

The Influence of Visionary Leadership and Spiritual Leadership of the Headmaster on the Improvement of Teacher Performance at Madrasah Tsanawiyah (MTs) Darunnajah Ulujami Jakarta

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ABSTRACT

This research uses a quantitative approach. The study population consists of all teaching staff at MTs Darunnajah Ulujami Jakarta, totaling 72 teachers. Data collection was conducted using a questionnaire technique. The analysis was performed using IBM SPSS Statistics version 26 to determine the direct influence of the dependent and independent variables. The hypothesis test results show that visionary leadership has a positive effect on improving teacher performance with a regression coefficient of 0.330; t-statistic of 8.557; and a significance value of 0.000; spiritual leadership has a positive effect on improving teacher performance with a regression coefficient of 0.957; t-statistic of 12.870; and a significance value of 0.000; both visionary leadership and spiritual leadership have a positive effect on improving teacher performance with an F-statistic value of 104.236 and a significance value of 0.000.

INTRODUCTION

The background of this research focuses on the importance of the visionary and spiritual leadership roles of madrasah principals in improving teacher performance at Madrasah Tsanawiyah (MTs) Darunnajah Ulujami Jakarta. A visionary madrasah principal is expected to establish a clear educational direction and vision and encourage transformation within the madrasah environment. Furthermore, spiritual leadership plays a role in instilling moral, ethical, and religious values that shape a positive work culture among teachers. These two forms of leadership are essential foundations for creating a quality educational environment oriented toward improving teacher professionalism.

Contextually, this research arose from the phenomenon that not all madrasah principals are able to optimize their visionary and spiritual leadership in managing their madrasahs. Although Madrasah Tsanawiyah Darunnajah Ulujami is known for its strong Islamic boarding school-based education system, differences in perception among teachers regarding organizational culture and the consistency of leadership values implementation remain. This impacts teacher motivation and effectiveness in the learning process. Therefore, an in-depth study is needed to assess the extent to which these two leadership styles influence teacher performance improvement at this madrasah.

Previous research has shown a strong correlation between these two variables and improving teacher performance. Studies by Sumiatun et al. (2024) and Mardawiza et al. (2025) demonstrated that visionary leadership and teacher professionalism significantly influence school effectiveness. Another study by Awanis Mohd & Mua'azam Mohamad (2022) confirmed that spiritual leadership positively impacts teacher performance, strengthening the argument that spiritual values and leadership vision play a crucial role in improving educational quality.

Against this backdrop, this research is novel in combining two leadership concepts—visionary and spiritual—in the context of Islamic boarding schools (pesantren). This approach is expected to provide theoretical and practical contributions to the development of Islamic educational management science and serve as a reference for madrasah principals in implementing leadership oriented toward a vision for the future and profound spiritual values to improve teacher performance and the overall quality of learning.

LITERATURE REVIEW

Leadership

According to James Lipham, to accomplish or alter organizational objectives, leadership is the start of a new procedure or framework. When a group consists of two or more individuals, leadership typically entails influencing the behavior of group members in order to accomplish group objectives. In Burhanudin's book, Wiles states that leadership includes all the assistance a person can provide to establish and achieve group goals. Leadership, according to Sudarwan Danim, is all actions taken by a person, both individually and in groups, to coordinate and direct others to achieve goals. However, Siagian

states that leadership is a person's ability to influence others; this means that subordinates will do what the leader wants even if they don't like it. According to J. Canon, leadership also refers to the ability of superiors to influence the behavior of subordinates and groups within an organization.

Head of Madrasah

The principal of a madrasah holds a crucial position within the organizational structure of Islamic education, particularly in Islamic boarding school-based institutions such as madrasahs. As a leader, the principal is not only responsible for administrative and operational management but also plays a key role in creating an effective and high-quality educational environment. The principal must possess competencies in various aspects, including managerial, academic, and social skills, to positively impact the development of the madrasah and improve the quality of learning within it. Thus, the principal serves as a director and mentor for the entire madrasah academic community.

Theoretical Framework

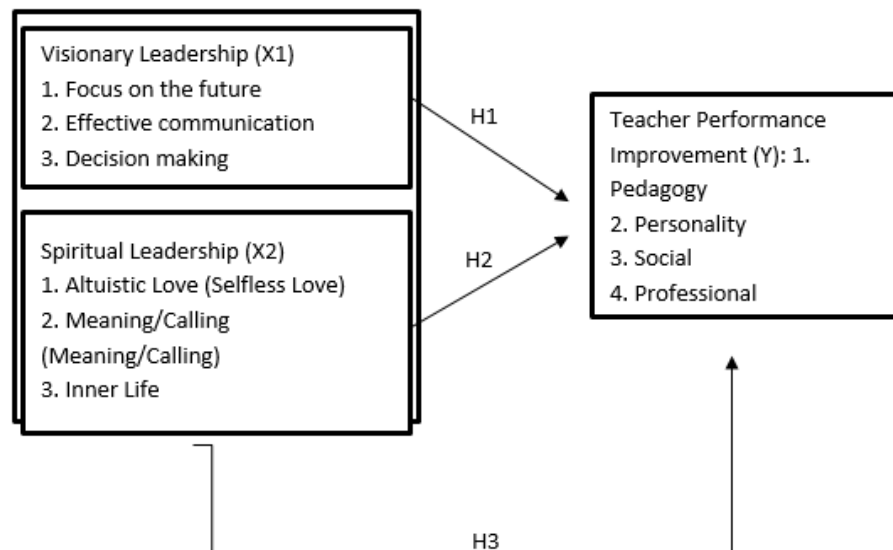


Figure 1. Theoretical Framework

1. The Influence of Visionary Leadership of Madrasah Principals on Improving Teacher Performance
H1: Visionary leadership has a significant influence on improving teacher performance.
2. The Influence of the Spiritual Leadership of Madrasah Principals on Improving Teacher Performance
H2: Spiritual leadership has a significant influence on improving teacher performance.
3. The Influence of Visionary Leadership and Spiritual Leadership of Madrasah Principals on Improving Teacher Performance
H3: Visionary leadership and spiritual leadership have a significant influence on improving teacher performance.

Research Hypothesis

Hypotheses come from previous research that is related to the current research and serves as a temporary solution to the problems faced by the research.

- 1) The visionary leadership of the madrasah principal has an impact on improving teacher performance at the Darunnajah Ulujami Jakarta Middle School (MTs).
- 2) The spiritual leadership of the madrasah principal influences the improvement of teacher performance at the Darunnajah Ulujami Jakarta Middle School (MTs).
- 3) The visionary leadership and spiritual leadership of the madrasah principal have an influence on improving teacher performance at the Darunnajah Ulujami Jakarta Middle School (MTs).

METHODOLOGY

The research methodology in this thesis uses a quantitative approach that aims to empirically test the influence of visionary leadership and spiritual leadership of madrasah principals on improving teacher performance at Madrasah Tsanawiyah (MTs) Darunnajah Ulujami Jakarta. This approach was chosen because it can provide measurable and objective results regarding the relationship between the variables studied. Quantitative research allows researchers to analyze numerical data obtained from respondents, so that the results obtained can be used as a basis for drawing valid and reliable conclusions. Thus, this study emphasizes hypothesis testing based on empirical data collected through validated research instruments.

This research was conducted at MTs Darunnajah Ulujami Jakarta, an Islamic educational institution under the auspices of the Darunnajah Islamic Boarding School. The research location was chosen based on the consideration that this madrasah possesses strong leadership characteristics, both in terms of its vision and spirituality. The research period was set within the current academic year to obtain relevant and up-to-date data. The population in this study included all teaching staff at the madrasah, namely 72 teachers, all of whom served as research respondents, making this research population-based without sampling.

Research data was collected through a questionnaire instrument designed based on the indicators of the variables studied, namely visionary leadership, spiritual leadership, and teacher performance. This questionnaire used a Likert scale to measure respondents' perceptions of the statements. Before being used in the main study, the questionnaire was pre-tested through validity and reliability tests to ensure that each question item accurately measures the intended construct. Validity was tested using item-total correlation, while reliability was tested using Cronbach's Alpha to ensure inter-item consistency.

The data analysis technique was carried out using the IBM SPSS Statistics version 26 application. Data analysis included several stages, namely descriptive analysis to describe the respondent profile and perception of the research variables, then continued with analysis prerequisite tests including normality,

multicollinearity, and heteroscedasticity tests. After meeting the statistical requirements, the data were analyzed using multiple linear regression analysis to determine the partial and simultaneous influence between the independent variables (visionary leadership and spiritual leadership) on the dependent variable (teacher performance).

The analysis results show that both visionary and spiritual leadership have a positive and significant influence on improving teacher performance. This is evidenced by the regression coefficient values and significance levels that meet statistical criteria. Therefore, it can be concluded that a leadership model that combines long-term vision with spiritual values can create a productive work climate oriented towards quality learning. This research methodology provides a strong empirical basis for understanding the dynamics of madrasah principal leadership in the context of improving teacher performance in modern Islamic educational institutions.

RESEARCH RESULT AND DISCUSSION

Validity Test

a. Validity Test of Visionary Leadership Variable (X1)

Table 1. Validity Test of Visionary Leadership Variable (X1)

Variables	Statement	R Count	R Table	Information
Visionary Leadership	X1.1	0.725	0.361	Valid
	X1.2	0.725		Valid
	X1.3	0.809		Valid
	X1.4	0.646		Valid
	X1.5	0.703		Valid
	X1.6	0.711		Valid
	X1.7	0.701		Valid
	X1.8	0.827		Valid
	X1.9	0.798		Valid

Source: Processed researcher data (2025)

Table 1. shows that, for the visionary leadership variable, nine statement items are presented in the table. All of these items are considered valid statements because they have a Pearson correlation result (R count) that is greater than R table ($N_{30} = 0.361$), and the positive R value can be explained as follows:

- 1) Item number 1 has a result that the visionary leadership variable $R_{hitung} > R_{tabel}$, namely $0.725 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 2) Item number 2 has the result that the visionary leadership variable $R_{hitung} > R_{tabel}$, namely $0.725 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 3) Item number 3 has the result that the visionary leadership variable $R_{hitung} > R_{tabel}$, namely $0.809 > 0.361$ and the R_{hitung} value is

positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.

- 4) Item number 4 has the result that the visionary leadership variable $R_{hitung} > R_{tabel}$, namely $0.646 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 5) Item number 5 has the result that the visionary leadership variable $R_{hitung} > R_{tabel}$, namely $0.703 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 6) Item number 6 has the result that the visionary leadership variable $R_{hitung} > R_{tabel}$, namely $0.711 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 7) Item number 7 has the result that the visionary leadership variable $R_{hitung} > R_{tabel}$, namely $0.701 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 8) Item number 8 has the result that the visionary leadership variable $R_{hitung} > R_{tabel}$, namely $0.827 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 9) Item number 9 has the result that the visionary leadership variable $R_{hitung} > R_{tabel}$, namely $0.798 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.

b. Validity Test of Spiritual Leadership Variable (X2)

Table 2. Validity Test of Spiritual Leadership Variable (X2)

Variables	Statement	R Count	R Table	Information
Spiritual Leadership	X2.1	0.728	0.361	Valid
	X2.2	0.862		Valid
	X2.3	0.818		Valid
	X2.4	0.863		Valid
	X2.5	0.853		Valid
	X2.6	0.837		Valid
	X2.7	0.736		Valid
	X2.8	0.661		Valid
	X2.9	0.691		Valid

Source: Processed researcher data (2025)

Table 2. shows that, for the spiritual leadership variable, nine statement items are presented in the table. All of these items are considered valid statements because they have Pearson correlation results (R count) that are

greater than R table ($N_{30} = 0.361$), and the positive R value can be explained as follows:

- 1) Item number 1 has a result that the spiritual leadership variable Rhitung > Rtable, namely $0.728 > 0.361$ and the Rhitung value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 2) Item number 2 has a result that the spiritual leadership variable Rhitung > Rtable, namely $0.862 > 0.361$ and the Rhitung value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 3) Item number 3 has a result that the spiritual leadership variable Rhitung > Rtable, namely $0.818 > 0.361$ and the Rhitung value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 4) Item number 4 has a result that the spiritual leadership variable Rhitung > Rtable, namely $0.863 > 0.361$ and the Rhitung value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 5) Item number 5 has a result that the spiritual leadership variable Rhitung > Rtable, namely $0.853 > 0.361$ and the Rhitung value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 6) Item number 6 has a result that the spiritual leadership variable Rhitung > Rtable, namely $0.837 > 0.361$ and the Rhitung value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 7) Item number 7 has a result that the spiritual leadership variable Rhitung > Rtable, namely $0.736 > 0.361$ and the Rhitung value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 8) Item number 8 has a result that the spiritual leadership variable Rhitung > Rtable, namely $0.661 > 0.361$ and the Rhitung value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 9) Item number 9 has a result that the spiritual leadership variable Rhitung > Rtable, namely $0.691 > 0.361$ and the Rhitung value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.

c. Validity Test of Teacher Performance Improvement Variable (Y)

Table 3. Validity Test of Teacher Performance Improvement Variable (Y)

Variables	Statement	R Count	R Table	Information
Improving Teacher Performance	Y.1	0.877	0.361	Valid
	Y.2	0.705		Valid
	Y.3	0.826		Valid
	Y.4	0.854		Valid

	Y.5	0.917		Valid
	Y.6	0.829		Valid
	Y.7	0.852		Valid
	Y.8	0.744		Valid
	Y.9	0.653		Valid
	Y.10	0.861		Valid
	Y.11	0.781		Valid
	Y.12	0.892		Valid
	Y.13	0.675		Valid

Source: Processed researcher data (2025)

Table 3. shows that, regarding the teacher performance improvement variable, thirteen statement items are presented in the table. All of these items are considered valid statements because they have a Pearson correlation result (R count) that is greater than R table ($N_{30} = 0.361$), and the positive R value can be explained as follows:

- 1) Item number 1 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.877 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 2) Item number 2 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.705 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 3) Item number 3 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.826 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 4) Item number 4 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.854 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 5) Item number 5 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.917 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 6) Item number 6 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.829 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 7) Item number 7 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.852 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 8) Item number 8 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.744 > 0.361$ and the R_{hitung} value is

positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.

- 9) Item number 9 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.653 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 10) Item number 10 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.861 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 11) Item number 11 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.781 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 12) Item number 12 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.892 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.
- 13) Item number 13 has the result that the teacher performance improvement variable $R_{hitung} > R_{tabel}$, namely $0.675 > 0.361$ and the R_{hitung} value is positive. In addition, the significance (2-tailed) of 0.000 is smaller than 0.05, which indicates that the result is valid.

Reliability Test

a. Reliability Test of Visionary Leadership Variable (X1)

Table 4 shows that the results of the reliability test of the visionary leadership variable (X1) are shown in the table, with an alpha value of 0.776 which shows that the statement in the survey has a Cronbach alpha value of 0.776 which is greater than 0.6 which shows that research on the visionary leadership variable (X1) is consistent.

b. Reliability Test of Spiritual Leadership Variable (X2)

The reliability test results table shows that the results of the reliability test of the spiritual leadership variable (X2) are shown in the table, with an alpha value of 0.783 which shows that the statement in the survey has a Cronbach alpha value of 0.783 which is greater than 0.6 which shows that the research on the spiritual leadership variable (X2) is consistent.

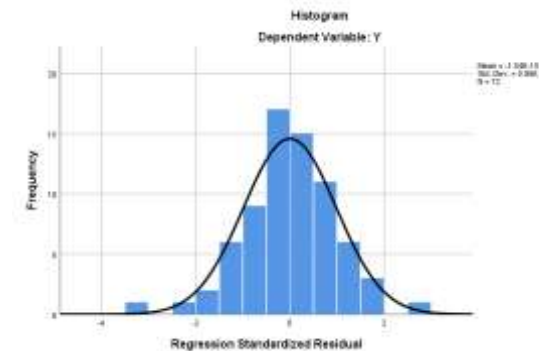
c. Reliability Test of Teacher Performance Improvement Variable (Y)

Table of reliability test results, the results of the reliability test of the Teacher Performance Improvement variable (Y) are shown in the table, with an alpha value of 0.776 which indicates that the statement in the survey has a Cronbach alpha value of 0.776 greater than 0.6 which indicates that the research on the teacher performance improvement variable (Y) is consistent.

Classical Assumption Test

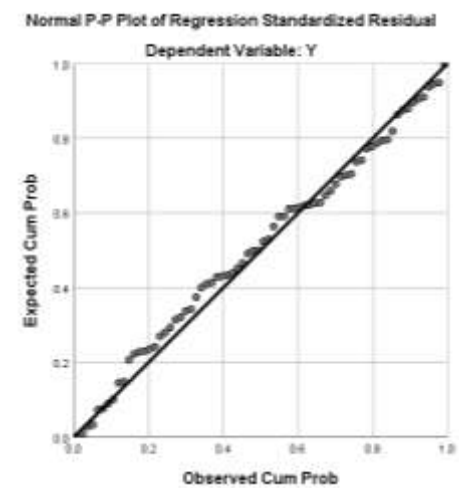
a. Normality Test

Table 4. Normality Test using Histogram



Source: Processed researcher data (2025)

Table 5. Normality Test using P-Plot Graph



Source: Processed researcher data (2025)

Tables 4 and 5 show that the histogram pattern is bell-shaped and the points are located around the diagonal line, indicating a normally distributed regression model, which meets the assumption of normality. The following table shows a normality test using the Kolmogorov-Smirnov test, which confirms this:

Table 6. Normality Test with Kolmogorov Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		72
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.25967931
Most Extreme Differences	Absolute	.066
	Positive	.048
	Negative	-.066
Test Statistic		.066
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Processed researcher data (2025)

Table 6 shows that the Asymp.Sig (2-tailed) is 0.200, indicating that $0.200 > 0.05$, and the results of the researcher's data normality test indicate a normal distribution. This indicates that the resulting regression has the assumption of normality.

b. Multicollinearity Test

Table 7. Multicollinearity Test

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	4.351	3.169		1.373	.174		
	x1	.330	.090	.291	3.664	.000	.572	1.749
	x2	.957	.117	.848	8.162	.000	.572	1.749
a. Dependent Variable: Y								

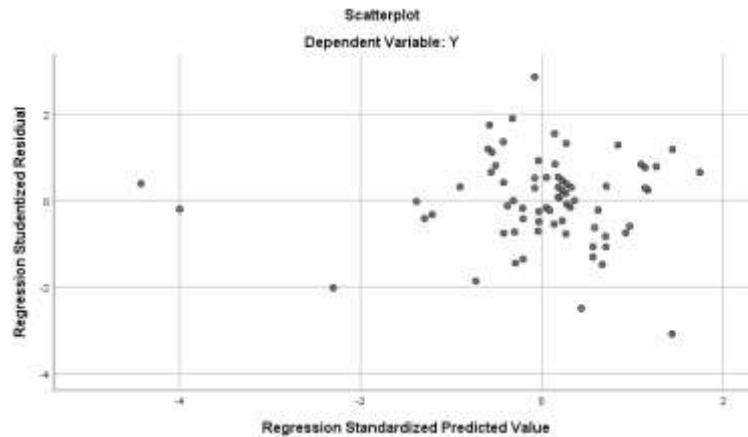
a. Dependent Variable: Y

Source: Processed researcher data (2025)

Table 7 shows that the tolerance and VIF values can be seen in the table. The tolerance value of the visionary leadership variable is $0.572 > 0.10$ and the tolerance value of the spiritual leadership variable is $0.572 > 0.10$. The VIF value of the visionary leadership variable is 1.749, which is less than 10, and the VIF value of the spiritual leadership variable is 1.749, which is less than 10. Therefore, it can be concluded that the regression model does not show multicollinearity. As a result, the problem of multicollinearity is not visible in the model representation.

c. Heteroscedasticity Test

Table 8. Heteroscedasticity Test Scatterplot Graph



Source: Processed researcher data (2025)

Table 4.14 shows that the distribution of the data points above does not show a clear pattern, the points are spread both above and below zero on the Y axis, therefore, it can be concluded that there are no symptoms of heteroscedasticity.

Hypothesis Testing

a. T-Test (Partial Test)

Table 9. T-Test (Partial Test)

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	4.351	3.169		1.373
	KEPEMIMPINAN VISIONER	.330	.090	.291	3.664
	KEPEMIMPINAN SPIRITUAL	.957	.117	.648	8.162

a. Dependent Variable: PENINGKATAN KINERJA GURU

Source: Processed researcher data (2025)

Table 9 shows that, for variable X1, the T-count value is 3.664, so the results using the T-test formula are as follows:

Sign value < 0.05	Variable X1 against Y
Calculated T value > table T value	Sign value. 0.000 < 0.05
T table = t (a/2 ; nk-1)	T count > T table
a=5% = t (0.05/2 ; 72-2-1)	3,664 > 1,995
= 0.025 ; 69	
= 1.995	

According to the table, namely T (partial) shows that the significance value of the influence of visionary leadership (X1) on improving teacher performance (Y) is 0.000 < 0.05 and the calculated t value is 3.664 > the t table value of 1.995, so H01 is rejected and Ha1 is accepted. This means that there is a significant influence of visionary leadership on improving teacher performance.

Table 9 shows that, for variable X2, the T-count value is 8.162, so the results using the T-test formula are as follows:

Sign value < 0.05	Variable X1 against Y
Calculated T value > table T value	Sign value. 0.000 < 0.05
T table = t (a/2 ; nk-1)	T count > T table
a=5% = t (0.05/2 ; 72-2-1)	8,162 > 1,995
= 0.025 ; 69	
= 1.995	

According to the table, namely T (partial) shows that the significance value of the influence of spiritual leadership (X2) on improving teacher performance (Y) is 0.000 < 0.05 and the calculated t value is 8.162 > the t table value of 1.995, so H01 is rejected and Ha1 is accepted. This means that there is a significant influence of spiritual leadership on improving teacher performance.

b. Coefficient of Determination Test (R2)

The table of results of the coefficient of determination test shows that the coefficient of determination (R2) value is 0.751, or 75.1%, indicating that visionary leadership and spiritual work leadership each contribute 75.1% of the teacher performance improvement variable.

F Test (Simultaneous Test)

Variables X1 and X2 against Y
Sign value. 0.000 < 0.05
F count > F table
104,236 > 3.12

Source: Processed researcher data (2025)

The Anova table for simultaneous testing shows that the significance value for the influence of visionary leadership (X1) and spiritual leadership (X2) on improving teacher performance (Y) is 0.000 < 0.05 and the calculated f value is 104.136 > the table f value of 3.12. This proves that Ho3 is rejected and Ha3 is accepted. This means that there is a significant influence of visionary leadership (X1) and spiritual leadership (X2) on improving teacher performance (Y).

Hypothesis Testing

Table 10. Results of T-statistic and F-statistic Measurement of the Relationship between Variables

Relationship between Variables	T-value	Ho	Ha	Conclusion
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Visionary Leadership Improves Teacher ↓ Performance	3,664	Rejected	Accepted	Positive and Significant Influence
Spiritual Leadership Improves Teacher ↓ Performance	8,162	Rejected	Accepted	Positive and Significant Influence
Relationship between Variables	Calculated f value	Ho	Ha	Conclusion
Visionary Leadership and Spiritual Leadership to Improve Teacher Performance ↓	104,236	Rejected	Accepted	Positive and Significant Influence

Table 4.18 shows that the explanation of the hypothesis of each variable in this study is as follows:

1. First hypothesis: Visionary Leadership (X1) has a positive influence on improving teacher performance (Y).

The results of the visionary leadership test have an impact on improving teacher performance, having a t-value of 3.664 and a significance of $0.000 < 0.05$, indicating that there is not enough data to accept Ho1 and support it, so Ho1 is rejected. Therefore, visionary leadership contributes positively to improving teacher performance.

2. Second hypothesis: Spiritual Leadership (X2) has a positive effect on improving teacher performance (Y)

The results of the competency test have an impact on teacher career development, having a t-value of 8.162 and a significance of $0.000 < 0.05$, indicating that there is insufficient data to accept Ho2 and support it, so Ho2 is rejected. Therefore, spiritual leadership contributes positively to improving teacher performance.

3. Third hypothesis: Visionary Leadership and Spiritual Leadership have a positive influence on improving teacher performance (Y)

The results of the visionary leadership and spiritual leadership tests significantly impacted the improvement of teacher performance, having an f-value of 104.236 and a significance of $0.000 < 0.05$, indicating that there was insufficient data to accept Ho3 and support it, so Ho3 was rejected. Therefore, visionary leadership and spiritual leadership contributed positively to improving teacher performance.

DISCUSSION

The Influence of Visionary Leadership (X1) on Improving Teacher Performance (Y)

The results of hypothesis testing using quantitative descriptive methods show that visionary leadership has an effect on improving teacher performance which has a significant value obtained (0.000) which is smaller than 0.05, indicating that the relationship is statistically significant. The calculated T-statistic is 3.664, exceeding the critical value of 1.995, indicating that this result is significantly significant. Based on the results of the study, it is proven that visionary leadership has a significant influence on improving teacher performance. These results support the first hypothesis (Ha1) that there is a positive relationship between visionary leadership and improving teacher performance.

As in previous related studies conducted by In 2020, Yasir studied "The Influence of Visionary Leadership and Principal Work Motivation on Teacher Performance at Public Junior High Schools in Kampung Baru District." Visionary leadership implemented by principals can provide clear direction for teachers, create a more productive work environment, and motivate them to achieve higher educational goals. In this context, principals who have a strong and directed vision can directly influence teacher performance through the policies and support provided. Furthermore, this study also shows that visionary leadership can increase teacher work motivation. Principals who have the ability to design and convey an inspiring vision not only provide direction but also provide positive energy that encourages teachers to work better. Teachers feel valued and supported in their efforts to achieve educational goals, which in turn contributes to improved performance.

The visionary leadership variable has 3 dimensions with 9 indicator items as well as statements. The largest indicator is in statement item X1.3 of 0.904, an indicator of focus on the future in visionary leadership with the statement that the leader leads with clear long-term goals. While the smallest indicator is 0.838 in the effective communication indicator with the statement that the leader invites input from members to improve communication effectiveness. So it can be concluded that the largest indicator of the visionary leadership variable needs to be maintained that the madrasah principal has led with long-term and clear goals to improve teacher performance, while in the smallest indicator of the visionary leadership variable, effective communication needs to be improved to improve teacher performance and make leaders with good criteria.

The Influence of Spiritual Leadership (X2) on Improving Teacher Performance (Y)

The results of hypothesis testing using quantitative descriptive methods indicate that spiritual leadership has an effect on improving teacher performance with a regression coefficient of 0.957, indicating a positive effect of 95.7%. In addition, the significance value obtained (0.000) is smaller than 0.05, indicating that the relationship is statistically significant. The calculated T-statistic is 8.162, exceeding the critical value of 1.995, indicating that this result is significantly significant. Based on the results of the study, it is proven that spiritual leadership

has a significant effect on improving teacher performance. These results support the second hypothesis (Ha2) that there is a positive relationship between spiritual leadership and improving teacher performance.

As in previous related studies conducted by In 2022, Awanis Mohd and Mua'azam Mohamad conducted a literature review of "The Relationship Between Spiritual Leadership and Teacher Performance." The results showed that spiritual leadership significantly impacts teacher performance, a key aspect of their research, which focused on the role of spiritual leadership in improving teacher performance in madrasas.

It was found that spiritual leadership has a significant influence on teacher performance. In the context of visionary leadership, leaders who have a clear and directed vision can also incorporate spiritual elements into their leadership, which not only provides direction but also fosters deep moral and ethical values in teachers. Madrasah principals who implement spiritual leadership, in addition to providing a strong vision, also create an environment filled with values that support teachers' personal and professional development. This indicates that spiritual leadership can increase teacher work motivation by providing a sense of understanding, emotional support, and a greater sense of responsibility towards educational goals. Principals who prioritize spiritual leadership are able to build deeper relationships with teachers, which in turn inspires them to commit more to their work. In this regard, visionary leadership combined with spiritual values can create a work atmosphere that is not only productive but also meaningful, where teachers feel more valued and motivated to achieve higher educational goals.

The visionary leadership variable has 3 dimensions with 9 indicator items as well as statements. The largest indicator is in the statement item X2.2 of 0.839, an indicator of selfless love in spiritual leadership with the sound of the leader's statement showing sincere concern for the needs of organizational members. While the smallest indicator X2.6 is 0.677 on the meaning indicator with the sound of the leader's statement creating a sense of satisfaction and meaningfulness in work. So it can be concluded that the largest indicator of the spiritual leadership variable needs to be maintained that the madrasah principal is a leader who shows sincere concern for the needs of organizational members to improve teacher performance, while the smallest indicator of the spiritual leadership variable needs to be improved in creating a sense of satisfaction and meaningfulness in work in order to improve teacher performance and make leaders with good criteria.

The Influence of Visionary Leadership (X1) and Visionary Leadership (X2) on Improving Teacher Performance (Y)

The results of hypothesis testing using quantitative descriptive methods indicate that visionary leadership and spiritual leadership have an effect on improving teacher performance, with an f-statistic test result of 104.236, which is greater than f table 3.12, indicating a positive effect. Furthermore, the significance value obtained (0.000) is less than 0.05. Based on the results of the study, it is proven that visionary leadership and spiritual leadership have a significant effect

on improving teacher performance. These results support the third hypothesis (Ha3) that there is a positive relationship between spiritual leadership and improving teacher performance.

CONCLUSION

The results of the hypothesis testing show that the three alternative hypotheses (Ha) proposed in this study are accepted and Ho is rejected. This means:

1. There is a significant influence of visionary leadership on improving teacher performance at Darunajah Islamic Junior High School (MTs) Jakarta. The results of this study indicate that the visionary leadership variable has a positive effect on improving teacher performance. This positive influence can be seen from the t-statistic value of 3.664, the value is greater than the t-table value of 1.995, while the significance value obtained is 0.000, which is smaller than the significance level of 0.05. This indicates that the better the visionary leadership of the madrasah principal, the better the teacher performance will be.
2. There is a significant influence of spiritual leadership on improving teacher performance at Darunajah Islamic Junior High School (MTs) in Jakarta. The results of this study shows that the spiritual leadership variable has a positive effect on improving teacher performance. This positive effect can be seen from the t-statistic value of 8.162, which is greater than the t-table value of 1.995, while the significance value obtained is 0.000, which is less than the significance level of 0.05. This shows that the better the spiritual leadership of the madrasah principal, the better the teacher performance will be.
3. There is a significant influence of spiritual leadership and visionary leadership on improving teacher performance at Darunajah Jakarta Junior High School (MTs). The results of this study indicate that the variables of visionary leadership and spiritual leadership have a positive effect on improving teacher performance. This positive influence can be seen from the f-statistic value of 104.236, the value is greater than the f-table value of 3.12, while the significance value obtained is 0.000, which is smaller than the significance level of 0.05. This indicates that the better the visionary leadership and spiritual leadership of the madrasah principal, the better the teacher performance will be.

RECOMMENDATION

Based on the conclusions and implications of the research presented above, several suggestions can be put forward as follows:

First, To improve the quality of madrasah principals' leadership, it is recommended to hold more intensive training on a clear educational vision that can inspire all elements in the madrasah, especially teachers. Madrasah principals must have the ability to formulate and convey a vision that can motivate teachers to work more creatively and enthusiastically. Effective

communication training is also important so that madrasah principals can build good relationships with teachers and provide clear direction.

Second, The application of spiritual leadership to improve teacher performance requires madrasah principals to instill spiritual values in their leadership to improve the quality of learning. The application of strong moral and ethical principles within the madrasah environment will motivate teachers to carry out their duties with integrity and responsibility. Consistently applied spiritual leadership will foster a positive work culture and motivate teachers to not only teach but also educate with compassion and moral responsibility.

Third, Strengthening the learning management system of madrasah principals should consider the importance of human resource management, particularly in terms of teacher professional development. Therefore, it is recommended that madrasah principals focus more on constructive coaching and evaluation of teacher performance, providing constructive feedback, and creating a work environment that supports creativity. Madrasah principals should also support teacher competency development through ongoing training, particularly in the use of innovative and relevant teaching methods.

Fourth, To enhance the effectiveness of madrasah-based management, madrasah principals must pay greater attention to interpersonal relationships within the institution, both among teachers and with other educators. Through better communication and strengthened cooperation, madrasah principals can create a more collaborative atmosphere, which in turn will improve teacher performance.

ADVANCED RESEARCH

This study was conducted meticulously based on methods and procedures and adhered to scientific principles under the guidance of a supervisor. Weaknesses and limitations are unavoidable. The researcher believes that the responses provided to the detailed statements in the instrument constitute empirical evidence that can provide an accurate picture of the research topic. The following are some limitations of this study.

1. This research focuses solely on Madrasah Tsanawiyah (MTs) Darunnajah Ulujami Jakarta. This specific location limits the generalizability of the research findings to other educational institutions, particularly those not based in Islamic boarding schools or those located in different geographic areas.
2. This study used a quantitative approach with regression analysis to measure the influence of visionary and spiritual leadership on teacher performance. This method may overlook qualitative factors, such as teachers' personal experiences, which could provide a deeper understanding of how leadership influences performance in more complex ways.
3. Although this study examined the influence of visionary and spiritual leadership, it did not consider other leadership styles (e.g., transactional leadership) or external factors (such as socioeconomic conditions) that can

also significantly impact teacher performance. This narrower focus may limit the broader implications of the study's findings.

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