

Visionary Leadership of School Principals in Building Teacher Discipline in Vocational High Schools in Gowa Regency

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Abstract: This study aims to gain a deep understanding of how principals formulate, communicate, and implement their leadership vision in school management practices, particularly in relation to teacher discipline. The study employed a descriptive qualitative approach, involving the principal, vice principal, and teachers as informants. Data collection techniques included in-depth interviews, observation, and documentation. The results indicate that the principal's visionary leadership is reflected in the principal's ability to clearly and consistently explain the school's vision to all school members, exemplify it in daily leadership behavior, and develop the vision in accordance with the school's needs and challenges. This visionary leadership positively contributes to improved teacher discipline, demonstrated through adherence to school rules, punctuality in carrying out tasks, and increased professional responsibility. This study concludes that the principal's visionary leadership plays a strategic role in shaping a culture of teacher discipline in vocational high schools.

Keywords: Visionary leadership, Principal, Teacher discipline, Vocational high school

INTRODUCTION

Education is one of the strategic sectors in the development of quality human resources (Hallinger & Kulophas, 2020; Leithwood et al., 2020). The success of the implementation of education is not only determined by the curriculum and infrastructure, but also by the quality of leadership in educational institutions (Harris & Jones, 2020; Bush, 2021). Schools as educational organizations need leadership that is able to effectively direct all resources to achieve educational goals (Day et al., 2020). In this context, school principals have an important role as leaders who are responsible for school management, improving the quality of learning, and developing teacher professionalism (Liu & Hallinger, 2021; Walker & Qian, 2020). Changes in the increasingly dynamic educational environment require schools to be able to adapt to the development of science, technology, and the needs of society (OECD, 2021; Zhao, 2020). These challenges require school principals not only to carry out administrative functions, but also to be able to become leaders of change who have a future orientation (Netolicky, 2020).

Future-oriented leadership is important because schools are required to have a clear, planned, and sustainable direction of development (Hallinger, 2021). Therefore, visionary leadership is one of the relevant leadership approaches in facing the demands of educational change (Kouzes & Posner, 2021; Shaked & Schechter, 2020). Visionary leadership emphasizes the leader's ability to formulate a clear vision, communicate the vision to the organization's members, and implement that vision through tangible actions (Miller & Hutton, 2022). Vision serves as a strategic direction that provides guidelines for all organizational activities (Schoemaker et al., 2020). In educational organizations, a clear vision is able to encourage the creation of joint commitments, increase work motivation, and strengthen a quality-oriented work culture (Lamm et al., 2020; Sebastian et al., 2021). School principals who have visionary leadership are expected to be able to mobilize teachers and education staff to work in a directed manner in achieving school goals (Grissom et al., 2021).

However, in practice, there are still various problems related to the leadership of the principal, especially in implementing the school's vision effectively (Brauckmann-Sajkiewicz & Pashiardis, 2021). The school's vision is often only a formal document that has not been fully internalized in the school's learning activities and work culture (Klar et al., 2020). This condition has an impact on the performance of teachers in carrying out their professional duties (Kraft et al., 2020). Teacher performance that has not been maximized can be seen from the aspects of learning planning, learning implementation, and evaluation of learning outcomes that have not run optimally (Darling-Hammond et al., 2020).

Teacher performance is one of the important factors in determining the success of the learning process (OECD, 2020). Teachers have a major role in transforming knowledge, shaping the character of students, and creating a conducive learning environment (Kim & Lee, 2020). Therefore, improving teacher performance is the main concern in education management (Toropova et al., 2021). One of the factors that affect teacher performance is the leadership of the principal (Liebowitz & Porter, 2019; Grissom et al., 2021). Leadership that is able to provide direction, motivation, and professional support will encourage teachers to work more optimally (Leithwood et al., 2020). School principals as educational leaders are required to have the ability to plan school programs, coordinate activities, supervise, and evaluate the implementation of learning (Bush, 2021).

In the context of visionary leadership, school principals are expected to be able to translate the school's vision into a real work program that has a direct impact on improving the quality of learning (Hallinger, 2021). Visionary leadership also requires effective communication skills so that the school's vision can be understood and implemented by all school residents (Shaked & Schechter, 2020). Other problems that are often faced in school management are differences in teacher competency levels, limited facilities and infrastructure, and demands for changes in education policy (Harris & Jones, 2020). This condition requires school principals to have managerial and leadership skills that are able to manage change effectively (Netolicky, 2020). Visionary leadership becomes relevant because it emphasizes the leader's ability to anticipate challenges and steer the organization towards better conditions in the future (Schoemaker et al., 2020).

Based on these conditions, an in-depth study is needed on how the visionary leadership of school principals is implemented in improving teacher performance (Liu & Hallinger, 2021). This research is important because visionary leadership is not only related to the concept of leadership, but also to real practice in school management (Walker & Qian, 2020). Through this research, it is hoped that an overview of the role of school principals in formulating visions, communicating visions, and implementing visions in an effort to improve teacher performance can be obtained (Sebastian et al., 2021). This research is focused on the analysis of the visionary leadership of school principals in improving teacher performance, taking into account aspects of planning, implementation, and evaluation of educational activities (Grissom et al., 2021).

The focus of the research is directed at how the principal mobilizes school resources through the vision they have and how the vision has an impact on improving the professionalism of teachers (Toropova et al., 2021). Thus, this research is expected to make a theoretical and practical contribution to the development of educational leadership (Hallinger, 2021). Theoretically, this research is expected to enrich the study of visionary leadership in the context of education,

especially related to the role of school principals in improving teacher performance (Shaked & Schechter, 2020). Practically, the results of the research are expected to be considered for school principals in developing more effective and future-oriented leadership patterns (Brauckmann-Sajkiewicz & Pashiardis, 2021). In addition, this research is also expected to be a reference for education policy makers in formulating strategies to improve the quality of education through strengthening school leadership (OECD, 2021).

Thus, research on the visionary leadership of school principals in improving teacher performance is relevant to be conducted, considering the importance of the role of leadership in determining the success of educational organizations (Leithwood et al., 2020). Leadership that is able to integrate vision with concrete actions will create a clear direction of work, increase teacher motivation, and encourage the creation of a productive work culture in the school environment (Lamm et al., 2020). Based on this background, this study focuses on the visionary leadership of school principals at Vocational High Schools in Gowa Regency and their role in shaping teacher discipline.

METHODS

This study uses a qualitative approach with the aim of describing in depth the implementation of the principal's visionary leadership in improving teacher performance. The qualitative approach was chosen because this research focuses on understanding leadership phenomena based on real conditions in the school environment and the interaction that occurs between principals and teachers in the implementation of educational activities.

The research was carried out in vocational secondary education units with the research subjects consisting of principals and teachers who are directly involved in the implementation of school programs. The determination of informants is carried out purposively by considering the role, experience, and involvement of informants in the leadership process and implementation of learning in schools.

Data collection techniques are carried out through observation, in-depth interviews, and documentation. Observations were used to obtain a direct picture of the implementation of the principal's leadership and learning activities in the school. The interview was conducted to explore information related to the perceptions and experiences of informants regarding the implementation of the principal's visionary leadership. Documentation is used as supporting data related to school programs, activity planning, and learning implementation.

Data analysis is carried out interactively through the stages of data reduction, data presentation, and conclusion drawn. The analysis process is carried out continuously from data collection until comprehensive research findings are obtained. The validity of the data is carried out through triangulation of sources and techniques to ensure the consistency and credibility of the data obtained. With this approach, this research is expected to be able to provide an objective picture of the visionary leadership role of school principals in improving teacher performance.

RESULTS AND DISCUSSION

This study aims to describe and analyze in depth the implementation of the visionary leadership of school principals in improving teacher performance in vocational high schools in Gowa Regency. The findings indicate that visionary leadership is manifested through three main dimensions, namely the ability to formulate a clear vision, communicate the vision effectively, and implement the vision through structured and sustainable school programs. These three aspects are interconnected and form a unified leadership practice that has a direct impact on improving teacher discipline, responsibility, and professionalism.

The formulation of the school vision is carried out by considering various strategic aspects, including the real condition of the school, the needs of students, the expectations of the community, and the demands of educational development. The vision is not only prepared as an administrative requirement, but becomes the main reference in determining the direction of school policies and programs. This indicates that the principal has a future-oriented perspective and is able to position the vision as a strategic instrument in school development. A clear and contextual vision provides direction for all school members in carrying out their duties and creates alignment between long-

term goals and short-term programs. This condition shows that visionary leadership is not limited to conceptual discourse, but is realized in real managerial practices.

In terms of communicating the vision, the principal plays an active role in socializing the direction of school development through various formal and informal activities, such as meetings, teacher development programs, and daily interactions in the school environment. The communication of the vision is carried out repeatedly and consistently so that it is internalized in the mindset and work culture of teachers. Based on the results of interviews, teachers stated that the clarity of the vision conveyed by the principal helped them understand the purpose of their work and increased their awareness of professional responsibilities. This finding indicates that effective communication is an important factor in building organizational commitment. A vision that is well communicated is able to unite perceptions, encourage collaboration, and create a shared responsibility in achieving school goals.

The implementation of visionary leadership is also reflected in the principal's ability to create a supportive work environment. The principal provides motivation, conducts academic supervision, and facilitates teacher involvement in training and professional development activities. This support has a positive impact on increasing teacher morale, discipline, and participation in school programs. Academic supervision carried out in a sustainable manner is not perceived as a control mechanism, but as a professional assistance process that helps teachers improve the quality of learning. Through constructive feedback, teachers are encouraged to continuously develop their competencies and improve their performance in planning, implementing, and evaluating learning.

Another important finding is the application of participatory decision-making. The principal involves teachers in the preparation of school work programs, the determination of learning strategies, and the evaluation of program implementation. This participatory approach creates a sense of ownership of school policies and strengthens cooperation among school members. When teachers are involved in decision-making, they feel valued as professionals and are more responsible for the implementation of the programs that have been agreed upon. This condition contributes to the creation of a democratic and collaborative work culture, which is one of the characteristics of effective visionary leadership.

The implementation of the school vision is realized through various programs oriented toward improving the quality of learning and teacher discipline. These programs include the preparation of better learning tools, the enforcement of work discipline, the implementation of regular academic supervision, and the development of innovative learning. The principal monitors the implementation of these programs continuously and provides follow-up in the form of evaluation and coaching. This shows that visionary leadership is not only oriented toward planning, but also toward controlling and ensuring the sustainability of program implementation.

In addition, the visionary leadership of the principal encourages the creation of innovation in learning. Teachers are given the opportunity to develop creative learning methods that are in accordance with the needs of students and the development of science and technology. The principal provides space for teachers to experiment with new approaches and supports the implementation of activities that can improve the quality of learning. This condition indicates that visionary leadership plays a role in building an organizational culture that is adaptive to change, open to renewal, and oriented toward continuous improvement.

However, the implementation of visionary leadership is not without obstacles. The study found several challenges, including limited facilities and infrastructure, differences in teacher competency levels, and the need to adapt to changes in education policy. These obstacles have the potential to hinder the implementation of school programs if not managed properly. Nevertheless, the principal attempts to overcome these challenges through intensive communication, coaching, and strengthening cooperation among school members. The principal also optimizes existing resources and encourages mutual support among teachers so that program implementation can continue effectively. This finding indicates that the success of visionary leadership is not only determined by the availability of resources, but also by the leader's ability to manage and empower the potential that exists in the organization.

Overall, the findings of this study indicate that the implementation of visionary leadership has had a significant positive impact on improving teacher performance. This can be seen from the

increasing discipline in carrying out tasks, punctuality in completing work, responsibility in managing learning, and active participation in school development programs. Vision-oriented leadership creates a clear direction of work and encourages the formation of a productive and professional work culture in the school environment.

The results of this study also reinforce the theoretical perspective that visionary leadership has a close relationship with the effectiveness of educational organizations. Leaders who are able to integrate vision with concrete actions can create organizational alignment, increase motivation, and strengthen the commitment of organizational members. In the context of schools, the principal's visionary leadership becomes a strategic factor in improving teacher professionalism and the quality of learning. These findings confirm that leadership that focuses on empowering human resources, building collaboration, and encouraging innovation is more effective in creating sustainable school development.

Furthermore, this study shows that visionary leadership is not an authoritarian leadership model, but a leadership approach that emphasizes participation, communication, and collaboration. The success of the principal in mobilizing teachers is largely determined by the ability to build harmonious relationships, create a conducive work climate, and provide opportunities for teachers to develop. This condition indicates that the humanistic dimension in leadership is an important element in improving teacher performance.

Thus, the discussion of this study confirms that visionary leadership functions not only as a conceptual framework, but also as a practical strategy in managing change and improving the quality of education. Future-oriented leadership is able to create a clear direction for school development, strengthen teacher discipline, encourage learning innovation, and build a productive work culture. With these characteristics, visionary leadership becomes a key factor in realizing effective, adaptive, and sustainable vocational education.

CONCLUSIONS

The results of this study confirm that the visionary leadership of school principals plays a strategic role in improving teacher performance in vocational high schools in Gowa Regency. This leadership is reflected in the principal's ability to formulate a clear school vision, communicate it consistently, and translate it into structured and sustainable work programs. A well-communicated vision does not merely function as a formal statement, but becomes a strategic instrument that builds collective commitment, provides direction for organizational activities, and encourages teachers to carry out their professional duties in a more disciplined and responsible manner. Through this process, visionary leadership creates a shared understanding of school goals and strengthens teachers' awareness to contribute optimally to the achievement of educational objectives.

Furthermore, visionary leadership is demonstrated through the creation of a supportive and participatory work environment. The principal provides motivation, conducts continuous academic supervision, facilitates professional development activities, and involves teachers in decision-making processes. This participatory approach fosters a sense of ownership toward school programs, strengthens collaboration, and increases teachers' responsibility in implementing learning activities. In addition, the implementation of the school vision through innovation-oriented programs contributes to improving the quality of learning, developing teacher competence, and forming a productive and future-oriented school culture.

Although the implementation of visionary leadership still faces several challenges, such as limited facilities and infrastructure and differences in teacher competency levels, effective communication, coaching, and cooperation among school members are able to minimize these obstacles. The findings of this study theoretically reinforce the concept that leadership that integrates vision with concrete actions can improve organizational performance. Practically, this study implies that school principals need to continuously optimize visionary leadership through strengthening teacher professional development and expanding collaboration with various stakeholders. By doing so, visionary leadership becomes not only a conceptual framework but also a practical strategy for improving teacher discipline, enhancing learning quality, and achieving sustainable school development.

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