers are still very poorly given training or education. The purpose of this study was to see the extent to which " The Effect of Visioner Leadership and Learning Innovation on Teacher Performance Aliyah State Madrasah Medan City-Indonesia."

The conceptual framework is formed based on the literature review carried out as a reference for forming hypotheses and solving research problems by paying attention to the relationship between the variables studied. So it can be stated that visionary leadership and learning innovation affect teacher performance with the following conceptual framework:



METHOD

This quantitative research aims to describe each variable's relationship pattern based on empirical data collected using the developed instrument. This research was carried out at the Aliyah State Madrasah Medan City for four months, starting from March to May 2020. The population of this study was Aliyah State Madrasah Medan City teachers, with 335 respondents. The research sample was taken from part of the target population of each school, taking into account tenure, education, and rank.

Table 1. Distribution of Aliyah State Madrasah Medan City Teachers as Population and Sample

No.	School name	Amount	Teacher
		Population	Sample
	Aliyah State Madrasah 1	180 Person	98 Person
	Aliyah State Madrasah 2	93 Person	50 Person
	Aliyah State Madrasah 3	62 Person	34 Person
	Total	335 Orang	182 Person

This study aimed to examine and analyze the effect of visionary leadership on teacher performance, the effect of learning innovation on teacher performance, and the simultaneous effect of the influence of visionary leadership and learning innovation on teacher performance. This research was conducted with a framework as shown in Figure 1.

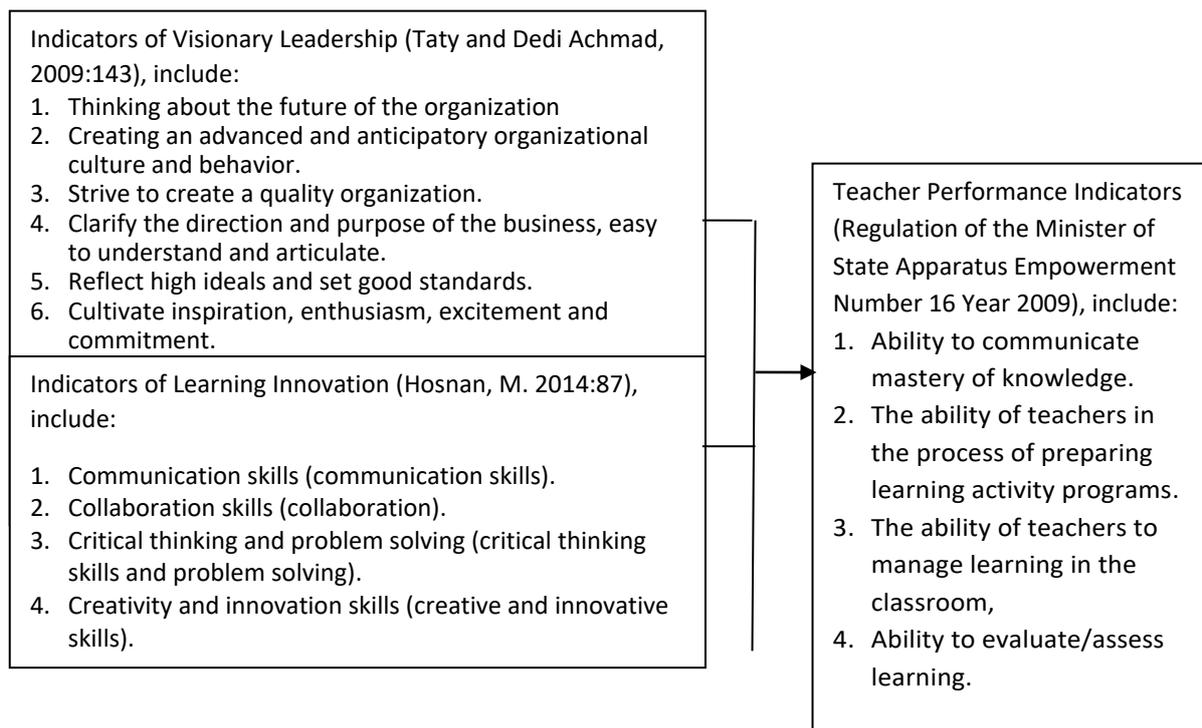


Figure 1. Relationship of Three Variables
Source: Author (2022)

RESULTS AND DISCUSSION

I. Normality Test Calculation

Testing the normality of research data aims to determine whether the symptoms encountered are a normal distribution or not. So the distribution of observational data is compared with theoretical data or data that is typically distributed ($z = 3$). The normality test of the data was carried out using the Lilliefors test. To test the normality of the research data, it was done by comparing the value of the largest Lilliefors as Lilliefors_{count} (L_{count}) and the value of Lilliefors_{table} (L_{table}) on a fundamental level $\alpha = 0,05$. The proposed hypothesis is:

- H_o : The regression estimation error is not normally distributed
- H_a : The regression estimation error is normally distributed

The calculation of this normality test uses Table Z. To find out whether the data is standard for each research variable, it is carried out with the following provisions:

- a. If $L_{\text{obtained}} < L_{\text{table}}$ in the table with a significance level of 5%, the data distribution comes from a normally distributed population ($L_{\text{count}} < L_{\text{table}}$) or accept H_a .
- b. If $L_{\text{obtained}} > L_{\text{table}}$ in the table with a significance level of 5%, the data distribution does not come from a normally distributed population ($L_{\text{count}} > L_{\text{table}}$) or accept H_o .

Based on the calculation of the normality test, a summary of the results of the normality test for the estimated error of endogenous variables on exogenous variables is obtained, shown in Table 2 below:

Table 2. Summary of Normality Calculation of Liliefors.

No.	Variable	N	L_{count}	L_{table}	Conclusion
1	X_1 on X_3	182	0,043	0,059	Estimated error is normally distributed
2	X_2 on X_3	182	0,037	0,059	Estimated error is normally distributed
3	X_1 on X_2	182	0,053	0,059	Estimated error is normally distributed

Based on the summary of the normality calculation of the Liliefors test, the data for the variable Visionary Leadership (X_1), Learning Innovation (X_2), and Performance (X_3) it, then it can be concluded that:

- a. Normality Test of Variable Data X_1 over X_3 : indicates that the value of $L_{\text{count}} < L_{\text{table}}$ (5%). The results of the statistical calculation of the Liliefors Test Normality are obtained $L_{\text{count}} = 0,043 < L_{\text{table}} = 0,059$, then H_o is accepted at the level $\alpha = 0,05$. This means that the data distribution comes from a normally distributed population.
- b. Normality Test of Variable Data X_2 over X_3 : shows that the value of $L_{\text{count}} < L_{\text{table}}$ (5%). The results of the statistical calculation of the Liliefors Test Normality are obtained $L_{\text{count}} = 0,037 < L_{\text{table}} = 0,059$, then H_o is accepted at the level $\alpha = 0,05$. This means that the data distribution comes from a normally distributed population.
- c. Normality Test of Variable Data X_1 over X_3 : indicates that the value of $L_{\text{count}} < L_{\text{table}}$ (5%). The results of the statistical calculation of the Liliefors Test Normality are obtained $L_{\text{count}} = 0,053 < L_{\text{table}} = 0,059$, then H_o is accepted at the level $\alpha = 0,05$. This means that the data distribution comes from a normally distributed population.

Based on the summary of the calculation results, it is shown that the value of $L_{\text{count}} < L_{\text{table}}$ (5%), Thus it can be concluded that the overall distribution of the estimated error does not deviate from the normal distribution, meaning that the assumption of normality has been met.

The summary of the results of the linearity test and the significance of the regression equation for each pair of exogenous variables with endogenous variables through the calculation results of SPSS for Windiwos version 22 can be seen in Table 2 below.

Tabel 2. Ringkasan Hasil Uji Linieritas dan Uji Keberartian SPSS

No.	Variables Exogenous to Endogenous Variable	Linearity Test			Regression Significance Test		
		F _h	Sig	Status	F _h	Sig	Status
1.	X ₁ on X ₃	1,500	0,060	linear	12,766	0,000	Means
2.	X ₂ on X ₃	0,673	0,055	linear	0,549	0,000	Means

Information:

- X₁ = Visionary Leadership
- X₂ = Learning Innovation
- X₃ = Teacher Performance

Based on the summary of the calculation results in Table 2, it can be seen that for the linearity test, namely the enormous F_h value, all values are of significance. (sig.) > 0,05, so it can be said that all exogenous pairs of variables with endogenous variables have a linear relationship, the regression significance test can be seen from the value of all pairs of exogenous variables with endogenous variables having a significance value (sig.) < 0,05, so it can be stated that the regression coefficient means. So, the analysis results conclude that all forms of regression are linear and mean at the significance level $\alpha = 0,05$.

Furthermore, to test the linearity requirements of the research data, the F-test was used with the help of the SPSS for windows version 22 program, using the Test for Linearity at the significance level 0,05. Two variables are said to have a linear relationship if the deviation from linearity (significance) is more significant than 0,05.

a. Linearity Test of Visionary Leadership Relationships (X₁) on Teacher Performance (X₃).

			Sum of Squares	df	Mean Square	F	Sig.
X3 * X1	Between Groups	(Combined)	2296.751	31	74.089	1.543	.046
		Linearity	578.462	1	578.462	12.044	.001
		Deviation from Linearity	1718.288	30	57.276	1.193	.243
	Within Groups		7204.090	150	48.027		
	Total		9500.841	181			

Based on the table, the significance of *deviation from linearity* > 0,05, that is 0,243 > 0,05, so it can be stated that the relationship between visionary leadership and teacher performance is linear. The results of the analysis show that the price of F tuna is suitable = 1,193; with significance 0,243 (sig > 0,05). This means that the regression is linear. Furthermore, the summary of the results of the calculation of the significance of the regression coefficient is shown as follows:

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2761,792	1	2761,792	34,922	,000 ^b
	Residual	18822,171	238	79,085		
	Total	21583,963	239			

a. Dependent Variable: X3
b. Predictors: (Constant), X1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	70,972	6,374		11,134	,000
	X1	,360	,061	,358	5,909	,000

a. Dependent Variable: X3

Based on the summary of the calculation results in the table, the regression equation for teacher performance is obtained (X_3) atas kepemimpinan visioner (X_1) that is: $70,972 + 0,360X_1$, because of the significance $F_{count} < 0,05$ it can be stated that the regression coefficient is significant. Significant means the effect can apply to the population (can be generalized).

b. Linearity Test of Learning Innovation Relationships (X_2) on Teacher Performance (X_3)

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
X3	Between	(Combined)	2385.483	34	70.161	1.449	.069
*	Groups	Linearity	567.705	1	567.705	11.729	.001
X2		Deviation from Linearity	1817.777	33	55.084	1.138	.296
	Within Groups		7115.358	147	48.404		
	Total		9500.841	181			

Based on the table, the significance of *deviation from linearity* $> 0,05$, that is $0,296 > 0,05$, so that it can be stated that the relationship between learning innovation and teacher performance is linear. The results of the analysis show that the price of F tuna is suitable = 1,002; with significance 0,296 (sig $> 0,05$). This means that the regression is linear. Furthermore, the summary of the results of the calculation of the significance of the regression coefficient is shown as follows:

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
I	Regression	2261,502	1	2261,502	27,856	,000 ^b
	Residual	19322,461	238	81,187		
	Total	21583,963	239			

a. Dependent Variable: X3
b. Predictors: (Constant), X2

Based on the table that the significance of *deviation from linearity* $> 0,05$, that is $0,296 > 0,05$ so that it can be stated that the relationship between learning innovation and teacher performance is linear. The results of the analysis show that the price of F tuna is suitable = 1,002; with significance 0,296 (sig $> 0,05$). This means that the regression is linear. Furthermore, the summary of the results of the calculation of the significance of the regression coefficient is shown as follows:

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
I	Regression	2261,502	1	2261,502	27,856	,000 ^b
	Residual	19322,461	238	81,187		
	Total	21583,963	239			

a. Dependent Variable: X3
b. Predictors: (Constant), X2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
I	(Constant)	76,890	6,015		12,783	,000
	X2	,305	,058	,324	5,278	,000

a. Dependent Variable: X3

Based on the summary of the calculation results in the table, the regression equation for teacher performance is obtained (X_3) on visionary leadership (X_2) that is: $76,890 + 0,305 X_1$; because of the significance $F_{count} < 0,05$, it can be stated that the

regression coefficient is significant. Effective means that the effect can apply to the population (can be generalized).

Furthermore, the summary of the discussion of the research results can be described as follows:

1. The findings of the first research: Visionary leadership has a direct positive effect on the teacher performance of Aliyah State Madrasah in Medan City

Visionary leadership has a direct positive effect on the performance of Madrasah Aliyah teachers in Medan City, meaning that the better the visionary leadership, the better the teacher's performance. This is based on hypothesis testing with an extensive path coefficient $\rho_{31} = 0,229$ and $t = 3,181$ with a significance level 0,000 (the hypothesis is accepted if the significance level of the value of $t_{count} < 0,05$), so that the direct effect visionary leadership on the teachers performance of Aliyah State Madrasah in Medan City is 0,0524.

Susanto (2013: 64) explains, visionary means the leader has a far-sighted view of what will be achieved and where the organization wants to be. Visionary leaders are characterized by being willing to accept risks, share their knowledge with members of the organization, enjoy doing experiments in their organization, lead by example and facilitate learning by encouraging the growth of creativity from each member of the organization. Tilaar (Aan komariah and Cepi Triatna, 2010:81) said that leadership so strongly influences the performance of an organization, so it is rational if the decline in education is caused by leadership performance that cannot adapt to change and also does not make educational strategies that are adaptive to change.

This test is supported by research the results Yusuf Dwi Hadi's (2019: 187) with the title visionary leadership of the principal in improving the quality of education at SMK Islam 2 Durenan, showing that the visionary leadership of the principal has succeeded in bringing his institution to become one of the superior and competitive schools at the national level. national. Based on the theory and research results show that visionary leadership has an effect on teacher performance in improving the quality of education.

An indication of the influence between organizational culture and innovative behavior in teachers is the development of a strong personal character to advance school quality and other relevant school administrative tasks, encourage dynamic and productive relationships, and are concerned with renewing new ideas and initiatives by utilizing everything related to the teaching process and paying attention to the strength of a healthy organizational culture (school).

2. The second research finding: Learning innovation has a direct positive effect on the teachers performance of Aliyah State Madrasah in Medan City

Learning innovation has a direct positive effect on the performance of Madrasah Aliyah teachers in Medan City, meaning that if learning innovations are getting better, it will improve teacher performance as well. This is based on hypothesis testing with a significant path coefficient $\rho_{52} = 0,177$ and $t = 2,435$ with a significance level 0,016 (the hypothesis is accepted if the significance level of the value of $t_{count} < 0,050$), so that the direct effect of learning innovation on the teachers performance of Aliyah State Madrasah in Medan City is 0,0313.

This test is supported by the results of Andina's research (2018) that by holding training, educators will be able to create learning innovations by mastering and applying various approaches, strategies, techniques, learning methods and learning media so that the learning process can be carried out properly and learning objectives achieved.

An indication of the influence between learning innovation and performance of the Medan City State Madrasah Aliyah teacher is the development of new ideas for innovation in learning devices and learning models. In addition, having the ability to carry out various teaching innovations and other relevant school administrative tasks, as well as being able to improve teacher performance to achieve the desired goals together.

CONCLUSION

As a leader in a school, the principal must have the vision, courage and humility to continuously learn and hone his skills and emotions. The vision given by the principal must also have a clear picture, provide an innovative way to bring about change for the better and can encourage the performance of his subordinates. Learning innovation is a new idea that is applied in the learning process so that it can achieve learning objectives well. The role of learning innovation is very important in efforts to solve the problems of education in Indonesia in general and in Madrasah Aliyah Negeri Medan in particular. This learning innovation can be carried out by educators, government, and other educational institutions.

Teacher performance is one of the centers of attention in realizing quality educational institutions, the low performance of teachers has an impact on the learning process in Madrasahs. Teachers are the most important element in the ongoing learning process, as teachers have considerable duties and responsibilities in bringing about good changes in the world of education.

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