



Research Article

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Actualization of Principal's Visionary Leadership in Improving Teacher Skills in Managing Learning Innovations in Senior High Schools

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Abstract

Visionary leadership in the world of education can be interpreted as the principal's leadership style in pursuing the academic unit's vision so that it can be achieved together with the staff and teachers for their performance. This study uses a qualitative design with a triangulation approach. Based on the findings obtained from the results of the research conducted, it can be concluded that the principal's actualization in translating the two schools' vision has been carried out and has become one of the essential elements in the visionary ability of the principal. The strategy of the two principals in anticipating possible changes in learning innovation is carried out with several efforts, including supervising teachers, conducting performance assessments, meeting teacher needs, and carrying out evaluations and follow-ups of all efforts made to determine the impact of these efforts on prevention—possible changes in learning innovation in the Education unit. The actualization of the principal's vision as a good communicator is evidenced by the principal's efforts, including how the principal is socializing, transforming, and implementing the invention in developing learning innovations. The actions of the two schools to stimulate and motivate teachers to implement innovative learning have been carried out and become one of the essential elements in the visionary ability of school principals. The profiles of teachers' skills in both schools in managing learning innovation align with several efforts made by school principals to increase learning innovation through visionary leadership.

Keywords: Visionary, principle, leadership, senior high school

1. Introduction

Visionary leadership in the world of education can be interpreted as the principal's leadership style in pursuing the academic unit's vision so that it can be achieved together with the staff and teachers for

their performance. This leadership style includes how the leader communicates the institution's vision, transforms the concept clearly, socializes it, and implements it appropriately (Montgomery, 2020). Hence, the results are expected to lead to the performance of skilled teachers in managing innovation in every learning in the classroom. The performance of these teachers resulted in significant changes through the integration and synergy of all components within the school organization (Kearney, 2021; Nagovitsyn, Zamolotskikh, Potashova, & Rybakova, 2019).

The actualization of visionary leadership is said to be more effective in directing and guiding teachers in the field of study to improve teaching materials. It is expected that maximum and optimal learning will be achieved through direction and guidance. The law and guidance of the principal above include 1) implementing learning, 2) making lesson plans, 3) managing classes in supporting the achievement of learning objectives, 4) assessing student learning processes and outcomes, and 5) being able to motivate and encourage students to learn (Darling-Hammond, Schachner, & Edgerton, 2020; Murtiningsih; Kristiawan M; Lian Buckman, 2019). Through visionary activities like this, it is hoped that the quality of learning and the achievement of learning objectives will be more effective and efficient.

But in reality, it motivates and creates the power of innovation, some teachers complain. The administrative burden of preparing tomorrow's teaching materials, learning media, and evaluation of learning are doubled. Learning technology that has been used does not necessarily provide the opportunity, space, and time to innovate (Mohammed, Khidhir, Nazeer, & Vijayan, 2020). It becomes a trap for the administrative regime and a burden in itself. Teachers are entangled in a grim situation, so they do not have enough time to prepare, plan, execute and evaluate tomorrow's teaching materials. The teacher should be a good partner for students is also overlooked.

Teachers' skills in managing learning innovations are necessary and should receive significant attention from school principals. Work motivation and encouragement to change teaching habits for teachers. They are generating the spirit of teaching with meaningful things. This kind of encouragement and motivation is a form of an organizational leader who is responsible for the survival of the school going forward. Hadiyanto (2004) formulate the duties and roles of school principals, including managing, fostering through administrative activities, and leading their subordinates. For this reason, school principals must manage all school activities effectively, including encouraging the creation of skills for teachers to continuously innovate in every lesson (Agélii Genlott, Grönlund, & Viberg, 2019; Malik, 2018).

The aims of this study are 1) to describe and analyze the actualization of principals in translating the school's vision on the practice of developing learning innovations by teachers; 2) to Describe and analyze the principal's strategy in anticipating possible changes in learning innovation in academic units; 3) Describe and analyze the actualization of the principal's visionary leadership as a communicator in the development of learning innovations; 4) Describe and analyze the principal's efforts to stimulate and motivate teachers to carry out innovative learning in a sustainable manner; 5) Describe and analyze the profile of the teacher's skills in managing learning innovation.

2. Methods

2.1 Research Design

This study uses a qualitative design. The use of qualitative research is because the research data is obtained directly from the data source, namely the principal informant. Then, this study used the poles obtained from interviews, observations, and documentation of the primary informants. Triangulation is a multi-method approach carried out by a researcher when collecting and analyzing data (Alfansyur & Mariyani, 2020; Saphira, Suprpto, & Admoko, 2022).

This study explores and analyzes phenomena that occur in the two sample schools. The opinion of Creswell (2017) details that multi-case study research can carry out through several activities such as collecting data from sources by carrying out interview techniques, recording observations, or documentation actions. As

supported by Arikunto (2010), multi-case studies are research conducted intensively, in detail, and in-depth on individuals, institutions, or certain phenomena with narrow areas or subjects.

2.2 The subject of the research

The subject of this research is focused on the actualization of visionary leadership to improve the management of learning innovation in two high schools in Surabaya. The research involved informants of principals, teachers in the field of study, and education staff.

2.3 Data Analysis Techniques

Data analysis techniques can be done by regularly identifying and compiling the results from field notes, interview transcripts, and other research materials. At this stage, the process carried out by the researcher includes reviewing research data, organizing research data, grouping data so that it can be easily managed, synthesizing, looking for patterns, finding meaning, and reporting data results systematically. This study uses a descriptive type of data analysis or can be interpreted as a data analysis technique by describing the actual data generated without generalizing a research result (Amrhein, Trafimow, & Greenland, 2019).

3. Results and Discussions

3.1 Actualization of principals in translating the school's vision into the practice of developing learning innovations by teachers

Through three efforts, the principal has accomplished the principal actualization in translating the school's vision. The first effort is the principal trying to equalize the perceptions of teachers, employees, and guardians of students. It can create a sense of responsibility among others in the form of the teacher's contribution to making learning innovations in Figure 1.

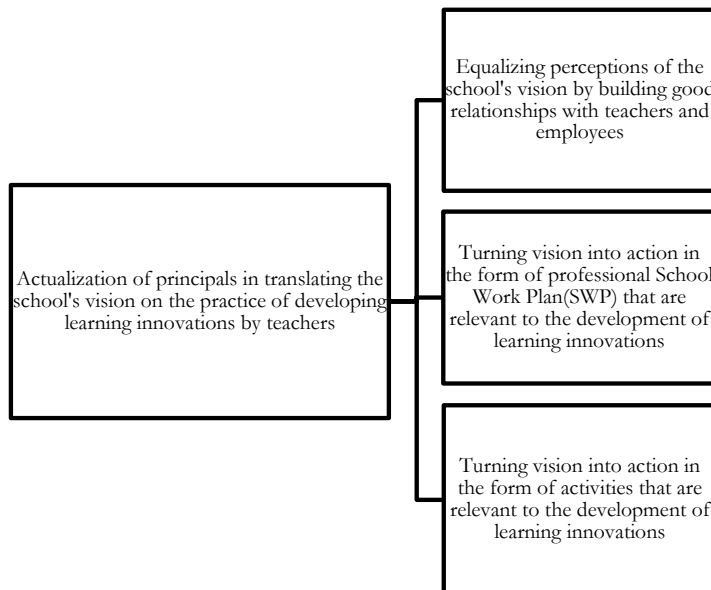


Figure 1: The context of the actualization of the principal in translating the school's vision on the practice of developing learning innovations by teachers

Figure 1 states that principals in both high schools, based on the discussion of the data, can be said that they have actualized visionary leadership in translating the school's vision into the practice of developing learning innovations by teachers by equating teachers' perceptions. Through good relationships and turning the vision that has been understood into action through programs and activities in the SWP that align with the school's vision. The efforts of the two principals in translating the school's vision into work practices in both high schools were carried out by making various programs relevant to developing learning innovations. Efforts in designing development programs are considered to be able to influence the development of learning innovations in teachers. In addition, the provision of teacher expertise in carrying out learning innovations has a positive impact on achieving school goals. This is evidenced by the results of observations in the form of many high school achievements (Joshi, Vinay, & Bhaskar, 2020; Penuel, 2019). Two patterns of teacher training can affect teacher productivity, the first is teacher training related to practical debriefing or focused on content, and the second is training by professional teachers (Dewolf, Clarebout, Wauters, Van Kerkhoven, & Verelst, 2021; Wolf & Peele, 2019).

Principals in both high schools also translated the vision into practice by implementing several activities aligned with the development of learning innovations for teachers. This was the third effort to solve the vision into the practice of developing learning innovations. Both schools stated that the approach could include workshops, seminars, or teacher training on learning innovations. Based on the discussion, the actualization of the principal in translating the vision into practice can be done by carrying out activities that align with the development of learning innovations (Aas & Paulsen, 2019; Afanasyev, Ivanova, Rezakov, Afanasyev, & Kunitsyna, 2019).

3.2 *The principal's strategy in anticipating possible changes in learning innovation in the education unit*

The principal's strategy in anticipating possible changes in teacher learning innovation is carried out by supervision, performance appraisal, fulfilling facilities, and evaluating and following up on the supervision and performance appraisal results in Figure 2.

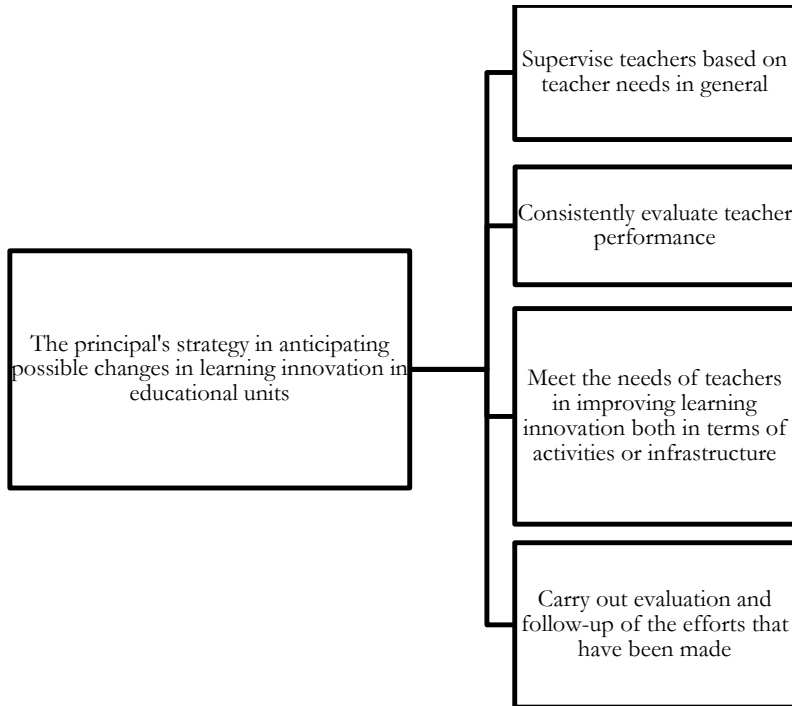


Figure 2: The context of the principal's strategy in anticipating possible changes in learning innovation in the education unit

Based on Figure 2, Principals in both high schools, based on the explanation above, can be said that in anticipating possible changes in teacher learning innovations, they use several strategies, including supervision activities to assist teachers in solving problems, performance assessments to determine the level of teacher abilities, facilitating teacher needs and taking action, further in the results of supervision and appraisal.

Learning innovations that have been carried out certainly need to be maintained and developed. As a principal, you must have an appropriate strategy to preserve the possibility of teacher changes in making learning innovations. The ability of principals to anticipate possible changes is a hallmark of visionary principles because transformational leaders are more focused on anticipating possible future changes, or in the sense of leaders who maintain a strong vision (Hannah, Perez, Lester, & Quick, 2020; Leseketeti & Waithaka, 2020).

Supervision activities are carried out for a certain period, according to the needs of the school and teachers, such as 2-3 times per year. Supervision is carried out by conducting academic supervision, which will then be recapitulated and followed up with clinical supervision. Supervision efforts positively impact learning innovation in schools (Fellang, Arismunandar, Semmaila, & Bunyamin, 2021; Glanz, 2021; Nurochmah, Ansar, Bachtiar, & Mappincara, 2020). Supervision activities can be used as a reference for developing teacher quality (Noor, Herlinawati, & Sofyaningrum, 2020; Nyabuto & Njoroge, 2014; Rameez, Fowsar, & Lumna, 2020).

Efforts by school principals in carrying out teacher performance assessments are also carried out following the Regulation of the State Minister for the Empowerment of State Civil Apparatus and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores

and Guidelines for the Management of Teacher Performance Assessments. This is done to maintain the quality of teachers in innovative learning, which will also impact the work targets of employees.

3.3 Actualization of the principal's visionary leadership as a communicator in the development of learning innovation

The principal is a leader who is a communicator, and this is evidenced by several findings that the principal has carried out the role of socialization, transformation, and implementation in his leadership. However, the research results are carried out in Figure 3.

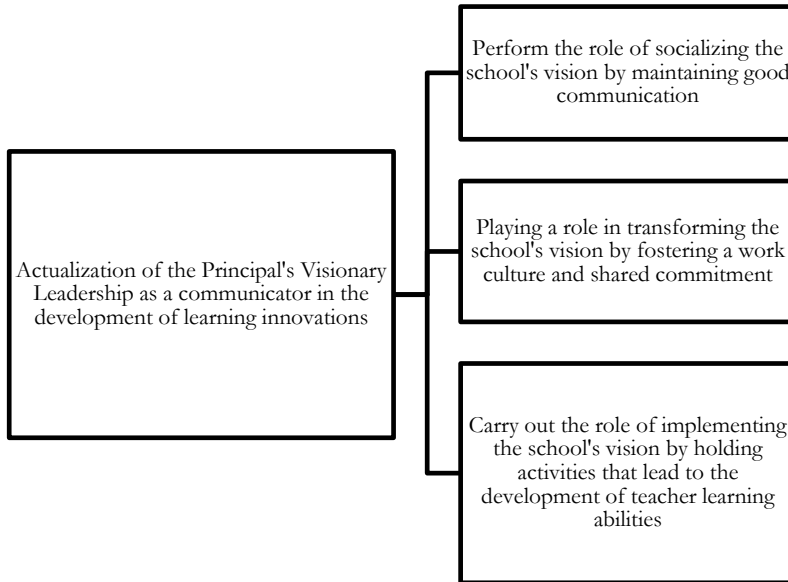


Figure 3: Actualization of the principal's visionary leadership as a communicator in the development of learning innovations

Based on Figure 3, the two principals, based on the explanation above, can be said to be leaders who are communicators. This is because the two principals have made efforts to actualize visionary leadership, including the ability to socialize, transform and implement the vision that has been determined, and of course it has an effect on the development of teacher learning innovations in both schools.

A visionary leader is a good communicator, this means that the principal must have the ability to communicate so it is hoped that with good communication the principal is able to express the vision and goals to the team or in this case are educators and education staff. The ability to transform is one of the four strategic steps that must be taken by a visionary leader, while the four steps are creating a vision, formulating a vision, transforming a vision, and implementing a vision (Pitelis & Wagner, 2019). In actualizing visionary leadership, principals from both schools are able to become leaders as good communicators, principals should be able to transform the vision to all members (Ariyani, Suyatno, & Zuhaery, 2021; Chen & Yuan, 2021; Wang, 2021). This is in line with the ability to transform the two principals as evidenced by both the results of the study, where the transformation ability of the two principals is carried out by building a work culture and joint commitment to the duties and responsibilities given by teachers and employees.

3.4 *Principal's efforts to stimulate and motivate teachers to carry out innovative learning in a sustainable manner*

Motivation has been carried out by the principal in order to improve learning innovation for teachers. The principal's motivation towards teachers has been carried out in several ways. The first finding is to meet the needs of teachers in debriefing and infrastructure. Then the second finding was in the form of debriefing conducted by the principal to teachers, and the third was holding innovation learning development activities such as workshops, seminars, and debriefing. Evaluation is also carried out by the principal to find out the impact of several evaluation efforts on increasing learning innovation (Elzainy, El Sadik, & Al Abdulmonem, 2020; Pokhrel & Chhetri, 2021). The results in Figure 4 indicate that some of the efforts that have been made have been able to improve learning innovation for teachers.

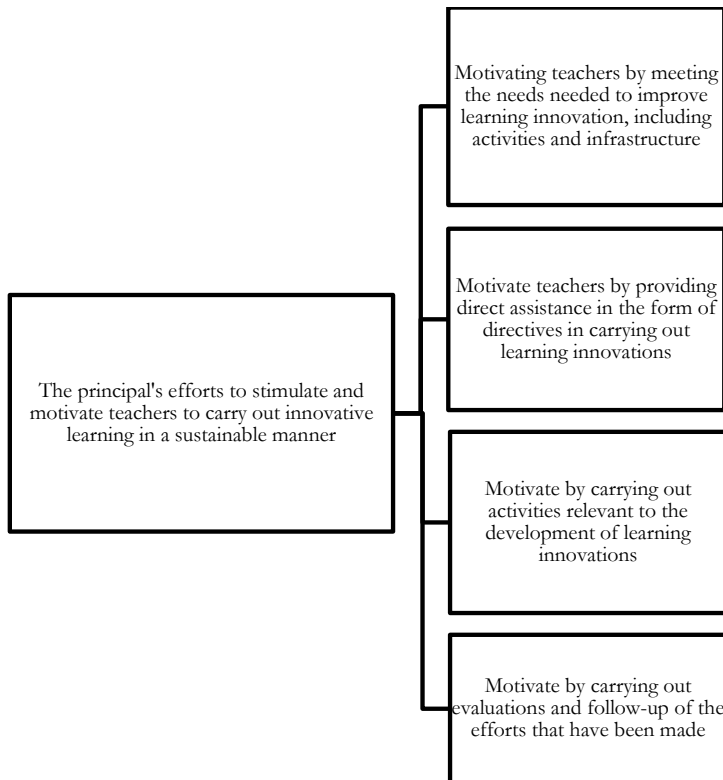


Figure 4: The context of the principal's efforts to stimulate and motivate teachers to carry out innovative learning in a sustainable manner

Based on the findings in Figure 4, school principals also have an effort to improve the ability of teachers in innovative learning by holding activities that are relevant to improving the quality of teachers in terms of innovative learning. However, teacher training that focuses on content or skills can improve teacher performance (Evens, Elen, Larmuseau, & Depaepe, 2018; Falloon, 2020; Kulgemeyer & Riese, 2018). The principal's efforts in motivating teachers have been carried out and felt directly by the teachers, by meeting the teacher's needs in the form of infrastructure and provision of several skills, it can facilitate and motivate teachers in carrying out learning innovations

(Agustina, Kristiawan, & Tobari, 2020; Karacabey, Bellibaş, & Adams, 2022; Listiningrum, Wisetsri, & Boussanlegue, 2020).

3.5 Description of the teacher's skill profile in managing learning innovation

The profile of teacher skills in managing learning innovations is that teachers in two high schools in Surabaya have a good understanding of the importance of carrying out learning innovations. Most of the teachers in schools have made learning innovations. The findings are as in Figure 5.

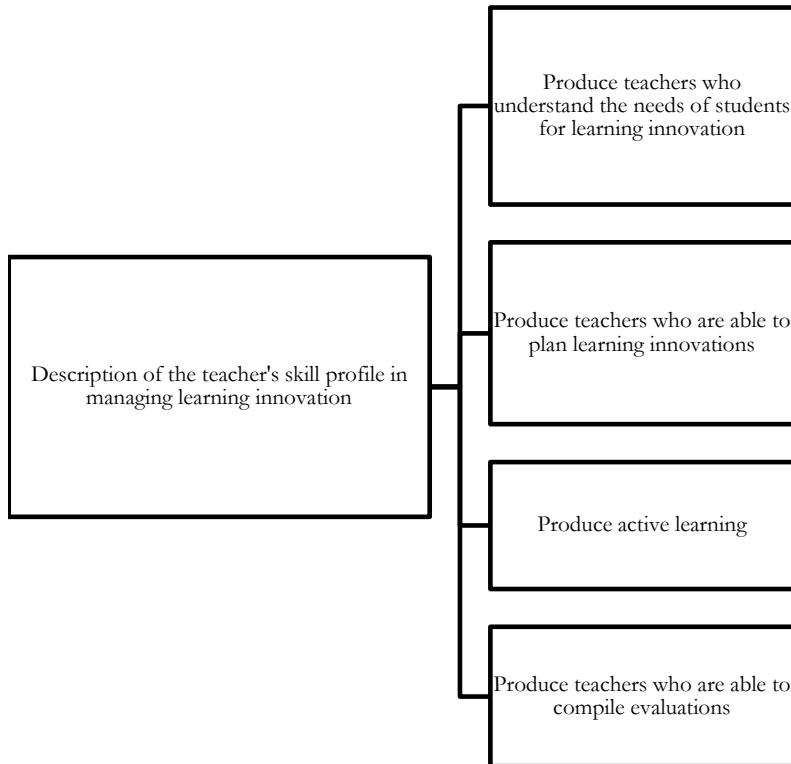


Figure 5: Description of the teacher's skill profile in managing learning innovation

Figure 5 shows that teachers in both schools based on some of the data above, it can be said that they have a good profile in managing learning innovations both in understanding the importance of learning innovations, skills in designing, implementing, and evaluating learning using learning innovations. The teacher's skill profile can be extracted from the interview process, learning observation, and documentation which includes the teacher's knowledge profile about the importance of developing learning innovations, the teacher's skill profile in designing learning innovations, the profile of the implementation of learning innovations, and evaluation of learning using learning innovations (Baptiste, 2019; Reisoğlu & Çebi, 2020).

This is because the learning process requires three main stages, namely the planning, implementation, and evaluation stages (Karalis, 2020; Sabtu, Rukun, Sukardi, Putri Permatasari, & Hayadi, 2019; Supena, Darmuki, & Hariyadi, 2021). The teacher profile certainly affects the quality of students, as evidenced by several achievements and the description of alumni from the two schools.

The application of innovative learning has a significant influence on student achievement (Amir et al., 2020; Ansari & Khan, 2020; Baptiste, 2019; Taştan et al., 2018).

3.6 Visionary leadership recommendations 4G

General recommendations that researchers can submit to school principals are to continue to work hard, maintain what has been carried out well and always strive to improve the quality of education in schools towards a better direction, especially the visionary goals that are expected to be able to produce good human resources likely in Figure 6. Competitive, which has a good personality marked by good achievements both academic and non-academic achievements, so that they are able to compete both on a national and international scale in accordance with the demands of the times. In addition, for school principals in all educational units, it is hoped that the findings in this study include strategies or models of school principal's visionary leadership, which are expected to be applied so that they can improve the ability of teachers to innovate learning and of course achieve the shared school vision through the successes obtained (Malluhi & Alomran, 2019).

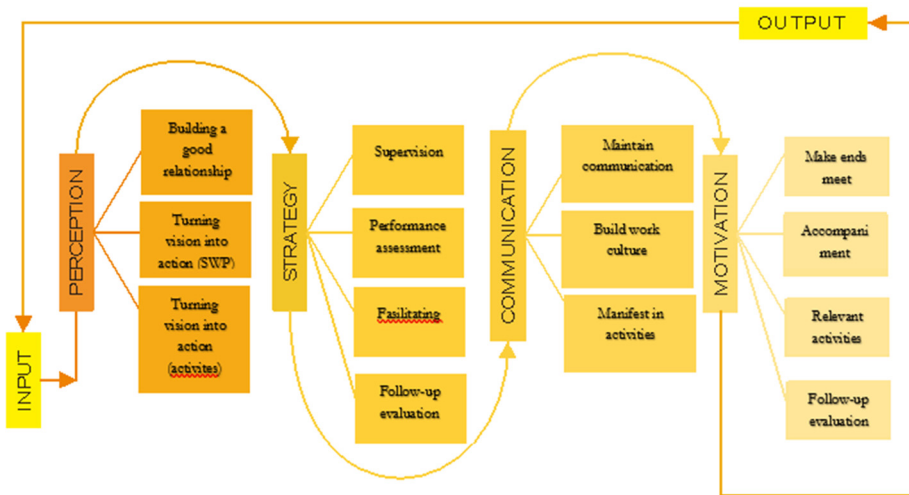


Figure 6: Visionary leadership recommendations 4G (Good Perception, Good Strategy, Good Communication, Good Motivation)

Other researchers are expected to conduct further research that can add to and enrich and uncover educational problems in more detail and comprehensively regarding the actualization of the leadership of visionary principals in improving the ability of teacher learning innovations in educational units, of course in the wider field of education which emphasizes studies for more depth. about the duties and responsibilities of principals and other school members in building quality schools and graduates that are in accordance with future needs.

4. Conclusions

Based on the findings obtained from the results of the research conducted, it can be concluded that the actualization of the principal in translating the vision of the two schools has been carried out and has become one of the important elements in the visionary ability of the principal. The strategy of the two principals in anticipating possible changes in learning innovation is carried out with several

efforts, including supervising teachers, conducting performance assessments, meeting teacher needs and carrying out evaluations and follow-ups of all efforts made to determine the impact of these efforts on prevention. possible changes in learning innovation in the Education unit. The actualization of the principal's visionary as a good communicator, as evidenced by the principal's efforts, including how the principal in socializing, transforming, and implementing the vision in developing learning innovations. The efforts of the two schools to stimulate and motivate teachers to implement innovative learning have been carried out and become one of the important elements in the visionary ability of school principals. The profiles of teachers' skills in both schools in managing learning innovation are in line with several efforts made by school principals in increasing learning innovation through visionary leadership.

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