

The Influence of the Visionary Leadership of Madrasah Heads, Organizational Culture and Motivation for Achievement on the Performance

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ABSTRACT

Background: Changes in the education sector present significant challenges and problems for communities, influencing various sectors, including the social domain. Educational institutions, such as madrasahs, are crucial in addressing these challenges.

Purpose: This study aims to analyze the impact of the visionary leadership of madrasah heads, organizational culture, and achievement motivation on teacher performance.

Methods: A quantitative approach with path analysis was used in this research. Data collection was conducted through a questionnaire, followed by normality, validity, and reliability tests. The data were processed using SPSS software for path analysis.

Results: The study found that visionary leadership of madrasah heads, organizational culture, and motivation for achievement significantly influenced teacher performance.

Conclusions: The findings suggest that strengthening visionary leadership, enhancing organizational culture, and fostering achievement motivation can improve teacher performance in madrasahs. However, the study is limited to madrasah aliyah (high school) level, and future research is recommended at higher educational levels.

KEYWORDS

Achievement Motivation, Organizational Culture, Path Analysis, Teacher Performance, Visionary Leadership.

INTRODUCTION

The world of education is undergoing rapid changes influenced by societal demands and global developments (Dewi S et al., 2022; Hurst et al., 2024; Kasbi & Shirvan, 2017; Miasari et al., 2022). The information society and the advancement of science, technology, art, and culture also put pressure on education to adapt to social changes (Cahya et al., 2024; Novawan et al., 2020;). Education is required to be able to produce quality human resources, which not only focus on intellectual intelligence but also moral, ethical, and spiritual development. In Indonesia, education is oriented towards physical and spiritual development (Elvira, 2021; Hernawati & Mulyani, 2023; Mulyani, Betri, Marsidin, 2021). Education is expected to form individuals who have integrity, high morality, and faith in

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God Almighty (Iftitah, 2020; Uwaechia & Mahyuddin, 2020). Education is not only aimed at increasing knowledge and skills, but also to build a strong character and in harmony with religious values (Dewi, 2023; Lestari, 2018). This means that education plays a role in the development of the personality as a whole.

The national education system in Indonesia expressly states that the purpose of education is to educate the nation's life and develop the whole Indonesian people (Astuti et al., 2020; Guo et al., 2020). Indonesian people are expected to be individuals who are not only intellectually intelligent, but also faithful, have noble character, and have social and national responsibility (Falade et al., 2022; Kurniawan, 2013; Ningrum & Hidayat, 2023; Retnaningtyas & Zulkarnaen, 2023; Susanti & Tarigan, 2021). Education in Indonesia is seen as a holistic effort to form a complete person, both physically and spiritually.

Leadership in education, especially in Islamic educational institutions such as madrasahs, is very important (Abidin, 2019). Visionary leadership is seen as able to guide educational institutions to face challenges and changes. Visionary madrasah heads play a role in creating a conducive educational environment and motivating teachers and students to achieve higher educational goals (Budiana, 2022; Quadir, 2021; Rivas & Espada, 2021). Madrasah heads who have a far-sighted vision are able to face obstacles with optimism and find solutions to problems that arise.

Teachers are a key element in the education system (Fitrianik, 2020). Teachers have a strategic role in guiding students towards maturity, maturity, and independence. Teachers are expected to be able to create a supportive learning environment, as well as be able to improve the quality of the teaching and learning process (Hidayat, 2020; Mulyatiningsih, 2014). Teachers not only play the role of teachers, but also as role models for students in terms of morality and ethics.

Teacher performance greatly determines the quality of education. To achieve optimal educational goals, teachers must play an active role in designing and implementing effective learning (Faiz & Soleh, 2021; Megawati et al., 2020; Rafique et al., 2022). Teachers must be able to prepare subject matter, design teaching methods, manage classes, and conduct good evaluations (Dwi Ardana et al., 2022; Hafidzoh Rahman et al., 2021; Hewi & Asnawati, 2020; Nurhandayani, 2021; Rahmayanti & Jaya, 2020). In this context, the leadership of the head of the madrasah also plays a big role in supporting and improving teacher performance.

Research on how the visionary leadership of madrasah heads can improve teacher performance in the madrasah environment is still not done enough. Although many are aware of the importance of the role of madrasah heads in improving the quality of education, there has been no in-depth study that examines the direct relationship between visionary leadership and teachers' motivation for achievement. Research on organizational culture in madrasahs is also still limited, especially in terms of how this culture can affect teacher performance.

There are not many studies that examine the factors that affect the motivation of teachers to achieve in madrasahs (Suryana & Muhtar, 2022). Although achievement motivation is recognized as an important factor in improving performance, research on how organizational culture and visionary leadership can influence those motivations is still very lacking. Other factors such as management support, teacher involvement in decision-making, and learning environment have also not been widely discussed in previous studies.

Organizational culture in madrasahs is often overlooked in research on education. In fact, a strong and adaptive organizational culture can support improving teacher performance and affect the overall quality of education. There is still little research that discusses how to build a supportive organizational culture in madrasahs, especially in the context of improving teacher performance.

The key factors in improving teacher performance have not been fully understood. While there are many theories on how teacher performance can be improved, there is no approach that brings together aspects of visionary leadership, achievement motivation, and organizational culture holistically. Further research is needed to understand how these three factors are interrelated and how they can be applied effectively in the context of education in madrasahs.

This research is important to provide a better understanding of the relationship between visionary leadership, organizational culture, and achievement motivation in improving teacher performance. By understanding the relationship between these three factors, it is hoped that effective strategies can be found that can be applied by madrasah heads to improve the quality of education. Improving the quality of teacher performance is very important to achieve the expected educational goals.

The visionary leadership of the head of the madrasah can play a big role in creating a supportive organizational culture in the madrasah. With strong leadership and a clear vision, madrasah heads can motivate teachers to improve their performance. Motivation for achievement will also increase if teachers feel supported and appreciated by their leaders. This study aims to explain how madrasah heads can create a conducive environment for teachers to achieve optimal performance.

With this research, it is hoped that strategies can be found that can help madrasahs in improving the quality of education through the development of visionary leadership and organizational culture. This research will also provide practical guidance for madrasah heads in managing and motivating teachers to perform better.

RESEARCH METHODOLOGY

This study uses a quantitative method with a path analysis approach to explore the influence of madrasah head leadership, organizational culture, and achievement motivation on teacher performance, as well as its impact on student learning achievement (Hafidzoh Rahman et al., 2021; Puspita Dewi et al., 2023). This method includes testing hypotheses through the analysis of cause-and-effect relationships between variables using path coefficients. The research population consisted of 293 Madrasah Aliyah teachers in South Tangerang City spread across 20 public and private schools. Sampling was carried out by stratified random sampling, resulting in 176 teachers who were selected proportionally based on school accreditation. The proportional random sampling technique and Cochran formula were used to determine the number of samples of 120 teachers.

The research instrument is in the form of a questionnaire which is measured using a 5-category assessment scale. The instrument measures the variables of teacher performance, visionary leadership, organizational culture, and motivation to achieve. Validity and reliability tests are carried out through the Pearson Product Moment correlation technique and the Alpha Cronbach technique to ensure that the instrument is valid and reliable. The research procedure includes the data collection stage through questionnaires followed by testing the normality, validity, and reliability of the data. The data was processed using SPSS software for path analysis to understand the direct and indirect relationships between variables and test research hypotheses

RESULT AND DISCUSSION

There is a direct influence of visionary leadership on teacher performance so that strengthening visionary leadership can improve teacher performance

Table 1. Correlation Coefficient

Correlations		Performanc	Leadership	Culture	Motivati
		e		Organizatio	on for
		Guru	Visions	n	Achieve
					ment
Pearson	Teacher Performance	1.000	.648	.410	.948
	Visionary Leadership	.648	1.000	.490	.634
	Organizational Culture	.410	.090	1.000	.379
	Motivation for	.948	.634	.379	1.000
	Achievement				
Mr.	Teacher Performance	.	.000	.000	.000
	Visionary Leadership	.000	.	.018	.000
	Organizational Culture	.000	.018	.	.000
	Motivation for	.000	.000	.000	.
	Achievement				
N	Teacher Performance	175	175	175	175
	Visionary Leadership	175	175	175	175
	Organizational Culture	175	175	175	175
	Motivation for	175	175	175	175
	Achievement				

Based on the table above, it shows that there is a correlation between the Principal's Visionary Leadership and Teacher Kineja This is shown by a correlation coefficient of 0.648 and a *sig* of $0.002 < 0.05$ in the correlation analysis.

However, based on hypothesis testing, $t_0 > t_1$ values ($3.211 > 1.6531$) and *sig* $0.002 < 0.05$ were obtained. Based on the results of this hypothesis test, it can be concluded that there is a direct influence of the Principal's Visionary Leadership on Teacher Kineja. This can be seen in the direct influence of the Principal's Visionary Leadership on the understanding of the Teacher's Kineja, namely $KD = (p13)^2 \times 100 \% = 0.099 \times 0.099 \times 100 \% = 9.89 \%$. The remaining 90.11% is influenced by other factors outside the Principal's Visionary Leadership.

Based on the results of the calculation above, the results of the study rejected H_0 which stated that there was a significant direct influence of the Principal's Visionary Leadership on Teacher Performance. Paying attention to the results of the study, it can be stated that the understanding of Kineja Guru MAN in the city of South Tangerang is directly influenced by the visionary leadership of the school principal.

The direct influence of organizational culture on teacher performance so that strengthening organizational culture can improve teacher performance.

The results of this study show that there is a very significant correlation between organizational culture and student teacher performance, this is shown by a correlation coefficient value of 0.738 and a *sig* of $0.000 < 0.05$ in the correlation analysis. The results of the study also showed that there was a significant direct influence of organizational culture on the performance of student teachers, this was shown by $t_0 > t_1$ ($3.011 > 1.6531$) and *sig* $0.003 < 0.05$.

Based on the results of the research (hypothesis test) above, it can be concluded that there is a significant direct influence of organizational culture on teacher performance. This can be clarified by the existence of a path coefficient of 0.077 (greater than 0.05). The influence of organizational culture on teacher performance is the same as $KD = (p13)^2 \times 100 \% = 0.077 \times 0.077 \times 100\% = 5.92 \%$ while the remaining 94.08 % is influenced by other factors.

The results of this study are in line with the opinion of organizational culture according to Glen Kuck (2000:42-43), such as the system of values, beliefs, and norms, which is the result of the interaction between managerial functions and organizational characteristics with the broader environment in which the organization is located. Where managerial functions include aspects of planning, organizing, leadership, and control, then organizational characteristics include aspects of behavior, organizational structure, and processes.

There is a direct influence of achievement motivation on teacher performance so that strengthening achievement motivation can improve teacher performance

The results of the study showed that there was a significant correlation between achievement motivation and teacher performance, this was shown by a correlation coefficient of 0.948 and a sig of $0.000 < 0.05$ in the correlation analysis. The results of the study also showed a significant direct influence of achievement motivation on teacher performance, this was shown by $t_0 > t_1$ ($39.920 > 1.6531$) and sig $0.000 < 0.05$.

Based on the results of the above research (hypothesis test), it can be concluded that there is a significant direct influence of achievement motivation on teacher performance. This can be clarified by the existence of a path coefficient of 0.857 (greater than 0.05). The magnitude of the influence of teacher performance on teacher performance is equal to $KD = (p13)^2 \times 100 \% = 0.857 \times 0.857 \times 100\% = 73.44 \%$ while the remaining 26.56 % is influenced by other factors. This can be seen through the table below:

Table 2. Achievement Motivation Frequency Attribution Table

No	Class Interval	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1	60 - 69	1	0,57%	1	0,57%
2	70 - 79	7	4,00%	8	4,57%
3	80 - 89	15	8,57%	23	13,14%
4	90 - 99	31	17,71%	54	30,86%
5	100 - 109	30	17,14%	84	48,00%
6	110 - 119	38	21,71%	122	69,71%
7	120 - 129	26	14,86%	148	84,57%
8	130 - 139	18	10,29%	166	94,86%
9	140 - 149	9	5,14%	175	100,00%
	Σ	175			

The results of this study can be understood that to improve teacher performance is influenced by the motivation of teachers. Teacher performance can also be developed through self-awareness from teachers to increase motivation for achievement (Makhin, 2021). Strong motivation for achievement from teachers will encourage them to continue to innovate in learning that will automatically improve their performance.

The results of this study are in line with the opinions of Saimun and Hanafi (2020:28-29), so in essence every individual has motivation depending on the strength of the drive that causes a

person to try and behave to achieve the desired goal. Achievement motivation is a motive that encourages individuals to achieve success and aims to succeed in competitions with some measure of excellence (standard of excellence).

Individuals who have high achievement motivation consider that effort is important in determining the success or failure of behavior in the sense that hard effort will produce success, and weak effort will produce failure. Individuals who have high motivation to achieve when faced with complex tasks tend to do better as soon as they seem to be successful, and are always enthusiastic in completing tasks well, and are always ready to learn how to do tasks well in the next time in Saimun and Hanafi.

Based on this study, it is explained that the performance of teachers, especially MAN teachers in South Tangerang city, in addition to external factors, is also influenced by internal factors such as motivation for achievement. Teachers who have high motivation to achieve will improve their performance.

There is a direct influence of visionary leadership on achievement motivation so that strengthening visionary leadership can increase achievement motivation.

The results of the study showed that there was a significant correlation between the visionary leadership of school principals and the motivation to achieve, this was shown by a correlation coefficient of 0.634 and a sig of $0.000 < 0.05$ in the correlation analysis. The results of the study also showed a significant direct influence of the principal's visionary leadership on achievement motivation, this was shown by $t_0 > t_1$ ($4.007 > 1.6531$) and sig $0.004 < 0.05$.

Based on the results of the research (hypothesis test) above, it can be concluded that there is a significant direct influence of the principal's visionary leadership on achievement motivation. This can be clarified by the presence of a path coefficient of 0.586 (greater than 0.05). The influence of the principal's visionary leadership on the motivation to achieve is equal to $KD = (p_{13})^2 \times 100\% = 0.586 \times 0.586 \times 100\% = 34.33\%$ while the remaining 65.67 % is influenced by other factors.

The results of this study can be understood that to increase the motivation of teachers to excel, it can be improved with the ability of the principal as a visionary leader. Motivation for achievement can also be developed through the ability of school principals to see the need for change for the future (Kholfadina & Mayarni, 2022; Pramesti, 2021). A visionary principal will create a program with clear goals and benchmarks. This will provide a measurable encouragement and picture to develop a career so as to encourage teachers to excel.

Based on this study, it is explained that the motivation for teachers' achievements, especially MAN teachers in the city of South Tangerang, in addition to internal factors, is also influenced by external factors such as the visionary leadership of the school principal. A school principal who has good leadership will provide stimulus to teachers to increase their motivation to achieve. The essence of leadership is the activity of a person to move others, so that the other person is willing to carry out his duties.

There is a direct influence of organizational culture on achievement motivation so that strengthening organizational culture can increase achievement motivation.

The results of the study showed that there was a significant correlation between organizational culture and achievement motivation, this was shown by a correlation coefficient of 0.379 and a sig of $0.000 < 0.05$ in the correlation analysis. The results of the study also showed a significant direct influence of organizational culture on achievement motivation, this was shown by $t_0 > t_1$ ($8.627 > 1.6531$) and sig $0.000 < 0.05$.

Based on the results of the research (hypothesis test) above, it can be concluded that there is a significant direct influence of organizational culture on achievement motivation. This can be clarified by the presence of a path coefficient of 0.320 (greater than 0.05). The magnitude of the influence of achievement motivation on teacher performance is the same as $KD = (p13)^2 \times 100\% = 0.320 \times 0.320 \times 100\% = 10.24\%$ while the remaining 89.76 % is influenced by other factors.

The results of this study can be understood that to increase the motivation of teachers to achieve is influenced by a good organizational culture. Achievement motivation can also be developed through proper and supportive school environment conditions so that teachers' achievement motivation grows to be energetic and work more seriously to improve the quality of educational services, especially learning services.

Based on this study, it is explained that the motivation for MAN teachers' achievement in South Tangerang city in addition to internal factors is also influenced by external factors such as organizational culture. Schools that have a good organizational culture will increase the bond of all employees in the school. The more members of the organization receive core values and the greater their commitment to those values, the stronger a culture will be.

There is a direct influence of visionary leadership on organizational culture so that strengthening visionary leadership can improve organizational culture.

The results of the study showed that there was a significant correlation between the visionary leadership of the principal and the organizational culture, this was shown by a correlation coefficient of 0.379 and a sig of $0.000 < 0.05$ in the correlation analysis. The results of the study also showed a significant direct influence of the principal's visionary leadership on organizational culture, this was shown by $t_0 > t_1$ ($4.027 > 1.6531$) and sig $0.000 < 0.05$.

Based on the results of the research (hypothesis test) above, it can be concluded that there is a significant direct influence of the principal's visionary leadership on organizational culture. This can be clarified by the existence of a path coefficient of 0.061 (greater than 0.05). The magnitude of the influence of organizational culture on teacher performance is equal to $KD = (p13)^2 \times 100\% = 0.061 \times 0.061 \times 100\% = 3.71\%$ while the remaining 96.29 % is influenced by other factors.

The results of this study can be understood that to improve the organizational culture of teachers, it is influenced by the visionary leadership of the school principal. The organizational culture will be well formed if the leader of the organization, in this case, the principal of the school has the ability to lead visionary. Effective leadership comes from and is encouraged by the idea of a greater vision of tomorrow. A leader's vision or dream can be expressed in terms of outcomes – a better way of setting goals, using effective teaching strategies and applying appropriate forecasting tools.

Based on this research, it is explained that the organizational culture in MAN South Tangerang is influenced by external factors such as the visionary leadership of the principal. Principals who have good leadership will provide stimulus to schools/madrasas to form a good organizational culture.

There is an indirect influence of visionary leadership on teacher performance through achievement motivation as a mediation so that strengthening visionary leadership can improve teacher performance.

Based on the path analysis, it is known that the variable path coefficient of the Principal's Visionary Leadership to Teacher Performance $p13y = p31 \times py2 = 0.586 \times 0.857 = 0.5022$ When compared to the $p31$ value, the $p13y$ value = $0.5022 > p31 = 0.099$. This interprets that the

mediation variable (intervining) is effective compared to the direct influence of the principal's visionary leadership on teacher performance.

Based on the results of this study, it can be understood that the visionary leadership of the head of the sect has a direct effect on teacher performance. However, the indirect influence through the mediation variable of achievement motivation was higher than the direct influence. This shows that achievement motivation helps to influence teacher performance. The visionary leadership of a good school principal will increase the motivation of teachers to excel so that it will improve their performance.

There is an indirect influence between organizational culture on teacher performance through achievement motivation as a mediation so that strengthening organizational culture can improve teacher performance.

Based on the path analysis, it is known that the path coefficient of the Organizational Culture variable on Teacher Performance $p_{23y} = p_{32} \times p_{y2} = 0.320 \times 0.857 = 0.2742$ When compared to the p_{32} value, the p_{23y} value $= 0.2742 > p_{32} = 0.077$. This interprets that the mediation variable (intervining) is effective compared to the direct influence of organizational culture on teacher performance.

Based on the results of this study, it can be understood that organizational culture has a direct effect on teacher performance. However, the indirect influence through the mediation variable of achievement motivation was higher than the direct influence. This shows that achievement motivation helps to influence teacher performance.

CONCLUSION

There is a significant direct influence of the principal's visionary leadership on teacher performance. This is evidenced by the $t_0 > t_1$ values ($3.211 > 1.6531$) and $\text{sig } 0.002 < 0.05$. Based on the results of this study, it can be concluded that visionary leadership improves teacher performance. A good principal's visionary leadership will improve teacher performance. There is a significant direct influence of organizational culture on teacher performance. This is evidenced by the $t_0 > t_1$ values ($3.011 > 1.6531$) and $\text{sig } 0.003 < 0.05$. Based on the results of this study, it shows that a good organizational culture in schools will significantly improve teacher performance. There is a significant direct influence of achievement motivation on teacher performance. This is evidenced by the value of $t_0 > t_1$ ($25.946 > 1.6531$) and $\text{sig } 0.000 < 0.05$. This study shows that achievement motivation will have a significant influence on improving teacher performance. This can be seen from the value of $t = 25, 946$ which shows that the significant level of achievement motivation is quite high affecting teacher performance. There is a significant direct influence of the principal's visionary leadership on achievement motivation. This is evidenced by the $t_0 > t_1$ values ($4.007 > 1.6531$) and $\text{sig } 0.004 < 0.05$. Based on the results of this study, it is shown that the visionary leadership of school principals has an effect on teachers' motivation to achieve. Principals who are able to lead with a good vision will increase teachers' motivation to achieve.

There is a significant direct influence of organizational culture on achievement motivation. This is evidenced by the value of $t_0 > t_1$ ($8.627 > 1.6531$) and $\text{sig } 0.000 < 0.05$. Based on the results of this study, it shows that organizational culture has an effect on teachers' motivation for achievement. A good organizational culture will create a conducive work atmosphere so that it can increase teachers' motivation to perform. There is a significant direct influence of the principal's visionary leadership on the organizational culture. This is evidenced by the value of $t_0 > t_1$ ($4.027 > 1.6531$) and $\text{sig } 0.000 < 0.05$. This research shows that the leadership of a school principal who has

a vision will be able to shape the organizational culture well. There is a significant indirect influence of the principal's visionary leadership on teacher performance through the mediation of achievement motivation. This is evidenced by the Z_0 value $> Z_1$ ($10.2915 > 1.96$). This study shows that the visionary leadership of school principals has a direct effect on teacher performance, but the level of influence is greater through an increase in the mediation variable of achievement motivation. There is a significant indirect influence of organizational culture on teacher performance through the mediation of achievement motivation. This is evidenced by the Z_0 value $> Z_1$ ($5.8689 > 1.96$).

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

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