

The Influence of Principals' Visionary Leadership and Teacher Professionalism on Elementary School Quality

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ABSTRACT

This study investigates the influence of principals' visionary leadership and teacher professionalism on elementary school quality. The quality of education in elementary schools is increasingly determined by the effectiveness of school leadership and the professional competence of teachers, both of which play a central role in shaping instructional quality and school improvement. This research employed a quantitative ex post facto design involving 221 teachers from 31 public elementary schools in Subah District, Batang Regency, Indonesia. A sample of 144 teachers was selected using proportional random sampling. Data were collected through a structured Likert-scale questionnaire and analyzed using descriptive statistics, classical assumption tests, and inferential statistics, including simple and multiple linear regression with SPSS version 25. The findings reveal that principals' visionary leadership has a positive and significant effect on elementary school quality, with a correlation coefficient of 0.592 and a contribution of 35.0%. Teacher professionalism also shows a positive and significant effect, with a correlation coefficient of 0.489 and a contribution of 23.9%. Furthermore, the simultaneous effect of both variables is significant, with an R value of 0.640 and an R Square of 0.409, indicating that 40.9% of the variance in school quality is explained by the combined influence of visionary leadership and teacher professionalism. These results highlight that school quality improvement requires strong visionary leadership from principals and high levels of teacher professionalism, which together create a supportive, effective, and sustainable educational environment. The study contributes to educational leadership literature by emphasizing the integrated role of leadership and teacher capacity in enhancing elementary school quality.

Keywords: Visionary Leadership, Teacher Professionalism, School Quality, Elementary Education, Educational Leadership

ARTICLE INFO

Article history:

Received

February 15, 2026

Revised

July 02, 2026

Accepted

July 30, 2026

Journal Homepage

<https://attractivejournal.com/index.php/aj/>

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Published by

CV. Creative Tugu Pena

INTRODUCTION

School quality has become a major concern in contemporary education because schools are expected to produce graduates who are academically competent, possess strong character, and are capable of adapting to social and technological changes. The quality of a school is not only reflected in students' academic achievement but also in effective school management, professional teachers, stakeholder satisfaction, and sustainable educational development. Therefore, improving school quality remains a strategic agenda for educational institutions, particularly at the elementary school level, where students' foundational knowledge, attitudes, and skills are developed.

In Indonesia, various educational reforms have been implemented to improve school quality through curriculum development, teacher competency enhancement, and school-based

management programs. However, disparities in educational quality are still found among elementary schools. Some schools have demonstrated excellent academic and non-academic achievements, while others continue to struggle with leadership effectiveness, teacher professionalism, and educational service quality. These conditions indicate that school quality is influenced by multiple factors that require comprehensive investigation.

One of the most influential factors associated with school quality is principals' visionary leadership. Visionary leadership refers to a leader's ability to formulate a clear future direction, communicate organizational goals effectively, inspire school members, and encourage innovation to achieve educational excellence. Herlinda, Harjito, and Nurkolis (2026) found that visionary principals function as vision formulators, agents of change, effective communicators, and mentors who support teacher professional development and school transformation. Their study demonstrated that visionary leadership contributes significantly to improving educational quality through strategic planning and sustainable school development. This finding is supported by Khaulah, Komariah, and Kurniady (2024), who reported that visionary leadership characterized by integrity and professionalism plays a critical role in strengthening school quality. Similarly, Kusumawati (2024) found that visionary principals promote educational quality by establishing positive school cultures, fostering exemplary practices, and encouraging continuous improvement. Fauzi et al. (2024) further emphasized that visionary leadership enhances institutional quality management through effective planning, implementation, and evaluation processes. In addition, Latif et al. (2025) revealed that visionary leadership grounded in ethical values stimulates innovation and organizational commitment, which are essential for school improvement. Likewise, Sobari et al. (2025) demonstrated that visionary principals act as key drivers of quality culture and educational innovation, enabling schools to adapt to changing educational demands and achieve higher levels of performance. Collectively, these studies suggest that visionary leadership serves as a strategic mechanism for enhancing school quality by aligning organizational goals, fostering innovation, and promoting sustainable educational development.

Similarly, recent evidence has reinforced the importance of visionary leadership in improving school quality and organizational effectiveness. Diana (2025) highlighted that visionary principals are more effective in fostering shared goals and stakeholder commitment. Consistent with this view, Kusumawati (2024) found that visionary leadership promotes quality culture through exemplary practices and positive school habits. Fauzi et al. (2024) further reported that visionary leaders strengthen institutional quality management through strategic planning, implementation, and evaluation. Latif et al. (2025) emphasized that visionary leadership grounded in ethical values encourages innovation and continuous school improvement. Likewise, Sobari et al. (2025) demonstrated that visionary principals play a central role in developing educational innovation and quality culture. Supriyanto et al. (2025) also found that visionary leadership contributes positively to successful school management. Moreover, Wahyuningtyas et al. (2024) showed that visionary leadership enhances teacher competence, stakeholder participation, and educational outcomes. Collectively, these studies confirm that visionary leadership is a key driver of sustainable school quality and educational excellence.

Besides leadership, teacher professionalism is another critical determinant of school quality. Teachers are the primary actors in the educational process whose competencies directly influence students' learning experiences and educational outcomes. Professional teachers possess pedagogical, professional, social, and personal competencies that enable them to design effective instruction, facilitate meaningful learning, and respond to diverse student needs. Pamuji et al. (2025) reported that improvements in teacher professionalism positively affect the quality of graduates and overall educational outcomes. Similarly, Aini, Sutopo, and Anif (2025) found that teacher professionalism contributes significantly to educational quality through effective classroom practices, continuous professional development, and strong commitment to student learning. These findings are supported by Dorukbaşı and Cansoy (2024), who demonstrated that teacher professional learning serves as an important mechanism through which leadership enhances instructional practices. Likewise et al. (2024) revealed that teachers with stronger self-efficacy and engagement in professional learning activities exhibit higher levels of professional competence and instructional effectiveness. Furthermore, Liu and

Hallinger (2022) found that professional learning communities foster teacher collaboration, shared responsibility, and continuous professional growth, all of which contribute to improved school performance. Collectively, these studies suggest that strengthening teacher professionalism is essential for enhancing instructional quality, improving student outcomes, and promoting sustainable school improvement.

Several recent studies have highlighted the relationship between leadership, teacher professionalism, and educational quality. Susilowati and Prameswara (2025) found that visionary leadership significantly influences the quality of elementary school services, demonstrating that school leaders who possess strong visionary, instructional, and spiritual leadership capabilities are more successful in creating high-quality educational environments. Similarly, Sulistyorini et al. (2025) reported that leadership, academic supervision, and pedagogical competence simultaneously contribute to educational quality, with leadership emerging as a key determinant of school improvement. Mulyani et al. (2020) also revealed that principals' leadership and teachers' teaching performance significantly enhance school effectiveness, indicating that leadership and teacher-related factors are closely associated with educational outcomes. Furthermore, Day et al. (2021) demonstrated that leadership practices directly and indirectly influence student achievement through their effects on teacher commitment, instructional quality, and school improvement processes. Bellibaş et al. (2021) found that effective school leadership positively affects teacher professional learning and instructional capacity, which subsequently improve school performance. In addition, Abbaspour et al. (2024) reported that principals play a critical role in fostering teacher professional development and collaborative learning cultures that support educational quality. Collectively, these studies provide strong empirical evidence that leadership effectiveness and teacher professionalism remain among the most influential factors in improving school quality and organizational effectiveness.

Research has increasingly emphasized the important role of visionary and instructional leadership in promoting teacher professionalism and continuous professional learning. Lian et al. (2025) found that visionary leadership and academic supervision significantly enhance teacher professionalism by strengthening teachers' commitment, creativity, and professional responsibility. This finding is consistent with Dorukbaşı and Cansoy (2024), who demonstrated that instructional leadership positively influences teachers' instructional practices through the mediation of teacher professional learning. Similarly, Thien and Liu (2024) revealed that effective school leadership fosters teacher professional learning by enhancing teachers' self-efficacy, which subsequently improves their professional competence and teaching performance. In addition, Liu and Hallinger (2022) reported that leadership practices contribute to the development of professional learning communities, creating collaborative environments that support teachers' continuous growth and professional responsibility. Supporting these findings, Khaulah et al. (2024) argued that visionary school leadership is characterized by integrity, professionalism, and a strong commitment to educational improvement, all of which contribute to the enhancement of teacher capacity and school quality. Collectively, these studies suggest that visionary principals not only improve organizational effectiveness but also create conditions that facilitate teacher professional learning, strengthen instructional capacity, and promote sustainable professional growth.

Although previous studies have confirmed the importance of visionary leadership and teacher professionalism, several research gaps remain. First, many studies have examined visionary leadership and teacher professionalism independently rather than simultaneously. Second, previous studies have primarily focused on teacher performance, professional competence, educational services, or organizational effectiveness. Third, empirical research investigating the combined influence of principals' visionary leadership and teacher professionalism on school quality remains limited, particularly in public elementary schools at the district level. Consequently, there is still insufficient evidence regarding how these variables collectively contribute to improving school quality.

This study seeks to address these gaps by examining the influence of principals' visionary leadership and teacher professionalism on elementary school quality in public elementary schools in Subah District, Batang Regency. The novelty of this study lies in integrating visionary leadership and teacher professionalism into a single analytical framework

to explain school quality. Unlike previous studies that investigated separate relationships among these variables, this study analyzes both the partial and simultaneous effects of visionary leadership and teacher professionalism on school quality.

The findings of this study are expected to contribute theoretically and practically. Theoretically, this research enriches the literature on educational leadership, teacher professionalism, and school quality by providing empirical evidence from the Indonesian elementary education context. Practically, the findings may serve as a reference for policymakers, school principals, and educational stakeholders in developing strategies that strengthen visionary leadership and teacher professionalism to improve school quality sustainably.

Based on the background described above, this study aims to analyze: (1) the influence of principals' visionary leadership on elementary school quality, (2) the influence of teacher professionalism on elementary school quality, and (3) the simultaneous influence of principals' visionary leadership and teacher professionalism on elementary school quality.

METHOD

This study employed a quantitative approach using an ex post facto correlational design. Quantitative research is commonly used to examine relationships among variables through numerical data and statistical analysis to test hypotheses (Creswell & Creswell, 2018; Sugiyono, 2022). The study aimed to examine the influence of principals' visionary leadership (X_1) and teacher professionalism (X_2) on elementary school quality (Y). Since the variables had already occurred naturally and were not manipulated by the researcher, an ex post facto design was considered appropriate for investigating the relationships among variables (Kerlinger & Lee, 2000). Furthermore, a correlational design was employed to determine the degree of relationship between variables and identify the extent to which changes in one variable are associated with changes in another (Fraenkel et al., 2012).

The research was conducted in 31 public elementary schools located in Subah District, Batang Regency, Central Java, Indonesia. Data collection was carried out from September 2025 to February 2026. The population consisted of 221 teachers working in public elementary schools in the district. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in a minimum sample of 143 respondents. To increase representation, 144 teachers were selected as research participants. Respondents were selected using proportional random sampling, ensuring that each school was represented proportionally according to the number of teachers.

Data were collected using a structured questionnaire based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The visionary leadership instrument consisted of 45 items covering five dimensions: building vision and values, inspiring and empowering, leading by example, building school culture, and innovation and adaptation. Teacher professionalism was measured using 36 items covering knowledge of content and pedagogy, understanding student characteristics and learning processes, and curriculum implementation. School quality was measured using 34 items representing educational input, educational process, and educational output.

Prior to the main survey, the instruments were piloted on 30 teachers outside the research sample. Instrument validity was examined using Pearson Product Moment correlation, while reliability was assessed using Cronbach's Alpha coefficient. All instrument items met the validity criteria and demonstrated acceptable reliability levels. Data analysis was performed using IBM SPSS Statistics version 25. Descriptive statistics were employed to describe respondents' perceptions of each variable (Creswell & Creswell, 2018). Before hypothesis testing, classical assumption tests were conducted, including normality, linearity, multicollinearity, and heteroscedasticity tests. Hypotheses were tested using simple linear regression to examine the partial effects of visionary leadership and teacher professionalism on school quality, and multiple linear regression to examine their simultaneous effects. The significance level for all statistical tests was set at 0.05.

RESULT AND DISCUSSION

This section presents and discusses the empirical findings regarding the influence of principals' visionary leadership and teacher professionalism on elementary school quality. Statistical analyses were performed to determine the strength, direction, and significance of the relationships among the variables. The discussion integrates the statistical results with relevant theoretical perspectives and previous research to provide a comprehensive understanding of the factors influencing school quality. Specifically, the analysis focuses on the effect of principals' visionary leadership, the effect of teacher professionalism, and the combined effect of both variables on elementary school quality. Through this approach, the study seeks to explain how leadership practices and teacher competencies contribute to the improvement of educational quality at the elementary school level.

4.1 The Effect of Principals' Visionary Leadership on Elementary School Quality

The correlation analysis revealed a positive and significant relationship between principals' visionary leadership and elementary school quality. As presented in Table 1, the Pearson correlation coefficient was 0.592 ($p < 0.05$), indicating a moderately strong relationship between the two variables. The correlation coefficient exceeded the critical value ($r = 0.163$, $N = 144$), confirming that the relationship was statistically significant. Based on the correlation interpretation criteria, the coefficient falls within the range of 0.400–0.599, which indicates a moderately strong association between principals' visionary leadership and school quality.

Table 1. Correlation Analysis between Principals' Visionary Leadership and School Quality

Variables	Elementary School Quality (Y)	Principals' Visionary Leadership (X ₁)
Elementary School Quality (Y)		
Pearson Correlation	1	0.592*
Sig. (2-tailed)	–	0.000
N	144	144

Note: Correlation is significant at the 0.05 level (2-tailed).

Table 2. Summary of the Effect of Principals' Visionary Leadership on School Quality

Indicator	Value
Pearson Correlation (r)	0.592
Significance	0.000
R Square	0.350
Contribution	35.0%
Regression Coefficient (B)	0.467
t-value	8.748
Critical t-value	1.655
Sample Size (N)	144

As summarized in Table 2, principals' visionary leadership demonstrated a statistically significant contribution to elementary school quality. The correlation coefficient ($r = 0.592$) indicates a moderately strong relationship, while the coefficient of determination ($R^2 = 0.350$) shows that 35.0% of the variance in school quality can be explained by principals' visionary leadership. The regression coefficient ($B = 0.467$) further suggests that improvements in visionary leadership are associated with corresponding improvements in school quality. Moreover, the obtained t-value (8.748) exceeded the critical value (1.655), confirming that the effect was statistically significant at the 0.05 level.

Visionary leadership contributes substantially to school improvement by providing strategic direction and encouraging collective commitment among school members. Principals

with a clear vision are better positioned to coordinate school development programs, inspire teachers, strengthen organizational culture, and support innovation in teaching and learning practices. Through these mechanisms, educational objectives become more focused and aligned with continuous quality improvement efforts. The statistical contribution of 35.0% indicates that visionary leadership represents an important factor in shaping school quality, although it is not the sole determinant. The remaining 65.0% may be influenced by other educational variables, such as teacher competence, school climate, learning facilities, parental involvement, and organizational culture. This result suggests that school improvement requires not only effective leadership but also support from other components within the educational system.

The coefficient of determination (R^2) was 0.350, indicating that principals' visionary leadership contributed 35.0% to the variance in elementary school quality. The remaining 65.0% was influenced by other factors beyond the scope of this study, suggesting that school quality is also affected by variables such as teacher competence, school climate, learning facilities, parental involvement, and organizational culture. Furthermore, the regression analysis showed a regression coefficient of 0.467 with a t-value of 8.748 and a significance value of 0.000 ($p < 0.05$). Since the obtained t-value (8.748) was substantially higher than the critical t-value (1.655), the first hypothesis was accepted. The regression coefficient indicates that every one-unit increase in principals' visionary leadership is associated with a 0.467-point increase in elementary school quality. Therefore, the first hypothesis was accepted, indicating that principals' visionary leadership has a positive and significant effect on elementary school quality.

These findings demonstrate that visionary leadership plays an important role in improving school quality. Principals who possess a clear vision are able to direct school development, motivate teachers, establish a positive school culture, and encourage innovation in educational practices. Such leadership enables schools to align their educational goals with continuous improvement efforts, thereby enhancing the quality of educational services.

Visionary leadership extends beyond routine administrative responsibilities and functions as a strategic force that promotes school transformation and continuous improvement. Schools guided by principals with a clear and future-oriented vision are more likely to achieve stronger organizational alignment, higher levels of teacher commitment, and sustained quality enhancement. A well-articulated vision enables school goals to be translated into concrete actions and measurable educational outcomes.

The present study supports the work of Diana (2025), who reported that visionary leadership contributes significantly to educational quality improvement in elementary schools. Likewise, Herlinda et al. (2026) concluded that visionary principals strengthen school effectiveness through strategic planning, stakeholder involvement, and ongoing quality development. Similar conclusions were reached by Khaulah et al. (2024), who identified visionary leadership grounded in integrity and professionalism as a crucial factor in improving school quality.

Evidence from international studies also highlights the important role of school leadership in shaping teacher motivation, instructional effectiveness, and organizational performance. Strong leadership practices create favorable conditions for continuous improvement by fostering collaboration, innovation, and a shared commitment to educational excellence. Such evidence positions leadership capacity as a fundamental element in achieving sustainable school improvement across diverse educational settings.

From a theoretical standpoint, the statistical evidence obtained in this study provides empirical support for Nanus's Visionary Leadership Theory, which argues that effective leaders formulate and communicate a compelling vision capable of directing organizational members toward common objectives. Within schools, principals who successfully communicate and implement a shared vision can strengthen teacher commitment, encourage collective responsibility, and improve institutional performance. Consequently, the development of visionary leadership competencies among school principals represents an important strategy for enhancing elementary school quality.

4.2 The Effect of Teacher Professionalism on Elementary School Quality

The results revealed a positive and significant relationship between teacher professionalism and elementary school quality. The Pearson correlation coefficient was 0.489 ($p < 0.05$), indicating a moderate positive relationship between the variables.

Table 2. Correlation Analysis between Teacher Professionalism and Elementary School Quality

Variables		Elementary Quality (Y)	School Teacher Professionalism (X ₂)
Elementary Quality (Y)	School		
	Pearson Correlation	1.000	0.489*
	Sig. (2-tailed)	–	0.000
	N	144	144

Note: Correlation is significant at the 0.05 level (2-tailed).

The coefficient of determination showed that teacher professionalism explained 23.9% of the variance in school quality. The regression analysis produced a regression coefficient of 0.280 with a t-value of 6.677 and a significance level of 0.000 ($p < 0.05$). Thus, the second hypothesis was accepted, indicating that teacher professionalism positively and significantly affects elementary school quality.

This finding suggests that professional teachers contribute substantially to improving school quality through effective instructional practices, classroom management, curriculum implementation, and student assessment. Teachers with high professional competence are more capable of creating meaningful learning experiences that positively influence student achievement and overall educational outcomes.

Teacher professionalism represents a fundamental instructional capacity that directly influences the quality of teaching and learning processes in schools. Professional teachers are generally more adaptable in responding to curriculum changes, more reflective in evaluating student learning outcomes, and more capable of creating student-centered learning environments. Through these capabilities, teacher professionalism contributes not only to the improvement of classroom instruction but also to broader aspects of school effectiveness and educational quality.

This study supports the conclusions of Pamuji et al. (2025), who reported that teacher professionalism significantly contributes to educational quality and graduate outcomes. Similar evidence was presented by Aini et al. (2025), who identified teacher professionalism as a key factor in advancing educational quality within the context of school leadership and educational reform. At the international level, Abbaspour et al. (2024) demonstrated that principals play an important role in fostering teacher professional learning, which subsequently enhances educational quality.

A growing body of international research also emphasizes that teacher quality is among the most influential school-level factors affecting student achievement. Teachers with strong professional competencies not only deliver subject matter effectively but also promote student motivation, engagement, critical thinking, and meaningful learning experiences. These contributions ultimately strengthen various indicators of school performance and educational success.

From a theoretical perspective, the observed relationship provides support for Mulyasa's theory of teacher professionalism, which emphasizes the integration of pedagogical, professional, social, and personal competencies in effective teaching practice. The evidence also aligns with school effectiveness theory, which identifies teacher quality as one of the strongest determinants of educational outcomes. Therefore, initiatives aimed at improving school quality should prioritize sustainable professional development programs that continuously strengthen teachers' competencies, instructional practices, and professional commitment.

4.3 The Simultaneous Effect of Principals' Visionary Leadership and Teacher Professionalism on Elementary School Quality

The multiple regression analysis demonstrated that principals' visionary leadership and teacher professionalism simultaneously influence elementary school quality. The ANOVA results showed an F-value of 48.835 with a significance level of 0.000 ($p < 0.05$), indicating that the regression model was statistically significant.

Table 3. Multiple Regression Analysis of Principals' Visionary Leadership and Teacher Professionalism on Elementary School Quality

Variable	B	t	Sig.
Constant	21.947	-	-
Principals' Visionary Leadership (X_1)	0.367	8.748	0.000
Teacher Professionalism (X_2)	0.157	6.677	0.000

Model Summary		
R	R Square	Adjusted R Square
0.640	0.409	0.401

ANOVA		
Source	F	Sig.
Regression Model	48.835	0.000

Dependent Variable: Elementary School Quality (Y).

The coefficient of determination (R^2) was 0.409, indicating that visionary leadership and teacher professionalism jointly explained 40.9% of the variance in elementary school quality. The regression equation obtained was:

$$Y = 21.947 + 0.367X_1 + 0.157X_2$$

The equation indicates that improvements in principals' visionary leadership and teacher professionalism are associated with improvements in school quality. These findings confirm the third hypothesis, which proposed that the two variables simultaneously affect elementary school quality.

The results suggest that school quality is not determined by a single factor but rather by the interaction between effective leadership and professional teaching practices. Visionary principals provide strategic direction and foster a supportive school environment, while professional teachers translate educational goals into high-quality learning experiences. Together, these factors create conditions that facilitate continuous school improvement.

Moreover, these findings are consistent with international perspectives on school improvement, which highlight that sustainable educational quality is achieved through the integration of leadership effectiveness and teacher capacity building. Such integration ensures that instructional practices are aligned with school goals and student learning needs.

These findings further indicate that the synergy between leadership and teacher professionalism forms an integrated school improvement system. When principals are able to articulate and implement a clear vision, and teachers possess strong professional competencies, schools are more likely to develop a culture of continuous improvement, collaboration, and accountability. This synergy strengthens institutional capacity to respond to educational challenges and policy demands. The findings support those of Sulistyorini et al. (2025), who reported that leadership and teacher competence significantly contribute to educational quality. They also align with Bellibaş et al. (2021), who emphasized the importance of school leadership in shaping instructional quality and teacher performance. The results further support Human Capital Theory, which argues that organizational success depends largely on the quality of its human resources. In educational institutions, principals and teachers constitute critical human capital whose competencies and performance directly influence school quality. These findings

imply that educational policymakers should strengthen both leadership development programs for principals and professional development opportunities for teachers. Such integrated efforts are likely to produce sustainable improvements in elementary school quality.

DISCUSSION

The present findings are consistent with previous studies emphasizing that educational quality is influenced by both effective leadership and teacher competence. Leithwood and Jantzi (2000) reported that transformational leadership positively affects organizational conditions and student engagement by creating a shared vision and strengthening teacher commitment. Similarly, Hallinger (2003) highlighted that effective school leadership plays a critical role in promoting educational change and improving school performance. Day, Gu, and Sammons (2016) further demonstrated that successful school leaders improve student outcomes through the integration of transformational and instructional leadership practices. Marks and Printy (2003) found that the combination of strong leadership and effective instructional practices significantly enhances school performance. From the teacher perspective, Avalos (2011) concluded that continuous professional development strengthens teachers' professional competence and contributes to educational improvement. Likewise, Darling-Hammond, Hyler, and Gardner (2017) emphasized that effective professional development positively influences instructional quality and student learning outcomes. Supporting these findings, Mulyani, Meirawan, and Rahmadani (2020) reported that principals' leadership and teachers' teaching performance jointly contribute to school effectiveness. Collectively, these studies reinforce the view that sustainable school quality is achieved through the integration of effective leadership and professional teaching practices.

The similarities between the present findings and previous studies may be explained by the complementary relationship between leadership and teacher professionalism in achieving educational goals. Effective principals establish a clear direction, foster collaboration, and create organizational conditions that support continuous improvement, while professional teachers transform educational goals into meaningful learning experiences for students. Consequently, schools that demonstrate strong leadership and high levels of teacher professionalism tend to achieve higher levels of effectiveness and educational quality. However, differences in the magnitude of influence reported across studies may be attributed to variations in research settings, leadership models, teacher characteristics, school resources, and educational policies. Differences in research methodology, sample characteristics, and contextual factors may also explain variations in the strength of the relationships among leadership, teacher professionalism, and school quality.

Beyond confirming previous findings, this study contributes to the literature by providing empirical evidence that school quality is influenced not only by leadership effectiveness or teacher professionalism independently but also by their combined interaction. The findings strengthen Nanus's (1992) Visionary Leadership Theory, which emphasizes the importance of a compelling organizational vision in directing collective action toward common goals. The results also support Bush's (2020) perspective that educational leadership and management effectiveness depend on the alignment of leadership capacity, organizational processes, and human resource development. By demonstrating that principals' visionary leadership and teacher professionalism jointly explain a substantial proportion of school quality, this study offers a more holistic perspective on school improvement and expands current understanding of the factors contributing to elementary school quality.

CONCLUSION

This study concludes that principals' visionary leadership and teacher professionalism have significant positive effects on elementary school quality, both individually and simultaneously. The results of the statistical analysis show that principals' visionary leadership contributes meaningfully to improving school quality, as evidenced by a significant correlation and regression result. This indicates that principals who are able to formulate, communicate, and implement a clear vision can effectively guide school development, strengthen school culture, and encourage continuous improvement in educational practices.

Similarly, teacher professionalism also plays an important role in determining elementary school quality. Teachers who demonstrate strong pedagogical competence, mastery of learning content, understanding of students' characteristics, and effective curriculum implementation contribute significantly to the improvement of learning processes and educational outcomes. These findings highlight that professional teachers are a key driving force in creating meaningful and effective learning environments in schools.

Furthermore, the simultaneous analysis confirms that the combination of visionary leadership and teacher professionalism provides a stronger influence on school quality compared to each variable individually. This suggests that school quality is the result of the synergy between effective leadership and competent teachers. When principals provide clear direction and teachers carry out their professional responsibilities effectively, the overall quality of education in schools improves more significantly.

Based on these findings, it can be implied that efforts to improve elementary school quality should focus on strengthening both leadership capacity and teacher professionalism in an integrated manner. Future research is recommended to explore additional variables that may also influence school quality, such as school culture, parental involvement, or educational resources, in order to provide a more comprehensive understanding of factors affecting educational quality.

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