



## Visionary Leadership Style of School Principals in Improving the Work Productivity of Educators and Education Personnel in Public Elementary Schools in Pidie Regency

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### ABSTRACT

The aim of this study is to (1) describe and analyze the visionary leadership style of school principals in enhancing the performance of educators and education personnel at SD Negeri 2 Tijue and SD Negeri 3 Sigli, and (2) identify supporting and inhibiting factors in implementing visionary leadership. This qualitative research employs a descriptive approach, with principals, teachers, and administrative staff as subjects. Data were collected through interviews, observations, and documentation, then analyzed qualitatively. The findings reveal that visionary leadership positively influences performance. Supporting factors include strong leadership competence, staff support, and well-equipped facilities. However, challenges remain, such as limited teacher participation in school activities and inadequate facilities. At SD Negeri 3 Sigli, specific learning facility shortages also impact instructional balance among teachers.

## INTRODUCTION

Education is a fundamental pillar in shaping high-quality human resources and determining a nation's progress. A quality education system is not only supported by a well-structured curriculum but also by effective educational management, including school leadership. As stated in **Law No. 20 of 2003**, education is a conscious and planned effort to create a learning environment that enables students to develop optimally in various aspects, including spirituality, intelligence, and the necessary life skills.

In the context of leadership, the role of school principals as educational leaders significantly influences the performance of educators and education personnel. Leadership in an organization, including schools, is not just about managing resources but also about how a leader can influence, motivate, and direct subordinates toward achieving shared goals (Simarmata, 2023). An effective leader provides clear direction and inspires subordinates to work with dedication (Munajat, 2021).

Visionary leadership is one of the leadership models considered relevant in enhancing the productivity of educators and education personnel. A visionary leader is not only focused on administrative tasks but also acts as a change agent (agent of change), direction setter, spokesperson, and coach who guides subordinates toward improvement. Marliza (2024) asserts that school principals who adopt a visionary leadership style play a crucial role in determining policies, communicating the school's vision and mission, and innovating various strategies to improve the performance of educators and education personnel.

This study focuses on analyzing the visionary leadership style of school principals in improving the productivity of educators and education personnel at SD Negeri 2 Tjue and SD Negeri 3 Sigli. These two schools exhibit differences in productivity, which are suspected to be influenced by the leadership style of their principals. SD Negeri 2 Tjue, which has achieved an A accreditation, demonstrates a higher level of productivity compared to SD Negeri 3 Sigli, which still faces various challenges, including limited facilities and a lack of participation from educators in school activities.

Several previous studies have indicated that school principals' leadership styles influence the performance of educators and education personnel. Research by Devi et al. (2023) revealed that visionary leadership in primary education can enhance teacher productivity through training, supervision, the enforcement of work discipline, and the provision of incentives. Additionally, a study by Lifornita and Sholeh (2021) highlighted that school principals with a clear vision who engage all school stakeholders in realizing this vision can create a more productive and collaborative work environment.

Based on this background, this research aims to describe and analyze the visionary leadership style of school principals in improving the productivity of educators and education personnel at SD Negeri 2 Tjue and SD Negeri 3 Sigli. Furthermore, it seeks to identify the supporting and inhibiting factors in implementing visionary leadership at these schools. Using a qualitative descriptive approach, this study is expected to provide deeper insights into

how school leadership contributes to the effectiveness and efficiency of educators in carrying out their duties.

## LITERATURE REVIEW

### *Visionary Leadership of School Principals*

Visionary leadership is a leadership model that focuses on long-term strategic planning to face future challenges (Wibawani, Wiyono, & Benty, 2019). A visionary leader establishes a clear vision, communicates objectives, and inspires change within an educational organization (Komariah & Triatna, 2010). A visionary school principal serves as a direction setter, change agent, spokesperson, and coach (Makmur, 2023). This leadership style requires school principals to be innovative, resilient, and adaptable to educational changes, ensuring effective school management (Hidayat, Anif, & Maryadi, 2023). Several studies emphasize that school principals who adopt visionary leadership can enhance teacher productivity by fostering a collaborative and innovative work culture (Leithwood, Sun, & Schumacker, 2022; Day, Sammons, & Gu, 2021).

### *Characteristics of Visionary Leadership*

A visionary leader possesses several key characteristics, including:

- Having a clear vision and directing it toward the organization's goals (Sa'idy & Sunarto, 2023).
- Future-oriented, continuously seeking innovative solutions for challenges (Elvi Rahmi et al., 2023).
- Building a positive work culture through open communication and collaboration with all school elements (Hasriani, Arfin, & Nurzaima, 2022).
- Being an inspiration for staff and students, maintaining integrity in leadership (Solihan, Hasanah, & Ervani, 2024).
- A visionary leader must also identify obstacles and develop strategic solutions to ensure that the established educational vision is successfully achieved (Lestari et al., 2023).

### *The Role of Visionary Leadership in Education*

School principals with visionary leadership have several essential roles:

- **As a Direction Setter:** Establishing school strategies and ensuring that objectives align with global educational developments (Komariah & Triatna, 2024).
- **As a Change Agent:** Leading innovation and adjusting school systems to technological and social advancements (Taufiqurokhman, 2024).
- **As a Spokesperson:** Building effective communication with education stakeholders to support the school's vision (Pratiwi, Prasetyo, & Shabrina, 2021).
- **As a Coach:** Providing guidance and motivation to educators to enhance their productivity and professionalism (Robinson, 2021).

### *Leadership Styles of School Principals*

The leadership style of school principals significantly impacts the effectiveness of educational organizations. According to Lifornita and Sholeh (2021), three main leadership styles are commonly applied in schools:

- Autocratic Leadership: The school principal holds full authority in decision-making, with minimal involvement from staff.
- Democratic Leadership: Emphasizes teacher and staff participation in decision-making processes, fostering an open work environment.
- Laissez-Faire Leadership: Grants complete freedom to staff with minimal direct supervision.
- Visionary leadership typically combines democratic and transformational leadership, where the school principal acts as a facilitator in achieving the school's vision (Hartati, 2022).

#### ***Work Productivity of Educators and Education Personnel***

- The productivity of educators reflects their efficiency and effectiveness in carrying out their duties. Productivity is measured based on discipline, performance improvement, responsibility, motivation, and work efficiency (Devi et al., 2023).
- Several factors influence the productivity of educators and education personnel, including:
  - Continuous improvement in teaching methods and evaluation systems (Mayrica & Riskiana Putri, 2022).
  - Work motivation and a conducive school environment (Rahmah, 2021).
  - Training and professional development for teachers through workshops and competency-building programs (Luqman Panji et al., 2023).
  - Strong leadership support, particularly from principals who inspire and provide clear guidance for educators (Fadhli & Khusnia, 2021).

#### ***The Role of Educators and Education Personnel in Schools***

Educators play a role as facilitators, mentors, and guides for students. Additionally, education personnel, such as administrative staff and school managers, support the educational process to ensure smooth operations (Khoirul Bariyyah, Fitri Rahayu, & Maulana Muhammad Taufiqi, 2023).

The effectiveness of education personnel depends on proper school management, efficient work systems, and synergy between teachers and support staff (Febrianti & Mujahidah, 2024). Proper management of education personnel enhances service quality and operational efficiency in schools (Putri, Yulia, & Zuliana, 2024).

## **METHODS**

This study employs a qualitative descriptive approach to analyze the visionary leadership style of school principals in enhancing the productivity of educators and education personnel. A qualitative approach is chosen because it enables an in-depth exploration of leadership practices, emphasizing descriptive data in the form of words and observed behaviors (Sutrisno, 2020). Data analysis follows the Miles & Huberman model, which involves data reduction, data display, and conclusion drawing (Avianty, Sinring, & Jalal, 2021). The research was conducted at SD Negeri 3 Sigli and SD Negeri 2 Tijue, two public elementary schools in Sigli, Pidie Regency, from March 2024 to March 2025. The study subjects, referred to as informants, include school principals, educators, and education personnel selected using purposive

sampling, where participants must be directly involved in productivity improvement efforts and have worked at the schools for at least two years (Nasution, 2023).

Data collection involves three primary methods: interviews, observations, and documentation. Semi-structured interviews were conducted with school principals, teachers, and administrative staff to gather insights on leadership styles and workplace productivity (Saat & Mania, 2020). Observations were carried out where the researcher acted as a participant observer, analyzing the daily activities of school principals and their impact on staff performance (Susanto & Jailani, 2023). Additionally, supporting evidence such as school reports, official documents, and photographs were collected to complement the interview and observation data. To ensure the validity of the research findings, triangulation techniques were applied, including source triangulation (comparing information from different respondents), technique triangulation (using multiple methods to verify findings), and time triangulation (collecting data at different intervals to enhance reliability) (Mekarisce, 2020). Furthermore, prolonged engagement in the field and peer debriefing were used to cross-check data accuracy and minimize biases (Husnullail & Jailani, 2024).

The study follows a three-stage data analysis process as outlined by Miles & Huberman (Fadli, 2021): data reduction, where raw data is organized, summarized, and categorized; data display, where structured data is presented in an interpretable format; and conclusion drawing and verification, where findings are repeatedly checked through triangulation. Through this qualitative methodology, the study aims to provide a comprehensive understanding of how visionary leadership influences the productivity of educators and education personnel in primary schools. The findings are expected to contribute to the improvement of school leadership practices in similar educational settings.

## RESULTS AND DISCUSSION

Visionary Leadership Style of School Principals in Enhancing the Productivity of Educators and Education Personnel

### *Direction Setter*

The principals at SD Negeri 2 Tijue and SD Negeri 3 Sigli play a crucial role as direction setters by clearly defining and communicating the schools' visions and missions. At SD Negeri 2 Tijue, the vision focuses on academic excellence, character building, and global awareness, grounded in religious values. The principal ensures that all staff members align their activities with this vision, offering continuous guidance and motivation. Similarly, at SD Negeri 3 Sigli, the vision emphasizes excellence in academic achievements, character development, and disaster risk reduction programs. The principal actively involves teachers, staff, and external stakeholders in setting and refining the vision, fostering a collective commitment to its realization.

### *Change Agent*

As change agents, the principals introduce various innovations to enhance school productivity. At SD Negeri 2 Tijue, the principal has

implemented digital learning platforms and online management systems to improve efficiency. Additionally, special training programs are conducted to enhance teachers' instructional methods. At SD Negeri 3 Sigli, the principal has emphasized curriculum innovation by integrating creative and engaging learning models tailored to students' diverse needs. The school also encourages collaborative projects among teachers to foster continuous professional growth.

#### ***Spokesperson***

Both principals act as spokespersons, ensuring effective communication within the school community. At SD Negeri 2 Tijue, the principal facilitates regular meetings, WhatsApp groups, and school-wide announcements to maintain seamless communication with teachers and staff. The principal also fosters strong relationships with parents and the local community to gain their support in achieving the school's vision. Similarly, at SD Negeri 3 Sigli, the principal maintains open and transparent communication by regularly meeting with teachers and administrative staff. Additionally, the school utilizes social media platforms and direct consultations to keep all stakeholders informed and engaged.

#### ***Coach***

As coaches, the principals guide and mentor their staff to enhance performance. At SD Negeri 2 Tijue, the principal leads by example, promoting professionalism, discipline, and teamwork. The school adopts a reward system to recognize outstanding teachers, fostering a culture of motivation. Likewise, at SD Negeri 3 Sigli, the principal provides continuous feedback, professional development opportunities, and a supportive work environment to encourage teachers to strive for excellence. When discipline issues arise, the principal conducts individual coaching sessions to address concerns and reinforce accountability.

### **Supporting and Inhibiting Factors of Visionary Leadership in Enhancing Productivity**

#### ***Supporting Factors***

At SD Negeri 2 Tijue, the primary supporting factors include sufficient human resources, with certified and competent teachers playing a key role in school improvement. The strong support from students, teachers, and parents also contributes to a positive working environment. Additionally, the availability of adequate facilities further enhances teacher productivity.

Similarly, at SD Negeri 3 Sigli, the presence of trained teachers, sufficient educational resources, and external collaborations with institutions such as the health center, education office, and law enforcement agencies strengthen the school's operations. Furthermore, the principal's open and professional leadership style has been well-received by the staff, fostering a culture of cooperation and innovation.

#### ***Inhibiting Factors***

Despite strong leadership, several challenges hinder productivity. At SD Negeri 2 Tijue, some teachers lack participation in training programs and school meetings, leading to gaps in professional development. Additionally, limited collaboration among staff members affects overall school performance.

At SD Negeri 3 Sigli, a major constraint is the limited mastery of technology among some teachers, which affects their ability to integrate digital tools into teaching. Another challenge is the location of the school, which is close to a noisy area, causing distractions for students and staff. Furthermore, the lack of certain learning facilities, such as laboratories and sports equipment, affects the balance in subject delivery.

## **DISCUSSION**

### ***The Role of Visionary Leadership in Enhancing Productivity***

The study findings confirm that visionary leadership significantly influences the productivity of educators and education personnel. By acting as direction setters, change agents, spokespersons, and coaches, the principals at SD Negeri 2 Tijue and SD Negeri 3 Sigli have created an environment conducive to growth, innovation, and collaboration. These findings align with Gaol, Sihombing, & Manullang (2024), who assert that visionary leadership involves creating, formulating, and transforming organizational goals through strong commitment and collective engagement.

Furthermore, research by Firmawati & Usman (2017) highlights that effective school leadership is a key determinant of educational quality. The findings in both schools confirm that when principals actively involve teachers and staff in decision-making, productivity levels improve significantly.

### ***The Influence of School Vision on Teacher Performance***

The visionary leadership style observed in both schools aligns with Fajar & Nugraha (2023), who argue that a leader without a clear vision lacks direction and consistency. This study confirms that principals with strong, well-communicated visions foster a greater sense of purpose and responsibility among educators. Teachers at both schools reported increased motivation and commitment when they understood and contributed to the school's long-term objectives.

### ***Supporting and Inhibiting Factors in Visionary Leadership***

Findings indicate that competent leadership, staff support, and adequate facilities serve as primary enablers of visionary leadership implementation in both schools. These results are consistent with Jabeen, Ahmad, & Zhang (2023), who emphasize that effective leadership is supported by skilled personnel, strong institutional backing, and well-equipped learning environments. Conversely, limited teacher participation, inadequate collaboration, and insufficient technological skills serve as key barriers. This aligns with prior research stating that professional resistance to change and infrastructural constraints often hinder educational innovation. At SD Negeri 3 Sigli, the lack of specialized learning facilities and external distractions further impacts teacher performance and student engagement.

## **CONCLUSIONS AND RECOMMENDATIONS**

The conclusion of this study indicates that the visionary leadership style of the principals at SD Negeri 2 Tijue and SD Negeri 3 Sigli tends to be democratic, characterized by openness in carrying out their duties. However, in certain policies requiring firmness, the principals also apply an authoritarian

leadership style, especially in matters related to the discipline of teachers and educational staff. Supporting factors for this leadership include the availability of competent human resources, adequate facilities, and the involvement of students and other school elements. Meanwhile, inhibiting factors at SD Negeri 2 Tijue include the lack of participation from some teachers in school activities and limited facilities, whereas at SD Negeri 3 Sigli, the main obstacle is the lack of certain learning facilities, causing an imbalance in the teaching and learning process.

As for suggestions, school principals are expected to continuously learn from past experiences to enhance their leadership effectiveness and provide opportunities for teachers and staff to further develop their competencies. Additionally, teachers are encouraged to make better use of the conducive work environment to improve their performance. Future researchers are expected to expand this study further to explore the influence of school leadership styles on the productivity of teachers and educational staff.

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