

Visionary Leadership of School Principals: Analysis Based on Managerial Competence and Financial Literacy at Senior High School in Pekanbaru

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ABSTRACT

A leader who is focused on the future can create, formulate, communicate, socialise, transform, and implement creative and innovative ideas and mobilise the organization's power and potential to achieve goals. This study examines how management competency affects Pekanbaru City High School's visionary leader. This quantitative study will use ex post facto research to examine the impact of financial literacy and managerial competence on the visionary leadership of Pekanbaru City High School's head. This study's population is 88 and its sample is 73. This study collects data via questionnaire. This study uses descriptive and inferential statistics. For descriptive statistical analysis, this study uses Microsoft Excel and SPSS version 25.3 for Windows in-process data. The results of this investigation imply that. (1) The principal of SMA Pekanbaru (Y) is influenced by managerial competence (X1), (2) by financial literacy (X2), and (3) by the combination of the two. Visionary leadership requires managerial and financial literacy. Principals must be independent in developing their awareness of available technologies and information and then must be more precise in making decisions to advance education by implementing school quality improvement programs.

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1. INTRODUCTION

In the current era of change, any organisation must have additional skills to compete with other organisations to survive and be respected by stakeholders. One thing that needs to be considered by the organisation is the leadership problem because leadership cannot be separated from how someone becomes an essential figure in the organisation for its success. Because a leader is someone who can influence the behaviour of others at work through the use of force. According to Aan Komariah and Cepi (2016), leadership that is relevant to school management goals and what is desired for improving education quality is visionary. Leadership, whose main job is to create a future that undermines. One academic leader is distinguished by the ability to make clear plans so that it is clear from the formulation of the vision what goals must be achieved in the development of the institution to which they lead.

Furthermore, Hidayah (2016) explains that visionary leadership implies the ability to create and formulate a realistic, reliable, and convincing vision of the future of an organisation or organisational unit, which from now on continues to grow and develop. Visionary leaders are influential leaders with characteristics such as: (1) Always having a plan, (2) Fully controlling the results, (3) Layer new visions and missions that are challenging, necessary, and achievable, (4) Communicating the vision, (5) Influence others for support, and (5) Willing to use summer power to achieve the vision.

Therefore, visionary leadership is the most basic need in educational institutions such as school principals. The principal is a professional officer in the school organisation who runs all summer power organisations and works closely with teachers in educating students to achieve educational goals. Managers play an essential and very decisive role in efforts to achieve organisational goals that have been previously set. A manager may need help to work alone. Directors must be courageous to make decisions and accept responsibility for the consequences and risks arising from their findings. Managers need in-depth knowledge, skills, and detailed information to make the right decisions. Directors need other organisational resources that are managed to provide commitment and contribution to the organisation. This commitment can be achieved by working effectively, efficiently, and productively to achieve the school's goals and vision. Managers as leaders communicate this vision and influence others so that new direction leaders find support and are willing to use the energy resource they have to achieve that vision. A leader is an inspiration for change and a visionary who has a clear idea of where the organisation is going.

Then, Mulyasa (2013) argues that the school's vision must be inherent in current and future school leaders, as a principal with a shallow vision will slow down the school's decline and create only bad schools that are not appreciated by society. Because visionary leaders must not only be able to formulate, transform and implement visions but also have strategies to implement agreed school programs. This is the importance of the visionary leadership of school principals in improving the quality of the schools they lead to encourage progress and independence. An innovative leadership style is carried out by determining the direction and goals of a particular organisation, i.e. the vision of the led organisation. Then, a visionary leader must be able to show his spearhead role in managing school programs both in transformation/socialisation, implementation, and evaluation, knowing obstacles and taking approaches according to the organisation's vision to solve them. Therefore, the visionary leadership style must lead the organisation in all situations and conditions.

Many problems exist in Indonesian educational institutions, and these problems can be described as follows; (1) Teachers are less professional in carrying out their duties, (2) Teacher performance and welfare are not optimal, (3) Conventional learning processes, (4) Limited education budget, (5) then the low quality of human resources managing education, (6) The quality of graduates and the resulting life skills are not by the needs. And (7) Education must still be socially and environmentally sound (Nur Ahmad, 2010). Therefore, a leader with a strong vision and collaboration between school stakeholders is needed to create conducive educational institutions.

As in Hidayah's research (2016), it was stated that the role of visionary leadership includes 4 roles: (1) direction setting, leaders with vision act as determinants of organisational direction. As a directional maker, the leader develops a vision, transmits it, motivates employees and colleagues and convinces people that what is being done is the right thing to do, and maintains participation in all stages of efforts to the future, (2) the agent of change, as an agent of change, the visionary leader is responsible for promoting change in the internal environment, 3) the spokesperson, the effective leader is also the one who knows and appreciates all the available forms of communication, explain and build support for a vision for the future, (4) coach, effective visionary leaders must be good coaches.

The results of Handarini's research (2019) concluded that the school principal's visionary leadership positively and significantly affects school effectiveness. This indicates that the visionary leadership of the principal determines school effectiveness. Thus, the better the visionary leadership of the school principal, the school's effectiveness will increase, likewise to the research of Abidin Bedu, Dahlia Suaib, and Muh. Ali Jennah (2016) and Fono Masiaga, Abd Kadim Masaong, and Arfan Arsyad (2017) obtained the result

that the school principal's academic leadership influence teacher teaching performance and the work ethic and work motivation of teachers in SMP Boalemo District. School effectiveness and improved teaching performance of teachers as well as increased work ethic and work motivation of teachers are at least a guarantee that the quality of schools will also be better with the existence of a principal with visionary leadership.

Principals competent in their fields are principals with the competencies described in the Regulation of the Minister of National Education of the Republic of Indonesia Number, Entrepreneurship, Supervision, and Social Skills. Based on these competencies, school principals are expected to be able to improve the quality of education in schools. According to 2020 data from the National Accreditation Board for Schools and Madrasahs (BANSM) and government agency performance reports (2020), secondary schools in Pekanbaru still have B accreditation. Several high schools in Pekanbaru City still serve this vision. The school's mission and goals need to be clarified, not following existing provisions and plagiarising or imitating other schools' vision and mission, so it is still necessary to describe the originality of school autonomy. In addition, school principals still need to follow the teacher's work and student progress in a structured and continuous manner. Indeed, according to the signs monitored by the management of the Pekanbaru City High School principal, some still do not see the future. The principal only obeys the orders of his superiors in carrying out his functions and does not think about what is being done for the school's future vision. Apart from that, principals still need to be senior change agents in the schools they lead, happy to be in a safe zone, afraid to make new progress which sometimes carries risks, meaning that schools are slow to progress. Moreover, the quality of education is low.

Other than the symptoms observed in the leadership of junior high school principals in Pekanbaru City, there are still principals who are not yet forward-looking, the principal in carrying out his duties only according to orders from superiors and does not think about what to do for the future vision of the school led. In addition, there are still school leaders who have not become the highest promoters of change in the schools under their leadership, are happy to be in a safe zone, are afraid of breakthroughs, which sometimes carry risks, so these schools are slowly moving towards progress, and the quality of education is low.

Then there are school leaders who want to avoid innovating and proactively respond to the challenges of progress in the digital era. One reason is the director's lack of insight or knowledge. In addition, the Main Competency Test (UKKS) conducted in 2015 showed the following results: a) the highest average score was 55.90, and; b) the lowest average was 45.92 regarding the Average Value per Size (UKCS) as follows; a) personality competence 67.3%, managerial competence 47.1%, managerial competence 40.4%, social competence 64.2%, and business competence 55.3%. The average domain of all sub-competencies from the five competency dimensions nationally is 54.86% for a) main level: SMA 51.75%; b) SMK holders: 50.67%; c) junior high school level: 50.26% and elementary school level: 44.43%. Suppose the qualifications are analysed as follows: a) school principals with doctoral degrees: 54.85%; b) principals with masters degrees: 51.60%; c) principals with a score of S1: 45.85% and d) principals with a score lower than S1 or D4: 37.67%. This means that further efforts are still needed to improve the competence of school principals who are still lacking so that all principals have high competence. Based on SIMPek-PTK data for 2020, only eight high school principals in Pekanbaru have attended training for prospective principals and have a unique principal number (NUKS).

As a school leader, the principal must provide good leadership because it is in the hands of the principal to come and go. Principals can have a significant influence on the school environment. Teacher and school activities can progress and develop with the touch of the principal's direction. To carry out good school governance, school leaders must be prepared to manage the school. Leadership preparation in question is management skills according to Ministerial Regulation Number 13 of 2007 concerning School Leadership Standards, organisation, and monitoring. With good management skills, every school principal must be a driving force for teachers to improve their performance.

Several variables can determine the principal's visionary leadership. However, based on the symptoms presented, managerial competence and financial literacy variables are very interesting to see

their effect on the principal's visionary leadership. The principal, as a manager, must have managerial skills to handle school administration. Management of school administration is part of the director's administrative competence. According to Erni (2018), managerial competence consists of developing other people, directing and using positional strengths, teamwork and collaboration, and team leadership. Teamwork and collaboration, in turn, are part of the process of executive social interaction in organisations. Someone who is appointed as a school principal must meet the required criteria. As the leader of an educational institution, the director has an important role in creating a good atmosphere. The principal must be able to work together with his subordinates, for example, teachers. If the director pays less attention to the teacher when carrying out actions, it can often cause the teacher to neglect his role as a teacher and educator of moral values. In education, the principal is fully responsible for continuously directing and training teachers to improve their work skills. The director as a leader also influences the development of morale, harmonious cooperation, interest in developing education, and a conducive and pleasant work environment.

Then the success of a school principal is always associated with his expertise, and some skills are needed to live his life, even in doing a job. In some scientific literature, this skill is called literacy, which means understanding, analysing, and deconstructing media images. One of the skills that school leaders need to understand is financial literacy to lead school administration well. As stated by Jakaria and Neti Nuraida (2017) in their research, visionary leadership can be influenced by several factors, one of which is that leaders give more meaning to the lives of their subordinates, which can be achieved through financial literacy or good financial literacy. According to OJK (2013), understanding financial literacy is an exciting thing because financial literacy is not limited to understanding knowledge, skills, and beliefs about financial institutions, products, and services but attitudes and behaviours can also influence the development of financial literacy. In the future, it can improve the welfare of society. The higher a person's financial knowledge, the wiser he is in managing his finances.

Financial literacy affects everything from day-to-day finances to long-term financial decisions and affects individuals and society, including school leaders (Lusardi, 2019). Good financial literacy conveyed by school leaders can be achieved through financial planning, financial implementation, financial monitoring, financial evaluation, accountability, and financial reporting by school leaders. Therefore the importance of visionary leadership applies to all school leaders, including high school leaders, because in their role as the highest school leadership, they always try to make all school staff aware that the success or failure of an educational institution is not solely based on its role. The head of the institution is the head of the institution. However, this change will occur if all school employees take an active part in the implementation of the educational process in the school environment so that the goal of establishing a school can develop under the goals set by the principal. The institution itself. Therefore, to realise the success of the teaching and learning process in senior secondary schools, the leadership of the head of the school, who can play the role of his leader, is required.

This study aimed to see and test the effect of managerial competence and financial literacy on the visionary leadership of the head of Pekanbaru City High School. This research is different from previous research because this research was conducted to determine the level of visionary leadership of school principals.

2. METHODS

This study uses a quantitative approach to the type of research that must be used for this ex post facto research. Sugiyono (2018) said ex post facto conducted research through questionnaires to assess incidents and trace them back to find potential causes of an event. The research tool used for data collection is a questionnaire. In this study, there are three research changes, namely two independent variables, namely management ability (X1) and financial literacy (X2), and the single dependent variable, namely leadership with head views (Y). The number of people in the study was all high school principals in Pekanbaru City, reaching 88 people. So considering Taro Yamane's survey, part of this study included 73 high school principals in Pekanbaru City.

In addition, the questionnaire method or the list of questions was used in this study to collect data. The purpose and benefit of using the questionnaire technique are to obtain specific data and information related to the research topic. Then this method was carried out by providing the respondents with a set of written statements that needed to be answered. They were submitted in a simple form, using the closed-question method to obtain data on managerial competence, financial literacy, and vision leadership of the head of the school. As a rule, this method is more widely used in quantitative studies to describe the relationship between variables. The methods of data analysis used in this study are descriptive statistical analysis and implicit statistical analysis. Data processing for statistical analysis in this study used Microsoft Excel and SPSS version 25 for Windows.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Hypothesis I

There is an influence of managerial competence on the visionary leadership of the Pekanbaru City high school head. This can be seen in the following table;

Table 1. Pearson's Correlation Test between Managerial Competence (X₁) and Visionary leadership (Y)

Variable	n	Pearson correlation	Sig (2-tailed)
X ₁ -Y	73	0,712	0,000

** , Correlation is significant at the 0,01 level (2-tailed)

Source: Processed Data 2021

In table 1 about the Pearson correlation assessment between management ability (X₁) and vision leadership (Y), Calculation of the correlation coefficient found Pearson compatibility 0.712; this indicates that there is an important relationship between managing ability (X₁) and leadership in theory (Y) The relationship between management ability (X₁) and visionary leadership (Y). With a P/Sig value of 0.000 (0.000 < 0.05), to conclude that there is an essential correlation between the two variables.

Table 2. Variable Coefficient of Managerial Competence (X₁) to Visionary leadership (Y)

Type	B	Sig
(Constant)	0,174	
Managerial competence X ₁	0,949	0,000

Based on table 4.2 in the variable management ability coefficient (X₁) with head vision leadership (Y), the values a = 0.174 and b = 0.949, it can be found that the inverse equation should be $Y = 0.174 + 0.949X_1$, and the parallel can further be interpreted to imply that the relationship between the two variables is essential in the line.

The constant (a) of 0.174 states that if there is no management capacity (X₁), then the teacher's vision leadership figure (Y) is 0.174 units. The inverse coefficient (b) of 0.949 means that every single unit increases variable management competency (X₁), followed by an increase in vision leadership (Y) of 0.949 units. From tables of manageability coefficients (X₁) to theoretical guide heads (Y), many options are found when these values are used to determine acceptance or rejection assumptions. If the number of options is higher (sig. > 0.05), then H₀ is accepted, and H₁ is rejected, which means no problem, and if the number of options is sig. Up to 0.000. Sig number. 0.000 < 0.05, and then H₀ is rejected, and H₁ is approved so that the ability to manage (X₁) has a significant impact on leadership aspirations (Y).

Based on the variable management ability coefficient table (X₁) in leadership head views (Y), it can be interpreted as accepting assumptions that conflict with the positive impact of the management

profession on the aspirations of the principal of the Pekanbaru City High School principal. Then to see the extent of the influence used can be seen in the following table:

Table 3. Effect of Managerial Competence Variables (X₁) on Head Visionary Leadership (Y)

R	R Square	Sig, F Change	Influence (%)	Interpretation
0,712	0,506	0,000	50,6%	Sedang

a. Predictors: (Constant): (X₁) Managerial Competence
b. Dependent Variable: (Y) Visionary leadership

In table 3, the squared R (r^2) = 0.506 or 50.6%, meaning that the magnitude of the influence of the variable management ability (X₁) on the vision leadership (Y) of public high schools in Bakon Solapan Regency, Bengkalis Regency is 50.6%. In contrast, 49, 4% have determined other things that are not part of this study. Therefore it can be agreed that the effect of Change in Knowledge Management (X₁) on Giri's Visionary leadership (Y) has a definition of a balanced or neutral effect.

3.1.2 Hypothesis II

There is an influence of financial literacy on the visionary leadership of the Pekanbaru City high school head. This can be seen in the following table;

Table 4. Pearson's Correlation Test between Financial Literacy Variables (X₂) to Head Visionary Leadership (Y)

Variable	n	Pearson correlation	Sig (2-tailed)
X ₂ Y	73	0,671	0,000

**, Correlation is significant at the 0,01 level (2-tailed),

Table 4 shows a person's assessment of the correlation between financial literacy (X₂) and teacher leadership theory (Y), calculated based on a correlation coefficient, further establishing a vegetarian ratio of 0.671, indicating that there is an essential correlation between financial literacy (X₁) and broad-minded leadership relationships (Y) between financial literacy (X₂) and visionary leadership (Y) financial literacy (X₂) and visionary leadership (Y) relationship between financial literacy (X₂) and visionary leadership (Y) between financial literacy (X₂) and visionary leadership (Y). Through a P/Sig value of 0.000 (0.000 < 0.05), to conclude that there is an essential correlation between the two variables.

Table 5. Variable Coefficient of Financial Literacy (X₂) to Visionary leadership (Y)

Type	B	Sig
(Constant)	1.018	
Financial literacy X ₂	.724	0,000

Based on table 5 in the variable financial literacy coefficient (X₂) with vision leadership (Y), the value a = 1.018 and b = 0.724 is also in the regression equation, becoming $Y = 1.018 + 0.724 X_2$ so that the opposite equation can be interpreted since the relationship between the two variables is essential and unified.

The constant (a) of the 1,018 provinces, if not financially literate (X₂), then the number of visionary leadership (Y) is 1,018. The inverse coefficient (b) of 0.724 means that each unit increases variable financial literacy (X₂), followed by an increase in visionary leadership (Y) by 0.724 units. From the financial literacy rate table (X₂) to visionary leadership (Y), it is also found that the number of opportunities where the value is used to determine the assumptions of acceptance or rejection. If the value is significant (sig. > 0.05), then H₀ is accepted, and H₁ is rejected, which means it is not essential, and if the value is small (sig. < 0.05), then H₀ is rejected, and H₁ is found to be necessary. This can be

seen in the financial literacy coefficient variable table (X2) in the leadership of header views (Y) value of 0.000. Sig number. $0.000 < 0.05$, then H0 is rejected, and H1 is adopted so that financial literacy (X2) has a significant impact on leadership head vision (Y).

Based on the table of the coefficient of change in financial literacy (X2) in leadership view (Y), it can be interpreted to mean that in the literacy hypothesis, there is a tenfold empirical effect between financial literacy (X2) in head view leadership (Y) Pekanbaru City Senior High School is adopted.

Then to see how far the impact has grown can be seen in the following table:

Table 6. Effect of Financial Literacy Variables (X₂) on Visionary Leadership (Y)

R	R Square	Sig, F Change	Influence (%)	Interpretation
0,671	0,451	0,000	45,1%	Sedang

a. Predictors: (Constant): (X2) Financial literacy
b. Dependent Variable: (Y) Visionary leadership of the principal

In Table 6, the R-squared (r^2) = 0.330 or 45.1%; that is, the magnitude of the financial impact of learning is that the leadership variable of the head of the Pekanbaru City of high school is 45.1%, and 54.1% indicated other factors that are not part of the study. Therefore it can be agreed that the impact of change can occur in the financial writing of visionary leadership (Y) has a balanced definition or effect on the part of the credit.

3.1.3 Hypothesis III

There is an essential and common impact between the ability to manage and learn and write finance in leadership with the view of the head of Pekanbaru City High School. Hypothesis assessment was performed using multiple step-by-step background checks/analyses, multiple correlation assessments, inverse equation assessment, effect assessment using value judgment (hypothesis assesses presence or absence of influence), and impact scale assessment via a unified model. That can be seen in the following lights.

Table 7. Pearson's Correlation Test between Managerial Competence (X₁), Financial literacy (X₂), and Visionary leadership (Y)

Variable	n	Pearson correlation	Sig (2-tailed)
X ₁ X ₂ Y	73	0,675	0,000

** , Correlation is significant at the 0,01 level (2-tailed),

Table 7 on the Pearson compatibility assessment between management ability (X1) and financial information (X2) with teacher vision leadership (Y) is calculated, and compliance coefficient, Pearson compatibility of 0.734 is available. That shows are there is an essential correlation between management ability (X1) and financial literacy (X2), and visionary leadership (Y) with a p/Sig value of 0.000 ($0.000 < 0.05$) to conclude that there is an essential correlation between management ability (X1) and financial literacy (X2) and perceptions of leadership (Y) with a p/Sig value of 0.000 ($0.000 < 0.05$), to conclude that there is an essential correlation between the critical relationship between management ability (X1) and financial literacy (X2) and visionary leadership (Y) with a p/Sig value of 0.000 ($0.000 < 0.05$), so it can be concluded that there is an essential correlation between the two variables.

Table 8. Variable Coefficients of Managerial Competence (X_1) and Financial literacy (X_2) to Visionary leadership (Y)

Type	B	Sig
(Constant)	0,158	
Managerial competence X_1	0,643	0,000
Financial literacy X_2	.0,314	

Based on table 8 in the variable coefficients of managerial competence (X_1), financial literacy (X_2), and vision leadership (Y), the values $a = 0.158$ and $b_1 = 0.643$, and $b_2 = 0.314$ are available so that the return equation is $Y = 0.158 + 0.643 + 0.314$, and the equation can be interpreted as the relationship between the two significant and linear changes.

Constant (a) 0.158 states that if there is no management ability (X_1) and financial information (X_2), then the amount of visionary leadership (Y) is 0.158. The inverse coefficient of management capacity (b_1) is 0.643, meaning that each unit increase in a variable management capacity (X_1) is followed by an increase in vision leadership (Y) of 0.643 units assuming the Visionary Leadership variable (X_2) is adjusted. The financial literacy return coefficient (b_2) is 0.314 means that everyone increases the flexibility of financial literacy (X_2) followed by an increase in vision leadership (Y) unit 0.314, considering the ability to manage variables (X_1) remains. From the variable coefficient table of management ability (X_1) and financial information (X_2) to head vision guidance (Y) is obtained, and the number of opportunities is obtained where the value is used to determine the acceptance or disposal assumption. If the number of options is more (sig. > 0.05), then H_0 is accepted, and H_1 is rejected, which means it is unrelated. In this sedan, if the number of options is small (sig. < 0.05), then H_0 is rejected, and H_1 is accepted, which is important. That can be seen in the variable coefficient table of management ability (X_1) and financial literacy (X_2) with header view leadership (Y) with a total of 0.000 opportunities. With sig number. 0.000 < 0.05 and H_0 is rejected and H_1 is accepted. That is, the ability to manage (X_1) and financial literacy (X_2) have the same significant impact on leadership with a head-to-head view (Y).

Based on the table of managerial competency variables (X_1) and financial literacy (X_2) in the leadership of a head view (Y) Pekanbaru City Highschool. It can be interpreted as a reading hypothesis which reads that there is a natural and material effect between a change in power to a shift in management ability (X_1) with financial knowledge (X_2) together in head vision leadership (Y) Pekanbaru City High School was adopted. Assessment of the hypothesis, which turned out to be well received and highly accepted, is also needed to find out how much influence the variables of job training (X_1) and expectations (X_2) have on head skills (Y), as this can be explained in the following table.

Table 9. Influence of Managerial Competency Variables (X_1) and Financial literacy (X_2) on critical visionary leadership (Y)

R	R Square	Sig, F Change	Influence (%)	Interpretation
0,734	0,538	0,000	53,8%	Keep

a. Predictors: (Constant): Managerial competence and financial literacy

b, Dependent Variable: Visionary leadership of the principal

Based on table 9, R squared (r^2) = 0.538 or 53.8% means that the more significant influence of flexible management skills and financial knowledge in the leadership vision of the Head of Pekanbaru City High School is 53.8% while 46. 2% have determined other factors that are not part of the study. Therefore, it is considered that the impact of management knowledge and financial literacy on visionary leadership has a balanced or practical effect on a flat sector.

3.2 Discussion

3.2.1 Effect of managerial competence on visionary leadership

As a result of the study, there is a positive influence and the Managerial Competency variable (X1), which has an essential relationship with the visionary leadership (Y) of the head of Pekanbaru City High School. Moreover, the size of the influence is 50.6% with an average interpretation since there are still 49.4% disconnected from things -Other things that are not part of this study. This relationship is indicated by each increase in units of managerial competence (X1), after which the increase in visionary leadership (Y) is 0.949 units. When the school's management abilities are better, this will significantly impact the leadership of the manager's vision to make it ambitious in the development of the vision.

This finding is based on a study by Said Hutagaol et al. (2013), where it was found that the relationship between leadership and management abilities and core performance is the bearing that there is a strong and vital relationship between leadership and core performance according to 0.702. Management ability has a strong relationship and is essential with immediate implementation is 0.616. Then the relationship between leadership, managerial ability, and school performance becomes necessary with a summary of 0.777.

One of the personnel services essential to determining the level of education is the school principal. The principal is the most crucial factor in determining the quality of a school because, in an organisation, the principal sits in the position of supervisor, manager, policy maker, and government employee in the school. As a school education community, it is necessary to provide leaders who can utilise all available school capacities to have aspirations and work together for schools. The principal is often seen as representing the face of the school. The principal is crucial in improving the quality of school education. This aligns with the chief executive, who is given greater authority to manage his school institution. As stated by Mulyasa in Arjuniwati, Azhar & Sugarman (2018) that the quality of governance in all educational institutions is the full responsibility of the school principal, so the principal must be able to carry out his role as educator, manager, manager, manager, leader, founder, promoter and entrepreneur.

Principals must have good handling because it is in the hands of the principal to go back and forth from school. The head of management can have a significant impact on the school environment. Teachers and school activities can improve because of the principal's touch. To achieve good school principals, school principals must be prepared for the administration to run schools, and relevant leadership readiness is the ability to act by Ministerial Law no. 13 of 2007 concerning Main Principles. The administrative capabilities of school principals include planning, organising, and supervising.

3.2.2 The Effect of Financial Literacy on Visionary Leadership

As a result of the study, the positive influence and significant relationship between changes in financial literacy (X2) with the visionary leadership (Y) of the Pekanbaru City High School principal and the magnitude of the influence is 45.1% by moderate interpretation because there are still 54.9% deductions suggesting other things which are not part of the research. This relationship is shown by each increase in financial literacy units (X2) followed by an increase in visionary leadership (Y) of 0.724 units.

As Thania (2015) said, financial literacy can help people make decisions based on those who use a combination of skills, resources, and knowledge of different general meanings to manage information and make decisions based on financial risk. Then the Financial Services Authority (OJK) (2018) also states that financial literacy is a set of methods or activities to develop an administrator's knowledge, skills, and confidence to manage finances better.

Furthermore, in studying Basyir, Isjoni, and Azhar (2018), it was found that decision-making can affect leadership. Senior head leadership, high decision-making. Therefore, decision-making must be based on good primary leadership as well. Visionary leaders dare to pursue a broader understanding, so leaders like this tend to have the courage to step up because they equip their brains to make financial

decisions. Financial literacy can also improve individual performance as a leader. A leader often thinks creatively on the morning of mentoring organisations. Alternatively, in other words, leaders must think visionary or have a favourable view of the organisation in the future, including the principal as a school leader. So, financial literacy is one.

3.2.3 Effect of managerial competence and financial literacy on visionary leadership

As a result of this study, it has a significant positive effect on essential correlations and a positive effect on change and financial literacy (X1) (X2) in the head-view leadership (Y) of Pekanbaru City High School, which is a 45.60% greater influence on the interpretation that low, because there are still 54.40% of other things that are not part of this study. This ratio is characterised by an increase in each unit of management competence (X1), followed by an increase in leadership abilities (Y) by 0.115 units, assuming that the financial information variable (X2) is adjusted and after each increase in the financial literacy unit (X2) is followed by an increase in leadership skills (Y) by 0.489 units, assuming an improvement in flexible management capabilities (X1). When the school's management ability increases, financial knowledge will have a major impact on the leadership of the head's vision in getting the job done.

This conclusion is confirmed by a study by Hana Silvana (2018), which states that the importance of reading and writing has a positive effect on understanding the knowledge and skills used on media platforms, especially on social media platforms, which are often found in surveillance sources, especially among young people, especially adolescents. Demonstrating reading and writing touches on the addition of understanding, which, in other words, enhances the understanding of leaders, especially in visionary leadership, as stated by Leh Burt Nanus in Jamaica and Neti Nuraida (2017) that visionary human leadership can be influenced by various factors, such as good management skills and financial knowledge. This is because leadership has a good responsibility to carry out its duties in planning, developing, managing, and monitoring effectively and efficiently to achieve school goals and have administrative skills in leading an organisation.

Then Nurul Hidayah (2016) said that the vision of leadership in each school is seen as an effort to promote organisational performance in adaptability and always opposes changes in the future, then Robbins (2003) explains that the presence of Buhari's visionary leaders can create and define ideas in a realistic, honest and attractive way for the future of the organisation to continue to grow and develop.

At that time, Aan Komariah (2006) explained that visionary leadership is the understanding of leaders in creating, building, communicating, and implementing positive ideas that are self-perceived or are a way to interact with society among union members and stakeholders. The ideal assembly in the future tab is believed to be achieved and realised. Marino (2007) goes on to explain that visionary leaders have been there and are always waiting. They want to understand the realities of the future they face because visionary leaders are those who are essential in determining the life or death of an organisation.

Every school principal must understand that the content of leadership is to lead, which means that leaders will not be accomplished if they are not supported by subordinates. Providing guidance, coordinating tasks, providing control/supervision, and providing guidance so that each subordinate can obtain practical assignments at the expense of collective efforts. The leadership power of the principal's vision makes different policies and work activities toward the school's vision. A school that wants to develop and be competitive must have a clear view and understanding of all school members, from administrators to security to cleaners.

4. CONCLUSION

The research findings indicate that there is a strong and positive correlation between management competence and visionary leadership among senior high school principals in the city of Pekanbaru. Consequently, there is a positive correlation between the level of managerial competence and visionary

leadership. As managing competence increases, so does visionary leadership. Conversely, as managerial competence decreases, so does visionary leadership exhibited by the principle. Financial literacy has a substantial and beneficial impact on visionary leadership. Consequently, there is a positive correlation between the amount of financial literacy and visionary leadership. As financial literacy increases, so does visionary leadership. Conversely, a decrease in financial literacy results in a decrease in visionary leadership exhibited by the principal. Managerial competence and financial literacy have a substantial and favourable impact on visionary leadership. Consequently, there is a positive correlation between the level of managerial competence and financial literacy and the degree of visionary leadership exhibited by the principle. Conversely, a decrease in administrative competence and financial literacy results in a corresponding decrease in visionary leadership.

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