

The Visionary Leadership Strategies of School Principals in Enhancing Teacher Performance at SMPN 12 Mesuji

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Abstract: *This study aims to analyze the visionary leadership strategies of school principals in improving teacher performance at SMPN 12 Mesuji. The urgency of this research is grounded in the strategic role of the principal as an agent of change who not only directs but also inspires and mobilizes all school components in achieving educational quality. The identified problems indicate that teacher performance has not been optimal, particularly in lesson planning, professional development, and the utilization of instructional technology. This study employs a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation involving the principal, teachers, and related stakeholders. Data analysis was conducted interactively through the stages of data reduction, data display, and conclusion drawing. The results reveal that the principal's visionary leadership has been implemented through the formulation and communication of vision, motivation enhancement, strengthening of a collaborative culture, and support for instructional innovation. However, the internalization of the vision has not been evenly distributed, teacher participation remains fluctuating, and the use of technology is not yet optimal. On the other hand, the principal's role modelling and integrity have positively contributed to improving teachers' commitment and professionalism. This study concludes that visionary leadership plays a significant role in enhancing teacher performance; however, its effectiveness is highly dependent on the consistency of implementation, strengthening of vision communication, and the development of an innovative and collaborative work culture.*

Keywords: Visionary Leadership, School Principal, Teacher Performance, Educational Management

Introduction

School principals occupy a strategic position in ensuring the quality of educational implementation at the school level, as they serve as the main driving force behind both managerial and academic processes.¹ In the perspective of modern educational management, this role is no longer limited to administrative functions but has evolved into visionary leadership capable

¹ Hariyono Hariyono et al., *Manajemen Pendidikan Bermutu*, (Jambi: PT. Sonpedia Publishing Indonesia, 2025).

of directing, inspiring, and mobilizing all components of the school. Principals are required to create a conducive learning environment, build a positive organizational culture, and integrate various educational resources effectively and efficiently.² Furthermore, the success of a principal is also determined by their ability to make strategic decisions that are adaptive to changing times. Thus, principals are not only administrators but also agents of change who foster innovation and continuous improvement in educational quality.³

Visionary leadership emphasizes a leader's ability to design a clear, measurable, and sustainable future direction while simultaneously building collective commitment to realize it through a well-planned transformation process. In this context, principals are required not only to have a strong vision but also the ability to communicate, internalize, and implement that vision among all members of the school community. This process involves the active participation of teachers, educational staff, students, and other stakeholders in achieving shared goals. Moreover, visionary leadership demands consistency between vision and concrete actions in everyday school practices. Therefore, the vision does not merely remain a normative concept but is truly manifested in the work culture, policies, and educational programs that are implemented systematically and sustainably.

Furthermore, the effectiveness of visionary leadership depends on how well the vision is translated into concrete actions and integrated into the daily practices of the school.⁴ Principals must ensure that the vision is not merely a formal statement, but becomes a shared commitment that guides teachers' performance and professional behavior. Through consistent communication, motivation, and collaboration, the principal can foster a supportive environment that encourages innovation, participation, and continuous improvement. As a result, visionary leadership plays a crucial role in strengthening teacher professionalism and enhancing overall educational quality.

Conceptually, visionary leadership is understood as the capacity to formulate an inspiring future outlook and encourage active participation of organizational members in achieving shared goals.⁵ Visionary leaders do not

² Mentari Erlianto, Samsu Samsu, and Sodiah Sodiah, *Manajemen Kepala Sekolah Modern: Membangun Citra Positif Dan Mutu Sekolah Di Era Kompetitif* (Yogyakarta: Tren Digital Publishing, 2025).

³ H Enco Mulyasa, *Manajemen Dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi aksara, 2022).

⁴ Diding Wahyudin, Ir Ivan Hanafi, and S H Masduki Ahmad, *Kepemimpinan Visioner: Kepala Sekolah Dalam Menghadapi Era VUCA* (Jawa Barat: PT Adab Indonesia, 2024).

⁵ Annisa and M. I. Muttaqin, "Membangun Masa Depan Pendidikan: Peran Kepemimpinan Visioner dalam Meningkatkan Kualitas Pendidikan," *Moral: Jurnal Kajian Pendidikan Islam* 1, no. 4 (2024): 128-137. <https://doi.org/10.61132/moral.v1i4.240>

rely solely on formal authority; rather, they prioritize moral integrity, role modelling, and the ability to build constructive influence.⁶ With these characteristics, school principals play a crucial role in improving teacher performance through participatory, transformative, and long-term development-oriented approaches.

Several empirical studies reinforce the significance of visionary leadership in enhancing teacher performance. A study conducted by Abidin Beddu, Dahlia Suaib, and Muh. Ali Jennah indicates that principals' visionary leadership has a significant effect on teacher performance, particularly through clarity of vision, inspirational ability, and the creation of a conducive work culture. Similar findings were reported by Triso Suleman, Ansar, and Arifin Suling, who found that visionary leadership behavior contributes positively by 31.40% to improving teacher performance. These findings highlight that the principal's role as a motivator, facilitator, and agent of change is a critical determinant in building a productive working environment.

However, the dynamics of 21st-century education present increasingly complex challenges to teacher performance. Teachers are not only required to master subject matter but also to adapt to technological developments, innovate in instructional strategies, and maintain a commitment to continuous professional development. In practice, these demands have not been fully implemented optimally, particularly in areas with limited educational resources such as Mesuji Regency.

This condition is reflected at SMPN 12 Mesuji, where preliminary observations indicate that some teachers' performance remains suboptimal, particularly in lesson planning, participation in continuous professional development, and the utilization of instructional technology. Several teachers still tend to rely on conventional approaches and have not fully integrated innovation into classroom practices. On the other hand, the principal has established a vision oriented toward quality improvement based on innovation and technology and has undertaken various dissemination efforts through work meetings, academic supervision, and coaching activities. However, the internalization of this vision has not been evenly distributed across the school community, as reflected in the inconsistency of its implementation in daily teaching practices. This indicates that although the policy direction has been well formulated, the main challenge lies in translating the vision into concrete actions at the operational level.

This situation points to a gap between visionary leadership policies and their implementation in practice. Normatively, teachers are required to continuously enhance their professionalism as mandated in Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes the importance of

⁶ N. A. Izzah, I. Turmudi, and I. Fauzi, "Kepemimpinan Visioner Kepala Sekolah dalam Manajemen Peserta Didik di Sekolah Menengah Pertama," *Didaktika: Jurnal Kependidikan* 13, no. 3 (2024): 4213–4224. <https://doi.org/10.58230/27454312.813>

pedagogical, professional, social, and personal competencies. In this context, the principal's leadership should function as a catalyst for improving teachers' performance in a sustainable manner. In line with this, research by Amalia confirms a positive relationship between visionary leadership and improvements in teachers' work motivation and performance. However, in practice, the implementation of visionary leadership does not always run linearly, as it is influenced by various factors such as school organizational culture, the readiness of human resources, and the availability of facilities and infrastructure.

Although numerous studies have examined the influence of visionary leadership on teacher performance, research specifically addressing the implementation strategies of visionary leadership in peripheral school contexts, such as in Mesuji Regency, remains limited. This indicates a significant research gap that warrants further investigation, particularly in understanding how visionary leadership strategies can be adapted contextually to local characteristics and challenges. Therefore, this study focuses on analyzing the visionary leadership strategies of school principals in improving teacher performance at SMPN 12 Mesuji. It is expected to provide both theoretical contributions to the development of educational leadership studies and practical references for stakeholders in designing adaptive, contextual, and sustainable leadership models aimed at improving educational quality.

Method

This study employed a qualitative descriptive approach to examine principals' visionary leadership practices in improving teacher performance. The research was conducted at SMP Negeri 12 Mesuji, Lampung Province, which was purposively selected due to its relevant leadership practices. The informants consisted of the principal as the key informant, as well as teachers and educational staff.⁷ Data were collected through semi-structured interviews, non-participant observation, and documentation. Interviews were conducted to explore leadership strategies and their impact on teacher performance, observations were used to directly examine leadership practices in school activities, and documentation such as the school's vision and mission, School Work Plan (RKS), and performance reports were used to support the data.⁸

Data analysis followed the interactive model of Miles, Huberman, and Saldana, which includes data reduction, data display, and conclusion drawing. These processes were conducted continuously to ensure depth and consistency

⁷ D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: ALFABETA, CV, 2013).

⁸ Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2017).

of analysis. Data validity was ensured through source triangulation by comparing findings from interviews, observations, and documentation. Consistent findings across these sources were considered valid, thereby strengthening the credibility of the research results.⁹

Results and Discussion

Formulation and Communication of the Principal's Strategic Vision

The findings indicate that the formulation of the vision at SMPN 12 Mesuji is conducted through a participatory, adaptive, and needs-based process that reflects a contextual and grounded leadership approach. The principal does not merely rely on normative policies such as national education goals, but also conducts a comprehensive mapping of the school's internal conditions, including its strengths, limitations, opportunities, and challenges. This mapping process involves identifying the real needs of teachers and students, ensuring that the vision is relevant and responsive to actual conditions in the school environment. By integrating both policy direction and contextual analysis, the resulting vision becomes more realistic and implementable. Furthermore, this approach demonstrates the principal's sensitivity to local dynamics and institutional capacity. As a result, the vision is not only aspirational but also achievable. This strengthens the foundation for sustainable school development.

The vision formulation process involves various stakeholders, including senior teachers, vice principals, and the school committee, creating a collaborative and inclusive decision-making environment. This involvement is not merely procedural, but genuinely provides space for each party to express their ideas, concerns, and aspirations regarding the future direction of the school. Through structured discussions and deliberations, diverse perspectives are accommodated and synthesized into a unified vision. This participatory approach fosters a sense of ownership and emotional attachment among stakeholders, particularly teachers as key implementers of educational programs. It also enhances trust and transparency within the organization. As a consequence, the resulting vision reflects collective needs and shared goals rather than a unilateral decision imposed by the leadership. This strengthens organizational commitment and supports more effective implementation.¹⁰

Furthermore, the findings reveal that the school's vision is not limited to a conceptual or symbolic level, but is operationalized through its integration into strategic planning documents such as the School Work Plan (RKS) and the

⁹ Moleong.

¹⁰ Annisa Mayang Tyaningrum, Muchamad Ali Safa'at, and Ngesti Dwi Prasetyo, "The Existence of Amicus Curiae in Constitutional Court Decisions: A Participation Theory Perspective," *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)* 7, no. 1 (2025): 16–31, <https://doi.org/10.47006/ijierm.v7i1.429>.

School Activity and Budget Plan (RKAS). This integration ensures that the vision functions as a concrete guideline in planning, implementing, and evaluating school programs. The alignment between the vision and the implemented programs indicates a high level of consistency between planning and practice. It also allows for measurable indicators of success to be embedded within institutional planning. Through this process, the vision becomes a living document that guides daily decision-making. In addition, it enhances accountability, as all activities can be traced back to the agreed strategic direction. This reflects a mature and systematic practice of educational management.¹¹

In terms of communication, the principal consistently conveys the vision through both formal and informal channels, ensuring that it is widely understood and internalized by all members of the school community. Formally, the vision is communicated through teacher meetings, supervision activities, and morning assemblies, where it is reinforced as a shared commitment. Informally, it is conveyed through daily interactions, symbolic actions, and visual media such as posters and vision boards displayed throughout the school environment. This continuous and multi-channel communication strategy increases the visibility and relevance of the vision in everyday school life. It also helps bridge the gap between policy and practice by keeping the vision present in routine activities. As a result, teachers and staff are more likely to align their actions with the school's goals. Ultimately, this high intensity of communication enables all school members to understand, internalize, and consistently implement the vision in a meaningful way.

Leadership Strategies in Motivating and Building a Collaborative Culture

The findings show that the principal implements leadership strategies that emphasize role modeling, motivation, and collaboration, reflecting a balanced and integrative leadership approach. In practice, the principal consistently demonstrates discipline, integrity, and active involvement in various school activities, positioning themselves not only as a leader but also as a practitioner who directly engages with the school community. This visible commitment reinforces credibility and strengthens the moral authority of the principal in guiding teachers. By setting a concrete example in punctuality, responsibility, and professionalism, the principal encourages teachers to adopt similar values in their daily practices. Moreover, the principal's presence in both academic and non-academic activities fosters a sense of unity and shared responsibility. This approach helps build a strong organizational culture

¹¹ Eko Hariyono, Burhanuddin Burhanuddin, and Mustiningsih Mustiningsih, "The Role of School Principal Leadership on Committee Member Participation and Teacher Performance: Systematic Literature Review," *Edunesia: Jurnal Ilmiah Pendidikan* 6, no. 3 (2025): 1953–74, <https://doi.org/10.51276/edu.v6i3.12>.

grounded in mutual respect and accountability. As a result, leadership is not perceived as distant or hierarchical, but as participatory and inspiring.

In terms of motivation, the principal communicates the school's vision using simple, clear, and easily understandable language, ensuring that all teachers can grasp and relate to it regardless of their background. This communication strategy is complemented by the involvement of teachers in decision-making processes, where their ideas and feedback are genuinely considered. Additionally, the principal provides transparent information regarding school policies, program priorities, and institutional challenges, which strengthens trust and openness within the organization. This transparency reduces uncertainty and minimizes resistance to change, as teachers feel informed and included. It also creates a psychologically safe environment where teachers are more willing to express their opinions and contribute actively. Consequently, teachers' motivation is not only driven by external direction but also by internal commitment. This leads to greater engagement and responsibility in implementing school programs.

Regarding collaboration, the principal establishes structured working teams and actively facilitates collaborative activities such as regular meetings, group work, and forums for sharing best practices, including lesson study initiatives. These activities serve as platforms for professional interaction, enabling teachers to exchange experiences, discuss challenges, and co-develop solutions in a supportive environment. Collaboration is further strengthened through peer mentoring and collective problem-solving, which enhance both individual and group competencies. The principal also ensures that these collaborative efforts are sustained and aligned with the school's strategic goals. Through this approach, knowledge sharing becomes part of the school culture rather than an occasional activity. In addition, collaboration helps reduce professional isolation among teachers and promotes continuous learning. Ultimately, these strategies contribute to the development of a cohesive, competent, and adaptive teaching community capable of improving educational quality collectively.

Support for Teacher Innovation and Adaptation

The findings indicate that the principal at SMPN 12 Mesuji provides tangible and systematic support for teacher innovation and adaptability, reflecting a leadership approach that is proactive, strategic, and oriented toward continuous improvement. This support is manifested through the establishment of a Learning Innovation Team tasked with developing and coordinating innovative teaching practices within the school. The team serves as a structured mechanism to ensure that innovation is not incidental but becomes an integral part of the school's academic culture. It also functions as a bridge between leadership policies and classroom implementation, ensuring alignment between vision and practice. Through clear roles and

responsibilities, the team contributes to the sustainability of innovation initiatives within the school. As a result, innovation becomes institutionalized rather than dependent on individual efforts. This structured support strengthens the school's capacity to adapt to evolving educational demands.

The presence of this team provides a formal and collaborative space for teachers to develop new ideas without being constrained by rigid bureaucratic structures or hierarchical limitations. It encourages a culture of openness, experimentation, and professional dialogue among teachers from different subject areas. Teachers with stronger competencies in technology and pedagogy are actively involved as key drivers of innovation within the school environment, taking on roles as facilitators and mentors for their colleagues. This peer-driven approach enhances knowledge sharing and accelerates the diffusion of innovative practices across the school. Furthermore, it reduces resistance to change by promoting a sense of inclusiveness and shared responsibility. Teachers feel more confident to experiment with new strategies because they are supported by a collegial network. Consequently, innovation becomes a collective endeavor rather than an individual initiative.

Additionally, the principal provides various forms of continuous support, including training programs, workshops, and access to professional development opportunities that are relevant to instructional needs and aligned with current educational trends. These programs are designed not only to enhance teachers' technical skills but also to broaden their pedagogical perspectives and professional competencies. Teachers are encouraged to integrate technology into the teaching process, such as the use of digital media, interactive learning platforms, and project-based or student-centered approaches. This support enables teachers to design more engaging and effective learning experiences for students. Moreover, the availability of professional development opportunities fosters a culture of lifelong learning among teachers. It also helps teachers remain responsive to rapid changes in educational practices and technological advancements. As a result, teacher adaptability is continuously strengthened.

The findings also reveal the existence of regular discussion and reflection forums, both in internal meetings and in structured sharing sessions that promote collaborative learning. These forums function as important spaces for critical reflection, allowing teachers to evaluate their teaching practices in a systematic and constructive manner. Teachers are able to exchange experiences, share best practices, and identify solutions to classroom challenges collectively. This process not only enhances problem-solving capacity but also builds a sense of professional community within the school. In addition, reflective discussions encourage teachers to continuously improve and refine their instructional strategies. Overall, the principal's support extends beyond administrative aspects and reaches the level of professional culture development. It fosters a work environment that is conducive to

innovation, adaptability, and sustained improvement in teaching and learning practices.

The Influence of Leadership on Teacher Professionalism

The findings demonstrate that the principal's leadership, particularly in terms of role modelling and integrity, significantly influences the improvement of teacher professionalism. The principal consistently exhibits discipline, responsibility, and a strong commitment in carrying out duties, thereby serving as a positive role model for teachers in both professional conduct and work ethic. This exemplary behavior fosters a culture of accountability and encourages teachers to adopt similar values in their daily practices. In addition, the principal's integrity in decision-making and consistency between words and actions strengthen teachers' trust and respect, which in turn enhances their motivation to improve performance. The leadership approach also promotes a supportive and collaborative environment, where teachers feel guided, valued, and encouraged to develop their competencies. Furthermore, through continuous supervision, constructive feedback, and personal engagement, the principal is able to influence teachers not only at the behavioral level but also at the level of mindset and professional awareness. As a result, teachers become more proactive in improving instructional quality, participating in professional development activities, and integrating innovative practices into their teaching. Overall, the principal's leadership serves as a key driving force in shaping a professional, committed, and continuously improving teaching workforce.

The impact of this role modelling is reflected in the increased discipline of teachers in carrying out their responsibilities, including more consistent attendance, punctuality, preparedness in developing lesson plans, and active participation in various school activities. Teachers not only fulfill administrative requirements but also demonstrate greater commitment in designing more structured, innovative, and student-oriented learning processes. In addition, teachers' commitment to their work has strengthened, as seen in their willingness to engage in activities beyond formal working hours, such as student mentoring, academic assistance, and managing extracurricular programs. Some teachers have even begun to take the initiative voluntarily in developing new programs that support the improvement of instructional quality. This indicates a shift in attitude from merely fulfilling obligations to embracing their role as professionals with a moral responsibility for student success.

Furthermore, the principal's integrity, reflected in fairness, transparency, and consistency in decision-making, has a significant impact on building trust and organizational stability within the school. Teachers feel valued, recognized for their contributions, and treated objectively without discrimination, which fosters a sense of security and loyalty toward the

institution. This condition creates a conducive, harmonious, and collaborative working environment, where communication becomes more open, and relationships among school members grow stronger. In addition, leadership grounded in integrity encourages teachers to internalize professional values such as honesty, responsibility, and commitment to quality. Overall, the principal's leadership not only improves teachers' technical performance but also plays a crucial role in shaping a positive work culture, strengthening work ethic, and fostering a collective awareness to continuously innovate and enhance the quality of education in a sustainable manner.

Discussion

Based on the findings, it can be understood that the principal's leadership at SMPN 12 Mesuji demonstrates strong characteristics in building an educational management system that is structured, participatory, and sustainable. The findings related to vision formulation, motivational strategies, support for innovation, and the development of teacher professionalism are not isolated; rather, they are interconnected within a comprehensive leadership framework that functions holistically in guiding school development. The principal not only formulates a clear and future-oriented vision but also ensures that it is translated into strategic programs and measurable actions involving all stakeholders.

Through participatory approaches, teachers are actively engaged in decision-making processes, which fosters a sense of ownership and collective responsibility toward achieving institutional goals. In addition, motivational strategies are systematically implemented to enhance teachers' enthusiasm and commitment, while continuous support for innovation encourages the integration of new ideas and technologies into teaching practices. The development of teacher professionalism is also carried out through ongoing supervision, training, and reflective practices, ensuring that capacity building occurs in a sustained manner. Altogether, these interconnected elements create a dynamic and adaptive leadership system that not only responds to current educational challenges but also anticipates future demands, thereby strengthening the school's capacity for continuous improvement and long-term sustainability.¹²

The participatory formulation of a strategic vision serves as the starting point in determining the school's developmental direction and becomes a fundamental basis for all subsequent policies and programs.¹³ The principal

¹² Elok Aulia Bilawatin Nufus, Yatim Riyanto, and Sri Setyowati, "Strategi Dan Pendekatan Kepemimpinan Dalam Meningkatkan Kualitas Pendidikan," *Jurnal Administrasi Pendidikan Islam* 6, no. 2 (2024): 185-202, <https://doi.org/10.15642/japi.2024.6.2.185-202>.

¹³ Dan Mangoki et al., *Strategi Perencanaan Pendidikan* (Jambi: PT. Sonpedia Publishing Indonesia, 2025).

does not merely adopt normative or top-down policies, but actively accommodates the school's real needs by involving various stakeholders, including teachers, administrative staff, and even the broader school community. This inclusive process reflects a shared vision approach, in which the vision is not imposed hierarchically but is collectively constructed through dialogue, reflection, and mutual agreement, thereby enhancing teachers' sense of ownership and emotional attachment to the vision. As a result, teachers are more likely to internalize the vision and translate it into concrete actions within their teaching practices.¹⁴

Furthermore, participatory vision-building also fosters transparency, trust, and collaboration among school members, which are essential elements in creating a strong organizational culture. This finding is consistent with Tamsah and Rahmatullah, who argue that a collective vision strengthens organizational commitment, as individuals feel more responsible and engaged in achieving shared goals. In this context, the principal's leadership plays a crucial role in facilitating communication, aligning diverse perspectives, and ensuring that the agreed vision remains relevant, adaptive, and responsive to ongoing educational challenges.¹⁵

Moreover, the formulated vision is not limited to an abstract concept but is systematically integrated into strategic documents such as the School Work Plan (RKS) and the School Activity and Budget Plan (RKAS), ensuring that it becomes a concrete reference in institutional planning and implementation. This integration reflects a mature and well-structured practice of strategic management, where the vision does not merely function as a symbolic statement but operates as an operational guideline that directs program formulation, resource allocation, and priority setting. Through this alignment, every school program is designed to be coherent with the long-term goals that have been collectively agreed upon.¹⁶

In addition, this process enables better monitoring and evaluation, as the achievement of the vision can be measured through clearly defined indicators within the planning documents. It also strengthens accountability, as all stakeholders can trace how policies and activities are linked to the broader institutional direction. This finding confirms that the organizational vision has been effectively translated into concrete daily practices, rather than remaining at the level of discourse. As emphasized by Nor and Suriansyah, the vision

¹⁴ Muhammad Faris Imaduddin, Muhammad Afdal, and Irnie Victorynie, "Kepemimpinan Pendidikan Transformasional Dan Partisipatif: Membangun Budaya Inklusif Dan Inovatif," *Al-Isyraq: Jurnal Bimbingan, Penyuluhan, Dan Konseling Islam* 8, no. 2 (2025): 889-904, <https://doi.org/10.59027/alisyraq.v8i2.973>.

¹⁵ Tamsah and Rahmatullah, "Artikulasi Visi dan Iklim Sekolah Suportif sebagai Stimulus Inovasi Pedagogis Guru," *Jurnal Administrasi Pendidikan* 13, no. 1 (2025): 112.

¹⁶ Novita Sari et al., *Manajemen Strategis Pendidikan: Teori Dan Praktik* (Banten: Sada Kurnia Pustaka, 2025).

plays a crucial role as the foundation of educational strategy, guiding not only the direction of development but also ensuring consistency and sustainability in the implementation of educational programs.¹⁷

However, the effectiveness of a vision is determined not only by its formulation but also by how it is communicated.¹⁸ In this regard, the principal employs a multi-channel communication approach that is consistently implemented through both formal forums and informal interactions. Repeated communication fosters shared understanding among teachers and strengthens the internalization of organizational values. This aligns with participatory leadership theory, which emphasizes the importance of communication in building coordination and role clarity, communication addressing both cognitive and affective aspects significantly enhances work motivation.¹⁹

The clarity of vision and effective communication subsequently form the basis for teacher motivation²⁰. In this study, motivation is not constructed through administrative pressure but through leadership role modeling and transparency in school management. The principal demonstrates discipline, integrity, and strong work commitment, which indirectly set behavioral standards for teachers. This phenomenon reflects the concept of *idealized influence* in transformational leadership, where leaders act as role models for their subordinates.²¹

In addition, transparency in decision-making and organizational management strengthens teachers' trust in leadership.²² This trust becomes a crucial foundation for sustaining work motivation. In a transparent and open environment, teachers are motivated not only by obligation but also by emotional attachment to the organization.²³

¹⁷ T. Nor and A. Suriansyah, "Kepemimpinan Visioner Kepala Sekolah dalam Meningkatkan Mutu Pendidikan," *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan* 4, no. 4 (2025): 256–268

¹⁸ Yenni Aulia et al., "Pentingnya Merumuskan Visi Dan Misi Pada Lembaga Pendidikan," *Jurnal Kepemimpinan Dan Pengurusan Sekolah* 9, no. 1 (2024): 58–67, <https://doi.org/10.34125/jkps.v9i1.428>.

¹⁹ Dedy Achmad Kurniady, *Kepemimpinan Partisipatif Kepala Sekolah* (Jawa Tengah: Eureka Media, 2022).

²⁰ Afifa Thahira et al., "Systematic Literature Review On Effective Teacher Communication Strategies," *Jurnal Kepemimpinan Dan Pengurusan Sekolah* 10, no. 4 (2025): 2370–81, <https://doi.org/10.34125/jkps.v10i4.1223>.

²¹ Siti Khaulah et al., *Model Kepemimpinan Visioner Berbasis Integritas Dan Profesionalitas: Strategi Peningkatan Mutu SMK* (Yogyakarta: Star Digital Publishing, 2025).

²² Iqbal Anas, "Penerapan Prinsip-Prinsip Kepemimpinan Rasulullah Saw Dalam Manajemen Sekolah Islam," *An-Nahdlah: Jurnal Pendidikan Islam* 4, no. 1 (2024): 263–75, <https://doi.org/10.51806/an-nahdlah.v4i1.179>.

²³ Yuniar Rizki Rahmawati Alaqad and Kunto Adi Wibowo, "The Influence Of Principal's Interpersonal Leadership And Persuasive Communication On The Performance On State High School Teachers In Bima City," *JCommsci-Journal Of Media*

This established motivation is further reinforced through the development of a collaborative work culture. The principal not only encourages collaboration normatively but also facilitates it through the formation of working teams and forums for sharing best practices, such as lesson study. Through these mechanisms, teachers are able to exchange experiences, develop ideas, and enhance their competencies collectively. This reflects a shift from an individualistic work culture toward a collaborative one, which is a key factor in improving teacher performance.

Furthermore, this collaborative culture becomes the foundation for the development of innovation within the school. The principal's support for innovation is evident through the establishment of a Learning Innovation Team and the provision of various professional development facilities. These efforts indicate structural support that creates space for teachers to experiment and develop innovative teaching practices.

In addition, the principal fosters an environment that encourages critical thinking and openness to change. This approach reflects the concept of *intellectual stimulation* in transformational leadership, which plays a crucial role in promoting innovation.²⁴ The combination of structural and cultural support forms a learning organization, where learning processes occur not only among students but also among teachers as the primary agents of education.²⁵

In the context of technological adaptation, the principal's support also contributes to enhancing teachers' self-efficacy.²⁶ Teachers who initially lacked confidence in using technology become more adaptive due to training and mentoring. This finding indicates that adaptability is influenced not only by individual factors but also by a supportive environment.²⁷

All of these processes ultimately lead to the enhancement of teacher professionalism. The principal's role modeling functions as a behavioral model internalized by teachers, as explained in Social Learning Theory. Teachers not only imitate leadership behaviors but also develop professional attitudes grounded in self-awareness.

and Communication Science 9, no. 1 (2026),
<https://doi.org/10.29303/jcommsci.v9i1.601>.

²⁴ T. Alawiyah et al., "Evaluasi Kepemimpinan Transformasional Kepala Sekolah dalam Mengembangkan Kesiapan Guru terhadap Pembelajaran Digital di Sekolah Inklusif," *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan* 9, no. 1 (2025): 45–58. <https://doi.org/10.31004/jerkin.v4i4.5828>

²⁵ A. M. Arfan et al., "Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru di SMP Negeri Satu Atap 8 Konawe Selatan," *Jurnal HOMANIS* 4, no. 2 (2025): 121–130. <https://homanis.uho.ac.id/index.php/journal>

²⁶ Titi Hendrawati, *Sinergi Kepemimpinan Sekolah Dan Efikasi Diri Dalam Peningkatan Kinerja Guru*, Banjarnega (PT Penerbit Qriset Indonesia, 2025).

²⁷ M. A. Jatmiko and I. M. Sari, *Peran Kepala Sekolah dalam Kepemimpinan Transformasional* (Kuantas Indonesia, 2025).

Furthermore, the principal's integrity, reflected in fairness and transparency, creates a trust-based working environment.²⁸ This trust fosters affective commitment, where teachers develop emotional attachment to the organization and are willing to contribute beyond formal expectations.²⁹

Visionary leadership that provides space for competency development enables teacher professionalism to grow sustainably.³⁰ Teachers are not merely performing routine tasks but continuously improving their quality through training and instructional innovation.³¹

In conclusion, this discussion demonstrates that the principal's leadership at SMPN 12 Mesuji forms an integrated system. Vision serves as the guiding direction, communication as the tool for internalization, motivation as the driving force, collaboration as the working mechanism, innovation as the adaptation strategy, and professionalism as the ultimate outcome. These interconnected processes confirm that visionary leadership is not merely an administrative function but a fundamental force in driving sustainable educational quality improvement.

Conclusion

The findings indicate that the principal's visionary leadership at SMPN 12 Mesuji plays a strategic role in improving teacher performance through an integrated approach that includes vision formulation, motivation enhancement, the development of a collaborative work culture, and support for instructional innovation. The implementation of a participatory vision, role modeling, open communication, and innovation support has contributed to increased teacher motivation, professionalism, and adaptability. However, the effectiveness of these strategies is not yet fully optimal, as challenges remain in the consistent internalization of the vision, unequal implementation of innovation, and varying levels of teacher participation. This study suggests that strengthening visionary leadership requires more consistent implementation, continuous mentoring, and systematic efforts to build a sustainable collaborative and innovative culture. The limitation of this research

²⁸ M Nihaya et al., *Etika Profesi Guru* (Jambi: PT Sonpedia Publishing Indonesia, 2026).

²⁹ D Cahyani and E Fatmawati, "Peran Kepala Sekolah Dan Komite Sekolah Dalam Meningkatkan Akuntabilitas Dan Pengelolaan Sekolah Di MI Al-Amin Garahan Jember," *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)* 5, no. 4 (2025), <https://doi.org/10.37081/jipdas.v5i4.4379>.

³⁰ Siti Khaulah, Aan Komariah, and Dedy Achmad Kurniady, "Integrity and Professionalism Driven Visionary Leadership of School Principals for Enhancing School Quality," *Tadbir: Jurnal Studi Manajemen Pendidikan* 8, no. 2 (2024): 417-36, <https://doi.org/10.29240/jsmp.v8i2.11501>.

³¹ A. Rahmat and D. Kurniawati, "Peran Kepala Sekolah sebagai Fasilitator Inovasi Teknologi untuk Meningkatkan Profesionalisme Guru," *Jurnal Pendidikan Digital* 2, no. 1 (2024): 15-28. <https://doi.org/10.51878/educator.v4i3.3838>

lies in its focus on a single school and the use of a qualitative approach, which may limit generalizability. Therefore, future research is recommended to explore broader contexts through comparative studies across schools or to employ quantitative methods to measure the effectiveness of visionary leadership on teacher performance more comprehensively.

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