

The Impact of Visionary Leadership, Teacher Competence, and Learning Innovation on Educational Quality: A Correlational Study of Private High School Teachers in Tangerang City

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Keywords:	Abstract
visionary leadership; teacher competence; learning innovation; quality of education; correlational regression analysis.	This study aims to determine the influence of Visionary Leadership, Teacher Competence, and Learning Innovation on Education Quality, both partially and simultaneously, in private high school teachers in Tangerang City. This study uses a quantitative approach with a correlational method. Data were collected through questionnaires distributed to 115 selected respondents using sampling techniques, then analyzed using analytical prerequisite tests (normality, homogeneity, and linearity) as well as simple and multiple linear regression analysis with the help of SPSS 25. The results showed that Visionary Leadership had a positive and significant effect on the Quality of Education ($\beta_{yx1} = 0.703$; count $9.761 > \text{table } 1.981$), Teacher Competence had a positive and significant effect on the Quality of Education ($\beta_{yx2} = 0.162$; count $2.008 > \text{table } 1.981$), and Learning Innovation had a positive and significant effect on the Quality of Education ($\beta_{yx3} = 0.035$; count $1.987 > \text{table } 1.981$). Simultaneously, these three variables also have a significant effect on the Quality of Education with a F_{cal} value of 89.794 at a significance level of $0.000 < 0.05$, forming a regression equation $Y = 0.703X_1 + 0.162X_2 + 0.035X_3$. Visionary Leadership proved to be the most dominant variable that affects the Quality of Education compared to the other two variables. These findings confirm that improving the quality of education in private high schools will be more effective if it is focused on strengthening the visionary leadership of school principals, without neglecting teacher competency improvement and continuous learning innovation.

INTRODUCTION

The quality of education is the main indicator of the success of the implementation of education at each level of educational units. The quality of education is not only measured by the academic achievements of students, but also includes the quality of the learning process, the competence of educators, the effectiveness of school management, and the school's ability to create learning that is relevant and adaptive to the development of the times. At the high school level, the quality of education has a strategic role because it is the foundation in preparing students to continue their education to a higher level and enter the world of work (Fletcher Jr et al., 2018; González-Salamanca et al., 2020; Pambudi & Harjanto, 2020; Soulé & Warrick, 2015; Stehle & Peters-Burton, 2019).

Improving the quality of education is a mandate of Law Number 20 of 2003 concerning the National Education System which emphasizes that education aims to develop the potential

of students optimally. Furthermore, Government Regulation Number 19 of 2005 concerning National Education Standards which has been updated through Government Regulation Number 13 of 2015 emphasizes that the quality of education must be achieved through the fulfillment of eight National Education Standards, which include process standards, educators and education personnel, management, and assessment of education. Thus, the quality of education is the main benchmark for the success of schools in carrying out their educational functions (Agasisti & Zoido, 2018; Arribas Díaz & Martínez-Mediano, 2018; Díez et al., 2020; Hidayah, 2022; Sumaryanti & Purwanto, 2023).

The quality of education is the benchmark for the success of educational institutions. The quality of education does not only include student learning outcomes, but also includes the quality of the learning process, the competence of educators, school management, and learning innovations applied in the educational process (Dorn et al., 2020; Hamilton et al., 2021; Kauffman, 2015; Zlatkin-Troitschanskaia et al., 2016).

Theoretically, the quality of education is influenced by various internal factors of the school, including the leadership of the principal, teacher competence, and learning innovations applied in the teaching and learning process. Good quality education will be reflected in effective learning, active involvement of students, and the achievement of optimal learning outcomes. On the other hand, the low quality of education indicates problems in school management and the implementation of learning.

However, empirically, the quality of education in a number of private high schools in Tangerang City still faces various challenges. Based on the results of observations and preliminary surveys conducted by researchers, it was found that the quality of education in several private high schools has not shown optimal conditions. This can be seen from the variation in students' academic achievements, low student involvement in learning, and the uneven fulfillment of quality learning process standards.

Previous studies have shown that visionary leadership, teacher competence, and learning innovation have an impact on the quality of education. However, most studies still examine the influence of each variable separately. Research that examines these three variables simultaneously, especially in the context of private high schools in urban areas such as Tangerang City, is still relatively limited. The novelty of this research lies in the effort to simultaneously analyze the influence of visionary leadership, teacher competence, and learning innovation on the quality of education.

Based on a preliminary survey conducted on 30 private high school teachers in Tangerang City which was conducted in July – August 2025 related to the variables of Education Quality from the following indicators, namely: 1) Curriculum and Learning, 2) Competence of Educators and Education Personnel, 3) Facilities and Infrastructure, 4) School Management and 5) Evaluation and Quality Assurance, the following results were obtained: 1) In the curriculum and learning indicators, an achievement of 46% shows that the implementation of the curriculum and learning process has not been running optimally and still requires improvement in planning, implementation, and learning innovation. 2) In the competency indicators of educators and education personnel, an achievement of 50% indicates that the competencies possessed are in the medium category, but still need to be strengthened, especially in the professional, pedagogic, and sustainable development aspects. 3) In the indicators of facilities and infrastructure, an achievement of 40% shows that the availability

and feasibility of learning support facilities is still relatively low, which has the potential to hinder the effectiveness of the educational process. 4) In the school management indicator, an achievement of 40% indicates that school management is not optimal, both in terms of planning, implementation, and supervision of educational programs. 5) In the evaluation and quality assurance indicators, an achievement of 40% shows that the evaluation system and quality assurance mechanism have not been running optimally and need to be improved to support continuous improvement of the quality of education.

Overall, the results of the initial observation show that the quality of education in private high schools throughout Tangerang City still faces various challenges, especially in the aspects of visionary leadership of school principals, teacher competence, and learning innovation. This condition indicates the interrelated impact of these three variables in influencing the quality of education, so it needs to be studied in more depth through scientific research.

Based on the background explanation, the researcher is interested in conducting a research entitled *The Impact of Visionary Leadership, Teacher Competence and Learning Innovation on the Quality of Education in Private High Schools in Tangerang City*. This research also provides an up-to-date overview of the dynamics in private high schools in Tangerang City in facing the challenges of modern education, as well as how these five factors contribute to the more complex educational context in the current modern era.

Based on the identification of these problems, the formulation of the problem in this study is: 1) Is there an impact between visionary leadership on the Quality of Education at SMAS Tangerang City? 2) Is there an impact between teacher competence on the Quality of Education in SMAS in Tangerang City? 3) Is there an impact between Learning Innovation on the Quality of Education in SMAS in Tangerang City? 4) Is there an impact between Visionary Leadership, Teacher Competence, and Learning Innovation on the Quality of Education in SMAS in Tangerang City?

The objectives of this study are to: 1) To find out the impact of visionary leadership on the quality of education in high schools in Tangerang City. 2) To find out the impact between teacher competence on the quality of education in high schools in Tangerang City. 3) To find out the impact of learning innovations on the quality of education in high schools in Tangerang City. 4) To find out the impact between visionary leadership, teacher competence, and learning innovation on the quality of education at SMAS Tangerang City.

METHOD

Research Approach

The approach used in this study was a quantitative approach. The quantitative approach is used because this study aims to measure the impact and influence between independent variables, namely visionary leadership style, teacher competence, and learning innovation on the bound variable, namely the quality of education at Tangerang City High School. This approach allows researchers to collect numerical data, test hypotheses, and statistically analyze data to draw objective conclusions.

The same thing was explained by Sugiyono in the journal stating that the quantitative approach is a quantitative research method that has the philosophy of positivism, used in population research or a specific sample, sampling techniques are generally carried out

randomly or randomly, data collection using research instruments, quantitative or statistical data analysis that aims to test hypotheses that have been determined. The philosophy of positivism argues that reality or symptoms or phenomena can be classified, relatively fixed, concrete, observable, measurable, and the impact of symptoms is causal. Research is generally conducted on specific populations or samples that are representative. The nature of the research is deductive, so to answer the formulation of the problem, concepts or theories are used to formulate hypotheses. (Lestari et al., 2022)

In a quantitative approach, researchers typically use instruments such as questionnaires, tests, or structured observations to collect data from a representative sample of the population. The collected data is then analyzed using statistical techniques, both descriptive and inferential depending on the purpose and design of the research. Quantitative approaches, which are approaches that develop cause and effect, reduction to variables, hypotheses and specific questions using measurements and observations as well as theoretical testing), using research strategies such as experiments and surveys that require statistical data.

Paradigm This research uses a positivistic paradigm, which holds the view that social reality can be measured objectively and systematically. This paradigm is in line with the quantitative approach used in this study, which is to test the influence between independent variables: visionary leadership (X_1), teacher competence (X_2), and learning innovation (X_3) on the variables tied to education quality (Y).

The positivistic paradigm emphasizes the collection of empirical data through standardized instruments (questionnaires), hypothesis testing, and the use of statistical analysis to obtain generalizable conclusions. In this paradigm, the researcher acts as an independent observer, maintaining neutrality and avoiding intervention to the object of research.

This paradigm underlies the entire research methodology, starting from problem formulation, instrument preparation, sample selection, to data analysis and interpretation, in order to obtain an objective understanding of the educational phenomenon being studied.

This study used a correlational method. According to quantitative research, it is research based on the collection and analysis of data in the form of statistically processed numbers to obtain objective and measurable results. The correlational method is used to determine the impact and level of impact between two or more variables without any manipulation or treatment of the variable. Thus, this study aims to identify the extent of the impact between the variables studied, both positive (unidirectional) and negative (opposite) impacts, through appropriate statistical analysis. (Aida et al., 2025)

According to revealing, (Nurhaswinda et al., 2025) correlation research is a non-experimental study that aims to find out the impact between two or more variables and the level of impact between these variables. "Correlation research is a non-experimental study that aims to determine the impact between two or more variables and the level of impact between those variables." In addition, this research can also be used to explain phenomena and predict the results that will occur.

Research Design

Based on data, facts, and information from the survey, it describes the state of each research variable and knows the impact between variables. The design of this study uses a quantitative approach with a correlational method that aims to determine the impact between several independent variables and dependent variables. This study focuses on testing the impact

between three independent variables, namely Visionary Leadership (X1), Teacher Competence (X2), and Learning Innovation (X3) on Education Quality (Y) as dependent variables. The research design can be seen in the image below:

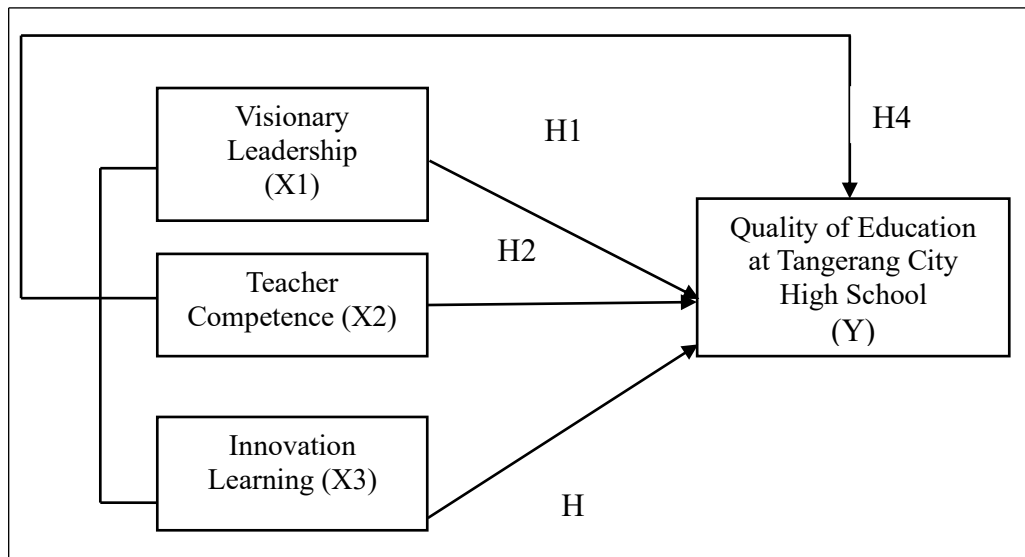


Figure 1 Research Design
Source : Researcher 2026

Description :

X1 = Visionary Leadership
X2 = Teacher Competence
X3 = Learning Innovation
Y = Quality of Education

In the design of this study, the impact between Visionary Leadership (X₁) on Education Quality (Y), Teacher Competence (X₂) on Education Quality (Y), and the impact of Learning Innovation (X₃) on Education Quality (Y) is explained.

Population and Research Sample

Research Population

Population is an important part of research that determines the direction of data collection. According to, "a population in qualitative research is a collection of cases, individuals, or events that are deliberately selected based on their relevance to the research objective." Thus, the population is not only limited to the number of individuals, but also includes the social context being studied. (Subhaktiyasa, 2024) Populations can be individuals, groups, events, objects, or even documents, depending on the focus and purpose of the research. A population is an entire subject or object that has certain characteristics and is relevant to the purpose of the research. Populations can be individuals, groups, organizations, or documents that are the source of the data. The population in this study is all private high school teachers in Tangerang City totaling 161 teachers spread across four (4) sub-districts.

From the total known population, a sampling technique using *purposive sampling* provides the same opportunity for each member of the population to be selected as a sample. As it

reveals, "the sample is a part of the selected population and represents that population. Sampling is a data collection procedure where only a part of the population is taken and used to determine the desired traits and characteristics of a population." Thus, sample selection must be carried out appropriately so that the results of the research can be generalized. A sample is a part of the selected population and represents that population. Sampling is a data collection procedure where only a part of the population is taken and used to determine the desired traits and characteristics of a population. Therefore, a procedure is needed in selecting a sample so that a representative research sample can be obtained such as the characteristics of the population. Given the large population and the limitations of time and research costs, the sample needs to be limited to those in sampling. Sampling was selected through the sampling method using the slovin formula as follows: (Hermina & Huda, 2024)

$$n = \frac{N}{1 + N \times (e^2)}$$

Description based on the formula:

n = Number of samples required

N = Total population

e = Tolerable error tolerance (allowance) in sampling.

This formula is used to calculate a representative sample size of a population, especially when conducting quantitative research with a large population. The fault tolerance (e) is usually set in percentages, e.g. 5%, 10%, or 20%. The Slovin formula aims to provide an overview of the overall population with efficient sampling and in this study used a tolerance of 5%. This means that in this study, an error rate of 5% (0.05) was used. The calculation of the sample used for the research, based on the slovin formula.

Slovin formula:

$$n = \frac{N}{1 + N \times (e^2)} = 161$$

$$n = \frac{161}{1 + 161 \times (0.052)} = \frac{161}{1 + 0,4025}$$

$$n = \frac{161}{1,4025} = 114,79 \rightarrow \text{Rounding up 115 people}$$

The results of the calculation were rounded to 115 respondents to facilitate the data collection process. After determining the total number of samples, the next step is to distribute

the samples proportionally to each school based on the number of teachers each. This technique ensures that each school as a strata gets an appropriate representation in the sample. For this reason, a proportionally distributed formula is used as follows:

Based on Slovin's calculation with a margin of error of 5%, a minimum sample of 115 teachers was obtained. However, in order to make the results of the study more representative of each school, the sample was divided proportionally according to the number of teachers in each school. This technique is known as *stratified proportional sampling* or strata proportional sampling.

If there is a difference between the results of the total Slovin calculation and the proportional distribution of samples per school lies in the sampling approach. Slovin in total results in a single sample number taken randomly from the entire population, regardless of the proportion in each strata (school). Meanwhile, the proportional distribution of samples ensures that each strata (school) gets a sample according to the proportion of the number of teachers in the school, so that the research results are more representative for each group. Thus, each school gets a sample according to the proportion of the number of teachers in the school to the total population. One of the most commonly used techniques to determine the sample in a study is proportional random sampling (Sugiyono, 2021).

This technique is a type of probability sampling. This technique is very useful in some studies. With this technique, the researcher will describe an entire population spread across different locations, and then the same random number of each location will be decided. Therefore, this technique provides an equal opportunity for the sample to be representative, with minimal bias (Sugiyono, 2021). The following is the proportional sample formula per school:

And $\frac{Th}{at}$ is $x n$

Description based on the formula:

n_i = Number of Samples in the Strata to i

N_i = Total Population in the Strata to i

n = Total Population

N = Total Number of Samples

Rounding up the number of samples per school is carried out to facilitate data collection in the field so that the total sample becomes.

The small difference that may arise between the results of the total Slovin calculation and this proportional division is due to the sampling technique approach. The Slovin formula results in the total number of samples in general from the entire population, while the proportional division ensures the representation of each group (strata) in the population.

Therefore, the use of stratified proportional random sampling techniques is considered the most appropriate for this study, as it is able to minimize bias and increase the validity of the

data, especially if the population is spread across several different units or locations (Sugiyono, 2021). Thus, the sample obtained is expected to be able to represent the population as a whole, so that the results of the analysis can reflect the real condition of teachers in private high schools with A accreditation in Pinang, Cipondoh, Tangerang and Ciledug Districts.

RESULTS AND DISCUSSION

Data Collection Techniques

The results of this study will be explained about the analysis and discussion of the results of research data processing, namely the influence of Visionary Leadership (X1), Teacher Competence (X2) and Learning Innovation (X3) on the Quality of Education (Y) in Private High Schools (SMA) in Tangerang City.

The data in this study are presented using quantitative data techniques, with several tests consisting of descriptive statistical tests, analysis requirements testing including (normality test of standard error estimation, homogeneity test of variance), double linear regression analysis (equation of multiple linear regression model, coefficient of determination (adjusted R²) and hypothesis test through: t-test and f-test). Descriptive statistical testing plays an important role in simplifying, summarizing, and interpreting data effectively in the discussion of research results. Testing of the analysis requirements on the research data was carried out by the normality test of the standard error of estimation and the homogeneity test of variance. The analysis of the research prerequisite test was carried out using a significant level of $\alpha = 0.05$.

Multiple linear regression analysis aims to find out and measure the influence of two or more independent variables on one dependent variable simultaneously. This analysis is used to determine the magnitude of the influence of each independent variable, test the significance of the impact that occurs, and predict the value of the bound variable based on changes in the independent variables studied. In addition, multiple linear regression also helps explain how much variation of dependent variables can be explained by independent variables in the research model

Meanwhile, the hypothesis was carried out to analyze the impact of Visionary Leadership which is a variable (X1), the impact of teacher competence which is a variable (X2) and the impact of learning innovation which is a variable (X3) on Education Quality as a variable (Y).

Descriptive Statistics

The study was conducted with a total of 115 respondents from 115 teachers in private high schools (SMA) in Tangerang City. Descriptive research data is intended to provide an overview of the dissemination or distribution of data. The data was processed using descriptive statistical techniques consisting of mean, median score, frequently appearing score (*mode*), standard *deviation*, frequency distribution (*variance*), lowest and highest scores, range between lowest and highest scores (*range*), data diversity (*sample variance*), total score (*sum*), and *skewness*, the number of classes and class ranges accompanied by histogram images of the distribution of data and the average indicator scores of each research variable.

Education Quality variable data (Y)

The descriptive statistical data of the Education Quality variable is the score of the results of the distribution of questionnaires in the form of questionnaires, where as many as 115 teachers as respondents in Private High Schools (SMA) in Tangerang City. After processing research data for the Learning Innovation Variable in Private High Schools (SMA) in Tangerang

City, the highest score was 195 and the lowest score was 106. Thus the score range between the highest and lowest scores is 89.

These results show that the individuals or groups analyzed have adequate Education Quality and show positive behavior in the context of Educational Input, Educational Process, Educational Output, Quality Assurance and the Role of Teachers. It can be concluded that the condition in general is good enough and only requires minor maintenance or improvement to achieve more optimal results.

Visionary Leadership variable data (X1)

After the processing of descriptive statistical data analysis of the research for the Visionary Leadership variable, the highest score of 195 and the lowest score of 105 were obtained. Thus the score range between the highest and lowest scores is 90.

The results showed average scores on the four indicators measured in this study. The *Becoming an Agent of Change* indicator obtained the highest average score, which was 3.93 which indicates that this aspect was the most dominant or most strongly felt by the respondents. Furthermore, the *HR Development* indicator has an average score of 3.92, which indicates that the level of Human Resources development is very positive. The *Communicating Vision* indicator has a fairly high average score of 3.90 while the *Connectivity and Partnership* indicator is 3.87 which may indicate areas that need further attention or improvement. While the Inspirational and Motivation indicators received a lower score than the others, namely 3.86 Overall, the average score of these four indicators was 3.90 which shows that in general respondents gave a positive assessment of the aspects measured.

Teacher Competency Variable Data (X2)

After processing the analysis of descriptive statistical data for the variable of Teacher Competency in Private High Schools (SMA) in Tangerang City, the highest score was 190 and the lowest score of 105. Thus the score range between the highest and lowest scores is 85.

Based on the average score data above for the three indicators, the Pedagogic Competency indicator obtained a score of 3.87 Furthermore, the Professional Competency indicator had a fairly high average score of 3.86. The Technological Competency Indicator (Digital Literacy) has an average score of 4.06 which is the highest score. Then the Evaluation Competency obtained a score of 3.88. Furthermore, the Innovative and Visionary Competency indicators obtained a score of 3.89 Overall, the average score of the five indicators was 3.91, which shows that the respondents have a fairly high level of Teacher Competence.

Variable Data (X3)

After processing the analysis of descriptive statistical data for the Learning Innovation Variable in Private High Schools (SMA) in Tangerang City, the highest score of 190 and the lowest score of 101 were obtained. Thus the score range between the highest and lowest scores is 89.

Based on the results of descriptive statistical analysis of the variables of Visionary Leadership, Teacher Competence, Learning Innovation and Education Quality, it can be concluded that the highest average is found in Education Quality (154.00), while the lowest average is found in Teacher Competence (148.43). Teacher Learning Innovation showed the highest data distribution with a standard deviation of 22,282 while Education Quality had the lowest distribution of 18,280. All variables have a right-skew distribution of data, which

indicates a tendency for high values in the data. In addition, a kurtosis value close to zero indicates that the data has a normal distribution. Overall, respondents' perception of the four variables was relatively good, although there was considerable variance in Visionary Leadership and Teacher Competence. This data is suitable for further analysis to see the impact between variables.

Normality test of standard error estimation of the variable Quality of Education (Y) over Visionary Leadership (X1)

For the regression equation Y over X1 shows *that the Lilliefors* result of the calculation (L_{cal}) = 0.0087 and *the Lilliefors* in the table (L_{table}) with N 115 at the level or significance = 0.05 is 0.0826 (Calculate $0.0087 < L_{table} 0.0826$) which means H_0 is accepted and H_a is rejected. Thus, it can be interpreted that the standard error of the assessment of the Quality of Education (Y) over Visionary Leadership (X₁) comes from a normally distributed population and the requirements for normality of the standard error of the estimate are met.

Normality test of standard error assessment of the variable of Education Quality (Y) on Teacher Competency (X2)

For the regression equation Y over X2 shows *that the Lilliefors* calculation result (L_{cal}) = 0.0633 and *Lilliefors* in the table (L_{table}) with N 115 at the level or significance = 0.05 is 0.0826 (Calculate $0.0633 < L_{table} 0.0826$) which means H_0 is accepted and H_a is rejected. Thus, it can be interpreted that the standard error of the assessment of Education Quality (Y) over Teacher Competency (X₂) comes from a normally distributed population and the requirements for normality of the standard error estimate are met.

Normality test of standard error estimation of the variable Quality of Education (Y) over the variable of Learning Innovation (X3)

For the regression equation Y over X3 shows *that the Lilliefors* result of the calculation (L_{cal}) = 0.0661 and *the Lilliefors* in the table (L_{table}) with N 115 at the level or significance = 0.05 is 0.0826 ($L_{cal} 0.0661 < L_{table} 0.0826$) which means H_0 is accepted and H_a is rejected. Thus, it can be interpreted that the standard error of the assessment of Education Quality (Y) over Learning Innovation (X₃) comes from a normally distributed population and the requirements for normality of the standard error estimate are met.

Variance homogeneity test

The variance homogeneity test is used to test the distribution of data from two or more variances from homogeneous or non-homogeneous populations. The homogeneity test in this study was calculated using *the Bartlett* homogeneous assumption test. The presentation of each data variance homogeneity test between variables in order is as follows:

Test of the homogeneity of the data variance of the Education Quality variable (Y) over the Visionary Leadership variable (X1)

The variance homogeneity test is intended to test the homogeneity of variance between groups of bounded variable (Y) scores grouped based on the similarity of the values of the free variable. The variance homogeneity test was carried out with *the Bartlett* test, namely:

H_0 : The homogeneity of the variance of the Quality of Education on Visionary Leadership data group is homogeneous.

H_a : The homogeneity of variance in the Quality of Education on Visionary Leadership data group is not homogeneous.

The results of the calculation to test the homogeneity of the Visionary Leadership variable (X1) with the variable of Education Quality (Y) were obtained $\chi^2_{\text{calculate}} = 0.493$ with df 113 at the level of sig. 0.48 where $\chi^2_{\text{calculate}} 0.493 \leq \chi^2_{\text{table}} 2.67$ and sig. $0.048 > 0.05$, then H_0 was accepted and H_a was rejected. Thus, it can be interpreted that the homogeneity of the variance of the Visionary Leadership group on Education Quality comes from a homogeneous data population. The homogeneity of data group variance Y over X1 is homogeneous and the homogeneity requirement of group variance is met.

Test of the homogeneity of the data variance of the Education Quality variable (Y) over the Teacher Competency variable (X2)

The variance homogeneity test is intended to test the homogeneity of variance between groups of bounded variable (Y) scores grouped based on the similarity of the values of the free variable. The variance homogeneity test was carried out with *the Bartlett* test, namely:

H_0 : The homogeneity of variance in the Education Quality on Teacher Competency data group is homogeneous.

H_a : The homogeneity of the variance of the Education Quality data group on Teacher Competence is not homogeneous.

The results of the calculation to test the homogeneity of the Teacher Competency variable (X2) with the variable of Education Quality (Y) were obtained $\chi^2_{\text{calculate}} = 0.527$ with df 113 at the level of sig. 0.435 where $\chi^2_{\text{calculate}} 0.527 \leq \chi^2_{\text{table}} 2.67$ and sig. $0.435 > 0.05$, then H_0 was accepted and H_a was rejected. Thus, it can be interpreted that the homogeneity of the variance of the Teacher Competency group on Education Quality comes from a homogeneous data population. The homogeneity of the variance of data group Y over X2 is homogeneous and the homogeneity requirements of the group variance are met.

Homogeneity test of data variance of the Education Quality Variable (Y) over the Learning Innovation Variable (X3)

The variance homogeneity test is intended to test the homogeneity of variance between groups of bounded variable (Y) scores grouped based on the similarity of the values of the free variable. The variance homogeneity test was carried out with *the Bartlett* test, namely:

H_0 : The homogeneity of the variance of the Education Quality on Learning Innovation data group is homogeneous.

H_a : The homogeneity of the variance of the Education Quality on Learning Innovation data group is not homogeneous.

The results of the calculation to test the homogeneity of the Learning Innovation Variable (X3) with the variable of Education Quality (Y) were obtained $\chi^2_{\text{calculate}} = 0.527$ with df 113 at the level of sig. 0.470 where $\chi^2_{\text{calculate}} 0.527 \leq \chi^2_{\text{table}} 2.67$ and sig. $0.470 > 0.05$, then H_0 was accepted and H_a was rejected. Thus, it can be interpreted that the homogeneity of the variance of the Learning Innovation to Education Quality group comes from a homogeneous data population. The homogeneity of data group variance Y over X3 is homogeneous and the homogeneity requirements of group variance are met.

Hypothesis Testing

There is a positive and significant impact of Visionary Leadership with Quality Education.

The first hypothesis test was carried out to test the impact of Visionary Leadership (X1)

with Education Quality (Y). To test that Visionary Leadership (X1) has a positive impact on Education Quality (Y), the statistical hypotheses tested are as follows:

$H_0 : \beta_{yx1} \leq 0$, there is no positive impact of Visionary Leadership (X1) with Quality of Education (Y).

$H_1 : \beta_{yx1} > 0$, there is a positive impact of Visionary Leadership (X1) with Quality of Education (Y).

From the results of the calculation, a value with $\beta_{yx1} = 0.703$ was obtained. The results of the coefficient significance test obtained a t_{count} of 9.761 and a t_{table} of = 1.981.

Based on the results of the calculation of the $t_{count} > t_{table}$, H_0 was rejected and H_1 was accepted. Thus, it can be concluded that Visionary Leadership (X1), has a positive and significant impact on the Quality of Education (Y)

There is a positive and significant impact on Teacher Competence with Education Quality.

The second hypothesis test was carried out to test the impact of Teacher Competency (X2) with Education Quality (Y). To test that Teacher Competency (X2) has a positive impact on Education Quality (Y), the statistical hypothesis tested is as follows:

$H_0 : \beta_{yx2} \leq 0$, there is no positive **impact** of Teacher Competence (X2) on Education Quality (Y).

$H_1 : \beta_{yx2} > 0$, there is a **positive impact** of Teacher Competence (X2) on the Quality of Education (Y).

From the results of the calculation, a value with $\beta_{yx2} = 0.162$ was obtained. The results of the coefficient significance test were obtained with a calculation of 2.008 and a table of = 1.981.

Based on the results of the calculation as seen in table 4.32 obtained by the calculation of the $>$ table, H_0 was rejected and H_1 was accepted. Thus, it can be concluded that Teacher Competency (X2) has a positive and significant impact on Education Quality (Y).

There is a positive and significant impact of Learning Innovation with Quality Education.

The third hypothesis test was carried out to test the impact of Learning Innovation (X3) with Education Quality (Y). To test that Learning Innovation (X3) has a positive impact on Education Quality (Y), the statistical hypotheses tested are as follows:

$H_0 : \beta_{yx3} \leq 0$, there was no positive impact of Learning Innovation (X3) with Education Quality (Y).

$H_1 : \beta_{yx3} > 0$, there is a positive impact of Learning Innovation (X3) and Education Quality (Y).

From the results of the calculation, a value with $\beta_{yx3} = 0.035$ was obtained. The results of the coefficient significance test were obtained with $t_{calculated}$ as 1.987 and t_{table} as = 1.981.

Based on the calculation results obtained from the calculation of the $>$ table, H_0 was rejected and H_1 was accepted. Thus, it can be concluded that Learning Innovation (X3) has a positive and significant impact on the Quality of Education (Y).

There is a positive and significant impact of Visionary Leadership, Teacher Competence and Learning Innovation together with the Quality of Education.

The fourth hypothesis test was carried out to test the impact of Visionary Leadership (X1), Teacher Competence (X2) and Learning Innovation (X3) together with Education

Quality (Y). To test that the three variables have a positive impact on Education Quality (Y), the statistical hypotheses tested are as follows:

HO : $\beta_{yx1,x2,x3} \leq 0$, there was no positive impact of Visionary Leadership (X1), Teacher Competence (X2) and Learning Innovation (X3) together with Education Quality (Y).

HI: $\beta_{yx1,x2,x3} > 0$, there is a positive impact of Visionary Leadership (X1), Teacher Competence (X2) and Learning Innovation (X3) together with Education Quality (Y).

From the calculation results, the values were obtained with $\beta_{yx1} = 0.703$, $\beta_{yx2} = 0.162$ and $\beta_{yx3} = 0.035$. The results of the coefficient significance test were obtained with a calculation of 9.761 for X₁, 2.008 for X₂ and 1.987 for X₃ and a ttable of = 1.981. The results of the analysis of the impact testing of Visionary Leadership (X1), Teacher Competence (X2) and Learning Innovation (X3) together with Education Quality (Y) can be seen in the following table 1:

Table 1 Results of the impact test of Visionary Leadership (X1), Teacher Competence (X2) and Learning Innovation (X3) together with Education Quality.

NEW ERA					
	Models	Sum of Squares	Df	Mean Square	F Sig.
1	Regression	33291,237	3	11097,079	89.794 .000b
	Residual	13717,807	111	123,584	
	Total	47009,043	114		

a. Dependent Variable: Quality of Education

b. Predictors: (Constant): Visionary Leadership, Teacher Competence and Learning Innovation

Data source : Processed using SPSS

Based on the results of the ANOVA test in Table 4.34, the Fcal value was obtained with a significance level of $0.000 < 0.05$. This shows that simultaneously the variables of Visionary Leadership (X1), Teacher Competence (X2) and Learning Innovation (X3) have a significant effect on the Quality of Education (Y). Thus, the regression model used in this study is declared fit to explain the impact between the free variable and the bound variable. This means that changes in Visionary Leadership, Teacher Competence and Learning Innovation together can affect the Quality of Education.

Table 2 Results of the impact testing of Visionary Leadership (X1), Teacher Competence (X2) and Learning Innovation (X3) with Education Quality (Y)

Coefficient				
Models	Unstandardized Coefficients		Standardized Coefficients	Stuttgart Table
	B	Std. Error	Beta	

1	(Constant)	-6.880	14,131		-.487	1,981
	Visionary Leadership	0,740	0,076	.703	9.761	
	Teacher Competence	0,247	0,123	.162	2.008	
	Learning Innovation	0,051	0,110	.035	1.987	
a. Dependent Variable: Quality of Education						

Data source : *Processed using SPSS 25*

To see the most dominant influence is Visionary Leadership (X_1). Based on *the Standardized Coefficients* (Beta) score, it can be seen that the most dominant variable that has a positive impact on Educator Quality is Visionary Leadership with a beta value of 0.703 which is the highest score compared to the variables Teacher Competency (0.162) and Learning Innovation (0.035). This shows that Visionary Leadership has the most impact contribution by improving the Quality of Education. The higher the level of Visionary Leadership in carrying out their duties and responsibilities, the more optimal the quality of school education carried out.

Discussion

The Impact of Visionary Leadership on Quality Education

The results of the study show that there is a very positive impact of Visionary Leadership on the Quality of Education. Based on the results of the study with hypothesis test, it is known that the value of the multiple linear regression analysis of Visionary Leadership with Teacher Competence is 0.703 with a significance level of $0.000 < 0.05$, so H_0 is rejected so that it can be concluded that Visionary Leadership has a positive impact on the Quality of Education. The results of this study explain that every 1 increase in the Visionary Leadership score will increase the Quality of Education by 0.703 times.

The findings of this study are also supported by research that states that the Visionary Leadership of school principals has a very close and significant impact on improving the quality of education, because visionary leaders are able to formulate, communicate, and implement educational visions clearly and directed into real actions in the school environment. In the context of his research, school principals play a key role in determining the direction of education policy through the development of character-based curriculum, improving teacher competence through training and supervision, and creating a conducive and religious learning environment, so that it has a direct impact on improving the quality of learning and student learning outcomes. The results of the study show that visionary leadership plays a significant or very important role in improving the quality of education (seen from strategies, policies, and practices in schools). (Putri et al., 2025)

The Impact of Teacher Competence on Education Quality

The results of the study show that there is a positive influence of Teacher Competence on the Quality of Education. Based on the results of the study with hypothesis test, it is known that the value of multiple linear regression analysis of Teacher Competence with Education Quality is 0.162 with a significance level of $0.000 < 0.05$, so H_0 is rejected so that it can be

concluded that Teacher Competence has a positive impact on Education Quality. The results of this study explain that every 1 increase in the Teacher Competency score will increase the Quality of Education by 0.162 times.

The results of this study are also in line with the findings and also show that Teacher Competence has a positive effect on the quality of education based on the results of regression analysis, obtained a determination coefficient value (R^2) of 0.50. This shows that teacher competence affects the quality of education by 50%, while the remaining 50% is influenced by other variables outside the research. Therefore, the results of this study further strengthen that Teacher Competence is one of the important factors that determine the success of schools in improving the quality of education. (Turmuzi et al., 2026)

The Impact of Learning Innovation with Education Quality

The results of the study show that there is a positive impact of Learning Innovation with Quality Education. Based on the results of the study with hypothesis test, it is known that the value of multiple linear regression analysis of Learning Innovation with Education Quality is 0.110 with a significance level of $0.000 < 0.05$, so H_0 is rejected so that it can be concluded that Learning Innovation has a positive impact on Education Quality. The results of this study explain that every 1 increase in the Learning Innovation score will increase the Quality of Education by 0.110 times.

The results of this study are in line with the research conducted by The results of this study are in line with research that shows that Teacher Competence has a positive and significant effect on the Quality of Education which can increase the indicators of Innovation make learning more effective, Increase student involvement, Improve the quality of learning outcomes, Contribute to the quality of education. Learning innovation is an effort to reform the learning process that is able to increase effectiveness, student involvement, and the quality of learning outcomes, thereby having an impact on improving the quality of education. (Suriyah et al., 2025)

The Impact of Visionary Leadership, Teacher Competence and Learning Innovation with Quality Education

The results of the study show that there is a positive impact of Visionary Leadership, Teacher Competence and Learning Innovation on the Quality of Education. Based on the results of the study with hypothesis test, it is known that the multiple linear regression analysis values of Visionary Leadership, Teacher Competence and Learning Innovation together have a positive impact on Education Quality with $\beta_{yx1} = 0.703$, $\beta_{yx2} = 0.162$ and $\beta_{yx3} = 0.035$ with a significance level of $0.000 < 0.05$, so H_0 is rejected so that it can be concluded that Visionary Leadership, Teacher Competence and Learning Innovation has a positive impact on the Quality of Education and has a multiple linear regression model equation $Y = 0.703X_1 + 0.162X_2 + 0.035X_3$.

Specifically, Visionary Leadership shows the strongest or most dominant impact on Education Quality with a regression coefficient of $\beta_{yx1} = 0.703$ which means that every one unit of Visionary Leadership will increase Education Quality by 0.703 units, assuming other variables are fixed. This indicates that the higher the Visionary Leadership in their work such as Setting and Communicating Vision, Becoming an Agent of Change, Inspiring and Motivating, Human Resources Development and Connectivity and Partnerships, the higher the

Quality of Education. Thus, efforts to improve the quality of education will be more effective if it is focused on increasing Learning Innovation as the main factor that has a significant influence.

The results of this study are in line with the research using a quantitative method. This type of research uses correlational research. The population of this study is 213 teachers and the research sample is 168 teachers. Data collection was carried out using questionnaires. The data analysis techniques used in this study are descriptive data analysis, prerequisite tests which include normality tests, multicollinearity tests, heteroscedasticity tests, linearity tests and hypothesis tests including simple and multiple linear regressions. The results of the study showed that: (1) the correlation of the principal's leadership to the quality of education was 0.858. The influence of the principal's leadership partially had a significant effect on the variable quality of education by 73.7%. (2) The correlation of pedagogic competence to the quality of education was 0.970. The influence of pedagogic competence partially had a significant effect on the variable quality of education by 94.0%. (3) The correlation of school climate to education quality was 0.679. The influence of school climate partially had a significant effect on the variable quality of education by 66.2%. (4) The significant influence of the principal's leadership, pedagogic competence and school climate on the quality of education with the equation $\hat{Y} = 2.817 + 0.213 X_1 + 1.614 X_2 + 0.339 X_3$. Then the value of the correlation coefficient r is 0.879. The result of the coefficient of determining the influence of variables X_1 , X_2 and X_3 on Y was 95.7% with (Lindawati V et al., 2025) *an ex post facto* design and multiple linear regression analysis of 20 teachers as a research sample. The results of the hypothesis test showed that Learning Innovation had a positive and significant effect on the quality of education with a value of t calculated = 3.847, greater than t table = 2.110, and a significance value (Sig.) = 0.000 < 0.05. In addition, the study also found that teachers' academic qualifications had a significant effect on the quality of education with t calculation = 10.213 > t table = 2.110 and Sig. = 0.000 < 0.05. Simultaneously, visionary leadership and academic qualifications have a significant impact on the quality of education. These results also show that visionary leadership is one of the main factors that can improve the quality of education through the implementation of more effective, professional, innovative and performance-oriented learning for students.

CONCLUSION

Based on the results of research and hypothesis testing using multiple linear regression analysis, it can be concluded as follows: Visionary Leadership (X_1) has an Impact on Education Quality (Y). The results of the t -test showed a calculated t value of 9.761, which means it is greater than the t table (± 1.981). Thus, visionary leadership has a positive and significant effect on the quality of education. Teacher Competency (X_2) has an impact on the Quality of Education (Y). The results of the t -test showed a calculated t value of 2.008, greater than the t table (± 1.981), so that teacher competence has a positive and significant effect on the quality of education. Learning Innovation (X_3) has an impact on the Quality of Education (Y). The results of the t -test showed a calculated t value of 1.987, which is also greater than the t table (± 1.981). Thus, learning innovations have a positive and significant effect on the quality of education. Simultaneously Visionary Leadership, Teacher Competence, and Learning Innovation Have an Impact on Education Quality. The results of the F test showed an F value

of 89.794 with a significance of $0.000 < 0.05$, so it can be concluded that the three independent variables together have a significant effect on the quality of education. The most dominant variable that has an impact on the quality of education is Visionary Leadership (X1), because it has the largest t-value (9.761) compared to other variables. Based on these findings, several recommendations can be proposed. First, school principals should continue to develop their visionary leadership skills through training, mentoring, and professional development programs. Second, teacher competency development should be prioritized through continuous professional development, workshops, and capacity building programs. Third, schools should create a supportive environment for learning innovation by providing resources, encouraging experimentation, and recognizing innovative practices. Fourth, future research should examine the moderating effects of other variables such as school culture, organizational climate, and student characteristics on the relationship between visionary leadership, teacher competence, learning innovation, and educational quality. Additionally, comparative studies across different types of schools (public vs. private, urban vs. rural) would provide valuable insights into the contextual factors that influence educational quality.

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