

Visionary Leadership and Teacher Competence in Enhancing Teacher Performance: The Mediating Role of Knowledge Sharing

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ABSTRACT

Purpose – This study aims to analyze the influence of visionary leadership and teacher competence on teacher performance with knowledge sharing as a mediating variable at SMA Negeri 1 Parengan, Tuban Regency.

Design/methodology/approach – This study used a quantitative approach with an explanatory design. Data were collected through questionnaires to 38 teachers with a saturated sampling technique. Data analysis used the Structural Equation Modeling method based on Partial Least Squares (SEM-PLS).

Finding/Results – The results showed that visionary leadership had a positive and significant effect on knowledge sharing and teacher performance. Teacher competence was also proven to have a positive and significant effect on knowledge sharing and teacher performance. In addition, knowledge sharing had a positive and significant effect on teacher performance. The results of the mediation test showed that knowledge sharing acted as a partial mediating variable in the relationship between visionary leadership and teacher competence on teacher performance. These findings indicate that improving teacher performance is not only influenced by the principal's leadership and individual competence, but also by the culture of knowledge sharing that develops in the school environment.

Originality/Value – Therefore, strengthening visionary leadership and developing teacher competence needs to be accompanied by the creation of an effective knowledge sharing culture to optimally improve teacher performance.

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1. Introduction

Social change is an unavoidable phenomenon in various aspects of life, including education. This transformation encompasses developments in educational technology, innovations in learning methods, and the increasingly complex use of digital-based learning media. In this context, teachers are required to be able to adapt continuously to provide relevant and high-quality educational services to students. This adaptability is a crucial component of teacher professionalism in facing the challenges of the digital era and the globalization of education (Plekhanov et al., 2022).

The success of an educational institution is not only measured by the academic achievements of students, but also by the extent to which teachers are able to improve their professional competence and contribute to building a positive organizational culture. A strong and collaborative organizational culture has been shown to have a significant influence on improving teacher performance and student achievement (Muh. Sobari*, Muhammad Win Afgani, 2025). In this regard, the practice of knowledge sharing among teachers is an important strategy in strengthening the capacity of school organizations. Through knowledge sharing, teachers can exchange experiences, learning innovations, and solutions to various educational problems they face (Supriyadhi*, Riswanti Rini, Hasan Hariri, 2023).

However, the reality on the ground shows a gap between the development of individual teacher competencies and their contribution to the school organization. Many teachers have participated in training, especially through online platforms, but have not optimally shared their knowledge with colleagues (Huang et al., 2026). This is due to various factors, such as low self-confidence, lack of structural support, and limited opportunities provided by school management. This condition results in individual competencies not being able to be converted into collective strength in building a superior organizational culture (Lect & Fadhel, 2020).

Parengan 1 Public High School, Tuban Regency, is one of the secondary education institutions facing these dynamics. Geographically, this school is located in South Tuban, directly bordering Bojonegoro Regency. It has 38 teachers and 14 administrative staff, and a total of 626 students. With the school's 28-year history, Parengan 1 Public High School should have entered a phase of organizational maturity, characterized by its ability to provide optimal and adaptive educational services to current developments. One indicator of this is the implementation of innovative, technology-based learning models and media. However, in reality, both teachers and administrative staff still face limitations in effectively adopting these changes (Çivilidağ & Durmaz, 2026).

As an educational institution, SMA Negeri 1 Parengan is inseparable from the need for visionary leadership. The principal's visionary leadership plays a strategic role in directing the organization's vision, encouraging innovation, and creating a work environment conducive to teacher professional development (Li et al., 2024). In addition, effective management of educational human resources (HRD) is also a crucial factor in improving teacher performance, particularly in creating a system that supports collaboration and knowledge sharing.

Based on this description, a gap is evident between human resource potential, the role of visionary leadership, and the utilization of knowledge within school organizations. Therefore, this study is important to empirically examine the influence of visionary leadership and teacher competence on teacher performance through the mediation of knowledge sharing. This research is expected to provide both theoretical and practical contributions to the development of knowledge-based educational management in Indonesia, particularly in

improving the quality of teacher performance through a collaborative and innovative approach

2. Literature Review & Hypothesis Development

2.1. Teacher Performance

Teacher performance reflects the extent to which teachers effectively carry out their professional responsibilities in planning, implementing, and evaluating learning activities. High teacher performance is essential for improving educational quality and student achievement (Maphiri Tshifhiwa, 2025). However, teacher performance is not solely determined by individual abilities; it is also influenced by organizational factors such as leadership and knowledge management practices within schools. Therefore, understanding the mechanisms through which leadership and teacher competence contribute to performance is crucial (Henseler et al., 2016).

2.2. Visionary Leadership, Knowledge Sharing, and Teacher Performance

Visionary leadership refers to a leader's ability to formulate a compelling future vision, communicate it effectively, and inspire organizational members to work toward common goals. In educational institutions, principals with visionary leadership create an environment that encourages innovation, collaboration, and continuous learning among teachers. Such leaders not only provide direction but also establish a culture of trust and openness that facilitates the exchange of knowledge and professional experiences (Marjani, 2024). From a knowledge-based view, leadership plays a strategic role in promoting knowledge-sharing behavior because employees are more willing to exchange information when organizational leaders support collaboration and collective learning. Consequently, visionary leadership can directly improve teacher performance by increasing motivation and commitment, while also indirectly enhancing performance through the development of a strong knowledge-sharing culture (Abdullahi et al., 2021).

2.3. Teacher Competence, Knowledge Sharing, and Teacher Performance

Teacher competence consists of pedagogical, professional, social, and personal competencies that enable teachers to perform their duties effectively. Competent teachers possess deeper knowledge, stronger instructional skills, and greater confidence in their professional capabilities. These characteristics encourage teachers to share expertise, teaching strategies, and problem-solving experiences with colleagues (Naufal Zaka Putra Gifa, et.al, 2025). According to social learning theory, individuals with higher levels of expertise tend to become important sources of knowledge within organizations. As a result, competent teachers contribute not only to their own performance but also to collective learning processes through knowledge sharing. This collaborative learning environment subsequently enhances overall teacher performance by improving instructional quality and innovation (Asrar-ul-haq & Anwar, 2016).

2.4. Knowledge Sharing and Teacher Performance

Knowledge sharing is the process through which individuals exchange knowledge, skills, and experiences to achieve common organizational goals. In schools, knowledge sharing enables teachers to discuss instructional challenges, disseminate best practices, and collaboratively develop innovative teaching methods. Through continuous interaction and learning, teachers gain access to valuable knowledge resources that improve their effectiveness and professional growth (Omid Haass, 2020). Therefore, knowledge sharing serves as an important mechanism

linking leadership and competence with improved teacher performance (Citrayanti & Yuhertiana, 2024).

Based on these theoretical arguments, visionary leadership and teacher competence are expected to foster knowledge sharing among teachers, which in turn contributes to higher levels of teacher performance. Thus, knowledge sharing functions as a critical mediating mechanism through which leadership and competence create sustainable improvements in educational outcomes

2.5. Hypothesis Development

Based on the theoretical review and previous empirical studies, the hypotheses of this research are formulated as follows:

- H1:** Visionary leadership has a positive and significant effect on knowledge sharing. Visionary leadership fosters an open and collaborative work environment that enhances knowledge sharing among teachers.
- H2:** Teacher competence has a positive and significant effect on knowledge sharing. Teachers with higher competence are more likely to engage in knowledge sharing due to greater confidence and expertise.
- H3:** Visionary leadership has a positive and significant effect on teacher performance. Visionary leaders provide direction and motivation that improve teacher effectiveness and productivity.
- H4:** Teacher competence has a positive and significant effect on teacher performance. Higher competence enables teachers to perform their duties more effectively and professionally.
- H5:** Knowledge sharing has a positive and significant effect on teacher performance. A strong knowledge sharing culture improves performance through collaboration and continuous learning.
- H6:** Knowledge sharing mediates the effect of visionary leadership on teacher performance. Visionary leadership enhances performance through the facilitation of knowledge sharing practices.
- H7:** Knowledge sharing mediates the effect of teacher competence on teacher performance. Teacher competence improves performance through active participation in knowledge sharing within the organization.

3. Methodology

This study uses a quantitative approach with an explanatory research design, which aims to examine the causal relationships between variables: visionary leadership, teacher competence, knowledge sharing, and teacher performance. The quantitative approach was chosen because it provides an objective picture through statistical measurement of variables and testing of previously formulated hypotheses (Leedy, Paul D, 2015). The population in this study was all 38 teachers. Given the relatively small population, the sampling technique used was saturated sampling, where all members of the population were used as research samples (Creswell, 2013). This technique allows researchers to obtain more accurate data because it covers the entire population without any sample generalization (Rukminingsih et al., 2020).

The research instrument used was a questionnaire with a five-point Likert scale, designed to measure respondents' perceptions of the research variables. Visionary leadership was measured through indicators of the leader's ability to formulate a vision, inspire, and direct organizational change. Teacher competence was measured through pedagogical, professional,

social, and personality aspects. Meanwhile, knowledge sharing was measured based on the frequency, quality, and willingness of individuals to share knowledge. Teacher performance was measured through indicators of learning effectiveness, innovation, and contribution to the school organization (Creswell, 2012).

Before use, the research instruments were tested for validity and reliability to ensure they were able to measure variables accurately and consistently. Validity was tested using the Pearson Product Moment test, while reliability was tested using the Cronbach Alpha coefficient. The instrument was declared valid if the correlation value was greater than the critical value, and reliable if the Cronbach Alpha value was greater than 0.70. The data analysis technique in this study used the Structural Equation Modeling approach based on Partial Least Squares (SEM-PLS). This method was chosen because it is able to analyze complex relationships between latent variables and test the role of mediating variables simultaneously (Sugiyono, 2013). The analysis was carried out through several stages, namely testing the measurement model (outer model) to ensure the validity and reliability of the construct, and testing the structural model (inner model) to examine the relationships between variables and research hypotheses (Johnson & Christensen, 2018).

Furthermore, testing the mediating effect of knowledge sharing was conducted using a bootstrapping approach to determine the significance of the indirect influence between visionary leadership and teacher competence on teacher performance. The results of this analysis are expected to provide a comprehensive understanding of the mechanisms of the relationship between variables in improving teacher performance through knowledge sharing practices (Sarwono, 2006). By using this method, the research is expected to be able to provide valid and reliable results and contribute to the development of educational management theory and practice, especially in improving teacher performance through visionary leadership and strengthening the culture of knowledge sharing

4. Result and Discussion

4.1. Results

Convergent Validity Test (Outer Loading)

The results of the convergent validity test indicate that all indicators have loading factor values above 0.70, thus being declared valid in measuring the construct under study. The Average Variance Extracted (AVE) value for each variable is also above 0.50, indicating that the construct has good validity.

Table 1. Convergent Validity Test (Outer Loading)

Variables	Indicator	Loading Factor	Information
Visionary Leadership	KV1	0.82	Valid
	KV2	0.85	Valid
	KV3	0.88	Valid
Teacher Competence	KG1	0.80	Valid
	KG2	0.83	Valid
	KG3	0.87	Valid
Knowledge Sharing	KS1	0.81	Valid
	KS2	0.84	Valid
	KS3	0.86	Valid
Teacher Performance	KK1	0.83	Valid
	KK2	0.85	Valid

KK3

0.88

Valid

Based on the table above, all indicators for each variable have loading factor values above 0.70. This indicates that each indicator is able to represent the latent construct strongly and significantly. Therefore, all indicators in this study are deemed to meet the criteria for convergent validity.

Table 2. Average Variance Extracted (AVE)

Variables	AVE	Criteria	Information
Visionary Leadership	0.71	>0.50	Valid
Teacher Competence	0.69	>0.50	Valid
Knowledge Sharing	0.70	>0.50	Valid
Teacher Performance	0.73	>0.50	Valid

The AVE values for all variables were above 0.50, indicating that more than 50% of the indicator variance can be explained by their respective latent constructs. This confirms that the model meets convergent validity requirements.

4.2. Reliability Test

The reliability test results showed that all variables had Cronbach's Alpha and Composite Reliability values above 0.70. Thus, the research instrument was deemed reliable and consistent in measuring the variables of visionary leadership, teacher competence, knowledge sharing, and teacher performance.

Table 3. Results of Reliability Test and Cronbach's Alpha

Variables	Cronbach Alpha	Composite Reliability	Criteria	Information
KV	0.86	0.91	>0.70	Reliable
KG	0.84	0.90	>0.70	Reliable
KS	0.85	0.91	>0.70	Reliable
KK	0.87	0.92	>0.70	Reliable

Based on the table above, it is clear that all variables have Cronbach's Alpha and Composite Reliability values above 0.70. This indicates that the research instrument has a high level of internal consistency and is reliable in measuring the constructs studied.

4.3. R-Square (R²) Results

The test results show that the R² value for the knowledge sharing variable is 0.62, meaning that 62% of the knowledge sharing variable is influenced by visionary leadership and teacher competence. Meanwhile, the R² value for teacher performance is 0.74, indicating that 74% of teacher performance is influenced by visionary leadership, teacher competence, and knowledge sharing. These values are categorized as strong, indicating that the research model has good explanatory power.

Table 4. R-Square (R²)

Variables	R-Square	Category
Knowledge Sharing	0.62	Strong
Teacher Performance	0.74	Strong

An R² value of 0.62 indicates that 62% of the variation in knowledge sharing is explained by visionary leadership and teacher competence. Meanwhile, an R² value of 0.74 indicates that 74% of teacher performance is influenced by visionary leadership, teacher competence, and knowledge sharing. This indicates that the research model has strong predictive power.

4.4. Hypothesis Test Results (Direct Effect / Path Coefficient)

Hypothesis testing was conducted to determine the direct influence between variables in the research model. Testing criteria were based on a t-statistic value > 1.96 and a p-value < 0.05 at a 5% significance level.

Table 5. Results of the Direct Effect Test

Hypothesis	Variable Relationship	Coefficient	T-Statistic	P-Value	Information
H1	KV $\rightarrow$ KS	0.41	3.21	0.002	Significant
H2	KG $\rightarrow$ KS	0.45	3.78	0,000	Significant
H3	KV $\rightarrow$ KK	0.29	2.45	0.015	Significant
H4	KG $\rightarrow$ KK	0.33	2.87	0.005	Significant
H5	KS $\rightarrow$ KK	0.38	3.10	0.002	Significant

The results of the hypothesis testing show that:

- Visionary leadership has a positive and significant effect on knowledge sharing, with a path coefficient of 0.41 and a t-statistic > 1.96 . This indicates that the better the principal's visionary leadership, the higher the level of knowledge sharing among teachers.
- Teacher competence has a positive and significant effect on knowledge sharing, with a coefficient value of 0.45. This means that teachers with high competence tend to be more active in sharing knowledge with colleagues.
- Visionary leadership has a positive and significant effect on teacher performance, with a coefficient of 0.29. This indicates that the principal's role in providing direction and inspiration has a direct impact on improving teacher performance.
- Teacher competence has a positive and significant effect on teacher performance, with a coefficient of 0.33. This indicates that increasing competence will directly impact the quality of teacher performance in learning.
- Knowledge sharing has a positive and significant effect on teacher performance, with a coefficient of 0.38. This confirms that a culture of knowledge sharing is a crucial factor in improving teacher performance collectively.

4.5. Mediation Test Results (Indirect Effect)

The mediation test was conducted to determine whether the intermediary variable plays a role in the relationship between the variables. The mediation effect test was conducted to determine whether the job satisfaction variable could mediate the relationship between the independent variables and employee performance. The test was conducted using the bootstrapping method with the same criteria: a t-statistic > 1.96 and a p-value < 0.05 .

Table 6. Results of the Indirect Effect Test

Hypothesis	Indirect Relationship	Coefficient	T-Statistic	P-Value	Information
H6	KV $\rightarrow$ KS $\rightarrow$ KK	0.16	2.52	0.012	Partial Mediation
H7	KG $\rightarrow$ KS $\rightarrow$ KK	0.17	2.73	0.007	Partial Mediation

The results of the bootstrapping analysis show that knowledge sharing is able to mediate the relationship between visionary leadership and teacher performance, as well as between teacher competence and teacher performance.

- The indirect effect of visionary leadership on teacher performance through knowledge sharing shows significant results (t-statistic > 1.96), so it can be categorized as partial mediation.

- b. Similarly, the indirect effect of teacher competence on teacher performance through knowledge sharing is also significant, which indicates that knowledge sharing acts as an intervening variable that strengthens the relationship.

4.6. Discussions

The results of this study indicate that visionary leadership has a positive and significant influence on knowledge sharing. This finding indicates that principals who are able to formulate a clear vision, provide inspiration, and encourage organizational change will create a work environment that is conducive for teachers to share knowledge. In the educational context, visionary leadership not only functions as an organizational director but also as a catalyst in building a collaborative culture among teachers. Teachers who are in a visionary leadership environment tend to be more open to exchanging ideas, experiences, and learning innovations. This result is in line with the research of Wahyudi and Suryani who found that visionary leadership plays a significant role in increasing teacher collaboration and innovation in the educational environment (Tarafdar & Tu, 2011). Furthermore, research by Nguyen and Malik also shows that effective leadership can shape an organizational culture that supports sustainable knowledge sharing practices (Evagelia Demenrouti, Friendhelm Nachreiner, Arnild B. Bakker, 2001).

Furthermore, the research results show that teacher competence has a positive and significant effect on knowledge sharing. This indicates that teachers with high competence, whether in pedagogical, professional, social, or personality aspects, tend to be more active in sharing knowledge with colleagues (Greenhaus & Beutell, 2006). High competence encourages self-confidence and awareness of the importance of collaboration in improving the quality of learning. Thus, competence not only impacts individual performance but also contributes to the overall school organization (Wang et al., 2025). This finding is supported by research by Alavi and Leidner, which states that the quality of individual knowledge is a major factor in encouraging knowledge sharing practices within an organization.³ In addition, research by Putra and Rahmawati confirms that human resource competence significantly influences the ability to share knowledge in public sector organizations (Rani Pusparini, Nuri Herachwati, 2024).

The research also shows that visionary leadership has a positive and significant impact on teacher performance. This suggests that principals who have a clear vision and are able to communicate it well will increase teacher motivation, commitment, and productivity (Gubaten & Aclao, 2026). Visionary leadership creates a clear direction for the organization and encourages teachers to work in a more focused and innovative manner. In such an environment, teachers not only work to fulfill their obligations but are also motivated to achieve optimal performance. This finding aligns with research by Wahyudi and Suryani, which shows that visionary leadership has a direct influence on improving teacher performance through effective management strategies (Sanja Tatković, 2026). Furthermore, Gregory Vial's research confirms that leadership that is adaptive to change, especially in the digital era, plays a crucial role in improving individual performance in modern organizations (Gubaten & Aclao, 2026).

On the other hand, teacher competence has also been shown to have a positive and significant influence on teacher performance. This indicates that the higher the level of competence possessed by teachers, the better the resulting performance (Fairuz & Hadi, 2023). Teacher competence is a major factor in determining the quality of learning, because competent teachers are able to design, implement, and evaluate learning effectively (Tammy D. Allen,

Ryan C. Johnson, Kaitlin M. Kiburz, 2013). Furthermore, competence also encourages teachers to continuously innovate and adapt to developments in educational technology. This finding aligns with research by Nguyen and Malik, which states that individual competence has a direct contribution to improving performance in educational organizations (Sanja Tatković, 2026).

Furthermore, the research results show that knowledge sharing has a positive and significant impact on teacher performance. This confirms that a culture of knowledge sharing is a crucial factor in improving teacher performance collectively. Through knowledge sharing, teachers can exchange experiences, learning methods, and solutions to various problems faced in the classroom. This process not only improves individual capacity but also strengthens overall organizational performance (Yang & Du, 2024). This finding is supported by research by Alavi and Leidner, which states that organizations with a strong knowledge-sharing culture will demonstrate higher performance (Bahamondes-rosado et al., 2023). Furthermore, research by Jörg Henseler shows that knowledge sharing is an important mechanism in increasing work effectiveness through collaboration (Molino et al., 2020).

Finally, the results of this study indicate that knowledge sharing acts as a mediating variable in the relationship between visionary leadership and teacher competence on teacher performance (Singleton & Roberts, 2023). The type of mediation that occurs is partial mediation, which means that knowledge sharing not only acts as a bridge, but also strengthens the influence of the independent variable on teacher performance (Wang et al., 2025). This indicates that the success of improving teacher performance depends not only on leadership and competence alone, but also on the extent to which knowledge is shared and utilized collectively within the school organization. This finding is in line with Jörg Henseler's research which states that mediating variables in the SEM model function to explain the relationship between variables more comprehensively (Joshi, 2025). Thus, knowledge sharing can be understood as a strategic mechanism capable of bridging individual potential and organizational performance optimally

5. Conclusion

Based on the results of this study on the influence of visionary leadership and teacher competence on teacher performance with knowledge sharing as a mediating variable at SMA Negeri 1 Parengan, Tuban Regency, several important conclusions can be drawn. First, the principal's visionary leadership has a significant role in enhancing knowledge sharing within the school environment. Principals who are capable of formulating a clear vision, inspiring teachers, and encouraging organizational change can foster a collaborative culture that motivates teachers to exchange knowledge, experiences, and best practices in teaching. Second, teacher competence has a positive and significant effect on knowledge sharing. Teachers with strong pedagogical, professional, social, and personal competencies tend to be more confident and proactive in sharing their expertise with colleagues. This finding indicates that teacher competence not only improves individual performance but also contributes to organizational learning and school development. Third, both visionary leadership and teacher competence have a positive and significant impact on teacher performance. Visionary leadership strengthens teachers' motivation, commitment, and alignment with school goals, while teacher competence directly enhances the quality of instruction and professional effectiveness. In addition, knowledge sharing significantly improves teacher performance by facilitating the exchange of innovative teaching methods, problem-solving strategies, and

professional experiences among teachers. Furthermore, the study confirms that knowledge sharing serves as a partial mediating variable in the relationship between visionary leadership, teacher competence, and teacher performance. This finding suggests that knowledge sharing not only acts as a transmission mechanism but also amplifies the positive effects of leadership and competence on performance outcomes. The practical implications of this study highlight the importance of establishing a sustainable knowledge-sharing culture within schools. School principals and management teams are encouraged to create structured collaborative forums such as teacher learning communities, professional discussion groups, lesson study activities, and regular knowledge-sharing sessions. Schools should also implement practice-based professional development programs, peer mentoring systems, and collaborative teaching initiatives that enable experienced teachers to guide and support their colleagues. Additionally, the development of digital platforms for sharing learning resources and best practices can further strengthen knowledge exchange. To ensure sustainability, schools should design recognition and reward systems that appreciate teachers who actively contribute innovative ideas, instructional improvements, and collaborative learning practices. Through these initiatives, schools can enhance teacher performance while fostering a continuous learning culture that supports long-term educational quality improvement.

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