

The Influence of Principal Leadership in the Independent Learning Policy on Teacher Performance at State Vocational Schools in Bangli Regency

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Abstract: The principal has a strategic role to improve the quality of teacher performance. Purpose of this study was to test and explain the impact of transformational leadership, strategic leadership and visionary leadership on teacher performance. This mixed method study used an explanatory research approach conducted on teachers of State Vocational High Schools in Bangli Regency. The population of teachers was 122 people, sampling using the Slovin formula, then confirmed by the Warwick and Lininger techniques obtained 110 people. Data collection using questionnaires was then confirmed by interview data. Data analysis used simple and multiple regression methods. The results of the study were (1) transformational leadership had a significant impact on teacher performance as evidenced by $\hat{Y} = 61.305 + 0.602 X_1$, coefficient = 0.555 and contribution = 6.11%. (2) strategic leadership had a significant positive effect on teacher performance as evidenced by $\hat{Y} = 40.254 + 0.723 X_2$ coefficient = 0.718 and contribution = 34.82%. (3) Visionary leadership a significant effect on teacher performance as evidenced by $\hat{Y} = 44.965 + 0.740 X_3$ coefficient = 0.707 and contribution = 24.81%. (4) Simultaneously, transformational leadership, strategic leadership and visionary leadership have a significant effect on teacher performance as evidenced by $\hat{Y} = 41.029 + 0.119X_1 + 488X_2 + 0.368X_3$ coefficient = 0.732 and Freg test = 40.740 and Sig. = 0.000 total SE = 65.74%. The findings of this study are that strategic leadership has the strongest effect on teacher performance as indicated by the principal's strategy of collaborating with the world of work. It is recommended to implement strategic leadership in improving teacher performance.

Keywords: transformational leadership, strategic leadership, visionary leadership; teacher performance.

INTRODUCTION

Vocational education is strategic for urgent of skills-based human resources who are ready to face the challenges of technological developments and meet the expectations and needs of the world of work [1]. Thus, the education process must be carried out by adjusting the curriculum and implementation of learning by involving the world of work so that graduates have the skills needed [2]. In this way, graduates can work according to their competencies so that they work optimally because the skills they have are linear with the field of work they do. In addition, the vocational education strategy is one way to reduce the increasing unemployment rate. The government issued Instruction Number 9 of 2016 concerning Vocational High Schools in an effort to produce graduates who have competitiveness in the form of a revitalization program, namely adjusting the curriculum and partnering with the world of work. In work-based learning, the role of productive teachers is very important in order to realize skilled and work-ready outputs. Thus, teachers are required to improve their competencies to adjust to the needs of the world of work.

Conditions from the results of preliminary research and observations found that; (1) the principal does not understand the needs of the industrial, so he is unable to direct the development of the curriculum according to the needs of the industrial (2) there is a difference in the curriculum and learning materials to the needs of the industrial, (3) teachers who teach do not yet have expertise and experience in the industrial, (4) evaluation of student performance without involving the world of industry and the world of work. Based on these conditions, it concluded the teacher performance is low and does not match learning as vocational education that shows expertise and skills.

The low performance of teachers is caused by, among other things, the leadership of the principal. Previous research evidence states that the leadership of the principal has a strong influence on teacher performance [3]. The most suitable leadership for the development of vocational learning based on previous research is transformational leadership that has an effect on performance. Leadership that makes changes to deliver a learning system that is adjusted to development. A model leader places great emphasis on institutional development, carried out by providing positive examples to his followers in attitudes and behaviors so that they are motivated to follow what their leaders [4]. In addition, performance is influenced by the strategic leadership who is able to create strategic programs in anticipating the needs. This leadership always emphasizes the importance of knowing the situation, the decision-making process, managing people, and the ability to project the future. Teacher performance is influenced by visionary in creating programs is always oriented towards the future, so the principal applies visionary leadership which influences teacher performance [5]. Based on the existence of these problems, a study was conducted that aimed on test the impact of transformational leadership, strategic leadership, visionary leadership to the performance of teachers at State Vocational Schools in Bangli Regency.

LITERATURE REVIEW

Transformational leadership is a leadership model that always thinks and acts for change based on systems and culture in carrying out renewal in order to achieve organizational goals [6]. A principal who inspires teachers to their beliefs, capabilities or motivations in order to improve their performance [7]. This leadership model is carried out by leaders to their followers, working together at a high level of motivation. The role of this type of leader is more focused and emphasizes the direction of institutional development. Leaders always show examples in attitudes and behavior to their followers so that they are motivated to do what their leaders. The indicators for measuring transformational leadership in this study are; (1) idealized, (2) motivation, (3) stimulation (4) individualized and consideration

Strategic is the ability of a leader to anticipate future developments that are constantly changing and empower others, so leadership refers to the theory of strategic leadership [8]. Strategic leadership to influence subordinates to realize the long-term goals of the organization, including how they plan, organize, and mobilize resources to achieve these goals effectively. This theory describes the process of setting the direction of the organization, creating and implementing strategies to prepare for change in order to achieve organizational goals. the ability to lead in achieving long-term goals of the organization, through the development and implementation of effective strategies [9]. Emphasizing the importance of understanding the situation, decision-making processes, managing people, and the ability to project the future. Indicators for measuring strategic leadership in this study include; (1) determining objectives; (2) developing; (3) utilizing and maintaining; (4) maintaining an organizational culture; (5) emphasizing habits; (6) building balance

Visionary leadership that always looks far ahead, carries out real missions, works together, is innovative, firm and fair, and has personal integrity, these are the main characteristics and traits of a visionary leader who has a vision that is oriented towards the future, with a mission that leads to the development of institutions and moves subordinates including teachers and employees to organize adjustments to more advanced working methods in accordance with the development of technology that continues for change [10]. Visionary leadership can influence the performance of subordinates [11]. Indicators for measuring visionary leadership are; (1) Direction setter: has a clear vision, has targets, involves subordinates, motivates, provides participation, (2) Change agent; adapts to change, sets direction, and thinks ahead, (3) spokesperson; has information, knows and appreciates communication, builds relationships, and conveys vision, (4) coach; can work together, optimize abilities, coordinate activities, emphasizes the realization of the vision, provides direction, hope, and creates a sense of trust.

Teacher performance is the result of a teacher's work her duties in a certain period to achieve the established competency standards [12]. The work includes planning, implementing learning, evaluating, and following up on assessments to improve the quality of learning, in addition to ongoing self-development tasks to support the development of school quality (Hayati et al., 2021). Indicators to

measure teacher performance in this study include; (1) Discipline: Complying with rules and regulations, Attendance on time, responsible. Completing assignments on time; (2) Planning and implementing learning: preparing learning plans, adjusting learning plans to student needs and characteristics, using various learning resources to support the learning process; (3) Facilitating learning and student potential; providing guidance to students who have learning difficulties, developing student potential; (4) School development; developing oneself continuously, anticipating change and development. improving the quality of learning.

RESEARCH METHODS

RESEARCH DESIGN

The type of research is a mixed method with an explanatory research approach. First, quantitative research is conducted using a regression model to see the correlation between two or more, and the strength of the relationship by analyzing the correlation from independent variables to dependent. After that, qualitative research is conducted to explain (verificative research) so that the results are comprehensive (Chun et al., 2024). In this study, it must focus on data, analysis, and mixing of data. The quantitative research design to test the direct influence of transformational leadership (X1), strategic leadership (X2), visionary leadership (X3) on teacher performance (Y) is shown in the constellation between variables as in Figure 1 below.

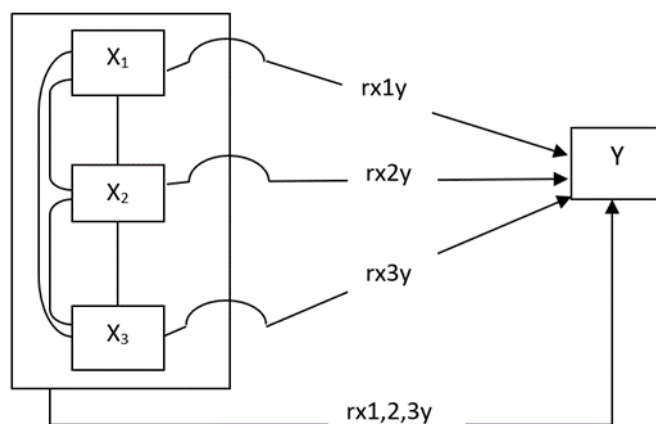


Figure 1: Constellation between research variables

POPULATION AND SAMPLE OF THE STUDY

The subjects of this study were state vocational school teachers in Bangli, total are 122 peoples. Sample was done using Slovin and obtained a minimum sample of 94, then check by Warwick formula (1975) so a sample of 110 people was obtained. While in qualitative research, informants were used from school principals and teachers.

DATA COLLECTION TECHNIQUES

This mixed method research requires quantitative data from data collection using questionnaires from respondents, questionnaires are distributed randomly using googleform. While qualitative data is obtained through observation and interviews by researchers visiting schools to meet informants, namely the principal and teachers at SMK Negeri Bangli Regency.

RESEARCH INSTRUMENTS

This mixed research uses two instruments, namely questionnaires and interview guidelines. For the questionnaire used to measure the variables of transformational leadership, strategic leadership, visionary leadership and teacher performance, it is made with closed questions with four choices with a scoring of 1 to 4.

While the interview guidelines are in the form of open questions in the form of descriptive answers. The left grid of the questionnaire follows the indicators as in table 1 below.

Table (1). Instrument Grid

No.	Variable	Indicator	Total	Item Number
1	Transformational Leadership (X1)	Idealized influence	6	1 s/d 6
		Inspirational and motivation	11	7 s/d 17
		Intellectual stimulation	5	18 s/d 22
		Individualized consideration	9	23 s/d 31
2	Strategic Leadership (X2)	Determining objectives	5	1 s/d 5
		Developing human capital	7	6 s/d 12
		Utilizing and maintaining competencies	8	13 s/d 19
		Maintaining organizational culture	4	20 s/d 23
		Ethical habits	5	24 s/d 28
		Building balance	4	29 s/d 32
3	Visionary Leadership (X3)	Direction seller	9	1 s/d 9
		Agent of change	6	10 s/d 15
		Spokesperson	11	16 s/d 26
		Coach	5	27 s/d 31
4	Teacher Performance (Y)	Discipline	5	1 s/d 5
		Planning and implementation of learning	12	6 s/d 15
		Facilitating learning and student potential	14	16 s/d 29
		School development	3	30 s/d 32

The Qualitative research instruments use interview guidelines with open questions and descriptive answers. The interview guide questions are as in table 2 below.

Table (2). Interview Guidelines

No.	Question	Response
1.	How do principals build of partnerships for the industry?	
2.	What programs will you develop so that innovations are related to partnerships for the business, the industrial?	
3.	What will the principal do for improve the skill of productive teachers?	
4.	What is the principal's strategy to realize real vocational education that has an impact on students?	
5.	What actions will you take to deal with or anticipate the quality of graduates with the needs of work?	
6.	How do you design the curriculum structure of the expertise program?	

ANALYSIS TECHNIQUES

After the data was collected, statistical carried out the quality of data univariately, then partial and multiple regression to test the effect from independent variable to dependent. Statistical data testing used the Microsoft Excel program and the SPSS 26. Then the results of the quantitative data were confirmed with qualitative data from the interview results to explain the study.

RESULTS AND DISCUSSION

RESULTS OF STATISTICAL ANALYSIS

The quantitative research stage conducted statistical analysis to determine the quality of each research variable univariately. The results of the statistical test are shown in table 3 below.

Table (3). Hasil Analisis Statistical

Statistics				
Statistics	Transformational Leadership (X1)	Strategic Leadership (X2)	Visionary Leadership (X3)	Teacher Performances (Y)
N valid	110	110	110	110
Missing	0	0	0	0
Mean	136,18	142,50	132,77	143,26
Median	132,00	142,00	130,50	142,50
Std. Deviation	12,060	12,973	12,487	13,068
Range	45	37	35	36
Minimum	110	123	115	124
Maximum	155	160	150	160
Sum	14980	15675	14605	15759
Value	90,89	90,90	90,91	90,91
Category	Very-high	Very-high	Very-high	Very-high

REGRESSION ANALYSIS RESULTS

In conducting regression analysis, what must be done at the initial stage is the prerequisite test, the purpose of which is to determine whether the research data meets the requirements or not. The results of the prerequisite test are described as follows.

• DATA DISTRIBUTION NORMALITY TEST

The normality test to test the research data is normally distributed or not normally. The results of the normality test of the distribution of transformational leadership, strategic leadership, visionary leadership and teacher performance data are shown in table 4 below.

Table (4). Hasil Uji Normalitas Pada One-Sample Kolmogorov-Smirnov

One-Samples Kolmogorov-Smirnov Teste		
		Unstandardized Residual
N		110
Normal Parameters-	Mean	.0000000
	Std. Deviation	8.90634859
Most Extreme Differences	Absolutes	0.148
	Positives	0.148
	Negatives	0.089
Test Statistic		0.148
AsympSig. (2-tailed)		0.063 ^c

The test results obtained a Sig. value of 0.063 in this case the Sig. value > 0.05 . It is stated that transformational leadership, strategic leadership, visionary leadership and teacher performance are normally distributed and have met the requirements.

• LINEARITY TEST

This test is to determine whether the variables have a linear or non-linear relationship. The provisions on the results on F Deviations from Linearity. If the value is > 0 and the Sig. value > 0.050 is stated as a linear relationship. The test results are displayed as in table 5 below

Table (5). Results of Linearity Test of the Relationship between Independent Variables and Dependent

ANOVAs Tables						
		Sums of Square	df	Means Square	F	Sig.s
Transformational Leadership (X1)	(Combined)	9036.444	31	291.498	2.374	.161
	Linearity	5742.555	1	5742.555	46.761	.000
	Deviation from Linearity	3293.888	30	109.796	.894	.625
Strategic Leadership (X2)	(Combined)	11857.700	28	423.489	5.076	.128
	Linearity	9586.404	1	9586.404	114.907	.000
	Deviation from Linearity	2271.296	27	84.122	1.008	.469
Visionary Leadership (X3)	(Combined)	11555.793	28	412.707	4.735	.238
	Linearity	9315.600	1	9315.600	106.885	.000
	Deviation from Linearity	2240.192	27	82.970	.952	.541

Dependent Variable: Teacher Performance (Y)

The table above shows the relationship between transformational leadership and teacher performance in Deviation from Linearity Sig. is $0.625 > 0.05$ stated linear. strategic leadership with teacher performance obtained Sig. $0.469 > 0.05$ stated linear. and visionary leadership with teacher performance Sig. $0.541 > 0.05$. It is stated that independent variable is linearly to the dependent and has met the requirements.

• MULTICOLLINEARITY TEST

Test whether the regression model is found to have a correlation between independents variables. If the independent variables are interrelated, it is stated that there is no multicollinearity. Provisions of tolerance values and VIF. The resulting test for shown in table 6 below.

Table (6). Results of Multicollinearity Test of Independent and Dependent Variables

Coefficients								
Model		Unstandardized-Coefficients		Standardized-Coefficients	t	Sig.	Collinearity Statistics	
		B	Std.-Error	Beta			Tolerances	VIFs
1	(Constant)	41.029	1010.209		4.019	.000	0	0
	Transformational Leadership (X1)	.119	.123	.110	.964	.037	.339	2.947
	Strategic Leadership (X2)	.488	.173	.485	2.830	.006	.149	6.694
	Visionary Leadership (X3)	.368	.174	.351	2.111	.037	.158	6.323

a. Dependent Variable: Teacher Performance (Y)

The test results above for the transformational leadership variable obtained a tolerance value of $0.339 > 0.1$ and $VIF\ 2.947 < 10$, which stated that there were no symptoms of multicollinearity, strategic leadership a tolerance value of $0.149 > 0.1$ and $VIF\ 6.691 < 10$, which stated that there were no symptoms of multicollinearity visionary leadership a tolerance value of $0.158 > 0.1$ and $VIF\ 6.323 < 10$, which stated that there were no symptoms of multicollinearity them no experience symptoms of multicollinearity and were stated to have met the requirements.

• **HETEROSCEDASTICITY TEST**

The goal is to find out whether there is a difference in the variance of the residuals of one variable to another in the regression model. The test uses Glaser technique with provision that if the Sig. value > 0.05 there are no symptoms of heteroscedasticity and has met the requirements. The results are shown in table 7.

Table (7). Heteroscedasticity Test-Results

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	16.850	6.894		2.444	.016		
	Transfomational Leadership (X1)	.034	.083	.068	.411	.682	.339	2.947
	Strategic Leadership (X2)	.052	.116	.110	.443	.659	.149	6.694
	Visionary Leadership (X3)	.099	.118	.202	-.838	.404	.158	6.323
a. Dependent Variable: Teacher Performance (Y)								

The test results in table 7 above show that the relationship; Transformational leadership with teacher performance Sig $0.682 > 0.050$ is stated that there is no symptom of heteroscedasticity. Strategic Leadership with teacher performance sig value $0.659 > 0.05$ does not occur heteroscedasticity and visionary leadership with teacher performance sig value $0.404 > 0.05$ does not occur heteroscedasticity symptoms. It is stated that the results of the heteroscedasticity test have met the specified requirements.

TESTING FOR HYPOTHESIS

Hypothesis testing to determine the linear relationship of independent variables with dependent variables in regression analysis using SPSS Version 26 to evaluate the Summary Model, ANOVA and Coefficients. The test results are follows.

• **Hypothesis -1: There is an Influence of Transformational Leadership on Teacher Performance**

Quantitative data on the relationship between transformational leadership and teacher performance are shown in the table below.

Table (8). Results of Testing of the Relationship between Transformational Leadership and Teacher Performance

Model	df	Sums of Squares	Sums of Squares	Fs Reg.	R	R Square	Beta	t	Sig.
Regression	1	5742.555	739,177	48.179	-	-	-	-	.000 ^b
Residual	108	12872.799	52,057	-	-	-	-	-	

Model	df	Sums of Squares	Sums of Squares	Fs Reg.	R	R Square	Beta	t	Sig.
Total	109	18615.355	-	-	-	-	-	-	-
(Constant)	-	-	-	-	-	-	61.305	5.172	-
Transfomational Leadership (X1)	-	-	-	48.179	0.555	0.308	0.602	6.941	-

The results of hypothesis testing-1 obtained a regression equation $\hat{Y} = 61.305 + 0.602 X1$ with F_{reg} is 48.179 $> F_{table} = 3.930$. The coefficient value is 0.555 and sig, 0.000 the hypothesis is accepted. There is a significant and linear correlation between transformational leadership and teacher performance with SE of 6.11%. It is stated that transformational leadership has a significant positive effect on performance.

Leadership that always makes fundamental changes to innovation for organizational goals. A principal who implements that inspires teachers to change beliefs, values, capabilities and motivations to improve their performance [7]. Leaders are able to provide the right direction to their followers so that they move and walk to goals. Leaders can stimulate the enthusiasm of their subordinates to work in groups to achieve goals. [16]. Principals with this leadership always make changes to the management system, are respectful, confident, dare to challenge, highly committed, innovate, and provide awards and learning opportunities to teachers. Thus, transformational leadership has a significant effect on teacher performance. Qualitative data from interviews show that the implementation of principal leadership in the implementation of independent learning at SMK Negeri Bangli Regency has real program innovation by building collaboration with the world of work in the form of a cooperation agreement. The principal is creative in creating changes in curriculum development according to the needs of the world of work, directing teachers to continue to improve their competencies, facilitating teachers to carry out skills training in the form of upskilling and reskilling so that they can carry out learning according to the needs of the world of work, so that graduates have the skills needed. Thus, it is stated that transformational leadership in the implementation of independent learning has a positive effect on SMK Negeri teachers in Bangli Regency.

• **Hypothesis - 2: There is an Influence of Strategic Leadership on Teacher Performance**

The results of quantitative data testing on the linear relationship between strategic leadership and performance are shown in table 9 below.

Table (9). Results of Testing of the Relationship between Strategic Leadership and Teacher Performance

Models	df	Sums of Squares	Sums of Squares	F Reg,	R	R Square	B	t	Sig.
Regression	1	9586.404	9586.404	114.668	-	-	-	-	.000 ^b
Residual	108	9028.950	83.601	-	-	-	-	-	-
Total	109	18615.355	-	-	-	-	-	-	-
(Constant)	-	-	-	-	-	-	40.254	4.168	.000
Strategic Leadership (X2)	-	-	-	114.668	.718 ^a	.515	.723	10.708	.000

The test results obtained a regression equation $\hat{Y} = 40.254 + 0.723 X2$ with F_{reg} is 48.179 $> F_{table} = 3.930$. The coefficient value is 0.718 and sig, 0.000 the hypothesis is accepted. There is a significant and linear correlation between strategic leadership and teacher performance with SE of 34.82%. It is stated that strategic leadership has a significant positive effect on teacher performance.

The concept for leadership which is a leader's to anticipate the future so that it is create a vision and empower, then leadership refers to the theory of strategic leadership [8]. Strategic leadership is the ability to lead in the long-term goals of an organization, through the development and implementation of

effective strategies [9]. This involves the ability to anticipate, have a vision, maintain flexibility, and empower teachers in improving teacher performance.

Qualitative data from interviews on principal leadership were obtained and information from principals in implementing the independent learning policy at SMK Bangli Regency was clearly seen from the information and presentation of interview results that the principal made a strategic plan related to the review and development of an industrial-based curriculum so that it is in sync between learning and industry needs, implementation of learning that is centered on student needs, conducting student internship programs in the industrial world, conducting competency tests involving the Professional Certification Institute to ensure student skills, the principal formed a special job exchange team for graduate tracers and as information in job vacancies. The principal created a program to improve the competence of productive teachers through upskilling and reskilling training, assigning productive teachers to intern, so that teachers have the competence and professionalism in order to improve the quality of learning that is in sync with the world of work. In addition, the principal provides guidance to teachers in overcoming problems during learning, giving awards for teacher performance

• **Hypothesis - 3: There is an Influence of Visionary Leadership on Teacher Performance**

The results of testing the linear relationship between visionary leadership and teacher performance are shown in table 10

Table (10). Results Testing the Relationship between Visionary Leadership and Teacher Performance

Model	dfs	Sums of Squares	Sums of Squares	Fs Reg.	Rs	Rs Square	Bs	t	Sig.
Regression	1	9315.600	9315.600	108.184	-	-	-		.000 ^b
Residual	108	9299.754	86.109	-	-	-	-		
Total	109	18615.355	-	-	-	-	-		
(Constant)	-	-	-	-	-	-	44.965	4.737	.000
Visionary Leadership (X3)	-	-	-	108.184	.707 ^a	.500	.740	10.401	.000

The test results obtained a regression equation $\hat{Y} = 44.965 + 0.740 X_1$ with $F_{reg} = 108.184 > T_{table} = 3.930$. The coefficient value is 0.707 and sig, 0.000 the hypothesis is accepted. There is a significant and linear correlation between visionary leadership and teacher performance with SE of 24.81%. It is stated that visionary leadership has a significant positive effect on teacher performance. Leadership that has a vision of the future, is trusted, has a measurable program orientation, works together, is innovative, is firm and fair, and has personal integrity. The visionary leadership towards the future, continues to develop institutions and motivates subordinates to methods according to developments in science, information technology [10]. Visionary leadership can influence the performance of subordinates [11].

Qualitative data from the results of interviews on the implementation of principal leadership and the results that the principal in the implementation of the independent learning policy at SMK Bangli Regency that the curriculum is always developed referring to developments in the world of work, the implementation of learning in vocational schools must be synchronized with needs, so that graduates are ready to work, the principal collaborates and builds partnerships with the industrial world for curriculum development and implementation of learning. The principal holds training to improve competence, collaborates. Teachers continue to be motivated for innovate in developing learning by paying attention to the needs of the industrial.

• **Hypothesis - 4: There is a Simultaneous Influence of Transformational Leadership, Strategic Leadership and Visionary Leadership on Teacher Performance**

The results of testing the simultaneous linear relationship between transformational leadership, strategic leadership and visionary leadership with teacher are shown in table 11 below

Table (11). Results of Testing the Simultaneous Relationships Transformational Leadership, Strategic Leadership and Visionary Leadership with Teacher Performance

Models	df	Sums of ~ Squares	Mean of - Squares	F Reg.	R	R - Square	Bs	t	-Sig.
Regressions	3	9969.143	3323.048	40.740	-	-	-	-	.000 ^b
Residual	106	8646.212	81.568	-	-	-	-	-	-
Total	109	18615.355	-	-	-	-	-	-	-
(Constant)	-	-	-	-	-	-	41.029	4.019	.000
X1	-	-	-	40.740	.732 ^a	.657	.119	1.964	
X2							.488	2.830	
X3							.368	2.111	

The test results obtained the regression equation $\hat{Y} = 41.029 + 0.119X_1 + .488X_2 + .368X_3$ with $F_{\text{Reg}} = 40.740 > F_{\text{table}} = 2.690$. The coefficient value is 0.732 and sig, 0.000 the hypothesis is accepted. There is a significant and linear correlation between visionary leadership, and teacher performance with SE of 65.74%. It is that simultaneously leadership, strategic leadership and visionary leadership have a significant positive effect on teacher performance.

The roles responsibility of a leaders is to be able to create changes, be based on religious values, systems and culture to create innovation and creativity for his followers in order to achieve the vision [17]. Transformational- leadership is a leadership style that inspires every teacher or subordinate to change their beliefs, values, capabilities to improve their performance personal of the organization while building strong cooperation with teachers, so that leadership has an impact on performance [18]. Leaders have full responsibility for the characteristics, activities, of each individual in the organization on the result. Strategic leadership is the creation of competitive advantage by effective management through the process of strategy making [19]. Strategic leadership also includes the ability to visualize the future, plan strategies, motivate others, and make decisions that impact the future of the organization. Emphasizes the importance of understanding the situation, decision-making process, managing people, and the ability to project the future. Visionary leadership is leadership that has a clear vision and in a challenging future is carried out by moving subordinates to achieve organizational goals [20].

The principal implements transformational leadership, strategic leadership and visionary leadership very well and is real in the form of changes in school management, creating strategic programs and the ability to win opportunities and challenges and the development of community needs. There is a program innovation, namely the principal collaborates with the business world, the industrial world and the world of work which is strengthened by a cooperation agreement. The principal finds the idea of curriculum development referring to the needs of the industrial world and placing students as interns in industry so that they have the competencies needed by the industry, conducting student internship programs in the industrial world, conducting competency tests involving the Certification Institute for ensure student skills, the curriculum is developed referring to the needs of the world of work, the implementation of learning is synchronized with the needs of the world of work. The principal involves teachers in building cooperation with the world of work, accepting teacher input in making decisions, assigning teachers to take part in competency improvement training, helping teachers who have difficulty in carrying out their duties. Thus, transformational-, strategic, and visionary- leadership- on the performance of State Vocational High School teachers in Bangli Regency.

CONCLUSION

Based on the results of quantitative research and qualitative data in this mixed study, it is summarized as follows

- Transformational leadership has a significant partial impact on teacher performance, leaders actually make changes- in various dimensions to realize the quality of vocational education.
- Strategic- leadership has a significant partial impact on teacher performance, leaders set strategic programs- for curriculum development, learning- according to the needs of the industrial world
- Visionary leadership has a significant partial impact on teacher- performance, school leaders always have a view and make anticipatory- to face developments in the future of the school
- Simultaneously, transformational leadership, strategic leaderships visionary- leadership have a significant impact on teacher performance, This is reinforced by the results of qualitative research that the principal sets a strategic program in curriculum development and learning based on the needs of the world of work, teacher competency training programs that are adjusted to the world of work, so that the implementation of learnings can improve graduates skills according- for the needs of the world of work.
- The findings of this study are strategic leadership which has the strongest partial impact on teacher performance.

RECOMMENDATION

The findings of this study can be used as a consideration that to improve the quality of vocational education for school principals, it is very necessary to implement transformational leadership, strategic leadership and visionary leadership based on the needs of the world of work to improve the quality of vocational education by making cooperation agreements and encouraging teachers to improve the quality of learning by paying attention to industry needs.

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