

ANALYSIS OF VISIONARY LEADERSHIP ON TEACHER INNOVATIVENESS IN A REVIEW AT THE HIGH SCHOOL LEVEL (SMA)

Rani Noviyanti^{1*}

¹History Education, FIPPS, Indraprasta PGRI University

Correspondence: ^{1}rasyaraninew@gmail.com

Abstract

Visionary leadership plays a crucial role in fostering teacher innovativeness, especially in Senior High Schools (SMA). This study analyzes the influence of visionary leadership on teachers' ability to innovate in their teaching methods. Visionary school principals are characterized by their ability to articulate a clear vision, inspire their staff, and create an environment conducive to creativity and professional growth. The results show that teachers under visionary leadership demonstrate higher motivation to utilize educational technologies, adopt project-based learning strategies, and implement innovative assessment methods. However, several challenges remain, including resistance to change, limited resources, and administrative workloads. Addressing these barriers requires strategic initiatives, such as professional training, reducing non-teaching tasks for teachers, and fostering collaborative practices among educators. The findings highlight a positive correlation between visionary leadership and teacher innovativeness, emphasizing the importance of supportive leadership in adapting to educational advancements and improving teaching quality. This study underscores the necessity for educational stakeholders to promote visionary leadership as a means to achieve adaptive, innovative, and high-quality education in Senior High Schools.

Keywords: Visionary Leadership, Teacher Innovativeness, Senior High School, Educational Innovation, Professional Development

INTRODUCTION

In the era of globalization and rapid technological advancement, the challenges faced by educational institutions are becoming increasingly complex. Schools are expected not only to produce competent graduates but also to be able to adapt to the changes that occur. Therefore, visionary leadership becomes very important in formulating a clear vision and mission for the school and building the right strategies to achieve those goals (Gaol et al., 2024).

Visionary leadership in high schools (SMA) is key to creating an innovative and responsive environment to change. In the context of education, the principal as a leader has the responsibility not only to manage the school but also to encourage creativity and innovation among teachers. Effective leadership plays a crucial role in improving the quality of education and preparing students to face future challenges.

History shows that school leadership is very important in supporting the performance and professionalism of teachers (Sabrina & Aslam, 2022). An effective principal is not only able to manage the school well but can also inspire

teachers to improve performance and learning innovation. (Septiana & Hidayati, 2022a).

In the context of the current digital era, school principals' leadership is required to adapt and create an environment that encourages creativity and innovation among teachers ((Sabrina & Aslam, 2022). Transformational leadership of school principals, as explained in previous studies, can be one of the effective models to facilitate the development of teachers' digital literacy skills (Rifad et al., 2023a).

One important dimension of transformational leadership is idealized influence. As a leader, the principal can serve as a role model and motivate teachers to develop digital technology-based learning innovations. Additionally, providing intellectual stimulation and individual attention to teachers also supports efforts to enhance their digital literacy (Effendi & Maunah, 2021a). Thus, the role of visionary and transformative school leadership is very important in encouraging teacher creativity and innovation in this digital era. Previous studies have shown that effective school leadership can enhance the professionalism and performance of teachers.

LITERATURE REVIEW

Introduction to Visionary Leadership

Visionary leadership is a leadership style oriented towards a future vision with the ability to inspire and motivate others. Visionary leadership is one of the highly anticipated leadership models to transform educational institutions in order to accelerate progress and compete with general education. Visionary leaders have a clear future direction and a vision as a shared depiction of the future, characterized by a sense of togetherness and a high level of commitment to realizing it (Muhammad et al., 2019). Visionary leadership teaches a culture of performance improvement in embracing progress with full optimism, even when facing difficult and heavy challenges. Visionary leadership motivates the courage to face risks as a reality that must be addressed and managed to the fullest, not eliminated. It is impossible to eliminate risk considering that all choices of actions and behaviors always entail risks that must be faced.

Meanwhile, the transformative leadership of the principal is the spearhead and steering wheel for the operation of educational institutions. Transformational leaders are essentially the relationship between leaders and followers who mutually elevate themselves to higher levels of morality and motivation. Transformational leadership has four main dimensions known as the "4I," namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Effendi & Maunah, 2021b; Rifad et al., 2023b).

Leaders who are able to apply these four dimensions in their leadership will succeed in bringing about positive changes in educational organizations.

The Importance of Visionary Leadership in Education

In an era of globalization filled with change and uncertainty, the role of visionary and innovative leadership becomes increasingly crucial, especially in the education sector. Effective educational leadership can be the key to ensuring that schools and educational systems are able to adapt and develop according to the demands of the times (Endaryati & Marmoah, 2022).

Research shows that political leadership plays an important role in determining the success of an entity, including schools. (Tahir et al., 2012). Leadership that is oriented towards empowerment and collaboration, and capable of motivating teachers and staff, has been found to improve the quality of learning and student achievement (Septiana & Hidayati, 2022b). Teachers, as leaders in the classroom, also play a significant role in creating a conducive learning environment. Transformational, democratic, and student potential development-focused teacher leadership has been proven to enhance student engagement and achievement (Mansyur, 2022).

Moreover, visionary and quality-oriented school leadership also significantly contributes to the overall effectiveness of the school organization. A principal who is able to build a collaborative culture, motivate teachers and staff, and formulate a clear vision and strategy can drive significant school progress (Mahdiya et al., 2021). Thus, strong and visionary leadership at all levels of education - from school principals, teachers, to policymakers - plays a vital role in efforts to improve the quality of education and prepare the next generation for future challenges

The Concept of Teacher Innovation

In the world of education, the role of teachers as agents of change is extremely vital. Teachers are tasked not only with teaching but also with guiding, directing, and evaluating students. The duties, functions, and roles of professional teachers encompass the ability to educate, guide, teach, and train their students. (Munawir et al., 2022). In addition, teachers also play the role of facilitators, motivators, and evaluators in the teaching and learning process. (Ekananda, 2019).

To be able to perform those roles well, teachers must continuously develop their professionalism. Scientific publications are one form of continuous professional development related to writing by teachers and publishing it. Research shows that teachers' enthusiasm for writing scientific papers is increasing, and teachers can compose scientific papers according to the applicable standards and publish them.

Scientific publications are not only useful for the professional development of teachers but also for disseminating knowledge and experiences so that they can be learned from and adopted or adapted by other teachers. This practice of mutual learning is very beneficial for enriching teachers' knowledge and skills in carrying out their duties to teach, educate, guide, direct, and evaluate students (Yansyah et al., 2022).

In addition, teachers must also be an inspiration for their students in terms of creativity and exemplary behavior. Innovative teachers will not only improve the quality of learning but also encourage students to develop their potential and think creatively. Thus, continuous professional development through scientific publications and enhancing teacher creativity is key to realizing professional and innovative teachers.

METHOD

The method in the research of this scientific article uses a qualitative method with data sources derived from articles from selected journals that serve as the foundation for the creation and compilation of this article. The analysis conducted uses the results of the article analysis by adding the perspective and synthesis of the researcher as the research outcome in this article.

RESULT

Characteristics of Visionary Leadership in High School

Visionary leaders in high schools generally possess several characteristics that distinguish them from other leaders. Several studies have identified that transformational school leaders have a significant influence on the digital literacy capabilities of educators under their leadership (Rifad et al., 2023b). One relevant leadership concept is transformational leadership, where leaders are able to motivate and inspire organizational members to achieve higher goals. As explained in the research, transformational leadership not only affects performance improvement but also develops the capabilities of organizational members to become the next leaders. Transformational leaders in the school environment must also possess strong moral and ethical dimensions, as school principals play a crucial role in shaping a better organizational culture.

One example of an important aspect of transformational leadership by a principal is their ability to enhance the digital literacy of educators. (RIFAD et al., 2023). An effective leader can drive cultural change towards better utilization of technology in the school environment. Another equally important dimension is idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. By applying these four dimensions, the principal can

lead the educational organization towards a better direction through sustainable change (Burhanudin, 2020).

Visionary Leadership Practices in High School

Providing opportunities for teachers to engage in professional training, workshops, or innovation projects. This can help teachers develop their skills in designing and implementing project-based learning in the classroom (Sutrio et al., 2021). By using digital platforms, teachers can facilitate independent learning, especially during the COVID-19 pandemic (Siahaan et al., 2022). Teachers must be able to develop innovative and engaging learning experiences to enrich students' experiences. Although mastering technology is a challenge, continuous training and mentoring can help improve teachers' competence in utilizing digital platforms for teaching and learning activities. Visionary leadership that supports the professional development of teachers, along with adequate technical assistance, is necessary to ensure the successful implementation of project-based learning during the pandemic (Sutrio et al., 2021)

Teachers play an important role as role models and learning leaders in the classroom. By facilitating collaborative learning, initiative, and reflective guidance, teachers can encourage students to actively engage in the learning process. Teacher motivation also influences the success of their leadership in the classroom. Effective teacher leadership can transform stagnation into a dynamic learning process by utilizing digital technology to support student self-directed learning.

Encouraging the use of technology as a tool for learning and administration. Training and mentoring opportunities need to be provided to teachers to develop skills in utilizing technology Ensuring internet accessibility and quality in schools to support the smooth process of digital-based learning. Training teachers in designing and implementing project-based learning that utilizes technology. Implementing democratic teacher leadership practices that foster collaboration and inspiration.

The visionary principal sets measurable performance targets, such as improving the average national exam scores or student competitions at the national/international level. Teachers have the opportunity to participate in training and workshops to enhance the quality of learning.

Challenges Faced by Visionary Leaders in High School

Visionary leadership in high schools is one of the most important aspects in creating an effective and productive learning environment. Visionary leaders must be able to develop clear visions and missions, as well as inspire organizational members to achieve the established goals (RIFAD et al., 2023). They must be able to translate visions into operational actions and continuously oversee their implementation. (Murphy et al., 2010). The success of a visionary leader is greatly determined by their ability to articulate a clear vision and inspire their followers to commit to achieving common goals. Visionary leaders must be able to cultivate a culture of performance improvement and encourage educational institutions to continue developing, even when facing significant challenges. (Christiana & Krisphianti, 2020)

The challenges faced by visionary leaders in high schools include their ability to create an academic climate conducive to the development of students' academic self-efficacy (Christiana & Krisphianti, 2020) (RIFAD et al., 2023). Academic self-efficacy is an important factor that influences students' academic success (Christiana & Krisphianti, 2020). Research shows that the academic climate and academic self-efficacy are positively correlated with students' academic performance.

Furthermore, visionary leaders must also be able to build a school culture and values that support the character development of students. As shown in a study on visionary leadership at a vocational high school in Surabaya, where the focus was on religious character development. Thus, the main challenge faced by visionary leaders in high schools is how to create an academic climate conducive to the development of students' academic self-efficacy, as well as building a school culture and values that support the character development of students.

Discussion

The visionary leadership of a principal plays a vital role in encouraging teacher innovation in the classroom. A principal's leadership that can motivate and inspire teachers can bring forth their creativity and initiative in implementing innovative learning. A transformative principal can foster a culture of collaboration and continuous learning among teachers, thereby encouraging them to consistently develop creative and effective teaching practices.

In his role as a motivator, the principal must have the right strategies to foster the spirit and enthusiasm of the teachers. This can be achieved through the arrangement of a conducive physical environment, the establishment of a positive work atmosphere, the implementation of fair discipline, the provision of effective encouragement and rewards, as well as the provision of adequate learning resources. In addition, the moral example and personality of the principal that reflect Islamic values, such as honesty, trustworthiness, and commitment, will

also serve as an inspiration for teachers to develop their professionalism. (Wahyuni, 2018).

Furthermore, the transformative leadership of the principal can stimulate the intellectual growth of teachers and encourage individual consideration of their development needs. By understanding the potential and individual needs of teachers, the principal can design appropriate capacity-building programs, thereby motivating teachers to continuously innovate and improve the quality of learning.

A principal with a strategic vision is capable of creating a work environment that motivates teachers to develop new ideas. By articulating a clear vision and mission for the school, the principal can influence teachers to collaborate in realizing it through the planning and implementation of innovative programs. This aligns with the view that effective school leadership can drive personnel towards the desired goals (Effendi & Maunah, 2021a).

Innovation in learning still faces obstacles. Some teachers have not fully utilized technology or new teaching methods. Therefore, the role of the principal as a transformative leader who can encourage the creativity and professionalism of teachers becomes increasingly important. This may be due to resistance to change or a lack of adequate resources, so school principals need to provide relevant and sustainable support. In this case, the visionary leadership of the principal to encourage teacher innovation is highly necessary.

School facilities and training are important factors in driving innovation. This is in line with previous research which shows that adequate infrastructure increases teachers' confidence in innovating. In addition, comprehensive professional development programs can help teachers effectively adopt new technologies and teaching methods. Thus, the visionary leadership of the principal, who is capable of motivating, empowering, and guiding teachers, is key to creating a culture of innovation in the school environment. Conversely, administrative workload hinders teachers from focusing on the development of innovative learning.

Principals need to be more proactive in reducing administrative barriers for teachers, so they can focus on innovation. Additionally, conducive policy support from the government is greatly needed to strengthen the leadership capacity of school principals and encourage innovative practices among teachers. Technology-based training programs and collaborative work among teachers need to be expanded to enhance innovation.

CONCLUSION

Visionary leadership plays an important role in encouraging teacher innovation at the high school level. (SMA). Visionary school principals contribute to creating an innovative work culture through their ability to formulate a clear vision, inspire, and empower teachers to adapt to changes. Leaders who can strategically articulate a future vision provide clear direction to all elements of the school, including teachers, to develop teaching methods that are creative and relevant to students' needs. The innovativeness of high school teachers is marked by their ability to utilize educational technology, implement project-based learning methods, and innovate in learning evaluation. Teachers working under visionary leadership show higher motivation to explore new ideas, especially when supported by professional training, adequate technological facilities, and recognition for their innovative contributions. However, there are several challenges faced in the implementation of visionary leadership, including resistance to change, limited resources, and the high administrative burden on teachers. To address these challenges, school principals need to take strategic steps, such as facilitating innovation training, reducing administrative burdens, and building strong collaboration among teachers. Overall, visionary leadership not only influences school management but also directly enhances the innovativeness of teachers. With adequate support, this leadership style can become a key driver in creating adaptive, relevant, and quality education in high schools.

REFERENCES

- Burhanudin, B. (2020). Moral And Ethical Dimensions Of School Principal Leadership. *Teacher Education Journal*, 1(1). <https://doi.org/10.47783/jurpendigu.v1i1.67>
- Effendi, M., & Maunah, B. (2021a). Dimensions of Transformational Leadership Headmaster. *Cendekia: Journal of Education and Society*, 19(2), 237-251. <https://doi.org/10.21154/cendekia.v19i2.3096>
- Effendi, M., & Maunah, B. (2021b). Dimensions of Transformational Leadership Headmaster. *Cendekia: Journal of Education and Society*, 19(2), 237-251. <https://doi.org/10.21154/cendekia.v19i2.3096>
- Endaryati, S. A., & Marmoah, S. (2022). Analysis Of Educational Leadership In Indonesia And China In Efforts To Improve Educational Quality. *Educational Management*, 17(2), 76-87. <https://doi.org/10.23917/jmp.v17i2.16530>
- Gaol, S. L., Sihombing, R., & Manullang, E. J. (2024). The Role of Visionary Leadership of the Principal in Improving School Management Quality at Dharma Bhakti Siborongborong Private High School in 2023. *Tri Tunggal: Journal of Christian and Catholic Education*, 2(2), 272-279.
- Mahdiya, A., Nurwachidah, U., & Hanist, M. (2021). The Concept of Islamic Educational Leadership: Definition, Function, and Influencing Factors. *Indonesian Journal of Education*, 2(7), 1146-1156. <https://doi.org/10.36418/japendi.v2i7.222>
- Mansyur, Abd. R. (2022). Teacher Leadership Insights and the Teacher Driving Concept. *Education and Learning Journal*, 2(2), 101. <https://doi.org/10.33096/eljour.v2i2.131>
- Muhammad, U., Ratih, C., & Akhmad, S. (2019). The Visionary Leadership Strategy In Advancing Educational Institutions. *Erudio Journal of Educational Innovation*, 6(2), 206-215. <https://doi.org/10.18551/erudio.6-2.7>
- Munawir, M., Salsabila, Z. P., & Nisa', N. R. (2022). Duties, Functions, and Roles of Professional Teachers. *Scientific Journal of Educational Professions*, 7(1), 8-12. <https://doi.org/10.29303/jipp.v7i1.327>
- Rifad, M., Alhabsyi, F., & Nadirah, S. (2023a). Transformative Leadership of the Principal in Enhancing Digital Literacy Skills of Educators at SD Alkhairaat 1 Palu. *Journal of Educational Management Integration*, 2(1), 49-58. <https://doi.org/10.24239/jimpe.v2i1.1866>
- Rifad, M., Alhabsyi, F., & Nadirah, S. (2023b). Transformative Leadership of the Principal in Enhancing Digital Literacy Skills of Educators at SD Alkhairaat 1 Palu. *Journal of Educational Management Integration*, 2(1), 49-58. <https://doi.org/10.24239/jimpe.v2i1.1866>

- Sabrina, S. M., & Aslam, A. (2022). Analysis of the Role of the Principal in Enhancing Teacher Professionalism in Elementary Schools. *Jurnal Basicedu*, 6(4), 6265-6271. <https://doi.org/10.31004/basicedu.v6i4.3220>
- Septiana, M., & Hidayati, D. (2022a). Teacher Leadership In Learning In The Digital Era. *Educational Management*, 17(2), 101-116. <https://doi.org/10.23917/jmp.v17i2.19354>
- Septiana, M., & Hidayati, D. (2022b). Teacher Leadership In Learning In The Digital Era. *Educational Management*, 17(2), 101-116. <https://doi.org/10.23917/jmp.v17i2.19354>
- Siahaan, M. M., Sijabat, A., Sinaga, C. V. R., Siahaan, T. M., Sianipar, H. F., & Siahaan, S. (2022). Utilization Of Digital Platforms In Creating Independent Learning During The Covid-19 Pandemic. *Abdimas Galuh*, 4(1), 173. <https://doi.org/10.25157/ag.v4i1.6971>
- Wahyuni, S. (2018). The Role of the Madrasah Principal as a Motivator and Innovator in the Effort Towards Effective Educational Leadership. *Intellectual Journal: Journal of Education and Islamic Studies*, 8(2), 205-214. <https://doi.org/10.33367/ji.v8i2.712>
- Yansyah, Y., Nadia, H., & Murtiningsih, T. (2022). Assistance in Writing Best Practice Articles for the English Subject Teacher Forum. *Abdi: Journal of Community Service and Empowerment*, 4(1), 8-15. <https://doi.org/10.24036/abdi.v4i1.136>