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The Relationship Between Visionary Leadership, Principal Resilience, and Instructional Innovation and The Work Quality of Junior High School Teachers in The 3T Region of Bokan Kepulauan District

Muhammad Ashar[1], Arwildayanto[2], Arifin[3]

[1,2,3] Postgraduate Studies, Gorontalo State University, Gorontalo, Indonesia.

ABSTRACT: This study examines the relationship between visionary leadership, principal resilience, and instructional innovation and the work quality of junior high school teachers in the 3T (Frontier, Outermost, and Disadvantaged) region of Bokan Kepulauan District. The study is grounded in the objective conditions of 3T areas, which face significant challenges, including limited infrastructure, restricted access to information, and inadequate educational resource support. These constraints highlight the need for adaptive, resilient, and innovative school leadership to enhance teachers' professional performance. A quantitative approach with a correlational design was employed to measure the relationships among variables empirically. The population consisted of 99 junior high school teachers in Bokan Kepulauan District, with a sample of 74 teachers selected using the Harry King Nomogram technique. Data were collected through a Likert-scale questionnaire that had been tested for validity and reliability. Descriptive statistics were used to present the data characteristics, while inferential analysis was conducted using multiple linear regression with the assistance of IBM SPSS Statistics. The findings reveal that visionary leadership has a positive and significant relationship with teachers' work quality. Principal resilience also shows a positive and significant relationship, particularly in addressing educational challenges in 3T regions. Instructional innovation is similarly associated with significant improvements in teachers' work quality. Collectively, these three variables make a significant contribution to variations in teachers' work quality. Strengthening visionary leadership, enhancing resilience, and fostering continuous instructional innovation are therefore essential strategies for improving teacher performance in 3T areas.

KEYWORDS: Visionary Leadership, Principal Resilience, Instructional Innovation, Teachers' Work Quality, 3T Regions

I. INTRODUCTION

Education serves as the primary foundation for the development of high-quality and competitive human resources. However, efforts to improve educational quality in 3T (frontier, outermost, and disadvantaged) regions, including Bokan Kepulauan District, continue to face complex structural and cultural challenges. Limited infrastructure, unequal access to technology, and restricted opportunities for teachers' professional development have contributed to suboptimal teacher work quality. Research by Hallinger (2020) emphasizes that disparities in educational system support in developing regions are correlated with lower instructional effectiveness. Furthermore, König et al. (2020) demonstrate that professional readiness and institutional support significantly determine the quality of teaching practices, particularly in resource-constrained contexts. Data from the Department of Education and Culture of Banggai Laut Regency (2024) indicate that learning practices in several junior high schools in Bokan Kepulauan District are still dominated by conventional approaches, thereby affecting the quality of instructional processes and student learning outcomes.

Teacher work quality in 3T regions is also strongly influenced by principal leadership. Visionary leadership plays a strategic role in fostering a collaborative work culture, providing direction for change, and promoting teacher professionalism. Research by Andriani, Kesumawati, and Kristiawan (2018) demonstrates that principal leadership significantly affects teacher performance through a clear vision and professional development support. Similarly, Leithwood et al. (2020) explain that transformational and visionary leadership practices are positively associated with teacher motivation and commitment to improving instructional quality.

Beyond visionary aspects, principal resilience constitutes a critical factor in educational contexts within remote areas. Principals are required to demonstrate adaptive capacity in responding to administrative pressures and limited facilities. Day and Gu (2018) emphasize that resilient leadership sustains school organizational stability and maintains teacher motivation amid

workplace challenges. Beltman et al. (2022) further indicate that the resilience of educational leaders contributes to enhanced teacher professional commitment and the sustainability of school programs.

On the other hand, instructional innovation represents a crucial variable in improving teacher work quality. Innovation extends beyond the use of technology to encompass creative and contextual pedagogical approaches. Tondeur et al. (2017) found that teachers' pedagogical beliefs regarding innovation are positively correlated with instructional effectiveness. More recent research by Harris and Jones (2020) confirms that a culture of school innovation supported by instructional leadership significantly influences the quality of teachers' instructional practices.

Based on the foregoing discussion, analyzing the relationship among visionary leadership, principal resilience, and instructional innovation and teacher work quality is essential. This study is expected to provide empirical contributions to strengthening strategies for improving educational quality in 3T regions, particularly in Bokan Kepulauan District.

II. METHOD

This study employed a quantitative approach using a survey method and a correlational design to examine the relationships among visionary leadership (X1), principal resilience (X2), and instructional innovation (X3) and teachers' work quality (Y). A cross-sectional design was applied, meaning that data were collected at a single point in time without manipulation of the research variables. The study was conducted in ten public junior high schools located in the 3T (frontier, outermost, and disadvantaged) area of Bokan Kepulauan District, Banggai Laut Regency, Central Sulawesi Province, from February to July 2025. This location was selected because it represents the characteristics of remote areas with limited infrastructure and educational access, making it relevant for examining leadership dynamics and teacher work quality within this context.

The research population consisted of all permanent teachers (civil servants and government contract teachers) in public junior high schools in Bokan Kepulauan District, totaling 99 individuals. The sample was determined using the Harry King Nomogram technique with a 95% confidence level and a 5% margin of error, resulting in 74 teachers as respondents. Data were collected using a closed-ended questionnaire based on a five-point Likert scale to measure respondents' perceptions of the four research variables. The instrument was developed according to the conceptual indicators of each variable and validated through expert judgment for content validity, followed by a field pilot test to assess construct validity and reliability using the Product Moment correlation and Cronbach's Alpha coefficient. The instrument was considered acceptable if it met validity criteria and achieved an alpha value of ≥ 0.70.

Data analysis was conducted in two stages: descriptive and inferential statistical analysis using IBM SPSS Statistics. Descriptive statistics were used to present the mean, standard deviation, minimum, and maximum scores of each variable. Prior to hypothesis testing, prerequisite tests were conducted, including tests of normality, linearity, and homogeneity. Hypotheses were tested using Pearson correlation and multiple linear regression analyses to determine the partial and simultaneous effects of the independent variables on teachers' work quality. A significance level of 0.05 was applied, and the results were interpreted to draw conclusions in accordance with the research objectives.

III. RESEARCH RESULT

This study involved 74 public junior high school teachers in the 3T (frontier, outermost, and disadvantaged) area of Bokan Kepulauan District. The results of the descriptive analysis indicate that the mean score of principals' visionary leadership was 100.76 (SD = 15.40), principal resilience was 98.91 (SD = 15.27), instructional innovation was 99.82 (SD = 16.36), and teachers' work quality was 97.31 (SD = 15.26). Overall, all variables fell within the moderate to high category, indicating that teachers' perceptions of leadership conditions and instructional innovation in their schools were generally positive.

Prior to hypothesis testing, prerequisite tests were conducted. The normality test using Kolmogorov–Smirnov yielded a significance value of 0.200 (> 0.05), indicating that the residuals were normally distributed. The multicollinearity test showed a Tolerance value of 0.861 and a Variance Inflation Factor (VIF) of 1.162, suggesting the absence of multicollinearity among the independent variables. Since all assumptions were satisfied, linear regression analysis was subsequently performed.

The results of the simple regression analysis reveal that principals' visionary leadership has a positive and significant effect on teachers' work quality. Principal resilience also demonstrates a positive and significant effect on teachers' work quality. Similarly, instructional innovation is shown to have a positive and significant effect on teachers' work quality. These findings indicate that improvements in each independent variable are associated with corresponding increases in teachers' work quality.

The multiple linear regression analysis indicates that the three independent variables simultaneously exert a positive and significant influence on teachers' work quality, with a correlation coefficient (R) of 0.624 and a coefficient of determination (R^2) of 0.389. This implies that 38.9% of the variance in teachers' work quality can be explained jointly by visionary leadership, principal resilience, and instructional innovation, while the remaining 61.1% is attributable to other factors beyond the research model. The resulting regression equation is $Y = 13.526 + 0.359X1 + 0.344X2 + 0.136X3$. The regression coefficients indicate that all variables contribute positively, with principal resilience emerging as the relatively most dominant predictor.

Summary of Regression Coefficients, Correlation Coefficient (R), and Coefficient of Determination (R^2) of the Effects of Visionary Leadership, Principal Resilience, and Instructional Innovation on Teachers' Work Quality.

Independent Variables	Regression Coefficient (b)	Correlation Coefficient (r)	Coefficient of Determination (R^2)	F Value	Sig. (p)
Visionary Leadership (X1)	0.359	0.421	0.177	15.53	< 0.001
Principal Resilience (X2)	0.453	0.487	0.237	22.68	< 0.001
Instructional Innovation (X3)	0.255	0.374	0.140	12.18	0.018
Simultaneous (Multiple Regression)	0.359 (X1); 0.344 (X2); 0.136 (X3)	R = 0.624	0.389	14.85	< 0.001

Note: All significance values are at the $\alpha = 0.05$ level. The dependent variable is teachers' work quality. Overall, the findings of this study confirm that visionary leadership, principal resilience, and instructional innovation have positive and significant effects on the work quality of junior high school teachers in the 3T area of Bokan Kepulauan District, both partially and simultaneously.

IV DISCUSSION

Based on the empirical findings obtained through testing the four hypotheses as presented in the previous section, it can be concluded that all research hypotheses were accepted. These findings indicate that visionary leadership (X1), resilience (X2), and instructional innovation (X3) have positive and significant relationships with teachers' work quality, both partially and simultaneously.

A. The Relationship Between Visionary Leadership (X1) and Teachers' Work Quality (Y)

The results demonstrate that principals' visionary leadership has a positive and significant relationship with teachers' work quality. This finding reinforces the view that principals who are able to formulate and clearly communicate a long-term vision provide structured direction for teachers' work. Theoretically, visionary leadership is understood as a future-oriented leadership style that inspires and mobilizes all school members toward shared goals (Wahyuningtyas et al., 2024). A well-internalized vision enhances teachers' focus, commitment, and work motivation. This finding is consistent with the study of Sri Mardawiza et al. (2025), which states that visionary leadership significantly contributes to improving teacher performance through strategic planning and continuous professional development.

Empirically, the present findings are also consistent with the results of Said Ashlan and Hambali (2022), who reported that visionary leadership positively influences teacher performance, although with a relatively modest contribution. Yulianti et al. (2025) identified an even greater contribution to teachers' work productivity. Furthermore, Jumadi et al. (2025) emphasized that work motivation serves as an important mediator in this relationship. These findings support transformational leadership theory, which positions leaders as agents of change who provide meaning and inspiration to teachers. Therefore, visionary leadership functions not only as a policy-directing mechanism but also as a driving force for the continuous improvement of teachers' work quality.

B. The Relationship Between Principal Resilience (X2) and Teachers' Work Quality (Y)

This study found a positive and significant relationship between principal resilience and teachers' work quality. In the context of leadership, resilience reflects a principal's ability to remain stable, consistent, and adaptive when facing pressures and limitations. This finding is consistent with Instructional Leadership theory, which emphasizes the importance of the principal's role in establishing clear work structures and providing professional support for teachers (He et al., 2024). Sapitri and Purwanto (2024) further affirm that strong and consistent leadership is significantly correlated with improved teacher performance within the school environment.

From a theoretical perspective, principal resilience can also be understood through the job demands–resources model, which posits that leadership support constitutes a critical resource in reducing work-related stress and enhancing performance (Boon & Ganesan, 2025). Teachers led by reliable and resilient principals tend to experience greater psychological safety and stronger trust in school policies. This finding aligns with Susilawati et al. (2024), who reported that principal leadership significantly influences teacher discipline and innovation. Therefore, principal resilience extends beyond an individual psychological attribute and functions as a structural factor that strengthens teacher professionalism and work quality.

C. The Relationship Between Instructional Innovation (X3) and Teachers' Work Quality (Y)

The results indicate that instructional innovation has a positive and significant relationship with teachers' work quality. The higher the level of innovation implemented by teachers—through varied methods, contextual approaches, or the integration of

technology—the higher the quality demonstrated in lesson planning, implementation, and evaluation. Theoretically, instructional innovation is viewed as the adoption of new ideas in educational practice and as a key factor in enhancing teacher professionalism (OECD, 2021). These findings are consistent with studies by Sahlberg (2020) and Schindler et al. (2020), which show that pedagogical innovation significantly improves instructional effectiveness.

From a constructivist perspective, teachers function as creative and reflective designers of learning experiences. Darling-Hammond et al. (2020) emphasize that instructional innovation enhances the quality of learning interactions and teachers' professional competence. Moreover, the TPACK framework (Mishra & Koehler, 2006; Chai et al., 2021) underscores the importance of integrating pedagogy, content knowledge, and technology to improve teacher performance. The present findings also align with Fullan (2021), who asserts that pedagogical innovation contributes to improved work quality and professional satisfaction among teachers. Accordingly, instructional innovation constitutes a strategic factor in shaping adaptive and high-quality teacher performance in response to contemporary educational demands.

D. The Simultaneous Relationship of Visionary Leadership, Principal Resilience, and Instructional Innovation with Teachers' Work Quality

The results of the simultaneous analysis indicate that visionary leadership, principal resilience, and instructional innovation collectively make a significant contribution to teachers' work quality. This finding supports contemporary educational leadership theory, which emphasizes an integrated approach combining strategic vision, leadership stability, and an innovative culture to enhance educational quality (Fullan, 2020). Wahyuningtyas et al. (2024) argue that visionary leadership directs organizational change, while instructional innovation strengthens the implementation of teachers' professional practices. Similarly, Nurlalela et al. (2024) found a positive effect of visionary leadership on overall school quality.

From a theoretical perspective, the integration of these three variables can be explained through Instructional Leadership Theory and Innovation Diffusion Theory, both of which highlight the importance of structural support and organizational culture in disseminating innovation within schools (Fullan, 2020; Olaniyan & Uzorka, 2024). Zee et al. (2024) further demonstrate that strong principal–teacher relationships enhance professional engagement and teachers' work quality. Therefore, the synergy among visionary leadership, principal resilience, and instructional innovation constitutes a fundamental foundation for improving teachers' work quality, particularly in regions characterized by limited resources.

IV. CONCLUSION

Based on the research findings and discussion presented above, it can be concluded that all hypotheses proposed in this study are accepted. Visionary leadership, principal resilience, and instructional innovation have been proven to have positive and significant relationships with teachers' work quality, both partially and simultaneously.

First, principals' visionary leadership plays a crucial role in improving teachers' work quality. Principals who are capable of formulating a strategic vision, communicating it clearly, and internalizing it within the school culture are able to provide structured direction and motivate teachers to perform professionally. Visionary leadership functions not only as a policy-directing mechanism but also as a catalyst for change that promotes the continuous enhancement of teacher performance.

Second, principal resilience makes a significant contribution to teachers' work quality. Principals who are resilient, adaptive, and consistent in addressing various challenges are able to create organizational stability and provide the professional support required by teachers. Such resilience serves as a leadership resource that strengthens psychological safety, work discipline, and teachers' commitment to their professional responsibilities.

Third, instructional innovation is confirmed as a strategic factor in enhancing teachers' work quality. Teachers who develop varied methods, contextual approaches, and the integration of technology in instruction demonstrate higher quality in planning, implementing, and evaluating learning activities. Simultaneously, the synergy among visionary leadership, principal resilience, and instructional innovation constitutes a fundamental foundation for improving teachers' work quality. The integration of these three variables fosters an adaptive, collaborative, and quality-oriented school environment, particularly in regions characterized by limited resources.

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