



Relationship Between Visionary Leadership of Principals And Teachers' Performance of Early Childhood Education Institutions in Purworejo Sub District of Purworejo Regency, Central Java

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Abstract

The principals and the teachers are two main elements in the early childhood education institutions. The relationships between them are very important to hold good cooperation and to give the best services for the learners. The teachers are one of human resources in the educational institutions. The teachers' performance plays important roles to gain organizational objectives. The problems on the teachers' performance have to be concerned more, because a teacher's figure is an important matter when we are talking about the educational world. The teachers are always related with educational components and system. They play the important roles in the education development, particularly those which are implemented formally in the school. They also determine the success of the learning participants. This research used correlation quantitative method. The population in this research was all the principals and teachers of the early childhood education institutions in Purworejo sub district covering 5 early childhood institutions consisting of 77 principals and teachers. The samples were taken using simple random sampling technique as many as 65 principals and teachers. The data collection was done using Likert scale. The assumption test used normality and linearity techniques. The results of Pearson correlation product moment showed that there was a positive and significant relationship between the visionary leadership of the principals and the teachers' performance in Purworejo sub district of Purworejo regency. The value of correlation coefficient was 0,848 with the significance value of $0,000 < 0,05$. The stronger the visionary leadership of the principals, the better the teachers' performance of the early childhood education institutions in Purworejo sub district of Purworejo regency. The final conclusion was there was a positive and significant relationship between the visionary leadership of the principals and the teachers' performance of the early childhood education institutions in Purworejo sub district of Purworejo regency.

INTRODUCTION

The school is one of the educational organizations that can be regarded as a container to achieve national development goals. The success of the educational objectives in the school depends on the existing human resources such as the principal, teachers, students, and other educational personnel. However, the success of educational process in the school is mainly determined by the principal in managing the teaching staffs available. In addition, it must be also supported by adequate infrastructure and facilities.

According to Purnamasari (2013: 65) Early Childhood Education is a fairly important educational level and even able to build a solid foundation for the achievement of intelligent and strong generation. The Early Childhood Education is one of educational organizations that focuses on laying the foundation toward growth and physical development (coordination of soft and hard motor), intelligence (thinking skills, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes, behavior, and religion), and language and communication according to the uniqueness and the developmental stages of each early childhood student.

Leaders in the educational fields are expected to have leadership styles that are in line with the educational expectations or objectives, whether they are from either subordinates or superiors. Thus, in the end, or the leadership styles applied by the leaders, particularly on the educational fields, really reflect them as the professional leaders.

According to Colton (Dhammika, 2014: 2), visionary leadership is defined as one of the objectives for the individuals and groups' actions, inspiring leadership of the vision, and communicating the vision to the subordinates, so that the organization can be directed better. The visionary leadership yields positive results for an organization by creating and communicating the expected goals and identifying current situations as well as inducing a strong commitment for a better future.

The educational success in the school is mainly determined by the success of the principal in managing the educational staffs. The principal is one of educational components that influences the teachers' performance improvements. The principal is responsible for the implementation of educational activities, school administration, development of educational personnel, and empowerment and maintenance of the school facilities and infrastructure.

The Law No. 14, 2005, article 1, paragraph

1 (UU RI No. 14 tahun 2005 pasal 1 ayat 1) states that the teachers are professional educators with their primary tasks of educating, teaching, guiding, directing, training, assessing, and evaluating the students in formal education consisting of primary and secondary education levels, including early childhood education. Therefore, the early childhood and other educational level teachers generally have the same main duties.

From the result of simple observation and interviews conducted by the researcher in March 2016 on some early childhood education institutions located in the Purworejo sub district, it is found some essential problems in the teachers' performance. These problems include the teachers' less spirit in completing the learning devices, there are some who do not have good teaching program, and the teachers' less creativity in the learning strategies and methods, where they only rely on the lecturing method. Meanwhile, from the principals' leadership styles, there are also still some problems occur, such as lack of motivation given from the principals of early childhood institutions for teachers, lack of opportunities given to the teachers to have consultations, and lack of attention to the problems faced by teachers.

RESEARCH METHODS

This research was a quantitative correlation study intended to examine the relationships between two or more symptoms. According to Creswell (Asmadi, 2010: 13) the quantitative research was a study working on numbers and the data were the tangible ones (scores or grades, rank, or frequency), which were analyzed using statistics to answer specific research questions or hypotheses, and to predict that a particular variable significantly affected others.

Population was the generalization are consisting of several objects/subjects that had certain qualities and characteristics defined by the researcher to learn and draw the conclusions (Sugiyono, 2014: 80). The population was defined as the whole research objects. If someone wanted to examine all elements within the study area, this research was called the population study (Arikunto, 2010: 173). The population in this study was the Integrated Early Childhood Education institutions in Purworejo sub district. They consisted of 5 early childhood institution with 77 educational personnel, divided into 15 principals and 62 teachers.

According to Sugiyono (2014: 81), there are two main sampling techniques, ie Probability and Non-Probability Sampling techniques. In

this research, the samples were taken using probability technique by simple random sampling. In this research, all teachers had the same opportunity to be selected as a sample. Based on Slovin formula (Sugiono, 2010: 126) from the results of the calculation from the total population of 77 principals and teachers of early childhood institutions using significance level of 5%, it was then obtained 65 total samples. Based on the comparison above, the number of samples in each institution was 5 integrated early childhood education institutions, bringing the total samples obtained were 65 principals and teachers of the early childhood education institutions.

The data were collected using Likert scale. This scale was used to measure individual or group's opinion and perception on a social phenomenon (Sugiono, 2014: 93). The research instrument using this Likert scale could be made in form of a checklist or multiple choices. The respondents answered using a checklist (✓). The first data analysis method used by the researcher was the validity test to prove the truth of a statement. On the visionary leadership test, there were invalid 7 statements, i.e. number 18, 34, 35, 40, 41, 43, and 46. On the teachers' performance test, there were 4 invalid statements consisting of number 19, 20, 21, and 42.

The assumption tests used were normality and linearity. The normality test was intended to check whether in a regression model, the disrupting or residual variables had normal distribution. In this research, there were two ways to detect whether the residuals were normally distributed or not by using statistical or analysis tests (Ghozali, 2011: 160). The statistical test used in this research was Kolmogorov-Smirnov with the assistance of SPSS 16.0 program for Windows. If the value of Kolmogorov-Smirnov was greater than 0.05, then the residual data were normally distributed. The linearity test was to determine whether the two variables had significant linear relationships or not. The SPSS 16.0 test for Windows used Test for Linearity with the significant level of 0.05.

RESULTS AND DISCUSSION

The results of this research on hypothesis testing is done using Pearson product moment correlation analysis, aiming to find out the OLD Head Visionary Leadership Relationship with the performance of the Teachers in district of Purworejo, Purworejo.

The leadership that has vision or can be called visionary leadership, made up of two

words, namely leadership and visionary. Leadership according to Steers, et al. (Hambali, 2012:2) is influencing others and building innovation-innovation directly in the organisation of similar opinion Kasali (in Hambali, 2012:2) that a leader must be able to become a motivational speaker, coach, a translator, a prophet, dai, teacher, Pope, General, or commander.

According to Teacher performance Rachmawati (2013) are the ability and effort of teachers to carry out the task of learning as well as possible in planning instruction program, implementation of the activities of learning and evaluation of learning outcomes. Teacher performance achieved should be based on the standard of professional abilities for carrying out obligations as a teacher at the school.

Most early childhood education institutions in Purworejo have great number of students and adequate facilities and infrastructure. This research is intended to determine the relationships between the visionary leadership of the principals and the teachers' performance of 5 integrated early childhood education institutions in Purworejo sub district of Purworejo regency conducted in August 2016.

The descriptive analysis is the presentation of statistical data that have been collected and then analyzed descriptively. From the descriptive analysis results of the principals' visionary leadership with 65 survey respondents, it is obtained that the minimum value for the visionary leadership is 65 and the maximum is 107. The average value of the 65 respondents is 89.8. Meanwhile, from the descriptive analysis results of the teachers' performance with 65 survey respondents, the minimum value of the teachers' performance is 62 and the maximum value of visionary leadership is 125. The average value of the 65 respondents is 93.7. The assumptions tests use normality and linearity techniques. From the normality test, it obtained the significance of visionary leadership as much as $0.357 > 0.05$, or 35.7% and the teachers' performance variable is $0.956 > 0.05$, or 95.6%. Therefore, it can be concluded that this regression model is normally distributed.

Meanwhile, from the linearity test, it is obtained the significant value < 0.05 i.e. $0.013 < 0.05$, which means there is a linearity between the visionary leadership of the principals and the teachers' performance. The hypothesis test uses Pearson product moment correlation test. From this test, the visionary leadership (X) with the teachers' performance (Y) has a significance value of $0.000 < 0.05$, which means there is a significant correlation. The table above shows that

the correlation is positive (0,848). The correlation numbers show that the correlation between the visionary leadership of the principals and the teachers' performance is in a very strong category).

In the visionary leadership, a principal requires a clear vision in his leadership based on the organizational needs, being able to strengthen commitment, and being able to lift the working spirit. One of a visionary principal action is focusing on the organizational objectives that have been set together. It has to be done to avoid any inappropriate tendencies that might arise. The focus in the organizational objectives requires strong teamwork and maintenance of the relationships between the principal and the teachers. If the principal does not focus on his leadership, then all of his staffs or teachers' performance will be significantly decreased, unsatisfying and finally cannot achieve the expected goals at all.

CONCLUSION

Based on the data analysis done in this research, it is obtained the value of correlation coefficient is 0.848 with the significance of $0.000 < 0.05$. Therefore, it can be concluded that there is a very strong positive relationship between the visionary leadership of the principals and the teachers' performance of integrated early childhood education institutions in Purworejo Sub District of Purworejo Regency. The stronger the visionary leadership, the better also the teachers' performance of early childhood education institutions.

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