The Influence of Visionary Leadership towards The Teaching Profession in Indonesia

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Abstract

Education like many sectors aspire for visionary leadership to match the present world order. This study examines visionary leadership and its influence on the teaching profession and the general education policy in Indonesia. The study used a quantitative descriptive approach to conduct a study on teachers and heads of schools from a sample 40 schools purposively selected from within Bandung area in West Java province of Indonesia. The findings revealed that there is a significant influence of visionary leadership toward teacher readiness in implementing educational policy. There is also a significant influence of teacher quality toward teacher readiness in implementing education policy in Indonesia. Tests based on the teacher's demographic aspects of gender, educational background, age, and teaching experience found that there is no difference in the way visionary leadership influences of their readiness to implement education policy. More attention needs to pay to improving visionary leadership in Indonesian Education.

Keywords: Visionary leadership, teacher readiness, teacher quality Indonesia education policy

1. Introduction

Leadership being part of the natural disposition will manifest in all realms, and the teaching profession is not an exception. The current demands of the education sector require education administrators to be equipped with a substantial measure of visionary leadership to thrive in the sector (Kowalski, 2018). In the education administration domain, visionary leadership is taken to encompass a leader's development of skill sets, abilities and competencies capable of being influential in mobilizing and motivating colleagues and associates in the realization of innovation in the institution, basing on the notion of being openminded to change.

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Correspondingly, to be a visionary at the institutional level is in regard to administrators' ability to consolidate change, reform, and paradigm shifts in collaboration with associate teams in response to future anticipations (Molina, 2018). This may include motivating others in the institution to develop competences, that are instrumental and more effective today in the current educational institutional setups. Moreover, visionary leadership engages staff to positively impact on work colleagues, using convenient and acceptable best practices suitable for the education sector.

Substantial efforts have been put into understanding the connection between organizational executive leadership's strategic manoeuvres and organization performance (Hambrick & Quigley, 2014). How leaders impact on their associates, colleagues and subordinates is key to organizational culture formation. Organizational culture in the education sector is quite unique as it is widely influenced by internal environment and a diverse external environment.

The mention of visionary leadership is synonymous with innovation as the Indonesian

Ministry of Education has promoted innovation in the education sector, ranging from curriculums and teaching to administration. The teaching profession in Indonesia is at the core of one of the largest and most complex education systems in the world (Chang, et al., 2013). The role of teachers in Indonesia like in many parts of the world is crucial in shaping the country's human resources and ultimately its development trajectory (Suryadarma & Jones, 2013). A teacher is the most decisive component in the education system and is always the center of attention and in the spotlight when talking about educational issues. It is undeniable that teachers really matter in the overall development of a nation, and as leaders in the nation seek the most out of the teaching profession, we examine the influence of visionary leadership towards the teaching profession in Indonesia. Improving the quality of education depends on many things, especially the quality of the teacher. However, teacher quality is related to many aspects, including principal leadership, institutional culture, and teacher work motivation (Ubaidillah et al., 2019).

In consideration to the focus of this study, it is imperative for education sector staff to embrace visionary leadership to find alignment with the inevitable current sector trends, where inclusiveness of teaching staff is necessary for their inspiration, which serves to strengthen beneficial educational engagements through trendy technologies. This is a representation of strategic alignment of professional retooling for enhancement of good performance, especially in formal teaching and learning.

This research was conducted in the greater Bandung area, West Java Province of Indonesia. Following the reformasi (reformation) era at the end of the 1990s and start of the new millennium after the fall of the thirty-year military dictatorship in Indonesia which saw military domination of all sectors of the country including education, professional development initiatives have since been, and continue to be promoted with the aim of streamlining and modernizing education in Indonesia. This provides an essential knowledge base build up within schools.

Various studies have been conducted on visionary leadership in the education sector in Indonesia, but there is little done on visionary leadership, its development and impacts specifically on the teaching profession in Indonesia, therefore little is known on its impact on the teaching profession particularly on teacher quality and teacher readiness to implement education policy.

Research question

This research on visionary leadership on the teaching profession in Indonesia is conducted on the premise that its impact on teacher readiness and teacher quality in Bandung schools, will lead us to widening our knowledge in the field of visionary leadership in the teaching profession. Against this, a research questions to guide this research is:

What is the state of visionary leadership in the Indonesian teaching profession?

The study seeks to determine the manifestation of visionary leadership in the teaching profession in Indonesia. The research conducted focused on regular education schools in West Java Province, in the greater Bandung area covering Bandung city, its conurbations and Bandung district. The conceptual reference forming the basis of this study includes visionary leadership, teacher readiness and teacher quality as variables within the scope of this study.

2. Literature Review

Education and leadership

Leadership is a behavior pattern of leaders in directing and controlling subordinates to follow their will in achieving something goals and objectives that have been set. Leadership refers to certain traits and activities performed by the leader that enhance the general institutional performance and or its outcomes. Leaders exemplify certain traits and activities in their day-to-day engagements with their collaborators, colleagues or subordinates; they exhibit motivational influence, inspiration, stimulate innovation, and engage proactively. For a leader to inspire, communication to others motivate higher achievement is put forth as enthusiastically and as encouraging as possible. Leaders are expected to guide, instruct and give feedback in consistency with the individual requirements of his/her collaborators while open mindedly prompting them to embrace new paradigms (Brown and Anfara, 2003). A leader is always open to exploring new ideas that abound, even from subordinates and is expected to empathize and have a measure of tolerance for mistakes.

Towards the end of the twentieth century, the emergence of vision and mission statements became the norm and gave rise to the perception that ideal leadership must conform to the vision and mission of the institution, however, rapid global changes and paradigm shifts has seen many educational institutions and education sectors in many countries transform to remain progressive. This does not rule out a few pockets of radical adherence to the old state of affairs.

For a leadership to pull off any groundbreaking transformations, it must be a visionary leadership that had already provided for the possibility of changes in its strategic planning and provided for mechanisms to explore, accept, accommodate, and accept changes, innovations and creativity. Transformational leadership has been found to positively affect the ability of the leadership of educational institutions as it facilitates changes in initiatives for institutional restructuring, and as such, this form of leadership is the best fit for addressing education institution needs in this current world (Leithwood, 2016). Most organizational leadership styles were conceived and started out being applied in the business world, so by the time they were adopted for other sector outside the business organization like the education sector, they had been successfully implemented with empirical results to prove.

Visionary leadership that formed a basis for transformational leadership was adopted at many Indonesian education sector levels where institutions underwent massive transformations to keep in line with their operating environmental demands and have come out as successful thriving institutions (Ilyas and Sibuea, 2019; Brown and Anfara 2003).

Education Policy in Indonesia

Public policy is a set of government actions designed to achieve certain results expected by the public (Andriansyah et al., 2019). Policy makers must be able to formulate goals to be achieved, because policies without goals have no meaning. For example, a policy that has no clear objectives, will have its programs implemented differently, achieving its strategy becomes obscure, and ultimately it will be a failure. Since education concerns a big section of the public, an education policy is undoubtedly public policy (Umagapi, 2016).

Like many policies and laws in Indonesia, the education policy has reflections of the country's strong diversity, beliefs, culture, values, economics, history, and politics, as well as excerpts, adoptions and influences of the contemporary regional and international education realms. Education had been going on in Indonesia for centuries, with Islamic education being the most dominant and widely distributed form. There was also other education forms like traditional education forms that often were incorporated in existing mor organized education forms, the Dutch colonial education form, the post-World War II and independence era education form and policies, the military rule era education form and policies, the reformasi era that ushered in massive transformations in education policy and finally the post-reformasi education policies where the current policy lies (Octarra and Hendriati, 2018; Rosser, 2016). All these past education forms and policies shaped the current Indonesian education and its administration, its influences can be felt right from policy through leadership and administration, down to the classroom and the education institutional environment.

The most distinctive aspects worth noting on the set up of the current Indonesian education policy include: 1) The decentralization of education, 2) The Islamic education system 3) The international and regional policy adoptions to the Indonesian education policy.

Education Decentralization in Indonesia

Following political decentralization were other sectors including education. The reform was intended to among other things encourage integration of local knowledge, identity and diversity of the respective regions of Indonesia into the education curriculums at all levels of education (Kristiansen, 2006; Rahman, 2019; Dewantara, 2020). The education decentralization saw the initial establishment of the Local Content Curriculum (LCC), followed by the School Based Curriculum Development (SBCD), which basically required education institutions to include learning content based on local cultural heritage, local knowledge and identity to occupy a specific study period per week (Bjork, 2004; Zen, 2018). It is worth noting that the aspects of the national ideology Pancasilla, character education and religion are emphasized in Indonesian education.

The leadership administering and implementing education policy in Indonesia have to be mindful of ensuring that the above aspects are complied with. Visionary leadership in this system of education is expected to fall within policy requirements and being mindful of the aspects emphasized.

The Islamic education system

Being the first organized education system to take root in the archipelago, the Islamic education system continues to the most robust and parallel education system in Indonesia complete with its own policies, infrastructure and rich history. Having produced the countries most elite through out the history of the region including Sultans, independence freedom fighters, military generals, and presidents, it is not an exaggeration to say there is basically no Indonesian education sector without the countries Islamic education system.

With the many changes to Indonesian education policy, the Islamic education system has also undergone regulation adjustments and adoptions to suit the contemporary realities, but

without much change to the core content (Mahfud, 2019; Azra, 2018). This is mainly due to the fact that much of the most emphasized policy components of nationalism, faith and character building are basically already covered by the Islamic education system.

The leadership in this education system also comply with the national set standards with emphasis to noble character, piety and resilience according to Islamic ethics and etiquette.

International and regional policy adoptions

The regional and international geopolitical and economic landscape dynamics are connected Indonesia's education policy adoptions especially the foreign funded components of teacher training, curriculum reform and education infrastructure development. Indonesia being a member of the G20, ASEAN and other international bodies means that its education systems needs to adopt to and measure up to the requirements of these international bodies.

The UN, World Bank, Asian Development Bank, USAID and many other international bodies have pushed for many education sector reforms in Indonesia and funded programs like teacher professional development and learner-centered approach to teaching, innovative learning among many others (Zen, 2018; Tatto, 2013).

Leadership of the education sector, call for adopting international best practices and research uptake are other aspects in Indonesia's education sector that have been influenced by international dynamics and globalization.

Visionary leadership in a school

Visionary leadership has been referred as quality transcending the institution (Molina, 2018). Any institution has a leader, who is expected advance its cause. With transformations being the norm education institutions look to their leaders to take them through such transformations (Komariah, 2016). As vision bearer of the school, a visionary leader has a clear sense of direction of the future of the institution and is expected to mobilize, inspire and intellectually stimulate others to be innovative and unite towards realizing the institution's vision.

Visionary leadership elicits certain characteristics that converge on the vision as the focus of importance; an anticipation that a leader steadfastly mobilizes and motivates others towards achieving it; more like a dream for the future of the institution (Komariah, 2016; TEACHER, 2017). The strength of an educational vision is crucial in influencing educational performance (Kowalski, 2010). Anticipation and belief in attaining academic excellence for a school at a given period in time for

example, is a vision that can be promoted by a leader (Ulfa and Waluyo, 2016).

To flung open the window of transformation to achievement and readiness, of a school to thrive in this day and age a visionary leadership is essential. With uncertainties now more frequent around school environments, and with school committees, political leaders, parents and students expecting more out of schools, they need leaders with clear direction to steer them out of what seems as a chaotic situation.

Leaders' role is not only concerned with the school's internal activities but also outside their educational institutions. Since the world outside the institution keeps changing rapidly, it requires a proactive, understanding, and tolerant attitude to face up to the current challenges. Drawing from their strengths and creativity visionary leaders are capable of any situation and devise means of guiding their school to achieving the not only the school's vision but also the national education vision.

Teacher quality and Teacher readiness

Teacher quality plays a central role as the foundation on which effective schools are built and student achievement attained. The many education sector reforms implemented in Indonesia in the past also involved improving teacher quality. Discourse on how teacher trainers should prepare teachers is has recently got the attention of policy makers (Churchward & Willis, 2019).

Teacher quality is generally perceived as conformity to preset standards and regulations (Elmahdi and Fawzi, 2019). Such standards may not encompass the holistic attributes that genuinely constitute teacher quality.

In the realm of the teaching as a profession, 'readiness' connotes to teachers' competence in delivery of what their job entails (Mohamed, 2018), this often includes being visionary with abilities and perceptions that stretch past the standard practices (Shulman and Shulman 2004). In this regard, it is worth pointing out that a visionary teacher will likely elicit both teacher quality and teacher readiness.

3. Methodology

The study used a quantitative descriptive approach. The study was conducted in Bandung area, the capital city of the West Java Province in Indonesia. The research sample were teachers and heads of schools from a sample 40 schools purposively selected from within Bandung.

Data was collected using questionnaire based on the Likert scale to obtain data on visionary leadership, teacher quality and teacher readiness. The reliability of the research instrument in this study was tested using Cronbach's alpha, and the

reliability of the data was tested using SPSS. Reliable data provisions can be seen from:

Tabel 1 Reliability Requirements

Cronbach alpha value	Information
0.00 to 0.20	Not Reliable
0.21 to .40	Not Reliable
0.42 to 0.60	Reliable
0.61 to 0.80	Reliable
0.81 to 1.00	Very reliable

Data analysis technique used was the multiple linear regression analysis technique. Visionary leadership is a dependent variable, teachers' quality (Z) is a moderate variable, and teacher readiness is an independent variable. To test the associative hypothesis with data in the form of intervals or ratios multiple correlations were used. So, testing the hypothesis about the relationship between two or more independent variables is done together with one dependent variable (Sugiono, 2013),

To find out the level of functional relations (influence) between research variables by interpreting the magnitude of the correlation value r arithmetic (R). Provided that the value of R is not more than the price (-1 ≤ R ≤ +1). If the value of R = -1 (negative) means that the correlation is perfectly negative and if R = 1 (positive) means the correlation is very strong. While the meaning of the price of R will be consulted with the interpretation of the value of R as follows:

Tabel 2 Interpretation of Correlation Coefficient R Value

Coefficient interval	Relationship Level
0.80 – 1.000	Very strong
0.60 - 0.799	Strong
0.40 - 0.599	Strong enough
.20 - 0.399	Low
0.00 - 0.199	Very low

Furthermore, to state the size of the contribution (contribution) of variable X to Y can be determined by the formula of the determinant coefficient as follows:

KP=R^2×100%, Where: KP = coefficient of determination R = Correlation coefficient value . The data analyzed in this study will be processed data. This is because the scores on the questionnaire are ordinal scales so they must be transformed into interval scales using the Successive Interval Method (MSI) using Microsoft Excel 2013 by adding the STAT97 Add-In menu. After the data is transformed, then the data is analyzed. by using the IBM Statistics SPSS 20.0 program. The steps are as follows:

1. The analysis prerequisite test that must be fulfilled before the main data analysis is performed to test the hypothesis of this research is the normality of data distribution test for each group. Test for normality is with the Kolomogrov Smirnov statistical test.

The hypothetical hypothesis is:

$H_{(0)}$:Data derived from populations that are normally distributed

$H_{(1)}$:Data comes from populations that are not normally distributed

The testing criteria are:

Reject $H_{(0)}$ if Sig.<∝=0.05

Accept $H_{(0)}$ if Sig.≥ ∝=0.05

2. Simple Regression Test where this test is used to determine whether each independent variable X significantly influences the dependent variable (Y).

The formulation of the hypothesis is to answer the hypothesis:

Visionary leadership and teachers' quality significantly influences teacher readiness.

It will be concluded that $H_{(0)}$> H1

The testing criteria are:

Reject $H_{(0)}$ if taritmatic> ttable

Accept $H_{(0)}$ if -ttable ≥ taritmatic≤ ttable

3. Multiple linear regression test to analyse the effect of the independent variable (X) simultaneously on the dependent variable (Y).

To answer the hypothesis: visionary leadership and teachers' quality influence teachers' readiness.

It will be concluded that $H_{(0)}$> H1

The testing criteria are:

Reject $H_{(0)}$ if Farritmatic > Ftable

Accept $H_{(0)}$ if Faritmatic ≤ Ftable

4. One-way and two-way analysis of variance test (Anova)

To test the comparative hypothesis of paired samples with data in the form of intervals or ratios uses a one-way or two-way analysis of variance called one way and two-way Anova. Two-way Anova is well known as multivariate Anova,

3. Result

Based on the research objectives and findings, herewith, the presents the results based on the analysis the hypotheses of the study:

Hypothesis: There is a significant influence of visionary leadership toward teacher readiness in implementing educational policy. The answer is

Correlation Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.345[a]	0.119	0.107	2.156

a. Predictors: (Constant), Visionary Leadership

The correlation value is 0.345. This performs weakly because under 0.5. R square is 0.119 which implies 11.9% of the variation. It means that this percentage in teacher readiness can be explained by the visionary leadership variable.

Anova Test

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1. Regression	44.083	1	44.083	9.483	0.003^b
Residual	325.417	70	4.649		
Total	369.500	71			

a. Dependent Variable: Teacher Readiness
b. Predictors: (Constant), Visionary Leadership

This test shows that F is 9.483 while Sig. is 0.003. The probability of 0.003 is much smaller than 0.05. This signifies that the regression model can be used to predict the value of the teacher readiness variable based on the value of the visionary leadership variable.

Simple Regression Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1. (Constant)	13.255	2.663		4.978	0.000
Visionary Leadership	0.136	0.044	0.345	3.079	0.003

a. Dependent Variable: Teacher Readiness

In the regression equation, teacher readiness equals 0.136 of visionary leadership plus a constant of 13.255. A constant of 13.255 states that if there is no visionary leadership, the teacher's readiness value is 13.255. The coefficient of 0.136 states that for each addition of 1 point of visionary leadership, the teacher readiness point increases by 0.136.

Hypothesis: There is a significant influence of teacher quality toward teacher readiness in implementing education policy. The answer is:

Correlation Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.424^a	0.180	0.168	2.081

a. Predictors: (Constant), Teacher Quality

The correlation value is 0.424. This indicates moderate because close to 0.5. R square is 0.180 which implies 18% of the variation. It means that this percentage in teacher readiness can be explained by the teacher quality variable.

Anova Test

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1. Regression	66.451	1	66.451	15.349	0.000^b
Residual	303.049	70	4.329		
Total	369.500	71			

a. Dependent Variable: Teacher Readiness
b. Predictors: (Constant), Teacher Quality

This test shows that F is 15.349 while Sig. is 0.000. The probability of 0.000 is much smaller than 0.05. This signifies that the regression model can be used to predict the value of the teacher readiness variable based on the value of the visionary leadership variable.

Simple Regression Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1. (Constant)	10.482	2.802		3.741	0.000
Teacher Quality	0.153	0.039	0.424	3.918	0.000

a. Dependent Variable: Teacher Readiness

In the regression equation, teacher readiness equals 0.153 of teacher quality plus a constant of 10.482. A constant of 10.482 states that if there are no teacher quality variables, the teacher readiness value is 10.482. The coefficient 0.153 states that for each addition of 1 point of the teacher quality variable, the teacher readiness point increases by 0.137. The T-test results shows the teacher quality variable has a significant level of 0.00. It must be the case that 0.00 is smaller than 0.05. This indicates that the coefficient of the teacher quality variable significantly influences the teacher readiness variable. The relationship of visionary leadership and teacher quality toward teacher readiness based on aspects of teacher demographics (gender, educational background, age, and teaching experience).

Sex

a. Description

Between-Subjects Factors

		Value Label	N
Sex	1	Male	25
	2	Female	47

b. Anova Test Result
Tests of Between-Subjects Effects
Dependent Variable: Teacher Readiness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	84.663[a]	3	28.221	6.737	0.000
Intercept	23.972	1	23.972	5.723	0.020
x2	33.206	1	33.206	7.927	0.006
x1	15.521	1	15.521	3.705	0.058
Sex	2.851	1	2.851	0.681	0.412
Error	284.837	68	4.189		
Total	33394.000	72			
Corrected Total	369.500	71			

a. R Squared = 0.229 (Adjusted R Squared = 0.195)

Conclusion

The Sig value in the analysis result is 0.412 which is above 0.05. It can be said that after being controlled by the visionary leadership covariable and teacher quality, there are no differences in the teacher readiness variable between male and female teachers.

Educational background

a. Description

Between-Subjects Factors

		Value Label	N
Educational Background	1	≤ Undergraduate	58
	2	Master	14

b. Anova test result
Tests of Between-Subjects Effects
Dependent Variable: Teacher Readiness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	81.848a	3	27.283	6.450	0.001
Intercept	22.011	1	22.011	5.203	0.026
x2	37.590	1	37.590	8.886	0.004
x1	14.257	1	14.257	3.370	0.071
Sex	0.036	1	0.036	0.009	0.926
Error	287.652	68	4.230		
Total	33394.000	72			
Corrected Total	369.500	71			

a. a. R Squared = 0.222 (Adjusted R Squared = 0.187)

Conclusion

The Sig value in the analysis result is 0.926 which is above 0.05. It can be said that after being controlled by the visionary leadership covariable and teacher quality, there is no difference in the teacher readiness variable between ≤ undergrad-educated teachers and master-educated teachers.

Age

a. Description

Between-Subjects Factors

		Value Label	N
Age	1	21 – 31years old	13
	2	32 - 42 years old	28
	3	› 42 years old	31

b. Anova test result
Tests of Between-Subjects Effects
Dependent Variable: Teacher Readiness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	87.939a	4	21.985	5.231	0.001
Intercept	14.472	1	14.472	3.444	0.068
x2	41.227	1	41.227	9.810	0.003
x1	14.198	1	14.198	3.378	0.070
Sex	6.127	2	3.063	0.729	0.486
Error	281.561	67	4.202		
Total	33394.000	72			
Corrected Total	369.500	71			

a. R Squared = 0.238 (Adjusted R Squared = 0.193)

Conclusion

The value of Sig in the analysis result is 0.486 which is above 0.05. The conclusion is after being controlled by the visionary leadership covariable and teacher quality, there is no difference in the teacher readiness variable between young and old teachers.

Teaching Experience

a. Description

Between-Subjects Factors

		Value Label	N
Teaching Experience	1	1 – 5 years	10
	2	5 - 10 years	14
	3	› 10 years	48

b. Anova test result
Tests of Between-Subjects Effects
Dependent Variable: Teacher Readiness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	88.345a	4	22.086	5.263	0.001
Intercept	24.651	1	24.651	5.875	0.018
x2	32.337	1	32.337	7.706	0.007
x1	14.942	1	14.942	3.561	0.063
Sex	6.534	2	3.267	0.779	0.463
Error	281.155	67	4.196		
Total	33394.000	72			
Corrected Total	369.500	71			

a. R Squared = 0.239 (Adjusted R Squared = 0.194)

Conclusion

The value of Sig in the analysis result is 0.463 which is above 0.05. It can be said that after being controlled by the visionary leadership covariable and teacher quality, there is no difference in the teacher readiness variable between the teachers who have less experience and those who have more experience.

4. Discussion

Visionary leadership

The paradigm of perceiving the teaching profession through visionary leadership brings to light the importance of teacher competencies that stretch beyond conventional teaching practices. The results of this study prove the significance of visionary leadership on teacher readiness. Availability of visionary leadership in the education sector comes with a corresponding increase in teacher readiness, which is an attribute of a visionary teacher. Transformations in the education sector are the norm lately, and as noted by Komariah (2016), visionary leadership is essential in taking an institution through transformations.

Visionary leadership in education has become so indispensable that vision statements appear in every activity right from the national level down to schools. Often schools and institutions are expected to align their vision to the national education vision. In the same light, teachers are to connect their vision to the school vision and national vision. Traces of visionary leadership are also witnessed in school activities like students' associations, teacher and parents' associations and alumni. Visionary leadership is crucial in availing a clear sense of direction for the future, in mobilizing, inspiring and intellectually stimulating actors into innovation and unity towards realizing the vision (TEACHER, 2017).

Leaders' role is not only concerned with the school's internal activities but also outside their educational institutions. Since the world outside the institution keeps changing rapidly, it requires a proactive, understanding, and tolerant attitude to face up to the current challenges. Drawing from their strengths and creativity visionary leaders are capable of any situation and devise means of guiding their school to achieving the not only the school's vision but also the national education vision.

Teacher quality and teacher readiness

Lately, the understanding of the teaching profession entails not only competence and mastery of knowledge related to teaching but also teacher skill, creativity and attitude (Darling-Hammond et al., 2010). This has significantly shifted the understanding of teaching as a profession that involves pushing past just performance with a requirement for current best practices that improve their profession (Cochran-Smith, 2005; Lee and Finger, 2010).

The results of this study found that teacher quality significantly affects teacher readiness, in fact, the extent of its influence is an indication that teacher readiness almost completely depends on teacher quality (Petko et al., 2018; Palermo et al, 2007). Since teacher quality is a prerequisite for teacher readiness means that the latter hinges on the fact that readiness is only possible with good training, good attitude and awareness of current best practices in the profession, aspects that are essential for teacher quality.

The results of this study indicate that visionary leadership significantly influences teacher readiness, therefore, in addition to the above aspects, visionary leadership is essential for teacher readiness. It is worth noting that this study tested for the relationship of visionary leadership and teacher quality toward teacher readiness based on the teacher demographics aspects of gender, educational background, age, and teaching experience and found that there is no difference in their teacher readiness based on the above aspects.

Visionary Leadership and Education Policy Implementation

In education policy implementation, visionary leadership manifests as a strategy. A strategy can be taken as an integrated plan that is comprehensive and unified by design, towards achievement (Belás, 2013). Since strategy is usually a long-term initiative for the future, it requires visionary leadership for its pursuit, a Vision therefore becomes the center piece in this phenomenon. Leaders in the education sector especially administrators and heads of education institutions should possess commendable visionary leadership to effectively push for strategic achievement.

Education policy implementation has many levels with leaders and managers, it is worth noting that it is important for managers to assume leadership roles in addition to their managerial duties. Since the education environment is dominated by schools and institutions, visionary leadership will to a large extent fall on the shoulders of teachers. It is therefore imperative that there is adequate empowerment of education management stakeholders including teachers to acquire visionary leadership skills.

Institutional success under visionary leadership is exhibited by; (1) the leadership strategy aligning with the institution's vision, (2) successful teamwork in implementing initiatives, (3) a balanced working environment in the institution (Baker, 2009). Since visionary leadership in education cannot depend on a single individual, mutual support and shared commitment between and among actors and stakeholders that form the education leadership is invaluable in realizing the vision.

Despite the demonstrated importance of visionary leadership as noted above, it has been pointed out by experts that visionary leadership

receives less attention in the Indonesian education sector with a noticeable absence of formal leadership requirement for those aspiring to head educational institutions (Ubaidillah et al., 2019).

5. Conclusion

In examining the influence of visionary leadership towards the teaching profession in Indonesia, a teacher is always the central point of reference in education sector discourse, so was this study. Despite the minimal attention paid to visionary leadership in Indonesian education, the waves of the times have gotten education in the country into embracing visionary leadership.

Having conducted this study on teachers and heads of schools, the findings revealed that there is a significant influence of visionary leadership toward teacher readiness in implementing educational policy. There is also a significant influence of teacher quality toward teacher readiness in implementing education policy in Indonesia. It is therefore concluded that, there are no differences in the teacher readiness variable between male and female teachers. This study also tested for the relationship of visionary leadership and teacher quality toward teacher readiness based on the teacher demographic aspects of gender, educational background, age, and teaching experience and found that there is no difference in their readiness to implement education policy based on the above aspects.

Policymakers in Indonesia ought to pay more attention to visionary leadership in the country's education. There should be a shift towards making leadership training and skills mandatory for education institution headship. With guiding regulation on visionary leadership in education, the good influence visionary leadership exerts on teacher readiness to implement education policy is undoubtedly a beneficial outcome for education in the country.

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