



## The Effect of Visionary Leadership Managerial Ability and Job Satisfaction on Teacher Performance

Muhammad Tauriq Azhari<sup>1,\*</sup>, Candra Wijaya<sup>1</sup>, Tien Rafida<sup>1</sup>

<sup>1</sup>Islamic Education Management, Universitas Islam Negeri Sumatera Utara, Sumatera Utara, Indonesia

### Article Info

#### Article history:

Received Feb 27, 2025

Revised Mar 30, 2025

Accepted Apr 05, 2025

OnlineFirst Apr 10, 2025

#### Keywords:

Managerial Ability

Job Satisfaction

Teacher Performance

Visionary Leadership

### ABSTRACT

**Purpose of the Study:** The study focuses on three key variables: visionary leadership of madrasah principals, managerial ability, and job satisfaction. These variables are explored as internal and institutional factors that shape the meaning of educational quality and directly impact teacher performance. The research aims to determine which of these factors plays the most significant role in enhancing the effectiveness and productivity of certified teachers within the context of Islamic educational institutions.

**Methodology:** This research employs a quantitative survey method to measure respondents' perceptions and attitudes. It is categorized as confirmatory research, validating existing theoretical models by identifying the most influential variables affecting teacher performance. Additionally, it uses a correlational approach to measure the strength and direction of the relationships between the selected variables and teacher outcomes. A total of 242 respondents were selected using random sampling, and data were analyzed using path analysis to explore both direct and indirect effects.

**Main Findings:** The study reveals that visionary leadership, managerial competence, and job satisfaction all exert significant direct effects on teacher performance. Among them, visionary leadership is identified as the most dominant contributor.

**Novelty/Originality of the Study:** The novelty lies in the simultaneous and integrative investigation of leadership, managerial skills, and job satisfaction within a specific regional and institutional context. Unlike prior studies that often analyze these factors in isolation, this research offers a comprehensive causal model tailored to Madrasah Tsanawiyah Negeri, filling a gap in the literature on Islamic school leadership and performance enhancement.

*This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license*



### Corresponding Author:

Muhammad Tauriq Azhari,

Islamic Education Management, Universitas Islam Negeri Sumatera Utara

Jl. William Iskandar Ps. V, Medan, Sumatera Utara 20371, Indonesia

Email: [muhammadataufiqazhari@uinsu.ac.id](mailto:muhammadataufiqazhari@uinsu.ac.id)

## 1. INTRODUCTION

In preparing superior human resources, starting with a good educational process. The education will be the center of activity where the educational process takes place and become a benchmark in the management of education as a whole, therefore madrasah as an educational organization must be able to optimize the entire performance of existing resources and organizational components to be able to achieve the goals of the educational process carried out in madrasah. From a set of resources that are key to the success of the educational process in madrasah, teachers are the most influential resources in achieving educational goals. The performance of teachers in carrying out their duties as educators and teachers will show how the planned goals will be achieved [1]-[4].

Teacher performance will show how teachers carry out their professional responsibilities as educators. Gage and Baliner in Sagala explain that teachers have a professional responsibility as educators to change the behavior of students towards maturity. The process of changing the behavior of students is carried out by a series of activities in teaching and learning activities carried out in the educational ecosystem in madrasahs where teachers are a component that has a very decisive role [5]-[11]. However, there are various problems related to the condition of teachers in Indonesia. Some research results, such as those conducted by Iskandar, Mulyani, and Mardjoko, among others, found that: (1) there is a diversity of teacher abilities in the learning process and mastery of knowledge, (2) there is no accurate measuring tool to determine teacher abilities, (3) the coaching carried out does not reflect the needs, and (4) teacher welfare is inadequate. If this is not addressed immediately, it will have an impact on the low quality of education [12]-[16].

In improving the quality of education, various programs need to be carried out to improve teacher performance in developing aspects of education and learning [17]-[21]. Teacher performance is the result of work that can be achieved by teachers in an organization (madrasah), in accordance with the authority and responsibilities given by the madrasah in an effort to achieve the vision, mission and objectives of the madrasah concerned legally, not violating the law and in accordance with morals and ethics. Teacher performance is the result of teacher work manifested in the form of knowledge, skills, values and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, actions, and work performance [22]-[24]. The development of science and technology has also brought changes in the implementation of teacher duties. The increasingly important demands on teacher performance in carrying out effective learning place teachers in a role that was originally teacher-centered to student-centered learning. Therefore, the skills needed by teachers to be qualified have also changed.

Several other studies show how the current condition of education quality and teacher quality, and the appearance of teacher performance. The results of research conducted by Sudjana show that 76.6% of student learning outcomes are influenced by teacher performance, with details: the teacher's ability to teach contributes 32.43%, mastery of subject matter contributes 32.38% and the teacher's attitude towards the subject contributes 8.60% [25]. The results of these studies show that teacher performance is a factor that determines the quality of education.

Meanwhile, the data on the results of the Teacher Competency Test (UKG) of Deli Serdang Regency can be seen as follows [26].

No.	Kode Wilayah	Nama Wilayah	Propinsi	SD	SMP	SMA	SMK	PEDAGOGIK	PROFESIONAL	RATA-RATA
141	070000	Prov. Sumatera Utara	Prov. Sumatera Utara	50.05	54.25	58.28	53.62	48.04	54.31	52.43
142	070100	Kab. Deli Serdang	Prov. Sumatera Utara	50.91	54.79	58.00	53.06	48.71	54.81	52.98
143	070200	Kab. Langkat	Prov. Sumatera Utara	49.64	53.76	55.96	52.13	46.59	53.41	51.37
144	070300	Kab. Karo	Prov. Sumatera Utara	49.07	54.84	59.16	53.49	47.66	54.49	52.44
145	070400	Kab. Simalungun	Prov. Sumatera Utara	50.23	53.63	57.48	54.06	47.15	54.07	51.99
146	070500	Kab. Dairi	Prov. Sumatera Utara	50.57	58.03	61.63	55.39	49.85	55.93	54.11
147	070600	Kab. Asahan	Prov. Sumatera Utara	50.62	54.76	58.09	54.74	48.28	54.58	52.69
148	070700	Kab. Labuhanbatu	Prov. Sumatera Utara	50.21	54.98	58.00	53.64	47.51	54.61	52.48
149	070800	Kab. Tapanuli Utara	Prov. Sumatera Utara	48.94	55.61	57.83	54.45	48.19	53.74	52.07
150	070900	Kab. Tapanuli Tengah	Prov. Sumatera Utara	48.11	53.06	60.20	52.16	47.12	52.41	50.82

Figure 1. Ministry of Education and Culture Regional Education Balance Sheet 2022

Based on the data above, the results of the Deli Serdang teacher competency test are ranked 142nd with a pedagogical competency score of = 48.71 and a professional competency score of = 54.81.

From the above problems, visionary leadership and managerial skills built by the madrasah head are needed to encourage teacher performance towards a better direction. This needs to be done in strengthening teacher performance in the future. So it is suspected that there are variables that can improve teacher performance in madrasahs. Seeing the wide range of variables that can improve teacher performance, in this case the variables that are thought to be the strongest and most dominant to improve teacher performance are through managerial and visionary leadership of madrasah principals and job satisfaction.

The madrasah principal has a greater ability in the process of creating a good madrasah climate and conducive to the process of educational activities to encourage teachers, students and parents to unite their will, thoughts and actions in joint activities effectively for the achievement of madrasah goals. The madrasah principal is responsible for all madrasah activities, managing existing resources, both human resources and other

resources so that all of them can support the creation of work effectiveness in the process of achieving educational goals in the madrasah.

Wahjosumidjo stated that the success of a school essentially lies in the efficiency and effectiveness of a principal's performance [27]. In this case the principal as someone who is given the task to lead the school, the principal is responsible for the achievement of school goals. Principals are expected to be leaders and innovators in schools. Principal leadership performance is an achievement or contribution provided by the leadership of a principal, both qualitatively and quantitatively measurable in order to help achieve school goals. The principal's leadership performance is determined by the authority factor, traits and skills, behavior and abilities of the leader. In order for the principal's ability function to successfully implement all school resources to achieve goals according to the situation, a principal is needed who has professional abilities, namely: personality, basic skills, experience, training and professional knowledge, as well as administrative and supervisory competencies.

Seeing such a big responsibility, the various risks experienced in connection with their duties to provide educational services, a dedicated principal figure is needed, a stable spirituality and has knowledge and skills, has high motivation, and a professional attitude as a principal. Thus a school principal will be able to play an optimal role in realizing high quality education, which in turn can improve the performance of his school. Related to the importance of the principal's role in improving the quality of education, a principal must have a number of managerial skills. The ability or proficiency that a person shows when doing something. Understanding the vision and mission and having good integrity are not enough. To be successful, the principal must have the required competencies to be able to carry out their responsibilities properly.

This is in line with research conducted by Srinalia, which states that the problem of teacher performance shows that low teacher performance is influenced by internal factors, namely teacher ability and motivation [28]. Besides other internal factors such as talent, experience and educational background. There is at least an agreement that principals need to have the following competencies adapted from CCSSO (1) Facilitate the development and implementation of a vision of learning that is well communicated and supported by the school community; (2) Assist, foster, and maintain a school environment and instructional programs that are conducive to the professional growth of teachers and staff; (3) Ensure that the organizational management and operation of school resources are used to create a safe, healthy, efficient, and effective learning environment; (4) Work collaboratively with parents and community members, responding to the interests and needs of a diverse community; (5) Model acts of integrity; (6) Understand, respond to, and influence the broader political, social, and cultural environment [29].

The achievement of educational goals is also related to the satisfaction of a teacher in carrying out his duties where job satisfaction can improve one's performance in completing his responsibilities to the maximum. Teachers can feel the satisfaction of working everyday through the leadership of the madrasah head. Job satisfaction is an assessment of the job, namely how far the job as a whole satisfies his needs [30]-[34]. Teacher job satisfaction can have an impact both on the individual concerned, as well as on the organization where the task is performed.

Teacher satisfaction is needed to improve their performance. Job satisfaction concerns the match between a person's expectations and the rewards provided. Teacher job satisfaction has an impact on work performance, discipline, and quality of work. Teachers who are satisfied with their jobs will likely have a positive impact on the development of the school organization. Vice versa, if teachers' job satisfaction is low, it will have a negative impact on the development of the school organization. Teacher job satisfaction is an important goal in human resource management, because it will directly or indirectly affect a teacher's performance and work productivity. A symptom of job dissatisfaction that results in performance that deviates from the goals of education in school organizations is absenteeism, laziness, many complaints, low work performance, and low teaching quality.

The above view means that teacher productivity must be shown through maximum performance which will be measured by the achievement of graduate competency standards (students). So that teacher performance becomes an important part to get attention, both for school principals as managers, funders both government and foundations, and users of education services. Teachers, as one of the determining factors in the school organization, are an important part that must be managed seriously and sustainably, because improper management of teachers, who are a key factor in the success of schools as educational institutions, will have an impact on the quality of educational output, namely student learning achievement and overall school performance.

Although several studies have examined teacher performance, most focus only on individual teacher characteristics such as motivation, competence, or training. Others emphasize structural aspects like certification or funding. However, there is limited integrative research that explores the combined influence of school leadership and job satisfaction on certified teacher performance in madrasah-based contexts, particularly in district-level or rural educational settings like Deli Serdang. Additionally, much of the existing research evaluates school leadership and job satisfaction in isolation, rarely analyzing the causal relationships between leadership style, managerial competencies, job satisfaction, and teacher performance. Moreover, studies that

specifically address visionary leadership as a transformational force in madrasahs are still scarce, despite its importance in aligning school vision, stakeholder synergy, and instructional quality.

This study addresses this gap by proposing a causal model linking visionary and managerial leadership and teacher job satisfaction to certified teacher performance in the context of State Madrasah Ibtidaiyah in Deli Serdang Regency. It provides a more holistic perspective on what drives teacher performance beyond conventional factors, with implications for school management, policy, and human resource development. This study aims to analyze the causal influence of visionary and managerial leadership of madrasah principals and teacher job satisfaction on the performance of certified teachers in State Madrasah Ibtidaiyah in Deli Serdang Regency. By developing a comprehensive model, this research seeks to offer evidence-based recommendations for educational leaders and policymakers to improve teacher productivity and learning outcomes through strategic leadership and satisfaction enhancement.

## 2. RESEARCH METHOD

This research is classified as a type of survey research, because it measures real things and abstract notions. Measurement of real things in this research is mainly done to measure the quality of life of environmentally minded residents, while the abstract notion is to measure people's attitudes about environmental management.

This research is also confirmatory research, and correlational research. Confirmatory research is intended to confirm which factors are more dominant in influencing teacher performance offered by several previous experts, so that from these factors, validity is found that can determine teacher performance. Correlational research is intended to see how much the relationship between visionary leadership, managerial ability and job satisfaction with teacher performance. The variables in this study are: visionary leadership (X1), managerial ability (X2), job satisfaction (X3), and teacher performance (X4).

The hypotheses proposed in this study are as follows:

$H_0$  : Visionary Leadership, Managerial Ability and Job Satisfaction directly have no significant effect on Teacher Performance in Madrasah Tsanawiyah Negeri Deli Serdang Regency.

$H_1$  : Visionary Leadership, Managerial Ability and Job Satisfaction directly have no significant effect on Teacher Performance in Madrasah Tsanawiyah Negeri Deli Serdang Regency.

Conditions: reject  $H_0$  if, the coefficient value of T-Values > 1.96.

## 3. RESULTS AND DISCUSSION

As previously described, this study involves four latent variables and twenty factor variables which are expressed as observational variables, where the latent variables are visionary leadership (X<sub>1</sub>), managerial ability (X<sub>2</sub>), job satisfaction (X<sub>3</sub>) and teacher performance (X<sub>4</sub>). The four latent variables are formed by each of their forming variables called factor variables, the twenty factor variables referred to respectively are: The latent variable of visionary leadership (X<sub>1</sub>) is formed by factor variables: developing standards/ideas (X<sub>1.1</sub>), clarifying goals and directions (X<sub>1.2</sub>), inspiring and maintaining commitment (X<sub>1.3</sub>), communicating (X<sub>1.4</sub>), reflecting uniqueness and competence (X<sub>1.5</sub>) and having strong determination (ambitious). The latent variable managerial ability (X<sub>2</sub>) is formed by factor variables: managing effective change and development (X<sub>2.1</sub>), creating a conducive and innovative climate (X<sub>2.2</sub>), being able to organize (X<sub>2.3</sub>), and being able to make decisions (X<sub>2.4</sub>). The latent variable job satisfaction (X<sub>3</sub>) is formed by factor variables: getting fair and appropriate compensation (X<sub>3.1</sub>), proper placement according to expertise (X<sub>3.2</sub>), lightness of work (X<sub>3.3</sub>), atmosphere and work environment (X<sub>3.4</sub>), supportive equipment (X<sub>3.5</sub>), leader attitude (X<sub>3.6</sub>) and nature of work (X<sub>3.7</sub>). The latent variable of teacher performance (X<sub>4</sub>) is formed by factor variables: the teacher's ability to organize learning materials (X<sub>4.1</sub>), learning implementation (X<sub>4.2</sub>) and learning evaluation (X<sub>4.3</sub>). These factor variables are the studies that will be described in this research.

Data on teacher performance variables (X<sub>4</sub>) totaled 121. The general description of the answers to the statements given by respondents is explained through the results of descriptive statistical analysis. After the scores are composited, there is a lowest score of 120, a highest score of 182, a range of 62, an average (*Mean*) of 152.21, a median (*Me*) of 153, a *mode* (*mode*) of 160. variance (*variance*) 210.599, and *standard deviation* (*standard deviation*) 14.512. Calculation and summary of the results of descriptive analysis of each factor can be seen in the following table 1.

Table 1. Summary of Descriptive Results

		Teacher Performance Latent Variable (X <sub>4</sub> )		
		Teacher's ability to organize learning materials	Learning Implementation	Learning Evaluation
N	Valid	121	121	121
	Missing	0	0	0
	Mean	53.25	58.90	40.06
	Median	55.00	59.00	40.00
	Mode	58	54(a)	40(a)
	Std. Deviation	6.754	8.446	4.985
	Variance	45.621	71.340	24.855
	Range	32	35	21
	Minimum	33	40	28
	Maximum	65	75	49
	Sum	6443	7127	4847

Then the data on the visionary leadership variable (X<sub>1</sub>) amounted to 121. The general description of the answers to the statements given by respondents is explained through the results of descriptive statistical analysis. After the scores are composited, there is a lowest score of 61, a highest score of 112, a range of 51, a calculated average (*Mean*) of 92.07, median (*Me*) 92, *mode (mode)* 93. variance (*variance*) 105.179, and *standard deviation (standard deviation)* 10.256. Calculation and summary of the results of descriptive analysis of each factor can be seen in the following table 2.

Table 2. Summary of Results

		Latent Variable Visionary Leadership (X <sub>1</sub> )					
		Developing Standards/ Ideas	Clarifying Purpose and Direction	Inspire and Maintain Commitment	Communitative	Reflects Uniqueness and Competence	Having Strong Determination (Ambitious)
N	Valid	121	121	121	121	121	121
	Missing	0	0	0	0	0	0
	Mean	18.50	20.67	19.49	19.50	20.30	18.88
	Median	19.00	21.00	20.00	19.00	21.00	19.00
	Mode	23	21	21	19(a)	22	20
	Std. Deviation	4.623	3.567	3.780	3.112	3.343	3.763
	Variance	21.369	12.723	14.285	9.685	11.177	14.160
	Range	17	15	17	13	17	17
	Minimum	8	10	8	12	8	8
	Maximum	25	25	25	25	25	25
	Sum	2238	2501	2358	2359	2456	2284

Furthermore, the data on managerial ability variables (X<sub>2</sub>) totaled 121. The general description of the answers to the statements given by respondents is explained through the results of descriptive statistical analysis. After the scores are composited, there is a lowest score of 59, a highest score of 114, a range of 55, a calculated average (*Mean*) of 93.59, median (*Me*) 95, *mode (mode)* 98. variance (*variance*) 138.544, and *standard deviation (standard deviation)* 11.770. Calculation and summary of the results of descriptive analysis of each factor can be seen in the following table 3.

Table 3. Summary of Results

		Managerial Ability Latent Variable (X <sub>2</sub> )			
		Managing Effective Change and Development	Creating a Conducive and Innovative Climate	Able to Organize	Able to Make Decisions
N	Valid	121	121	121	121
	Missing	0	0	0	0
Mean		33.85	30.96	35.09	36.40
Median		35.00	33.00	35.00	37.00
Mode		38	33	33(a)	40
Std. Deviation		5.383	5.526	5.517	5.518
Variance		28.978	30.540	30.433	30.443
Range		26	24	24	26
Minimum		14	16	21	19
Maximum		40	40	45	45
Sum		4096	3746	4246	4405

Furthermore, the data on managerial ability variables (X<sub>3</sub>) totaled 121. The general description of the answers to the statements given by respondents is explained through the results of descriptive statistical analysis. After the scores are composited, there is a lowest score of 92, a highest score of 167, a range of 75, a calculated average (*Mean*) of 138.27, median (*Me*) 140, *mode (mode)* 133. variance (*variance*) 258.317, and *standard deviation (standard deviation)* 16.072. Calculation and summary of the results of descriptive analysis of each factor can be seen in the following table 4.

Table 4. Summary of Results

		Latent Variable Job Satisfaction (X <sub>3</sub> )						
		Receive Fair and Appropriate Remuneration	Appropriate Placement According to Expertise	Light Weight of Work	Work Environme nt and Atmosphere	Supportive Equipment	Leader Attitude	Nature of Work
N	Valid	121	121	121	121	121	121	121
	Missing	0	0	0	0	0	0	0
Mean		21.07	20.60	21.12	20.43	21.23	20.10	20.37
Median		21.00	21.00	22.00	21.00	21.00	20.00	21.00
Mode		21	21	23	23	20	20	21(a)
Std. Deviation		2.940	3.205	3.379	2.816	2.559	3.124	3.277
Variance		8.646	10.275	11.420	7.930	6.546	9.757	10.736
Range		12	13	16	14	10	14	16
Minimum		13	12	9	11	15	11	9
Maximum		25	25	25	25	25	25	25
Sum		2549	2493	2555	2472	2569	2432	2465

In using statistics, there are several analytical requirements that must be statistically tested. The test of the analysis requirements includes normality test and linearity test. The analysis requirements test as intended can be explained as follows:

The Kolmogorov-Smirnov normality test is part of the classic assumption test. The normality test aims to determine whether the residual value is normally distributed or not. A good regression model is to have a normally distributed residual value. The basis for decision making if the significance value > 0.05 then the distribution is normal. But on the contrary, if the significance value < 0.05, it is not normally distributed. The calculation and summary of the normality test can be seen in the following table 5.

Table 5. Summary of Normality Analysis

No.	Variables	Nilai Sig. (2-tailed)	Sig. (0,05)	Decision
1	$X_1 * X_4$	0,793	0,05	Normally Distributed
2	$X_2 * X_4$	0,629	0,05	Normally Distributed
3	$X_3 * X_4$	0,832	0,05	Normally Distributed

The table above shows that the variable data of the data normality test results obtained from the *first* data, the latent variable of visionary leadership ( $X_1$ ) formed with six observation variables on teacher performance ( $X_4$ ) obtained a significance price = 0.793. The significance price is greater than the value of  $\alpha = 0.05$ , which illustrates that the data normality requirements on the variable visionary leadership on teacher performance on the variable are met. Based on the results of this data, further data analysis can be carried out. *Second*, the latent variable managerial ability ( $X_2$ ) formed with six observation variables on teacher performance ( $X_4$ ) obtained a significance price = 0.629. The significance price is greater than the value of  $\alpha = 0.05$ , which illustrates that the data normality requirement on the managerial ability variable on satisfaction is met. Based on the results of this data, further data analysis can be carried out. *Third*, the latent variable of job satisfaction ( $X_3$ ) formed with six observation variables on teacher performance ( $X_4$ ) obtained a significance price = 0.832. The significance price is greater than the value of  $\alpha = 0.05$ , which illustrates that the data normality requirements on the job satisfaction variable on teacher performance are met.

The linearity test is carried out to see the linearity between the dependent variable and the independent variable, from the results of the linearity test it will be able to determine the following analysis tests. In this study there are three independent variables ( $X_1 = KV$ ,  $X_2 = KM$  and  $X_3 = KK$ ) one dependent variable ( $X_4 = KG$ ). The results of the linearity analysis can be seen in the following table 6.

Table 6. Latent Variable Linearity Test Results

Variables	Fcount	Ftable	
		0.05	0.01
KG*KV	5.185	2.68	3.95
KG*KM	36.509	2.68	3.95
KG*KK	12.265	2.68	3.95

Based table 6 on the linearity test between variables as shown in the table above, it is concluded that between all dependent variables and all independent variables are linearly related as seen from the  $F_{\text{calculated table}} \square$  from  $F_{\text{table}}$  at the 0.05 and 0.01 significance levels. Hypothesis testing is carried out using the *Structural Equation Modeling (SEM)* technique approach. Structural equation modeling uses covariance matrix data from samples (empirical data), the covariance matrix of the sample data is used to produce an *estimated population covariance matrix*. Therefore, *SEM* does not use individual data scores, but uses covariance matrices or correlation matrices. Hypothesis substantiation in this study is traced through analysis of the estimated direct effect between exogenous latent variables and endogenous latent variables, which is indicated by the Gamma parameter ( $\gamma$ ) and Beta parameter ( $\beta$ ). The Gamma parameter ( $\gamma$ ) is the effect parameter caused by the exogenous latent variable on the endogenous latent variable. While the Beta Parameter ( $\beta$ ) is an influence parameter (effect) caused by endogenous latent variables on endogenous variables.

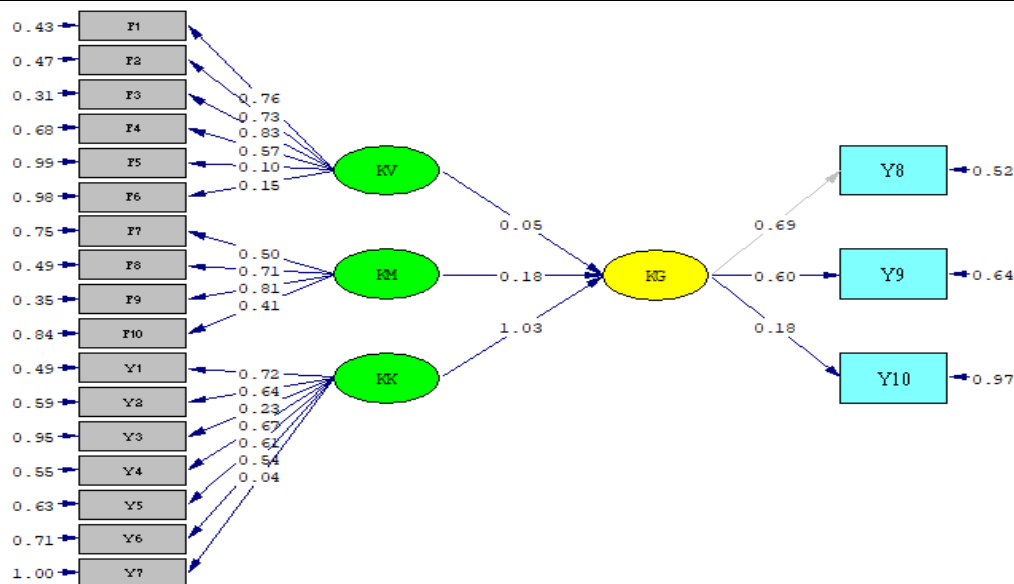


Figure 2. Coefficient Output Model of Standardized Solution Significance Parametric Analysis Results

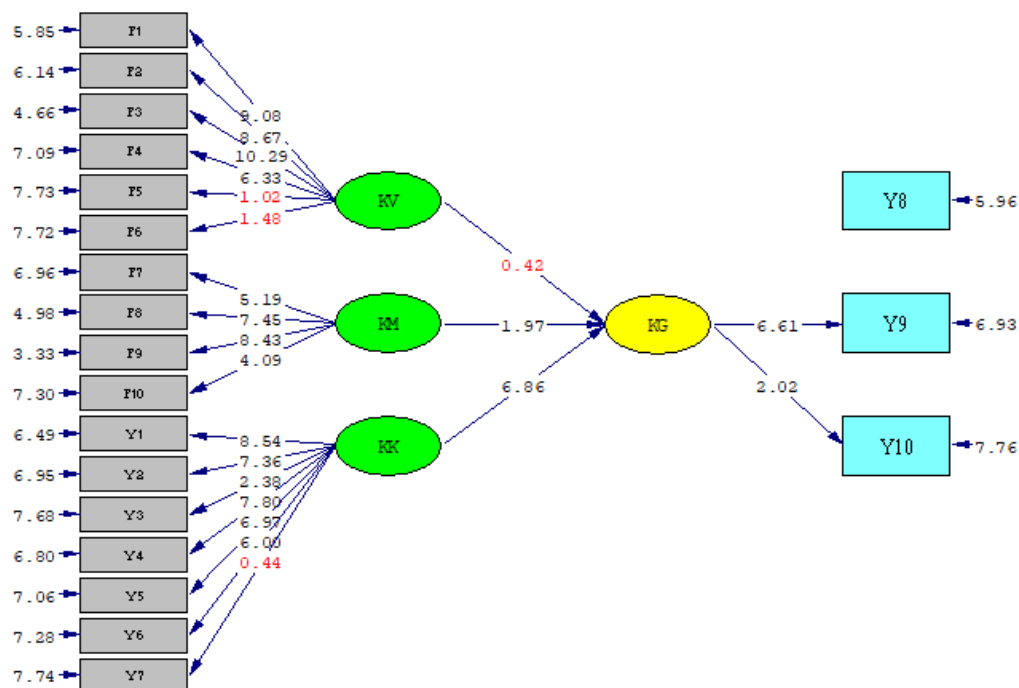


Figure 3. Output Model of Coefficient of Significance Parameter Analysis Results T-test

From the results of the analysis of the calculation of the *standardized solution* shows the value of the parameter coefficient of the direct influence (effect) of the latent variable visionary leadership of = 0.05 and T-Values of = 0.42, the latent variable managerial ability of = 0.18 and T-Values of = 1.97 and the latent variable job satisfaction of = 1.03 and T-Values of = 6.86. Based on the results of the analysis, it shows that only the latent variables of managerial ability and job satisfaction significantly affect teacher performance in Madrasah Tsanawiyah Negeri Deli Serdang Regency. However, it is inversely proportional where the latent variable of visionary leadership has no effect on teacher performance in Madrasah Tsanawiyah Negeri Deli Serdang Regency, because the T-Values value on the latent variable of visionary leadership is smaller than 1.96.

The results of the study demonstrate that managerial ability has a significant direct effect on teacher performance in State Madrasah Tsanawiyah of Deli Serdang Regency. This finding reinforces the theoretical framework that emphasizes the importance of leadership competence in shaping educational quality and teacher effectiveness. Specifically, the study underscores that optimal teacher performance is nurtured under madrasah leaders who are capable of managing change and development, fostering a conducive and innovative climate, organizing resources and personnel efficiently, and making informed and timely decisions.



This research introduces novelty by delineating four core competencies of managerial leadership in the madrasah context: (1) Creating a conducive and innovative climate, where a positive organizational atmosphere promotes creativity, loyalty, and professional commitment; (2) Organizational ability, where leadership extends beyond task assignment to include emotional intelligence, adaptability, and strategic collaboration; (3) Managing change and development, a critical skill in today's dynamic educational landscape requiring leaders to be agile, resilient, and visionary; and (4) Decisiveness, where the balance of data-driven decision-making and moral-visionary leadership contributes to institutional success.

These findings suggest that managerial leadership directly shapes institutional culture, teacher morale, and educational outputs. Madrasah leaders are therefore expected not only to be administrators but transformational figures capable of fostering growth and resilience within their teams. The implications are broad, indicating that strengthening leadership training and development programs can be a strategic lever for educational reform, particularly in regions facing challenges in teacher performance and resource allocation.

In parallel, the study found that job satisfaction significantly affects teacher performance, confirming a robust relationship long observed in organizational behavior literature. Job satisfaction here includes intrinsic and extrinsic factors such as appropriate task assignment based on expertise, fair and adequate compensation, a supportive work environment, leadership behavior, and access to teaching resources [35]-[42]. This aligns with Robbins' conceptualization of job satisfaction as a general affective orientation toward one's work and confirms findings by previous scholars, including Candra Wijaya, who asserted that positive attitudes toward work enhance both individual motivation and organizational performance.

The novelty of this study lies in contextualizing job satisfaction in the madrasah environment, where cultural, religious, and institutional values intertwine. By explicitly tying satisfaction to both emotional (e.g., appreciation, clarity of tasks) and logistical factors (e.g., resource support, administrative fairness), this study provides a comprehensive framework for school administrators to enhance teacher well-being and thereby performance. Conversely, the analysis revealed no significant effect of visionary leadership on teacher performance, an unexpected result that suggests a disconnect between leadership aspirations and operational realities. The low impact may be due to madrasah leaders' limited engagement in articulating a compelling future vision or in modeling innovative behaviors. Specifically, the absence of strong commitment, uniqueness, and competence among leaders appears to limit their capacity to inspire and mobilize teams.

This gap emphasizes the importance of leadership traits such as (1) Creativity, where leaders stimulate innovative thinking among educators; (2) Inspirational commitment, driving a shared sense of purpose; (3) Vision clarity, providing strategic direction and fostering alignment across teams; and (4) Effective communication, enabling leaders to build trust, navigate change, and translate vision into actionable plans. The implication of this finding is that visionary leadership, while theoretically potent, must be operationalized effectively through consistent behavior, strategic communication, and actionable goals. This suggests that leadership training should focus not only on conceptual understanding of vision but also on practical tools for implementation, communication, and team engagement.

This study is not without limitations. First, it is context-specific to Madrasah Tsanawiyah in Deli Serdang Regency, which may limit generalizability to other regions or types of educational institutions. Second, the cross-sectional design restricts our ability to establish causality with absolute certainty. Additionally, the study focused on perceptual measures (e.g., job satisfaction, leadership style), which are subject to respondent bias. Finally, visionary leadership was measured without exploring mediating variables such as organizational support or teacher autonomy, which may influence the relationship.

Based on the findings, the following recommendations are proposed. For Madrasah Leadership: Leadership development programs should integrate modules on strategic change management, communication skills, and emotional intelligence to better equip madrasah heads in aligning their managerial and visionary roles. For Educational Policy Makers: The institutionalization of performance-based rewards and structured job satisfaction surveys can serve as feedback mechanisms to ensure teacher well-being and motivation are continually addressed. For Future Researchers: It is recommended to examine mediating and moderating variables, such as teacher commitment, organizational trust, or perceived organizational support, in the relationship between visionary leadership and performance. Additionally, future studies may adopt a longitudinal approach to observe changes over time. For Schools and Institutions: Cultivating an environment that values creativity, innovation, and teacher voice may bridge the gap between visionary ideals and day-to-day practice.

#### 4. CONCLUSION

Based on the proof of the hypotheses proposed in this study, the findings and discussion of the results of the research conducted, the conclusion of the research results can be explained that simultaneously or simultaneously obtained there is no effect of visionary leadership, managerial ability and job satisfaction on teacher performance in Madrasah Tsanawiyah Negeri Deli Serdang Regency. Rather, only managerial ability and job satisfaction significantly affect teacher performance. This is certainly a concern and an improvement process

for policy makers, especially regarding the development of visionary leadership in madrasah. This can be done through providing workshops, seminars, or mentoring sessions that discuss ways to formulate and communicate an inspiring vision and strategies to achieve it. Furthermore, this research provides input to policy makers or decision makers, namely the Ministry of Religious Affairs of Deli Serdang Regency, in developing educational human resource management theories that not only focus on administrative policies but also on creating a work climate that supports teachers' professional development and job satisfaction to understand how work environment factors are perceived and improve teachers' psychological well-being in order to contribute to improving their performance.

## ACKNOWLEDGEMENTS

We would like to thank all participant who have contributed, either directly or indirectly, to the implementation of this research.

## REFERENCES

- [1] N. Kanya, A. B. Fathoni, and Z. Ramdani, "Factors affecting teacher performance," *International Journal of Evaluation and Research in Education*, vol. 10, no. 4, pp. 1462-1468, 2021.
- [2] M. Alzoraiki, A. R. Ahmad, A. A. Ateeq, G. M. A. Naji, Q. Almaamari, and B. A. H. Beshr, "Impact of teachers' commitment to the relationship between transformational leadership and sustainable teaching performance," *Sustainability*, vol. 15, no. 5, pp. 4620, 2023.
- [3] L. Mulianti, M. Asbari, M. Nadeak, D. Novitasari, and A. Purwanto, "Elementary school teachers performance: how the role of transformational leadership, competency, and self-efficacy?," *International Journal of Social and Management Studies*, vol. 3, no. 1, pp. 158-166, 2022.
- [4] A. Amini, M. Marliani, E. Elfrianto, and I. Kemal, "Work motivation and work discipline on teachers' performance in state vocational schools," *Al-Ishlah: Jurnal Pendidikan*, vol. 14, no. 2, pp. 2271-2280, 2022.
- [5] M. Asy'ari, "Instigating Learning Management In Building Students' Ecological Awareness At Madrasah Ibtidaiyah Pamekasan Madura," *JIEMAN: Journal of Islamic Educational Management*, vol. 5, no. 2, pp. 151-167, 2023.
- [6] D. P. Adi, M. Mashudi, N. N. Fauziah, and S. Minasyan, "The implementation of environment-based madrasah culture in islamic religious education learning to develop students' character," *Jurnal Tarbiyatuna*, vol. 15, no. 1, pp. 85-94, 2024.
- [7] D. Kurniawan, S. Firdaus, I. Nafia, and S. Gumindari, "Strengthening students' islamic character education through ecopedagogic-based learning; Case study at darul huffadz primary school," *Al Ibtida: Jurnal Pendidikan Guru MI*, vol. 11, no. 1, pp. 187-199, 2024.
- [8] R. I. Mahfudloh, N. Mardiyah, C. R. Mulyani, and M. A. Masuwd, "Management Of Character Education in Madrasah (A Concept and Application)," *INJIES: Journal of Islamic Education Studies*, vol. 1, no. 1, pp. 35-47, 2024.
- [9] U. Nurkhasanah, B. Barnoto, M. S. R. Hasan, A. Ashari, and R. M. Sholeh, "Madrasa principal's strategy in improving the quality of the pandemic era learning process at madrasah aliyah," *Dirasah International Journal of Islamic Studies*, vol. 1, no. 1, pp. 48-56, 2023.
- [10] F. Rochim, and R. Merita, "The effectiveness madrasa cultural facilities regarding learning technology in increasing the competitiveness of madrasahs," *Journal of Instructional and Development Researches*, vol. 5, no. 1, pp. 30-39, 2025.
- [11] A. R. Muhammad, S. Suhaimi, T. Zulfikar, S. Sulaiman, and M. Masrizal, "Integration of Character Education Based on Local Culture through Online Learning in Madras Ahaliyah," *Cypriot Journal of Educational Sciences*, vol. 16, no. 6, pp. 3293-3304, 2021.
- [12] T. Day, I. C. C. Chang, C. K. L. Chung, W. E. Doolittle, J. Housel, and P. N. McDaniel, "The immediate impact of COVID-19 on postsecondary teaching and learning," *The Professional Geographer*, vol. 73, no. 1, pp. 1-13, 2021.
- [13] A. Haleem, M. Javaid, M. A. Qadri, and R. Suman, "Understanding the role of digital technologies in education: A review," *Sustainable operations and computers*, vol. 3, pp. 275-285, 2022.
- [14] A. Selvaraj, V. Radhin, N. Benson, and A. J. Mathew, "Effect of pandemic based online education on teaching and learning system," *International journal of educational development*, vol. 85, pp. 102444, 2021.
- [15] M. W. Zafar, A. Sinha, Z. Ahmed, Q. Qin, and S. A. H. Zaidi, "Effects of biomass energy consumption on environmental quality: the role of education and technology in Asia-Pacific Economic Cooperation countries," *Renewable and Sustainable Energy Reviews*, vol. 142, pp. 110868, 2021.
- [16] S. Timotheou, O. Miliou, Y. Dimitriadis, S. V. Sobrino, N. Giannoutsou, R. Cachia, ... and A. Ioannou, "Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review," *Education and information technologies*, vol. 28, no. 6, pp. 6695-6726, 2023.
- [17] N. Kanya, A. B. Fathoni, and Z. Ramdani, "Factors affecting teacher performance," *International Journal of Evaluation and Research in Education*, vol. 10, no. 4, pp. 1462-1468, 2021.
- [18] S. Setyaningsih, and Y. Suchyadi, "Implementation of principal academic supervision to improve teacher performance in North Bogor," *JHSS (Journal of Humanities and Social Studies)*, vol. 5, no. 2, pp. 179-183, 2021.
- [19] L. Darling-Hammond, "Defining teaching quality around the world," *European Journal of Teacher Education*, vol. 44, no. 3, pp. 295-308, 2021.
- [20] S. P. Kawuryan, S. A. Sayuti, and S. I. A. Dwiningrum, "Teachers quality and educational equality achievements in Indonesia," *International Journal of Instruction*, vol. 14, no. 2, pp. 811-830, 2021.
- [21] A. S. Munna, and M. A. Kalam, "Teaching and learning process to enhance teaching effectiveness: a literature review," *International Journal of Humanities and Innovation (IJHI)*, vol. 4, no. 1, pp. 1-4, 2021.

- [22] A. Wahyudin, N. Zaman, A. K. Nisak, and I. A. Zuhriyah, "Teacher performance assessment development management in smart society 5.0 Era," *Mudir: Jurnal Manajemen Pendidikan*, vol. 5, no. 1, pp. 10-18, 2023.
- [23] D. Layek, and N. K. Koodamara, "Motivation, work experience, and teacher performance: A comparative study," *Acta Psychologica*, vol. 245, pp. 104217, 2024.
- [24] A. Adiantoni, A. Komariah, D. Nurdin, and E. Herawan, "The effect of transformational leadership and madrasah climate on elementary school teacher performance," *Journal of Innovation in Educational and Cultural Research*, vol. 4, no. 2, pp. 238-247, 2023.
- [25] E. Sutrisno, *Manajemen Sumber Daya Manusia*, Jakarta: Kencana Prenada Media Group, 2010.
- [26] Neraca Pendidikan Daerah Kementrian Pendidikan dan Kebudayaan Tahun 2022.
- [27] W. Wahjosumidjo, *Kepemimpinan Kepala Sekolah Tinjauan Teoritik dan Permasalahanny*, Jakarta: Rajawali Pers, 2002.
- [28] S. Srinalia, "Faktor-faktor penyebab rendahnya kinerja guru dan korelasinya terhadap pembinaan siswa: Studi kasus di SMAN 1 Darul Imarah Aceh Besar," *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan Dan Pengajaran*, vol. 15, no. 2, pp. 193-207, 2015.
- [29] CCSSO (Council of Chief State School Officers), "School Principal Standard of Competencie", One Massachusetts Avenue, NW, Suite 70, Washington, DC 20002-1431, <http://www.csla.or>.
- [30] S. P. Robbins, and J. Judge, *Perilaku Organisasi, Jilid 2*, Jakarta: PT. Indeks Kelompok Gramedia, 2003.
- [31] B. Haralayya, "Employee job satisfaction at big bazaar," *Iconic Research And Engineering Journals*, vol. 4, no. 12, pp. 197-206, 2021.
- [32] J. Tarigan, J. Cahya, A. Valentine, S. Hatane, and F. Jie, "Total reward system, job satisfaction and employee productivity on company financial performance: evidence from Indonesian Generation Z workers," *Journal of Asia Business Studies*, vol. 16, no. 6, pp. 1041-1065, 2022.
- [33] B. Sypniewska, M. Baran, and M. Kłos, "Work engagement and employee satisfaction in the practice of sustainable human resource management-based on the study of Polish employees," *International Entrepreneurship and Management Journal*, vol. 19, no. 3, pp. 1069-1100, 2023.
- [34] A. Prayudi, and I. Komariyah, "The impact of work motivation, work environment, and career development on employee job satisfaction," *Jurnal Visi Manajemen*, vol. 9, no. 1, pp. 100-112, 2023.
- [35] J. Dagher, N. M. Boustani, and C. Khneyzer, "Unlocking HRM challenges: Exploring motivation and job satisfaction within military service (LAF)," *Administrative Sciences*, vol. 14, no. 4, pp. 63, 2024.
- [36] P. H. Nguyen, "A fully completed spherical fuzzy data-driven model for analyzing employee satisfaction in logistics service industry," *Mathematics*, vol. 11, no. 10, pp. 2235, 2023.
- [37] H. Mpate, and A. Sango, "Enhancing job satisfaction among heads of secondary schools: exploring perspectives," *Cogent Education*, vol. 11, no. 1, pp. 2355822, 2024.
- [38] K. Shahzad, S. A. Khan, A. Iqbal, and O. Shabbir, "Effects of motivational and behavioral factors on job productivity: an empirical investigation from academic librarians in Pakistan," *Behavioral Sciences*, vol. 13, no. 1, pp. 41, 2023.
- [39] D. Ackah, S. K. Addo, and I. K. Yornu, "Analysing the connection between motivation, compensation, and employee job satisfaction," *Dama Academic Scholarly Journal of Researchers*, vol. 10, no. 1, pp. 01-31, 2025.
- [40] A. Asghar, K. Hisham-ul-Hassan, A. Butt, M. W. Farooq, and I. Latif, "Uncovering through a Mixed Method Lense: The Perceived Leadership Styles and Employees Job Satisfaction in Higher Education," *Qlantic Journal of Social Sciences and Humanities*, vol. 5, no. 3, pp. 147-158, 2024.
- [41] N. Zaeni, A. Arfah, and B. Semmaila, "The effect of compensation and work environment on employee performance," *Point of View Research Management*, vol. 3, no. 2, pp. 161-173, 2022.
- [42] S. Elshami, A. Awaisu, R. Abidi, L. Al-Ghazal, T. Al-Hathal, M. Basil, ... and B. Mukhalalati, "Examining Pharmacy Alumni's Perceptions of Job Satisfaction, Achievements, and Preparedness: A Mixed-Methods Study," *American Journal of Pharmaceutical Education*, vol. 87, no. 5, pp. 100059, 2023.