

THE INFLUENCE OF PRINCIPALS' VISIONARY LEADERSHIP AND PEDAGOGICAL COMPETENCE ON THE WORK EFFECTIVENESS OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

The purpose of this study is to investigate: (1) The Influence of Visionary Leadership of the Principal on the Work Effectiveness of State Elementary School Teachers in Cluster 4 of Tangerang District; (2) The Effect of Pedagogic Competence on the Work Effectiveness of State Elementary School Teachers in Cluster 4, Tangerang District; (3) The principal's supervision of the Pedagogic Competence of State Elementary School Teachers in Cluster 4 of Tangerang District. This research is a type of correlational research. The approach used in this study uses a quantitative approach. The population in this study was 150 teachers in State Elementary School Teachers in Cluster 4, Tangerang District, totaling 109 teachers sample who were randomly sampled. The analysis technique used is path analysis technique. Based on the results of the analysis, it is known that: (1) There is a direct positive and significant influence of the principal's visionary leadership on the effectiveness of the work of state elementary school teachers in Cluster 4 of Tangerang District. (2) There is a direct positive and significant influence of pedagogic competence on the effectiveness of the work of state elementary school teachers in Cluster 4 of Tangerang District. (3) There is a direct positive and significant influence of the principal's visionary leadership on the pedagogical competence of State Elementary School teachers in Cluster 4 of Tangerang District.

Keywords: *Visionary Leadership, Pedagogic Competence, Work Effectiveness*

INTRODUCTION

Effectiveness refers to the entire cycle of input, process, and output, focusing on the usefulness of an organization, program, or activity in terms of achieving its goals—whether in quality, quantity, or time. It indicates how successfully an organization reaches its objectives and targets. In this context, effectiveness emphasizes the attainment of desired results or goals. Work effectiveness is crucial in any organization, including schools, to achieve set objectives.

Various factors influence a teacher's success in teaching, both internal (from within the teacher) and external, such as work effectiveness. Teachers with high effectiveness are more successful than those who lack seriousness or commitment in their duties and who are less willing to work hard and take responsibility for effective teaching and learning. Work implementation is carried out by human resources who possess the necessary skills, competencies, motivation, and interest. Teacher work effectiveness is reflected in the quality of processes aimed at achieving goals. Therefore, schools must ensure teachers perform with high commitment and effectiveness. Teachers should also be involved in planning and setting goals, so they feel responsible for achieving them.

Pedagogical competence plays a vital role in improving the quality of education. Teachers are key figures in the educational process, especially in helping students develop a positive learning mindset, fostering curiosity, encouraging independence, and creating a comfortable and engaging learning environment. Therefore, teachers must possess and master pedagogical competencies in their teaching practice.

Based on the author's initial observation from October 5 to 10, 2022, at several public elementary schools in Cluster 4 of Tangerang District, it was found that teacher work effectiveness remains low. This is evident from the fact that some teachers are still not competent in preparing and developing lesson plans (RPP) or teaching materials. Another challenge faced by teachers is in the area of information and communication technology (ICT). Many struggle to operate computers and process data related to ICT.

On the other hand, school principals are not yet fully able to implement visionary leadership effectively, due to several factors: (1) Principals are burdened with numerous other tasks, such as keeping up with developments in science and technology through training, meetings, and seminars; managing school staff structures; preparing class supervision programs; monitoring and evaluating learning processes; and implementing supervision programs—all of which require attention and time. As a result, there is no clear scientific measure of the success of visionary leadership. (2) Principals lack well-structured and systematic planning in designing short-, medium-, and long-term work programs under their visionary leadership, leading to a situation where some teachers are not fully prepared to follow the principal's leadership. This gap between the ideal and actual conditions of the principal's visionary leadership affects teachers' professional development and work performance.

Another issue faced by teachers, especially those new to the profession, is the use of teaching aids. Many teachers are not creative in introducing and developing instructional tools for students. Additionally, they are not optimizing the use of the internet to search for and identify diverse supporting teaching aids, which are essential in stimulating young children's intelligence at the elementary level.

Teacher Work Effectiveness

Work effectiveness is defined as the ability to choose the right targets according to the objectives that have been set from the beginning. Work effectiveness means completing tasks on time, which implies proper time management in completing work (Siagian, 2014). The definition of work effectiveness is also put forward by several other experts. Work effectiveness is a condition that indicates the level of success of management activities in achieving goals, including work quantity, work quality, and timeliness in completing tasks (Hasibuan, 2018). Work effectiveness is the ability to carry out tasks or functions (operations, programs, or missions) of an organization or similar entity without pressure or tension among those executing them (Kurniawan, 2015). Work effectiveness is the relationship between output and objectives—the greater the contribution of output toward goal achievement, the more effective the organization, program, or activity (Mahmudi, 2015). Work effectiveness is a measure that shows how far targets (quantity, quality, and time) have been achieved (Rizky, 2016). Work effectiveness is the ability to choose or perform what is most appropriate or suitable and capable of providing direct benefit (Robbins, 2018).

Teachers are a group in society who earn their living by working within an organizational unit.

Teachers are those who receive a certain amount of income regularly and continuously, directly involved in managing the activities of an institution, as well as those who work based on a contract for a certain period as long as they work full-time in that job. To improve a teacher's work effectiveness, several aspects need to be considered, such as: (1) teacher salaries; (2) a conducive work environment; (3) educational or job training expenses; (4) improvement of working conditions; (5) provision of bonuses; (6) high work motivation; (7) work abilities that match the job content; (8) income that meets minimum living needs; (9) adequate job security; and (10) harmonious work relationships (Soedaryono, 2012).

Based on the discussion above, teacher work effectiveness refers to the results achieved by a teacher in carrying out their duties and functions in accordance with established standards/regulations in providing quality educational services.

Visionary Leadership

To gain a comprehensive understanding of the concept of visionary leadership, it is necessary to separately examine the concepts of leadership and vision. In English, leadership is often referred to as leader, derived from the root word to lead, and its activity is called leadership. As a widely studied concept, leadership has been defined in various ways. Many experts have attempted to define leadership. In simple terms, Bathel (as cited by Chang and Lee) states that leadership is the ability to influence others (Su-Chao Chang and Ming-Shing Lee, 2017). According to Robbins and Judge, "leadership is the ability to influence a group toward the achievement of a vision or set of goals" (Robbins and Judge, 2015). In other words, leadership is the ability to influence a group toward achieving a vision or series of goals. In addition, Colquitt, Lepine, and Wesson explain that "leadership is the use of power and influence to direct the activities of followers toward goal achievement" (Colquitt et al., 2015). Leadership, therefore, is the use of authority and influence to guide activities toward goal achievement. According to Newstrom, "leadership is the process of influencing and supporting others (both individually and collectively) to work enthusiastically toward achieving shared objectives" (Newstrom, 2015). This definition implies that leadership is the process of influencing and supporting others—both individually and collectively—to work enthusiastically toward achieving common goals.

From the definitions above, it can be stated that leadership is a continuous activity aimed at influencing the behavior of others, ultimately focusing on efforts to achieve organizational goals. These definitions also reflect that leadership involves a social influence process in which one person intentionally influences others to organize activities and relationships within a group or organization.

According to Dubrin, "a major buzzword in leadership and management is vision, the ability to imagine different and better future conditions and ways to achieve them" (Dubrin, 2013). Vision is a key term in leadership and management, referring to the ability to imagine a different and better future and how to achieve it. For Danim and Suparno, vision is a realistic, credible, and attractive visualization of the future that energizes members of an educational organization to determine missions and strategies in order to achieve desired goals. Vision is an abstract statement of where an educational organization is heading in the future—a better, more successful, or more desirable state than the present (Danim and Suparno, 2014).

Visionary leadership emerges in response to the statement "the only thing permanent is change", which demands that leaders possess the ability to determine the future direction through a vision (Andriansyah, 2015). Vision is the leader's conceptual view of the future of the organization developed collaboratively with stakeholders. It serves as a key force for organizational change, fostering a progressive and competitive culture. Bennis and Nanus (in Andriansyah, 2015) define visionary leadership as "a shared picture of the desired future." Visionary leadership is the leader's ability to create, formulate, communicate, socialize, transform, and implement ideal thoughts originating from themselves or the social interaction with members and stakeholders, seen as the organization's collective goals for the future, to be achieved through shared commitment.

Visionary leadership means building support for a vision and guiding people toward a destination

known only to the leader, which is why such a leader is called visionary. They are considered visionary due to their exceptional imagination, vision, perspective, and ideation. Visionary leaders are those who can build a new dawn, working with intuition, imagination, deep insight, and boldness (Qibti, 2013). This means that a visionary leader is one who can lead their institution toward a better future than before, using intuition, imagination, insight, and courage.

Thus, a visionary leader is one who "wins the hearts and minds" and charismatically brings the organization into a new, successful era. The process of visionary leadership involves designing the desired future and motivating others in the organization to share in and commit to taking personal responsibility for its achievement. Meanwhile, visionary leadership is the leader's ability to create and articulate a realistic, credible, and attractive vision of the future for an organization or operational unit that continues to grow and improve to this day. The core of this idea is the ability to create and realize a vision that leads to change (Robbins, 2013).

In line with the above views, another opinion states that visionary leadership can be defined as the leader's ability to create, formulate, communicate, socialize, transform, and implement ideal thoughts originating from themselves or as a result of social interaction among organization members and stakeholders, which are believed to be the organization's future aspirations to be achieved through the commitment of all personnel (Komariah, 2014).

From the explanation above, the researcher synthesizes that visionary leadership is the ability to create and articulate a realistic, credible, and attractive vision of the future that improves the current situation, with the following indicators: setting high standards and reflecting lofty ideas, clarifying goals and direction, inspiring enthusiasm and maintaining commitment, communicating clearly and understandably (effective communication), reflecting organizational uniqueness and distinct competencies, and being ambitious (possessing a strong determination to realize ideals).

Pedagogical Competence

According to Law Number 13 of 2013 concerning Manpower, Article 1 (10), "competence is the work ability of each individual that includes aspects of knowledge, skills, and work attitudes in accordance with established standards." According to Finch and Crunkilton, competence is the mastery of a task, skills, attitudes, and appreciation required to support success. This shows that competence encompasses the tasks, skills, attitudes, and appreciation that learners must possess in order to carry out learning tasks appropriate to certain types of work (Mulyasa, 2012).

Every job, whether performed individually or collaboratively, requires competence as a key asset that must be possessed by each individual. However, it must be recognized that a person's competence and capabilities are not limited merely to knowledge and skills. They also involve other aspects in order to be effectively implemented, such as the work environment, work tools, support from leadership, work systems and patterns, and other various attributes so that the job responsibilities can be carried out properly.

From the definitions above, competence can be described as the ability to perform a role or task, the ability to integrate knowledge, skills, attitudes, and personal values, as well as the ability to develop knowledge and skills based on learning experiences.

The purpose of this research is to examine and analyze the influence of the school principal's visionary leadership and teachers' pedagogical competence on their work effectiveness.

METHOD

Type of Research

The method used in this study is a causal survey research method with path analysis technique.

Population and Sample

The population in this study consists of all elementary school teachers in Cluster 4 of Tangerang

City, totaling 195 individuals. The sample in this study comprises 109 individuals, selected using random sampling technique.

Data Analysis Technique

The analysis technique used is path analysis.

FINDINGS AND DISCUSSION

The discussion on the findings being evaluated describes the achievement of the SRA program and the challenges faced, as explained in the theory of program evaluation, which is a tool or process to obtain information to assess the results, including the quality of program implementation, program goals, and to conclude whether the ongoing program aligns with expectations. The achievement of the SRA program is related to supporting factors that allow its implementation, while the challenges are the factors influencing the program's failure to meet its expected goals.

Based on the disclosure of the research problem, it is known that this study consists of three variables, namely the variable of the principal's visionary leadership (X1), the variable of pedagogical competence (X2), and the variable of teacher work effectiveness (X3). The sample of data taken in this study was 109 SDN teachers in Cluster 4, Tangerang District.

First Hypothesis

The Influence of the Principal's Visionary Leadership on Teacher Work Effectiveness

Based on the results of the analysis using SPSS version 20, the following information was obtained:

Table 1
Regression Coefficient of Variable X1 against X3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.383	5.695		5.687	.000
	Visionary leadership of the principal	.434	.059	.579	7.354	.000

a. Dependent Variable: Teacher work effectiveness

From the results of the table analysis table above, it is obtained information that the intercept value of the regression line (a) is obtained 32.383 while the slope value or regression coefficient (b) is 0.434 so that it produces a simple regression line equation as follows:

$$X3 = a + bX1 = 32.383 + 0.434 X1$$

From the regression line equation above, it can be explained, the constant is 32.383; meaning that if the value of the principal's visionary leadership is 0, then the teacher's work effectiveness is positive at 32.383. The regression coefficient of the principal's visionary leadership variable is 0.434; meaning that if the principal's visionary leadership increases by one unit, then the teacher's work effectiveness will increase by 0.434. The coefficient has a positive value, meaning that the influence of the principal's visionary leadership on the teacher's work effectiveness is positive, meaning that the better the principal's visionary leadership, the more it increases the work effectiveness of SDN teachers in Cluster 4, Tangerang District. Based on the t-test analysis in the table above, it shows a t-count value of 7.354. This t-count value is then compared with the t-table value at a significance level of 95% with df $(109-2) = 107$, the value is 1.984. After being compared, it turns out that the t-count value is greater than the t-table $(7.354 > 1.982)$. Likewise with the level of significance (p-value), in the table above it is known that the probability value of significance (Sig.) = 0.000. This means that the Sig value $< \alpha$ value $(0.000 < 0.05)$, so it can be concluded that H0 is rejected and H1 is accepted. So it can be concluded that the visionary leadership of

the principal has a significant effect on the effectiveness of the work of SDN teachers in Cluster 4, Tangerang District. Furthermore, after concluding that the regression line equation has a significant effect, the next step is to find out how strong the influence is between the visionary leadership variable of the principal on the effectiveness of the work of SDN teachers in Cluster 4, Tangerang District. From the analysis results, the following facts were obtained:

Table 2
Correlation Coefficients X1 with X3

		Teacher Work Effectiveness
Principal's Visionary Leadership	Pearson Correlation	0,579**
	Sig. (2-tailed)	0,000
	N	109

Based on the information in the table above, the correlation coefficient (r_{xy}) between the principal's visionary leadership (X1) and teacher work effectiveness (X3) was obtained with a value of 0.579 with Sig. (2-tailed) of 0.000. This means that the Sig. (0.000) $< \alpha$ (0.05). The coefficient value of 0.579 when entered into the Pearson Correlation table is in the range of 0.400 - 0.599 with a moderate/sufficient correlation category. Thus, it can be concluded that the principal's visionary leadership and teacher work effectiveness have a significant influence with a moderate category.

Second Hypothesis:

The Effect of Pedagogical Competence on Teacher Work Effectiveness

Based on the results of the analysis using SPSS, the following information was obtained:

Table 3
Regression Coefficients of Variable X2 against X3

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.421	7.478		4.870	.000
	Pedagogical competence	.454	.090	.439	5.053	.000

a. Dependent Variable: Teacher work effectiveness

From the results of the table analysis table above, it is obtained that the intercept value of the regression line (a) is 36.421 while the slope value or regression coefficient (b) is 0.454, resulting in a simple regression line equation as follows:

$$X3 = a + bX2 = 36.421 + 0.454 X2$$

From the regression line equation above, it can be explained, the constant is 36.421; meaning that if the pedagogical competence value is 0, then the teacher's work effectiveness value is positive at 36.421. The regression coefficient of the Pedagogical Competence variable is 0.454; meaning that if pedagogical competence increases by one unit, then the teacher's work effectiveness will increase by 0.454. The coefficient has a positive value, meaning that the influence of pedagogical competence on teacher work effectiveness is positive, meaning that the better the Pedagogical Competence, the more it increases the work effectiveness of SDN teachers in Cluster 4, Tangerang District. Based on the t-test analysis in the table above, it shows a t-count value of 5.053. This t-count value is then compared with the t-table value at a significance level of 95% with df $(109-2) = 107$, the value is 1.982. After being compared, it turns out that the t-count value is greater than the t-table $(5.053 > 1.982)$. Likewise with the level of significance (p-value), in the table above it is known that the probability value of significance (Sig.) = 0.000. This means that the Sig value $< \alpha$ value $(0.000 < 0.05)$, so it can be concluded that H_0 is rejected and H_1 is accepted.

So it can be concluded that pedagogical competence has a significant effect on the effectiveness of the work of SDN teachers in Cluster 4, Tangerang District. Furthermore, after concluding that the regression line equation has a significant effect, the next step is to find out how strong the influence is between the pedagogical competence variable on the effectiveness of the work of SDN teachers in Cluster 4, Tangerang District. From the analysis results, the following facts were obtained:

Table 4
Correlation Coefficients X2 with X3

Pedagogical Competence	Teacher Work Effectiveness	
	Pearson Correlation	0,439*
	Sig. (2-tailed)	0,000
N		109

Based on the information in the table above, the correlation coefficient (r_{xy}) between pedagogical competence (X2) and teacher work effectiveness (X3) obtained a value of 0.439 with Sig. (2-tailed) of 0.000. This means that the Sig. (0.000) $< \alpha$ (0.05). The coefficient value of 0.439 when entered into the Pearson Correlation table is in the range of 0.400-0.599 with a moderate/sufficient correlation category. Thus, it can be concluded that there is a significant relationship between pedagogical competence and teacher work effectiveness with a moderate/sufficient category.

Third Hypothesis:

The Influence of Principal Visionary Leadership on Pedagogical Competence

Based on the results of the analysis using SPSS, the following information was obtained:

Table 5
Regression Coefficients of Variable X1 against X2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.075	6.438		9.643	.000
	Visionary leadership of the principal	.217	.067	.300	3.256	.002

a. Dependent Variable: Pedagogical competence

From the results of the table analysis table above, it is obtained that the intercept value of the regression line (a) is 62.075 while the slope value or regression coefficient (b) is 0.217, resulting in a simple regression line equation as follows:

$$X2 = a + bX1 = 62.075 + 0.217X1$$

From the regression line equation above, it can be explained, the constant is 62.075; meaning that if the value of the principal's visionary leadership is 0, then the pedagogical competence value is positive at 62.075. The regression coefficient of the pedagogical competence variable is 0.217; meaning that if the principal's visionary leadership increases by one unit, the teacher's work effectiveness will increase by 0.217. The coefficient has a positive value, meaning that the influence of the principal's visionary leadership on pedagogical competence is positive, meaning that the better the principal's visionary leadership, the more it increases the pedagogical competence of SDN Teachers in Cluster 4, Tangerang District. Based on the t-test analysis in the table above, it shows a t-count value of 3.256. This t-count value is then compared with the t-table value at a significance level of 95% with df $(109-2) = 107$, the value is 1.982. After being compared, it turns out that the t-count value is greater than the t-table $(3.256 > 1.982)$. Likewise with the level of significance (p-value), in the table above it is known that the probability value of significance (Sig.) = 0.002. This means that the Sig value $< \alpha$ value $(0.002 < 0.05)$, then it can be concluded that H_0 is rejected and H_1 is accepted. So it can be concluded that the visionary leadership of the principal has a significant effect on the pedagogical competence of SDN Teachers in Cluster 4,

Tangerang District. Furthermore, after it is concluded that the regression line equation has a significant effect, the next step is to find out how strong the influence is between the school variables of the principal's visionary leadership on the pedagogical competence of SDN Teachers in Cluster 4, Tangerang District. From the analysis results, the following facts were obtained:

Table 6
Correlation Coefficients X1 with X2

		Pedagogical competence
Principal's Visionary Leadership	Pearson Correlation	0,300**
	Sig. (2-tailed)	0,002
	N	109

Based on the information in the table above, the correlation coefficient (r_{xy}) between the principal's visionary leadership (X1) and pedagogical competence (X2) obtained a value of 0.300 with Sig. (2-tailed) of 0.002. This means that the Sig. value (0.002) $< \alpha$ (0.05). The coefficient value of 0.300 when entered into the Pearson Correlation table is in the range of 0.200 - 0.399 with a weak correlation category. Thus, it can be concluded that between the principal's visionary leadership and pedagogical competence there is a significant relationship with a weak category. After knowing the influence of X1 on X3, X2 on X3, and X1 on X2, then the influence of the variables of the Principal's Visionary Leadership (X1), Pedagogical Competence (X2) and Teacher Work Effectiveness (X3) can be described in the path analysis as follows: Based on the results of the analysis with SPSS, the path coefficient between the variables of the Principal's Visionary Leadership (X1), Pedagogical Competence (X2) and Teacher Work Effectiveness (X3) is known as follows:

Table 7
Path Coefficient Values X1 on X3 and X2 on X3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.669	7.353		1.859	.066
	Visionary leadership of the principal	.368	.058	.492	6.306	.000
	Pedagogical competence	.301	.081	.291	3.732	.000

a. Dependent Variable: Teacher work effectiveness

Based on the table above, it is known that the path coefficient value (Standardized Coefficients Beta) between the principal's visionary leadership variable (X1) and the teacher's work effectiveness variable (X3) is 0.492 with a significance probability value of $p_{x3 \times 1} = 0.000$. Because the p-value (Sig.) Is smaller than \square ($0.000 < 0.05$), it is concluded that the path coefficient is significant, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that the principal's visionary leadership has a significant effect on teacher work effectiveness. The path coefficient value (Standardized Coefficients Beta) in table 4.21 above between the pedagogical competence variable (X2) and the teacher's work effectiveness variable (X3) is 0.291 with a significance probability value of $p_{x3 \times 1} = 0.000$. Because the p-value (Sig.) is smaller than \square ($0.000 < 0.05$) then it is concluded that the path coefficient is significant, so H_0 is rejected and H_2 is accepted. Thus it can be concluded that pedagogical competence has a significant effect on teacher work effectiveness.

Table 8
Path Coefficient Value X1 to X2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	62.075	6.438		9.643	.000
	Visionary leadership of the principal	.217	.067	.300	3.256	.002

a. Dependent Variable: Pedagogical competence

Based on the table above, it is known that the path coefficient value (Standardized Coefficients Beta) between the principal's visionary leadership variable (X1) and the pedagogical competence variable (X2) is 0.300 with a significance probability value of $p_{x1x2} = 0.002$. Because the p-value (Sig.) Is smaller than α ($0.002 < 0.05$), it is concluded that the path coefficient is significant, so that H0 is rejected and H3 is accepted. Thus, it can be concluded that the principal's visionary leadership has a significant effect on pedagogical competence. Furthermore, to calculate the $\sqrt{\text{var}\epsilon_1}$ value which shows the amount of variance in the teacher's work effectiveness variable that is not explained by the principal's visionary leadership and pedagogical competence variables, the formula used is:

$$\rho\epsilon = \sqrt{1 - R^2_{\text{model}}}$$

Based on the formula, R Square is first sought. With the help of SPSS it is known that:

Table 9
Coefficient of Determination

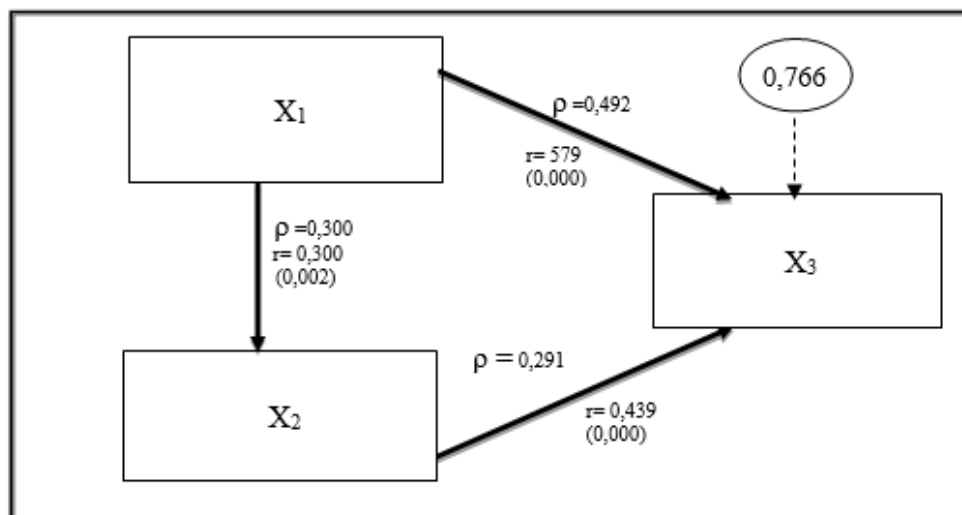
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 ^a	.413	.402	4.598

From the output results in the table above, it is known that the R Square value = 0.387, so the value of $\sqrt{\text{var}\epsilon_1}$ is known as follows:

$$\rho\epsilon = \sqrt{1 - R^2_{\text{model}}} = \sqrt{1 - 0,413} = \sqrt{0,587} = 0,766$$

Based on the results of the analysis above, the path analysis equation of variables X1 to X3, X2 to X3 and X1 to X2 can be described as follows:

$$X_3 = 0,492X_1 + 0,291X_2 + 0,766\epsilon_1$$



X₁ againts X₃, X₂ againts X₃, dan X₁ againts X₂

DISCUSSION OF RESEARCH RESULTS

Based on the statistical analysis described above, the statistical values for each variable and the degree of influence between variables are known. These results serve as the basis for the discussion of the

research, as follows:

The Influence of the Principal's Visionary Leadership on Teacher Work Effectiveness

Based on the results of the t-test analysis, the calculated t-value (t-count) is 7.354. This t-value is then compared with the t-table value with $df = 107$, which is 1.982. After comparison, it is evident that the t-count is greater than the t-table ($7.354 > 1.982$). Similarly, in terms of the significance level (p-value), the table above shows a significance probability (Sig.) value of 0.000. This means that $\text{Sig.} < \alpha$ ($0.000 < 0.05$), and thus it can be concluded that H_0 is rejected and H_1 is accepted.

Based on the analysis of the correlation coefficient (r_{xy}) between the principal's visionary leadership (X_1) and teacher work effectiveness (X_3), the obtained value is 0.579 with a Sig. (2-tailed) of 0.000. This means that $\text{Sig.} (0.000) < \alpha (0.05)$. The coefficient value is 0.579. Thus, it can be concluded that there is a significant relationship between the principal's visionary leadership and teacher work effectiveness, categorized as moderate.

This research finding is also in line with the study by Robbins cited in Wahyudi (2019), which states that a school principal's visionary leadership is the leader's ability to create and articulate a realistic, credible, and attractive vision of the future for an organization or organizational unit that continues to grow and improve to this day. Komariah (as cited in Wahyudi, 2009:24) stated, "Visionary leadership can be defined as the leader's ability to create, formulate, communicate, socialize, transform, and implement ideal thoughts originating from themselves or as a result of social interaction among organizational members and stakeholders, which are believed to be the organization's future ideals that must be achieved through the commitment of all personnel."

Based on the results of the research and the discussion above, it can be indicated that one of the efforts to improve teacher work effectiveness is by enhancing the principal's visionary leadership. The significant positive relationship between the principal's visionary leadership and teacher work effectiveness implies that the better the implementation of visionary leadership by the principal, the better the achievement of teacher work effectiveness.

The Influence of Pedagogical Competence on Teacher Work Effectiveness

Based on the results of the t-test analysis, the t-count value was 5.053. This t-value was then compared with the t-table value with $df = 109$, which was 1.984. After comparison, it is evident that the t-count is greater than the t-table ($5.053 > 1.984$). Similarly, regarding the significance level (p-value), the probability value (Sig.) is 0.000. This means that $\text{Sig.} < \alpha$ ($0.000 < 0.05$), thus it can be concluded that H_0 is rejected and H_2 is accepted. Therefore, it can be concluded that pedagogical competence has a significant effect on the work effectiveness of elementary school teachers at Cluster 4 in Tangerang District.

The correlation coefficient (r_{xy}) between pedagogical competence (X_2) and teacher work effectiveness (X_3) was 0.439 with a Sig. (2-tailed) of 0.000. This means that $\text{Sig.} (0.000) < \alpha (0.05)$. Hence, it can be concluded that there is a significant relationship between pedagogical competence and teacher work effectiveness, with a moderate or sufficient category.

Based on the research findings, teacher competence has a positive and significant influence on the work productivity of elementary school teachers in Cluster 4, Tangerang District. These findings align with studies conducted by Syelviani (2018), Titien Septria et al. (2018), Nofriyanti and Kuswanto (2019), Thomas (2013), Prasasti (2016), and Hamdani and Krismadinata (2017). However, these findings contradict those of Aisyah et al. (2021), who stated that there is no influence of competence on work productivity.

Baharun (2017) stated that teacher competence is a set of skills performed with a high level of responsibility, which are essential for an individual as a requirement related to the ability to carry out

expected tasks and jobs. Wibowo (2017) explained the characteristics inherent in competence: motives (consistent internal drivers behind actions), traits (enduring physical and behavioral responses to situations or information), self-concept (attitudes, values, or self-descriptions), knowledge (specific information possessed by a person), and skills (the ability to perform specific physical or mental tasks).

A teacher is considered competent if they demonstrate an understanding of their roles and responsibilities, perform actions that promote high quality, and show a strong motivation to achieve. Teacher competence influences work productivity. Therefore, competence must be managed and developed to remain relevant to instructional needs. The management and development of competence must be structured and planned to improve work productivity. It is undeniable that the development of science, technology, and society contributes to the evolution of students' learning styles. Consequently, schools must make efforts to update teacher competencies.

Several studies indicate that teacher competence is still suboptimal, as evidenced by weaknesses in instructional innovation, literacy linearity, contextual learning, and personal character (Anggraeni, 2020). One of the obstacles in implementing teacher competence is the suboptimal application and the inadequacy of development procedures (Andina, 2018). As a result, a variety of teacher competencies are evident, with uncertified teachers in some cases outperforming certified ones. This highlights the shared responsibility to manage and identify the needs for fulfilling teacher competencies and to articulate them in efforts to improve teacher work productivity.

The Influence of the Principal's Visionary Leadership on Pedagogical Competence

Based on the results of the t-test analysis, the t-count value was 3.256. This value was then compared to the t-table value at a significant level with $df = 109$, which was 1.984. After comparison, it was found that the t-count is greater than the t-table ($3.256 > 1.984$). Likewise, regarding the significance level (p-value), the table above shows a significance probability (Sig.) value of 0.000. This means $\text{Sig.} < \alpha$ ($0.000 < 0.05$), and it can be concluded that H_0 is rejected and H_3 is accepted. Therefore, it can be concluded that the principal's visionary leadership has a significant influence on the pedagogical competence of public elementary school teachers in Cluster 4 of Tangerang District.

The correlation coefficient (r_{xy}) between the principal's visionary leadership (X_1) and pedagogical competence (X_2) was 0.300 with a Sig. (2-tailed) of 0.019. This means that $\text{Sig.} (0.019) < \alpha$ (0.05). The coefficient value of 0.300 falls into the category of weak correlation. Therefore, it can be concluded that there is a significant relationship between the principal's visionary leadership and pedagogical competence, with a weak level of correlation.

These research findings are consistent with previous studies conducted by Ginanjar and Surur (2018), who stated that school leadership affects the improvement of teachers' pedagogical competence. Leadership is closely related to how school principals support the development of teacher competence. The behavior of school principals should be able to enhance teacher competence by providing motivation, showing friendliness, being approachable, and demonstrating thoughtful consideration toward teachers. As the person responsible for education and learning in schools, principals must be able to assure the community that everything is running well, including the effective use and provision of teaching resources.

Nonetheless, the principal is a vital element in the effectiveness of an educational institution. A good principal is dynamic and able to prepare various educational programs (Sulistiyaningrum, 2019). Managerial skills and leadership are two different roles. A good manager is someone who can handle organizational complexity, is a strategic and operational planning expert, honest, capable of organizing activities in a coordinated manner, and able to evaluate reliably and validly. Meanwhile, an effective leader is able to build staff motivation, set direction, manage change appropriately, and act as a catalyst who influences staff attitudes and behaviors (Jenar Musfah, 2015).

CONCLUSION

The findings of this study demonstrate that visionary leadership by school principals and teachers' pedagogical competence both have significant and positive effects on the effectiveness of teacher performance. Specifically:

1. The Principal's Visionary Leadership Significantly Influences Teacher Work Effectiveness
The analysis revealed a strong and statistically significant relationship between the principal's visionary leadership and teacher performance. The better the visionary leadership is implemented, the higher the effectiveness of the teachers' work.
2. Pedagogical Competence Significantly Influences Teacher Work Effectiveness
Teachers' pedagogical competence also has a moderate but significant effect on work effectiveness. This confirms that improving teachers' pedagogical skills will positively impact their productivity and quality of work.
3. The Principal's Visionary Leadership Significantly Influences Teachers' Pedagogical Competence
Although the relationship was found to be weak, it remains statistically significant. This suggests that the principal's leadership contributes to the development of teachers' pedagogical competence, particularly through supportive, motivational, and well-structured leadership practices.

These findings highlight the critical role of leadership in fostering teacher competence and effectiveness. School leaders must therefore be both visionary and strategically involved in supporting teacher development. Moreover, structured efforts to manage and enhance teacher competence are essential to meet the evolving demands of education in an increasingly complex and dynamic learning environment.

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