

The Influence of Visionary Leadership and Persuasive Communication on Teacher Performance in Schools

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Abstract:

This paper discusses the influence of visionary leadership and persuasive communication on teacher performance at the Global Islamic Boarding School, South Kalimantan. Teacher performance is an essential component and needs special attention, considering that teacher performance significantly impacts student learning outcomes. This research uses a quantitative approach, and the sample was taken using a non-probability sampling technique with 40 respondents. The research results show that The t-count value for the visionary leadership variable of 2,764 is greater than the t-table of 2.02439 with a significance level of $0.009 < 0.05$. This shows that visionary leadership has a positive effect on teacher performance. (2) The results of data analysis show that the t-count value is $1.203 < t\text{-table } 2.02439$, with a significant value of $0.237 > 0.05$. This states that H_a is rejected and H_o is accepted, meaning that the persuasive communication variable does not positively and significantly affect the teacher performance variable. (3) Based on the results of the F-test, it shows that the F-value is $4,590 > \text{from F table } 0.25$, and the significant value is $0.018 < 0.05$; this shows that visionary leadership and persuasive communication have a simultaneous effect on teacher performance.

Keywords: *Visionary Leadership, Persuasive Communication, Teacher Performance*

Abstrak:

Paper ini membahas tentang pengaruh kepemimpinan visioner dan komunikasi persuasif terhadap kinerja guru di Global Islamic Boarding School Kalimantan Selatan. Kinerja guru adalah komponen yang sangat penting dan perlu mendapatkan perhatian khusus, mengingat bahwa kinerja guru memiliki dampak signifikan terhadap hasil belajar siswa. Penelitian ini menggunakan pendekatan kuantitatif dan pengambilan sampelnya dengan teknik non probability sampling, dengan responden sebanyak 40 orang. Hasil penelitian menunjukkan bahwa; nilai t-hitung pada variabel kepemimpinan visioner 2.764 lebih besar dari pada t-tabel 2,02439 dengan tingkat signifikan sebesar $0,009 < 0,05$. Hal ini menunjukkan bahwa kepemimpinan visioner berpengaruh positif terhadap kinerja guru, (2) Hasil analisa data menunjukkan bahwa nilai thitung $1.203 < t$

tabel 2,02439, dengan nilai signifikan $0,237 > 0,05$. Hal ini menyatakan bahwa H_a ditolak dan H_0 diterima dengan artian bahwa variabel komunikasi persuasif tidak berpengaruh positif dan signifikan terhadap variabel kinerja guru, (3) Berdasarkan hasil pada uji F menunjukkan bahwa nilai F-hitung $4.590 >$ dari F-tabel $0,25$ dan nilai signifikan $0,018 < 0,05$ hal ini menunjukkan bahwa kepemimpinan visioner dan komunikasi persuasif berpengaruh secara simultan terhadap kinerja guru.

Kata Kunci: *Kepemimpinan Visioner, Komunikasi Persuasif, Kinerja Guru*

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INTRODUCTION

Education is one of the most critical factors in the growth and development of a country (Sodirjonov, 2020; Islomov & Ismatullaeva, 2022). Teachers, who stand at the forefront of the educational system, play a critical part in cultivating knowledgeable and capable members of the next generation. To put this into context, two elements that substantially influence teacher performance in GIBS (Global Islamic Boarding School) Middle and High Schools located in South Kalimantan are visionary leadership and compelling communication.

Visionary leadership refers to the ability of a school principal or leader of an educational institution to portray a clear and inspiring vision for the school (Chen & Yuan, 2021; AlAjmi, 2022; Muhimmah, 2022). A strong vision can provide clear direction for teachers in achieving larger educational goals (Marshall et al., 2020, Macaro & Han, 2020).

There is at least some research on visionary leadership, which is the basis for this research; Thamrin (2020) and Ismail et al. (2022). said that visionary leadership positively influences employee performance, so if visionary leadership increases, employee performance will also increase. Fariha (2023) and Yusuf and Basrowi (2023) also stated that visionary leadership positively and significantly affects teacher performance.

Meanwhile, Dali et al. (2023) said that visionary leadership indirectly (through work culture) positively and significantly affects teacher performance. Fransiska and Harapan (2020) noted that principal vision and teacher discipline affect teacher performance. Thus, if the principal's leadership style is good and the instructor is disciplined, teacher performance will be good.

On the other hand, persuasive communication is an essential skill that helps principals at GIBS South Kalimantan Middle and High Schools to motivate, guide, and move teachers toward achieving a shared vision. Nuryati et al. (2022) stated that persuasive communication positively and significantly affects subordinates' work motivation. Mufarrohah (2020) and Adriantoni et al. (2023) added that the principal's persuasive communication and transformational leadership positively and significantly affect the teacher's work ethic.

First, the cognitive persuasive communication pattern, which consists of providing explanations and understanding for followers, and second, the effective communication pattern, which consists of building trust with followers (Iqbal et al., 2022; Scardigno et al., 2023; Syam et al., 2023). According to Centauri et al.

(2021), forming an organization is possible due to several factors, including the unification of vision and mission and the same objectives, as well as the realization of the group's presence in society, which influences it.

In addition, Zahara and Madya (2023) stated that leadership persuasive communication techniques are carried out by introducing the organization by inviting and determining marketing tactics to attract public interest, specifically with beneficial activities that fulfill the demands of the local community. This is done in order to carry out the leadership persuasive communication techniques. A principal's persuasive communication can be used in various contexts, such as introducing policy changes, motivating teachers to improve performance, building support for a specific educational project, or explaining the school's strategic vision and direction to the entire educational community. These abilities are essential to ensure school success and progress.

Understanding how visionary leadership and compelling communication affect teacher performance at GIBS Middle and High Schools in South Kalimantan is crucial. School success depends on teacher performance. Schools must direct and develop their instructors to ensure they perform well, especially in their primary roles. Teacher performance is the ability and skills of teachers to create an atmosphere of communication and education between teachers and students, which includes cognitive, affective, and psychomotor abilities as an effort to learn something, starting from planning to the stage of evaluating and following up on learning activities in order to achieve learning objectives (Nata & Kaleka, 2020; Sotto, 2021).

The impact of poor teacher performance will affect the quality of students at school. Students will lose enthusiasm for learning, and this will affect the grades students get. Decreased teacher performance will harm the school, primarily the students being taught. The teaching profession is not used to its full potential. Ineffective in teaching, so school goals will not be achieved optimally.

According to Gibson (Addin et al., 2020), the factors that influence teacher performance include individual factors organizational and psychological variables. Through visionary leadership, teachers can feel motivated and actively involved in realizing the school's vision (Chen et al, 2021). Meanwhile, effective persuasive communication can help overcome obstacles to achieving this vision. This is demonstrated by their high level of honesty, their high level of commitment, and their constancy in working toward the vision that he has developed for a school principle who values strong connections and who is dynamic and innovative (Poonvichaen & Sutheejariyawat, 2022)..

This study examines how the principal's innovative leadership at the Global Islamic Boarding School in South Kalimantan affects teacher performance. The school principal uses persuasive communication, but how does it affect teacher performance? This involves evaluating the principal's persuasive communication, how it is presented, and how it affects teachers' learning-related behavior. Third, visionary leadership and persuasive communication affect teacher performance.

RESEARCH METHODS

This research employs a quantitative methodology, the purpose of which is to put a hypothesis to the test. The forty educators who worked at the Middle and High Schools run by GIBS (Global Islamic Boarding School) in South Kalimantan made up this study's sample population.. Sampling in this study used non-probability sampling techniques, incredibly saturated sampling, where all population members were used as samples. This research uses a causal approach, which is cause and effect consisting of independent and dependent variables, then determines how the independent variable influences the dependent variable (Sugiono, 2018).

Table 1. Visionary Leadership Variables

No	Indicator	Statement	Answer				
			SS	S	R	TS	STS
1	Direction Setter	The principal has good analytical skills					
		The school principal is able to formulate a clear, inspirational and evocative vision, managing dreams to become a reality					
2	Agen of Change	The principal is innovative and proactive in discovering something new					
3	Spokes Person	The principal is not satisfied with existing circumstances					
		The principal appreciates everything					
4	Coach	form of communication					
		The principal has many relationships					

Table 2. Persuasive Communication Variables

No	Indicator	Statement	Answer				
			SS	S	R	TS	ST
1	Credibility	The principal is open in communication					
		The principal provides the latest information about educational innovations to teachers					
2	Identification	The principal understands the abilities possessed by each teacher					
		The principal accepts suggestions and criticism from teachers					
3	Similarity	The principal ordered teachers not to smoke at school by giving an example directly					
		The principal smiles cheerfully when he meets teachers at school					

Table 3. Teacher Performance Variables

No	Indicator	Statement	Answer				
			SS	S	R	TS	ST
1	Ability to prepare learning plans	I can create and plan materials learning that refers to the curriculum					
2	Ability to carry	latest and improved					

	out learning	Planning the sequence/steps of learning
3	Ability to establish interpersonal relationships	Linking material with other relevant material
		Presenting learning with techniques that are easy for students to understand
4	Ability to carry out research on learning outcomes	Clarify explanations if students misunderstand
		Invite students to answer questions from other students
		Conduct final assessments of students
5	Ability to carry out enrichment	Provide assignments or exercises by paying attention to the student's condition
		Carrying out assessments, carrying out assessment analysis.
6	Ability to carry out remediation	Reflecting on learning outcomes, and make enrichment

Scoring Terms: SS : 5, S : 4, R : 3, TS : 2, STS : 1

A questionnaire that has been examined in the past for its validity and reliability serves as the research instrument for this study. Multiple linear analysis, which compares the findings of the F-test and the T-test, was the test that was utilized in this investigation to evaluate the hypothesis.

RESULTS AND DISCUSSIONS

Respondent Characteristics

The characteristics of respondents in GIBS Middle and High Schools in South Kalimantan were seen by the percentage of male teachers at 57.5% and female teachers at 42.5%. Characteristics of respondents based on final education, latest education, it can be seen that of the 40 respondents, 33 (82.5%) with a final education of S1 were the most significant respondents, followed by a final education level of D III 5 (12.5%), the rest with a final education level of 2 (0.5%) graduated from high school and are in the process of studying at university. Characteristics based on respondents' length of work: as many as 19 people (47.5%) had worked for ten years, and 21 people (52.5%) had worked for less than ten years. Characteristics based on age respondents: most respondents were between 20-30 years old, 22 people (55%). Nine people aged 31-40 (22.5%) and nine over 40 (22.5%). This means most teachers are dominated by those aged 20-30.

Validity test

Validity tests are carried out to correlate and find out whether each statement in the questionnaire with the number of each variable can be used as data collection. The significance level can be determined by comparing the calculated R value with the table R-value, namely $(df) = n-2$; in this case, n is the number of samples, with the criterion $n = 40-2 = 38 = 0.3120$.

Table 4. Visionary Leadership Validity Test Results

No. Items	R Count	R Table	Description
X _{1.1}	0,755	0,3120	Valid
X _{1.2}	0,830	0,3120	Valid
X _{1.3}	0,807	0,3120	Valid
X _{1.4}	0,546	0,3120	Valid
X _{1.5}	0,770	0,3120	Valid
X _{1.6}	0,767	0,3120	Valid
X _{1.7}	0,582	0,3120	Valid
X _{1.8}	0,361	0,3120	Valid

Table 5. Persuasive Communication Validity Test Results

No. Items	R Count	R Table	Description
X _{2.1}	0,476	0,3120	Valid
X _{2.2}	0,613	0,3120	Valid
X _{2.3}	0,502	0,3120	Valid
X _{2.4}	0,531	0,3120	Valid
X _{2.5}	0,558	0,3120	Valid
X _{2.6}	0,675	0,3120	Valid

Table 6. Teacher Performance Validity Test Results

No. Items	R Count	R Table	Description
Y _{.1}	0,530	0,3120	Valid
Y _{.2}	0,679	0,3120	Valid
Y _{.3}	0,638	0,3120	Valid
Y _{.4}	0,683	0,3120	Valid
Y _{.5}	0,689	0,3120	Valid
Y _{.6}	0,592	0,3120	Valid
Y _{.7}	0,629	0,3120	Valid
Y _{.8}	0,646	0,3120	Valid
Y _{.9}	0,529	0,3120	Valid
Y _{.10}	0,552	0,3120	Valid
Y _{.11}	0,529	0,3120	Valid
Y _{.12}	0,513	0,3120	Valid

The table above explains that each statement item for each variable is declared valid because the calculated R value > R table, which states that the variables of visionary leadership, persuasive communication and teacher performance meet the requirements in the validity test.

Reliability Test

Table 7. Reliability Test Results

Variabel	Nilai Cronbach Alpha	Keterangan
Kepemimpinan Visioner	0,767	Reliabel
Komunikasi Persuasif	0,711	Reliabel
Kinerja Guru	0,747	Reliabel

The reliability test of the variables visionary leadership and persuasive communication on teacher performance gave a Cronbach's Alpha coefficient value > 0.7. Therefore, visionary leadership and persuasive communication affect teacher performance.

Multiple Linear Regression Analysis Test

Table 8. Results of Multiple Linear Regression Analysis

Model	Coefficients ^a						Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF	
	B	Std. Error	Beta					
1 (Constant)	25.431	9.386		2.710	.011			
Visionary Leadership	.505	.185	.426	2.729	.010	.998	1.002	
Persuasive Communication	.345	.288	.187	1.199	.239	.998	1.002	

a. Dependent Variable: Teacher Performance

Based on the table above and the results of data processing using SPSS, the multiple linear regression coefficient obtained is:

$$\begin{aligned}
 Y &= a + b_1 \cdot X_1 + b_2 \cdot X_2 \\
 &= 25.431 + 0,505 (X_1) + 0,345 (X_2) \\
 A &= 25.431
 \end{aligned}$$

Hypothesis Testing Test T

Table 9. T Test Results for Visionary Leadership Variables

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients	Beta		
	B	Std. Error				
1 (Constant)	33.763	6.350			5.317	.000
Visionary Leadership	.514	.186	.434		2.764	.009

a. Dependent Variable: Teacher Performance

Table 10. T Test Results for Persuasive Communication Variables

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	41.745	7.911		5.276	.000
	Persuasive Communication	.378	.315	.205	1.203	.237

a. Dependent Variable: Teacher Performance

Based on the results of the partial test of the organizational commitment variable (X1), the t count was 2,764 with a significance level of 5% and df = n - 2 = 40 - 2 = 38 so that the t table value = 2.02439, with a significant value of 0.009 < 0.05 then Ho is rejected and H1 is accepted, which means that the visionary

leadership variable has a positive and significant effect on the teacher performance variable.

Based on the results of the partial test of the organizational culture variable (X2), the t count was 1.203 with a significance level of 5% and $df = n - 2 = 40 - 2 = 38$ so that the t table value = 2.02439, with a significant value of $0.237 > 0.05$ then H2 is rejected and Ho is accepted, which means that the persuasive communication variable does not have a positive and significant effect on the teacher performance variable.

Uji F

Tabel 11. Hasil Uji F

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	127.542	2	63.771	4.590	.018 ^b
	Residual	444.629	32	13.895		
	Total	572.171	34			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Persuasive Communication, Visionary Leadership

Based on the table above, the f test obtained a result of 4,590-which shows the calculated F value is greater than the F table with a significance level of 5% $df_1 = k - 1 (3-1=2)$ and $df_2 = n - 2 (40 - 2 = 38)$ The F table obtained was 0.25 and a significance level of 0.018. Thus, the calculated F value is $4,590 >$ from F table 3.24 with a significance of $0.018 < 0.05$, which means that Ho is rejected and Ha is accepted. There is a significant relationship between the visionary leadership variable (X1) and the persuasive communication variable (X2). Together, they influence the teacher performance variable (Y).

The data analysis indicates that the t-value for visionary leadership is 2,764, which exceeds the t-table of 2.02439 with a significance level of $0.009 < 0.05$. This suggests visionary leadership improves teacher performance. According to Kurniati et al., 2023, Anggal et al., 2019, and Rexar et al., 2023, school principal vision can affect teacher performance. The vision, mission, and goals of the school program are inseparable from leadership in building teacher performance. By cultivating and developing character through a democratic and visionary attitude, the school principal can independently and sustainably improve teacher performance. To become more passionate about teaching and school image.

Data analysis (t-count = 1.203, t-table = 2.02439) indicates a significant value of $0.237 > 0.05$. Ha is rejected and Ho is accepted, indicating that persuasive communication does not positively and significantly improve teacher performance. In contrast, multiple studies (Pakpahan et al., 2019; Pranansa, 2018; and Aslamiyah, 2022) found that persuasive communication can affect teacher performance. According to (2022) research, a teacher's background and circumstances can affect their performance, resulting in different levels of performance. In addition, school facilities like cleanliness, clean water, power, building condition, motivation, emotions, responsibility, supervision, and concern affect teacher effectiveness (Dina et al., 2022).

According to the findings of the F test, the computed F value is 4,590, which is greater than 0.25 from the F table, and the significant value is 0.018, which is less than 0.05. This demonstrates that visionary leadership and persuasive communication both have an effect on teacher performance simultaneously. This indicates that the performance of teachers is not affected by persuasive communication that occurs independently. However, the performance of instructors at GIBS Middle and High Schools in South Kalimantan will be impacted in a positive way if this is carried out in conjunction with visionary leadership.

Implementing visionary leadership accompanied by persuasive communication at GIBS Middle and High Schools in South Kalimantan can influence teacher performance, which in this case can be seen from an increase in their performance. This is in line with research (Djazilan & Darmawan, 2022; Saputra et al., 2023), which states that the school principal's visionary leadership and persuasive communication can improve or influence teacher performance. This is because, in the school education delivery system, the principal has a very strategic role in empowering teachers to improve the quality of education. Among the capital to achieve educational goals is the mastery of adequate teacher competence. Meanwhile, persuasive communication is conveying or receiving messages from one person to another, either directly or indirectly, in written, oral, or non-verbal language so that someone can receive the information as expected. With this combination, teacher performance can be developed well.

CONCLUSION

The study found that South Kalimantan GIBS middle and high school principals' visionary leadership improves teacher performance. These schools' teaching quality has improved under visionary leadership that inspires and motivates teachers to realize a shared objective. The research also shows that principal persuasiveness does not affect teacher performance at GIBS High School, South Kalimantan. This research reveals that persuasive communication does not significantly affect teacher performance in this situation, even though it can help overcome hurdles and develop support.

Visionary leadership and persuasive communication significantly impact teacher effectiveness, according to the report. This suggests that these two variables might foster an environment that inspires and supports teachers to improve. The conclusion of this research highlights the importance of visionary leadership in inspiring and guiding teachers toward achieving the school vision. Meanwhile, although persuasive communication in this context has not been proven to affect individual teacher performance significantly, its combination with visionary leadership can have a more significant positive impact. This research provides valuable insights for developing leadership and communication strategies in the school environment to improve education quality and teacher performance at GIBS Middle and High Schools in South Kalimantan.

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