



The Influence of Principals' Visionary Leadership and Teachers' Social Competence on the Tatanén di Balé Atikan-Based School Culture

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ABSTRACT

This study examines how principals' visionary leadership and teachers' social competence contribute to strengthening the implementation of Tatanén di Balé Atikan (TdBA) in public elementary schools across Bungursari District, Purwakarta, highlighting inconsistent internalization of TdBA values in daily school practices, which may stem from leadership capacity and teachers' interpersonal skills. Using a quantitative survey of 147 teachers with a validated questionnaire, the analysis employed PLS-SEM to assess measurement quality and structural relationships. The findings indicate that principals' visionary leadership significantly influences TdBA-based school culture, with a path coefficient of 0.438, while teachers' social competence provides a strong contribution, reflected in an R-square value of 0.744; together, both variables explain 83.8% of the variance in TdBA-oriented school culture, demonstrating a highly predictive model. These results suggest that TdBA effectiveness can be enhanced through a clear ecological vision, strategic resource empowerment, strengthened collaborative routines, and constructive teacher communication, confirming that visionary leadership and strong social competence are key drivers in fostering a collaborative and sustainable TdBA school culture.

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1. INTRODUCTION

Differences in success levels indicate the need to examine internal school factors that influence the strengthening of school culture. Two key factors consistently highlighted in previous studies include the role of principals who apply visionary leadership, which contributes through various strategic actions such as creating space for school members' aspirations, providing professional development support through training and competency-building programs, offering guidance and evaluations aligned with teachers' capacities, and fostering a harmonious work climate that builds a sense of collective commitment to quality improvement (Rahmi A et al., 2025).

Meanwhile, a study by Mulyadi (2025) shows that visionary leadership grounded in spiritual and moral values can cultivate a harmonious and ethical school culture. Visionary leadership is considered capable of mobilizing collective understanding of the direction of change and driving transformation through clear communication of the vision, empowerment, and facilitation of collaboration (Rachman et al., 2022).

Beyond leadership, teachers' social competence is essential to maintaining social cohesion within the school environment. Teachers with strong social competence can build harmonious, communicative, and cooperative relationships, thereby fostering an inclusive and values-based school climate. This competence includes the ability to empathize, collaborate, and maintain effective interpersonal communication that supports the establishment of a positive school climate (Gimbert et al., 2023). In implementing the TdBA program, teachers with high social competence can serve as cultural change agents through exemplary behavior and interactions that reflect local values and the spirit of cooperation.

Other studies also explain that teachers' social competence is a key element in building effective educational relationships within schools. Teachers with strong social skills can foster more empathetic interactions, maintain open communication, and understand students' individual needs, thereby creating a more conducive learning environment (Fajrin et al., 2025). These findings affirm that social competence not only supports teacher-student relations but also strengthens a positive and collaborative school climate, ultimately influencing the quality of the learning process.

In elementary schools, the principal's role is particularly strategic as it involves managing learning processes, coordinating teachers, and shaping a conducive school climate. Although numerous studies have explored visionary leadership, research specifically examining its relationship with school culture rooted in local wisdom remains limited, particularly within the Tatanén di Balé Atikan model.

The simultaneous relationship between visionary leadership, teachers' social competence, and local-wisdom-based school culture has rarely been examined in depth. Most studies focus on general organizational culture without considering the complexity of cultures built on local values. Furthermore, quantitative empirical research on the TdBA context, especially in the Bungursari District, remains scarce. This situation reveals an important gap that needs to be addressed to strengthen the theoretical foundation regarding the contributions of visionary leadership and teachers' social competence to shaping a unique school culture grounded in Sundanese local wisdom.

Variations in the success of implementing the Tatanén di Balé Atikan program across schools indicate the need for effective visionary leadership to ensure that the program's values and vision are sustained over time. In addition, a more structured understanding is required

regarding how teachers' social competence supports the internalization of cultural values in daily interactions.

Based on these conditions, this study aims to analyze the influence of principals' visionary leadership and teachers' social competence on the Tatanén di Balé Atikan-based school culture in public elementary schools in Bungursari District, Purwakarta Regency. This inquiry is expected to provide empirical contributions to the field of educational administration and to serve as a foundation for school leadership practices in designing strategies to strengthen a culture that is adaptive, contextual, and sustainable. This approach also offers a new perspective on the application of visionary leadership within local educational contexts that emphasize ecological values, simplicity, and communal cooperation.

2. METHODS

This study employs a survey-based quantitative design to examine the empirical relationships among principals' visionary leadership, teachers' social competence, and the Tatanén-based school culture in Balé Atikan. The survey approach was selected because it enables the systematic collection of respondents' perceptions and allows the mapping of inter-construct relationships using standardized instruments, as explained by Sugiyono (2022). This method is relevant to the needs of a study focused on the tendencies of elementary school populations implementing the Tatanén program in Balé Atikan.

The research population comprises 177 teachers and principals from 16 public elementary schools that implemented the Tatanén program during the first semester of the 2025/2026 academic year. The sample size was determined using the Slovin formula with a 5% margin of error, yielding a minimum requirement of 123 respondents. Data were collected via a digital questionnaire distributed to the entire population, yielding 147 complete responses, all of which were analyzed because they met the sample adequacy requirements for PLS-SEM (Hair et al., 2023).

The research procedure was systematically structured in accordance with quantitative research guidelines that emphasize consistency from the planning stage through the reporting of results (Creswell, 2022). In the preparation stage, the researcher formulated the research problem and objectives, developed the theoretical framework, determined the population and sample, and designed instruments aligned with the variables examined. This stage provides the methodological foundation to ensure that the entire process proceeds in a structured and scientifically accountable manner (Sugiyono, 2022).

The designed instruments were then pilot-tested with a small group with characteristics similar to those of the research population. This pilot test aimed to ensure instrument validity and reliability through Confirmatory Factor Analysis and the calculation of Cronbach's Alpha and Composite Reliability. Content validity was further strengthened through expert judgment from individuals knowledgeable about the context of elementary education in the research area (Ghozali & Latan, 2021; Riduwan & Sunarto, 2021).

Data were collected using a Likert-scale questionnaire distributed online via Google Forms to maximize respondent reach, accompanied by an explanation of the research objectives, data confidentiality, and consent to participate. This process adhered to research ethics principles, including providing clear information about the study's purpose, ensuring the confidentiality of personal data, and obtaining informed consent from participants (Prasetyo & Jannah, 2022). The collected data underwent initial processing, including completeness checks, data

cleaning, identification of missing values, and outlier treatment to minimize bias. All data were subsequently processed using SmartPLS software in accordance with the requirements of the structural analysis (Hair et al., 2021).

The analysis stage employed the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach to assess the causal relationships among constructs simultaneously. The significance of the effects was assessed using bootstrapping, and the model's quality was evaluated using the coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2) as indicators of the model's strength and accuracy in predicting endogenous variables (Ghozali, 2021).

In the final stage, the analysis results were interpreted in light of the theoretical framework and the local context of the Tatanén implementation in Balé Atikan. The empirical findings were presented systematically in the research report to strengthen academic relevance and provide a basis for necessary policy recommendations (Creswell, 2014).

3. RESULTS AND DISCUSSION

3.1 Descriptive Results of Research Variables

Before conducting the structural analysis, this study calculated descriptive statistics to provide an overview of the variables' tendencies. These statistics are presented in Table 1.

Table 1. Descriptive Statistics of the Research Variables

Variable	Mean	Std. Dev	Category
Visionary Leadership	4,723	0,382	Very High
Teachers' Social Competence	4,764	0,351	Very High
TdBA-Based School Culture	4,701	0,407	Very High

The descriptive results indicate that all three variables fall within the very high category. The mean score for visionary leadership, 4.723, suggests that principals are perceived as effectively performing their visionary role, from formulating development directions to strengthening the commitment of school members. The mean score for teachers' social competence, at 4.764, indicates a very high level of ability in interacting, collaborating, and building professional relationships. The TdBA-based school culture scored a mean of 4.701, indicating strong implementation of ecological values, contextual learning, and active participation of school members. The relatively small standard deviations across all three variables suggest that respondents' perceptions are fairly uniform, providing sufficient consistency for subsequent analysis of validity, reliability, and structural model testing.

3.2 Construct Validity and Reliability Results

Validity and reliability tests were conducted to ensure that each indicator consistently reflects its construct prior to structural model analysis. The evaluation included convergent validity, discriminant validity, and internal reliability. The results are presented in Table 2.

Table 2. Summary of Convergent Validity and Construct Reliability

Construct	Loading Range	AVE	Composite Reliability	Cronbach's Alpha	Remark
Visionary Leadership	0,781-0,892	0,673	0,911	0,884	Valid and reliable
Teachers' Social Competence	0,806-0,915	0,701	0,924	0,897	Valid and reliable
TdBA-Based School Culture	0,768-0,887	0,658	0,908	0,879	Valid and reliable

The test results indicate that all indicators have loading factors above the minimum threshold of 0,700, thus meeting the criteria for convergent validity. The AVE values for each construct range from 0,658 to 0,701, which exceed the 0,500 cutoff, confirming that the latent variables adequately account for the variance in their indicators.

In terms of reliability, Composite Reliability values range from 0,908 to 0,924, while Cronbach's Alpha ranges from 0.879 to 0,897. Both measures surpass the minimum standard of 0,700, indicating that the internal consistency of the instrument is very high. Discriminant validity is also satisfied based on the Fornell-Larcker criterion and HTMT ratios, all of which are below the 0,850 threshold. These findings confirm that each construct is distinct and conceptually non-overlapping.

Overall, the results of the validity and reliability tests demonstrate that the instrument meets the requirements and is suitable for further PLS-SEM analysis.

3.3 PLS-SEM Analysis Results

PLS-SEM analysis was used to examine the relationships among the research variables. Path coefficients, t-statistics, and significance levels are presented in Table 3.

Table 3. Path Coefficients and Significance

Relationship	Path Path Coefficient	t-Statistic	p-Value	Remark
Visionary Leadership -> TdBA-Based School Culture	0,438	5,23	0,000	Signifikan
Visionary Leadership -> Teachers' Social Competence	0,772	14,87	0,000	Signifikan
Teachers' Social Competence -> TdBA-Based School Culture	0,559	7,45	0,000	Signifikan

The results in Table 3 indicate that all paths have positive and significant effects at the $\alpha = 0.05$ level. The highest path coefficient is for the influence of visionary leadership on teachers' social competence (0.772), indicating that principals play a strong role in enhancing teachers' social skills. Both variables also contribute significantly to school culture, with teachers' social competence showing a moderate effect (0.559), while visionary leadership has a direct effect of 0.438.

The R-squared value for TdBA-Based School Culture is 0.838, indicating that 83.8% of the

variation in school culture is explained by visionary leadership and teachers' social competence. The adjusted R-squared of 0,836 reinforces the conclusion that the model is stable and highly predictive. The f-square analysis indicates that visionary leadership has a moderate-to-large effect on school culture, whereas teachers' social competence has a substantial effect.

The model has a positive Q-square, indicating good predictive capability. The SRMR index (if calculated) is below the 0.100 threshold, confirming the model's goodness of fit. Indirect effect analysis also indicates that teachers' social competence mediates the relationship between visionary leadership and school culture.

PLS-SEM results confirm that the successful implementation of TdBA-based school culture at Balé Atikan depends not only on formal policies but also on the quality of principal leadership and teachers' social competence. The synergy of these two variables fosters an inclusive, collaborative school culture rooted in local values and contextual learning principles.

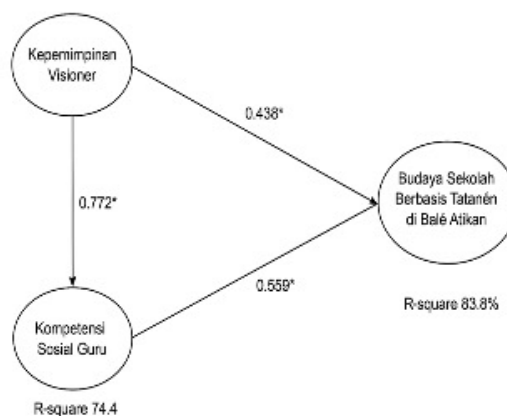


Figure 1. Final Research Model

Figure 1 illustrates the final research model, showing the influence of principals' visionary leadership and teachers' social competence on the Tatanén di Balé Atikan-based school culture. Both direct and indirect paths are significant, with the highest path coefficient observed in the effect of visionary leadership on teachers' social competence (0.772). The R-squared value of 0.838 indicates that the two exogenous variables have strong explanatory power for school culture. This model highlights the synergy between visionary leadership and teachers' social capacity as key factors in strengthening a school culture grounded in local wisdom.

3.4 Discussion

The study's results confirm that principals' visionary leadership and teachers' social competence play significant roles in shaping the Tatanén di Balé Atikan-based school culture. The strong influence of visionary leadership, reflected in a path coefficient of 0.532, indicates that the direction of school change is heavily dependent on the principal's ability to envision the future, articulate objectives, and inspire the entire school community. This finding aligns with Nanus (1992), who emphasized that visionary leaders can unite an organization through a clear and easily internalized vision. In the TdBA program, this vision manifests in concrete strategic directions, including establishing green spaces, applying ecological principles

through Pancaniti stages, strengthening environmental SOPs, managing school assets sustainably, and daily practices that emphasize collaboration, such as morning communal work, classroom cleanliness checks, and plant-care rotations. The principal acts not only as a source of ideas but also as an operational driver, ensuring that all school components align with sustainability values.

Teachers' social competence also makes a meaningful contribution, with a path coefficient of 0,448. This supports Rachman et al. (2022), who stated that positive interpersonal relationships directly affect the effectiveness of school culture. Teachers with social sensitivity, flexible communication skills, and strong collaborative capacity bring TdBA values to life in learning interactions. This is evident in routines such as waste sorting before lessons, managing thematic class gardens, guiding inquiry-based environmental projects, and maintaining harmonious communication with students, colleagues, and parents, ensuring that ecological values move beyond discourse to become ingrained habits.

With an R-squared value of 0.838, it can be concluded that the combination of visionary leadership and teachers' social competence has very strong predictive power for TdBA-based school culture. These findings emphasize that successful TdBA implementation relies not only on regulations but also on the principal's ability to develop a transformative vision and teachers' capacity to foster productive social relations, thereby creating a collaborative learning environment rooted in local wisdom and consistently promoting sustainable living behaviors.

4. CONCLUSION

The results of the study indicate that principals' visionary leadership and teachers' social competence make a very strong contribution to shaping the Tatanén di Balé Atikan-based school culture. The strength of the relationships among constructs in the model indicates that TdBA-based school culture is substantially explained by these two variables, confirming that the success of program implementation is largely determined by leadership direction and the quality of social interactions within the school environment. These findings reinforce the view that a local wisdom-based school culture will develop sustainably when supported by clear vision planning, effective communication, and constructive social relationships among principals, teachers, and school members.

The recommendations of this study are directed to principals, teachers, and future researchers. For principals, the findings emphasize the importance of strengthening visionary leadership practices through regular vision updates, more open communication, and enhanced opportunities for participation for all school members. TdBA values should serve as the primary foundation in program planning and implementation to ensure that school development aligns consistently with local character.

For teachers, improving social competence should be a priority to reinforce school culture. Teachers are expected to continuously develop communication skills, build healthy collaboration with colleagues, and sharpen sensitivity to students' needs. Strengthening these capacities will help teachers implement context-based environmental learning while creating harmonious interactions within the school.

For future researchers, there remains room for development, particularly by incorporating variables that may mediate or moderate relationships among constructs, such as organizational commitment, teacher engagement, or community support. Studies in other

educational levels or different regions are also necessary to broaden the scope and relevance of the findings.

5. AUTHOR'S NOTE

This article is part of a study conducted in public elementary schools across Bungursari District as a contribution to the Tatanén di Balé Atikan-based school culture. The author expresses gratitude to the principals and teachers of these public elementary schools who kindly participated as respondents and provided essential information that greatly facilitated the research.

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