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VISIONARY LEADERSHIP OF PRINCIPALS BASED ON THE EDUCATION REPORT IN ENHANCING TEACHER PROFESSIONAL PERFORMANCE

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ABSTRAK

Transformasi kebijakan pendidikan nasional menuntut pergeseran paradigma manajerial dari pendekatan intuitif menuju tata kelola berbasis data empiris salah satunya berbasis data digital berupa Rapor Pendidikan Sekolah. Penelitian ini menganalisis model kepemimpinan visioner kepala sekolah berbasis data digital Rapor Pendidikan dalam meningkatkan profesionalisme guru di SMAN 1 Pagelaran dan SMAN Depok. Menggunakan pendekatan kualitatif dengan metode studi kasus, penelitian ini membedah integrasi empat peran kepemimpinan Burt Nanus (1992) dengan fungsi manajemen pokok (POAC). Hasil penelitian menunjukkan implementasi nyata dari peran tersebut: (1) Penentu arah melalui penerjemahan Rapor Pendidikan ke dalam rencana strategis; (2) Agen perubahan dengan mengorganisasikan guru untuk peningkatan kinerja; (3) Juru bicara dalam mengartikulasikan visi untuk rekonstruksi budaya kerja positif; dan (4) Pelatih melalui supervisi klinis serta pendampingan digital. Temuan utama dari penelitian ini adalah Model Kepemimpinan Visioner Sirkular, sebuah siklus berkelanjutan di mana evaluasi data empiris secara konsisten bermuara pada peningkatan kompetensi pendidik. Kajian ini menyimpulkan bahwa sinkronisasi antara visi jangka panjang kepala sekolah dan pemanfaatan data riil sangat efektif dalam mendongkrak profesionalisme guru serta mutu ekosistem pembelajaran. Model ini membuktikan bahwa pergeseran paradigma dari manajemen intuitif ke berbasis data memperkuat tata kelola pendidikan modern.

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Keywords:
Visionary Leadership; Education Report Card; Data-Based Decision-Making; Teacher Professionalism

ABSTRACTS
The transformation of national education policy demands a shift in the managerial paradigm from an intuitive approach to empirical data-based governance, one of which is based on digital data in the form of the School Education Report. This study analyzes the principal's visionary leadership model based on digital data from the Education Report in improving teacher professionalism at SMAN 1 Pagelaran and SMAN Depok. Using a qualitative approach with a case study method, this study dissects the integration of Burt Nanus's (1992) four leadership roles with the principal management functions (POAC). The results show the real implementation of these roles: (1) Direction setter through translating the Education Report into a strategic plan; (2) Change agent by organizing teachers for performance improvement; (3) Spokesperson in articulating a vision for the reconstruction of a positive work culture; and (4) Coach through clinical supervision and digital mentoring. The main finding of this study is the Circular Visionary Leadership Model, a continuous cycle in which the evaluation of empirical data consistently leads to improving educator competence. This study concludes that synchronization between the principal's long-term vision and the use of real data is very effective in boosting teacher professionalism and the quality of the learning ecosystem. This model demonstrates that a paradigm shift from intuitive to data-driven management strengthens modern educational governance.

A. INTRODUCTION

The principal exercises leadership through the decisions made in response to student learning outcomes, the determination of school program priorities, and the management of working relationships with teachers and staff in daily school activities. These decisions and actions shape the direction of instructional development, the priorities for teacher support, and the school's operational agenda, all of which influence how teachers understand the intended learning objectives. The way principals interpret school contexts, select appropriate courses of action, and establish organizational priorities gives rise to leadership practices that are directly experienced by members of the school community. Viewing leadership as practice, as discussed in contemporary scholarship on school leadership, enables principals' actions to be analyzed as an integral part of the everyday organizational dynamics of schools (Spillane, Halverson, & Diamond, 2004; Bush, 2019).

The determination of the school's development priorities takes place when learning achievement indicators are used as the primary reference for school evaluation despite limited available resources. This situation places the principal in a decision-making role that directly influences how teachers design, implement, and evaluate classroom instruction. Decisions made by the principal—such as setting instructional priorities and strengthening professional support for teachers—shape teachers' approaches to addressing students' learning achievements and the challenges encountered in the teaching and learning process. Research on school leadership has demonstrated that the working conditions established by principals significantly influence teachers' professional decision-making in their daily instructional practices (Leithwood, Harris, & Hopkins, 2020).

In this study, visionary leadership is conceptualized as the principal's leadership practice, reflected in the consistency between the school's long-term vision and the decisions made in response to instructional challenges. The school vision serves as a

guiding framework for determining instructional development priorities, designing professional support for teachers, and selecting follow-up actions that directly address learning outcomes and classroom challenges. Gronn (2015) and Spillane (2012) adopt a practice-based perspective to examine school leadership through the decisions and professional interactions that occur within authentic organizational contexts. Building on this perspective, visionary leadership in the present study is examined through principals' observable actions, which can be empirically traced in decision-making processes and the implementation of everyday school activities.

Principals' leadership practices are enacted within a school environment characterized by the use of student learning achievement data as the basis for evaluation and program planning. Schools receive information on student learning outcomes, school quality indicators, and performance measures that are used to assess instructional quality and overall school performance. However, such information does not automatically influence teachers' instructional practices unless it is translated into decisions that are relevant to the school's needs. Within the literature on data-driven leadership, principals' interpretation of data is regarded as a critical factor in determining how learning achievement information is utilized in school decision-making (Schildkamp, 2019). This interpretive process shapes how principals use data to guide teachers' instructional work in their daily practice, consistent with the concept of data-informed leadership discussed by Wayman and Stringfield (2021).

Research on school leadership suggests that visionary leadership operates through mechanisms directly related to setting instructional direction and creating supportive working conditions for teachers. International studies emphasize the principal's role in establishing instructional goals, setting school improvement priorities, and fostering a professional environment that influences how teachers plan and deliver instruction. Leithwood, Harris, and Hopkins (2020) argue that visionary leadership shapes teachers' professional practices by influencing their performance expectations, developmental priorities, and the support provided at the school level. This perspective positions school leadership as a process that connects the school's organizational goals with the instructional practices enacted in classrooms, a view that is also widely recognized in contemporary school leadership scholarship (Bush, 2019).

Most studies on visionary leadership continue to conceptualize vision as a normative framework, emphasizing its existence rather than examining how it is enacted through principals' day-to-day decision-making. Previous research has frequently explored the influence of leadership on teachers without investigating how principals' concrete decisions shape instructional priorities and professional support at the school level. In many of these studies, teachers are positioned primarily as recipients of leadership effects, whereas leadership practice itself is rarely examined as a sequence of actions embedded in authentic decision-making situations. Another limitation lies in the scarcity of research linking visionary leadership practices to the empirical foundations of principals' decision-making, particularly the use of student learning achievement data to determine instructional development priorities and guide teachers' professional work (Schildkamp, 2019; Wayman & Stringfield, 2021).

The school leadership literature has consistently associated visionary leadership with school improvement and the creation of supportive working conditions for teachers through various organizational mechanisms. However, this body of literature tends to treat vision as a conceptual framework or leadership orientation, while paying

relatively little attention to principals' decision-making practices as ongoing actions situated within data-informed contexts. The relationship among school vision, principals' interpretation of educational data, and the decisions that shape teachers' instructional practices has rarely been examined as an integrated leadership practice. Moreover, research on visionary leadership remains limited in explaining how principals utilize student learning achievement data to establish instructional priorities and design professional support for teachers at the school level (Schildkamp, 2019; Wayman & Stringfield, 2021). This gap highlights the need for research that conceptualizes visionary leadership as a data-informed decision-making practice with direct implications for teachers' instructional work.

Within the Indonesian educational policy context, public senior high schools operate in an environment increasingly characterized by the use of student learning achievement data for evaluation and accountability purposes. Schools routinely receive various forms of information on student learning outcomes and quality mapping, which serve as the basis for assessing instructional conditions and determining school improvement priorities. In practice, however, these data are not always integrated into principals' leadership decisions that influence teachers' instructional practices. This context positions school principals as key actors in interpreting educational data and linking it to instructional development priorities at the school level. This study was conducted at SMA Negeri 1 Pagelaran, Cianjur Regency, and SMA Negeri 1 Depok, Cirebon Regency, two public senior high schools operating under the same national education policy and learning achievement reporting system but facing different organizational dynamics and instructional challenges. Examining these two settings provides an opportunity to investigate visionary leadership as a data-informed decision-making practice within authentic school contexts that are closely aligned with Indonesia's national education policy.

Based on the contextual background and research gaps identified above, this article examines how principals enact visionary leadership as a data-informed decision-making practice grounded in student learning achievement data and how these leadership practices influence teachers' professionalism in instructional settings. Specifically, the study investigates how principals make decisions regarding instructional development priorities, professional support for teachers, and follow-up actions based on student learning outcomes. The study contributes to the literature by strengthening the conceptual understanding of visionary leadership as a data-informed leadership practice, providing empirical evidence of the relationship between principals' interpretation of educational data and teachers' instructional practices in Indonesian public senior high schools, and enriching qualitative methodological approaches to school leadership research within the Indonesian educational context. Accordingly, this article offers a perspective that advances the development of school leadership grounded in evidence-based decision-making and authentic instructional practice.

B. METHOD

This study employed a qualitative approach using a multi-site case study design to explore principals' visionary leadership as a data-informed decision-making practice based on student learning achievement data and its implications for teacher professionalism. A qualitative approach was selected because it enables an in-depth

examination of leadership practices within authentic school settings, including how principals interpret educational data, make decisions, and guide teachers' professional practices in instruction. The multi-site case study design facilitates a comparative analysis of leadership practices across two public senior high schools operating under the same educational policy framework but experiencing different organizational dynamics and instructional challenges (Creswell & Poth, 2018).

The research was conducted at SMA Negeri 1 Pagelaran in Cianjur Regency and SMA Negeri 1 Depok in Cirebon Regency, Indonesia. Both schools are public senior high schools operating within the same national education policy and accountability system, including the use of the *Education Report Card* (*Rapor Pendidikan*) as a primary source of information on student learning outcomes. The selection of these research sites was intended to examine how principals enact visionary leadership as a data-informed practice in schools with different organizational characteristics and instructional contexts. Rather than seeking statistical generalization, the study aimed to develop a rich and contextualized understanding of leadership practices within these settings.

The study participants consisted of school principals and teachers who were directly involved in instructional practices at each school. Principals were selected as the primary participants because of their central role in strategic decision-making and the interpretation of student learning achievement data at the school level. Teachers were purposively selected to provide insights into how principals' decisions influenced their professional instructional practices. Participant selection was based on their direct involvement in teaching, learning, and teacher professional development activities within the schools (Yin, 2018).

Data were collected from multiple sources to enhance triangulation and strengthen the credibility of the findings. The primary data sources included in-depth interviews with principals and teachers, school documents related to instructional planning and decision-making, and student learning achievement data obtained from the *Education Report Card* (*Rapor Pendidikan*). The *Education Report Card* data were used to understand the context of student learning outcomes and to examine how principals interpreted these data in making school-level decisions. The use of multiple data sources enabled a comprehensive understanding of data-informed leadership practices within the participating schools (Merriam & Tisdell, 2016).

Data collection was conducted in several stages through semi-structured interviews, document analysis, and the examination of student learning achievement data. Semi-structured interviews were used to explore participants' experiences and perspectives regarding leadership practices, the use of educational data, and their implications for teaching and learning. Document analysis focused on instructional planning documents, teacher professional development programs, and internal school policies related to data use. Student learning achievement data from the *Education Report Card* were analyzed as an empirical context for understanding principals' decision-making practices and teachers' instructional work.

Data were analyzed thematically through the processes of data organization, coding, and theme development. The analysis began with repeated readings of interview transcripts and documentary evidence to identify recurring patterns related to leadership practices and teacher professionalism. Themes were developed inductively by examining the relationships among the school vision, the use of student learning achievement data, and teachers' instructional practices. The analysis was conducted

iteratively through cross-site comparisons to identify both commonalities and differences in data-informed leadership practices across the two schools (Braun & Clarke, 2021).

The trustworthiness of the study was ensured through established qualitative validation strategies, including data source triangulation, consistency checks across participants, and reflective documentation throughout the research process. Triangulation was achieved by comparing evidence from interviews, school documents, and student learning achievement data to ensure consistency in interpretation. Furthermore, the analytical process was systematically documented to provide a transparent audit trail, enabling each analytical decision to be traced and justified in accordance with accepted standards of qualitative research (Lincoln & Guba, 1985; Nowell et al., 2017).

C. RESULT AND DISCUSSION

Findings

The main discussion contains results and discussion, written in Constantia 12 font. Results are not raw data but data that has been processed/analyzed using an established method. The discussion compares the results obtained with the existing concepts/theories in the literature review. The contents of the results and discussion include statements, tables, drawings, diagrams, graphs, sketches, and so on.

The findings are presented based on a thematic analysis of interview data collected from school principals and teachers, school documents, and *Education Report Card (Rapor Pendidikan)* data for the 2023–2025 period. The *Education Report Card* data were used as an empirical context to describe the schools' instructional conditions and as a reference for examining how principals interpreted learning achievement data in their decision-making processes. The presentation of the findings focuses on principals' leadership practices, school contexts, instructional policies and programs, and their implications for teachers' professional practices. To provide a concise overview of the research context, the profiles and characteristics of the two participating schools are presented in the following table.

Table 1. Profile of SMA Negeri 1 Pagelaran and SMA Negeri 1 Depok

Contextual Aspect	SMA Negeri 1 Pagelaran (Cianjur Regency)	SMA Negeri 1 Depok (Cirebon Regency)
School Status	Public senior high school	Public senior high school
School Accreditation	B	A
School Quality Condition	Requires gradual strengthening of instructional quality	Instructional quality is relatively stable
School Context	School facing challenges in maintaining instructional quality and effective learning management	School focused on sustaining consistency and the quality of instructional practices
Principal's Leadership Focus	Gradual improvement of instruction and continuous teacher professional support	Maintaining and sustaining the quality and consistency of instruction
Role of the Education Report Card	Used as contextual information to understand the school's instructional conditions	Used as contextual information to monitor and sustain instructional quality

The school profile data indicate that SMA Negeri 1 Pagelaran, Cianjur Regency, is a public senior high school with a B accreditation, whereas SMA Negeri 1 Depok, Cirebon Regency, is a public senior high school with an A accreditation. The difference in accreditation status reflects variations in school quality at the time the study was conducted. The principals regarded the accreditation status as a general indicator of the school's overall condition rather than as a measure for evaluating individual teacher performance.

At SMA Negeri 1 Pagelaran, the principal perceived the school as requiring gradual improvement in instructional quality, particularly in maintaining the consistency of teaching and learning processes and quality management. In contrast, the principal of SMA Negeri 1 Depok viewed the school as having relatively stable instructional quality, thereby directing leadership efforts toward sustaining the quality of instruction and ensuring consistency in teachers' instructional practices. These differing school conditions provided the contextual basis for principals' decision-making in each setting.

The findings indicate that the *Education Report Card* was used by the principals as a source of information for understanding the overall instructional conditions of their schools. The principals reviewed the learning achievement indicators contained in the report to identify areas requiring instructional improvement. Rather than serving as a tool for assessing individual teacher performance, the data were used as contextual information to understand school-wide instructional conditions.

The interpretation of the *Education Report Card* involved examining patterns in learning achievement data and engaging in internal discussions with teachers. The principals used these data as an initial reference for determining school priorities,

particularly those related to strengthening instructional practices and supporting teachers' professional development. This finding suggests that the *Education Report Card* functioned primarily as a contextual source of information for school decision-making rather than as a performance evaluation instrument.

The ways in which the principals interpreted the *Education Report Card* data and incorporated them into school decision-making are summarized systematically in Table 2. The table illustrates that the report card data were positioned as the basis for understanding the school's instructional conditions, which were subsequently translated into school policies and instructional programs. This process of interpreting the report card data was carried out through internal discussions and school forums involving teachers.

Table 2. Analysis of *Education Report Card* Data at SMA Negeri 1 Pagelaran and SMA Negeri 1 Depok

Education Report Card Data Aspect	Principal's Interpretation	School Policies / Programs	Implications for Teachers' Professional Practice
School Learning Achievement	Interpreted as an overall representation of the school's instructional conditions	Establishment of instructional improvement priorities	Adjustment of lesson planning and instructional strategies
Instructional Consistency Patterns	Interpreted as indicating the need for instructional improvement or the maintenance of quality	Teacher mentoring programs and collaborative instructional discussions	Reflection on instructional practices and enhanced teacher collaboration
Contextual Information on Teaching and Learning	Used as a reference for school-level decision-making	Development of school work plans and instructional programs	Shared understanding of instructional priorities and goals
Data as a Basis for Policy	Positioned as contextual evidence rather than an instrument for individual teacher evaluation	Formulation of school policies based on the interpretation of instructional conditions	Teacher professionalism strengthened through collective professional practice

The principals' instructional policies were developed based on their interpretation of the *Education Report Card (Rapor Pendidikan)* data and the specific conditions of their respective schools. Drawing on these interpretations, the principals

established school programs aimed at strengthening instructional quality and supporting teachers' professional development according to the identified needs. These programs included collaborative instructional discussions, teacher mentoring activities, and the organization of school work agendas related to teaching and learning.

In both schools, instructional policies and programs were not formulated as immediate responses to the *Education Report Card* data. Instead, they were implemented as part of a sustained school improvement strategy. The principals actively involved teachers in the implementation of these programs and facilitated professional discussion forums to examine instructional practices and learning processes. These findings indicate that school policies functioned as mechanisms for translating *Education Report Card* data into organized instructional activities.

The findings further reveal that teachers perceived school policies and programs as practical guidance directly related to their instructional practices. Teachers reported that clearly defined school priorities helped them adjust lesson planning and instructional strategies to better address students' learning needs. They also participated in collaborative discussions that focused on teaching practices and student learning outcomes.

At SMA Negeri 1 Pagelaran, teachers' professional practice evolved through gradual instructional adjustments aligned with the school's improvement priorities. Teachers utilized school-based professional forums to reflect on their instructional practices and exchange experiences with colleagues. In contrast, at SMA Negeri 1 Depok, teacher professionalism was demonstrated through sustained efforts to maintain instructional quality and ensure that classroom practices remained consistent with school policies. These differences illustrate how variations in school contexts shaped teachers' professional practices.

The use of the *Education Report Card* data and the implementation of instructional policies occurred within the broader framework of national and regional education policies. The principals understood the *Education Report Card* as part of Indonesia's educational reporting and accountability system. In practice, however, they interpreted policy requirements in light of their schools' specific contexts and instructional needs.

This policy environment defined the scope within which principals developed school policies and instructional programs. Rather than applying national policies uniformly, the principals adapted their implementation to ensure relevance to the instructional conditions of their respective schools. These findings suggest that while education policy provides the institutional framework for school leadership, the actual decision-making process remains highly dependent on each school's organizational context.

Overall, the findings demonstrate that the *Education Report Card* served as an empirical context for principals' decision-making rather than merely as an accountability instrument. School quality conditions, the educational policy environment, and teacher characteristics collectively shaped how principals interpreted learning achievement data and established instructional priorities. The resulting school policies and programs influenced teachers' professional practices by promoting instructional adaptation, reflective practice, and collaborative learning within the unique context of each school.

Analysis/Discussion

The findings indicate that principals enacted visionary leadership as a decision-making practice grounded in the interpretation of school instructional conditions through the *Education Report Card*. This practice demonstrates that the school vision functioned not merely as a symbolic statement but as a strategic framework that guided the interpretation of educational data and the formulation of instructional policies. These findings extend the understanding of visionary leadership, which has often been conceptualized in the literature as a long-term orientation, by illustrating how vision is operationalized through data-informed decision-making within specific school contexts (Leithwood & Sun, 2012; Hallinger, 2018).

The use of the *Education Report Card* in school leadership further demonstrates that educational data were treated as contextual information for improving teaching and learning rather than as an instrument for evaluating individual teacher performance. The principals interpreted learning achievement data to identify patterns in school performance and to establish policy priorities aligned with instructional needs. This approach is consistent with the literature on data-informed leadership, which emphasizes the importance of data interpretation and professional dialogue, arguing that the effectiveness of educational data depends on leadership capacity to guide its use for instructional improvement (Schildkamp & Poortman, 2021; Datnow & Park, 2021).

Differences in school quality contexts influenced how visionary leadership was enacted. In the school requiring instructional improvement, visionary leadership was reflected in decisions aimed at gradually strengthening teaching and learning practices. By contrast, in the school with relatively stable instructional quality, visionary leadership focused on maintaining instructional excellence and ensuring consistency in teaching practices. These findings reinforce the view that school leadership is inherently contextual and situational, shaped by organizational conditions and the instructional challenges faced by individual schools (Hallinger, 2018).

Vision- and data-informed decisions made by the principals also shaped the context in which teacher professionalism developed. Teachers perceived school policies as providing a clear direction for instructional practice and encouraging critical reflection on their teaching. In this study, teacher professionalism was manifested through continuous reflection, adaptation of instructional strategies, and collaboration among teachers. These findings support the argument that teacher professionalism is not developed in isolation but is constructed through leadership decisions and the organizational context that shapes teachers' professional agency (Flores, 2020; Priestley, Biesta, & Robinson, 2021).

Overall, the findings demonstrate that the integration of the school vision, *Education Report Card* data, and principals' decision-making constituted a coherent leadership practice that influenced teachers' instructional practices. Visionary leadership is therefore understood as an institutional practice that can be empirically observed through data-informed school policies and programs, rather than as a normative concept detached from the realities of teaching and learning. These findings contribute to the school leadership literature by illustrating how visionary leadership and data-informed leadership intersect in the decision-making practices of public senior high schools.

The relationship among the school context, school vision and mission, the interpretation of *Education Report Card* data, and teachers' professional practices is summarized in Figure 1, which illustrates visionary leadership as a continuous process of data-informed decision-making.

Furthermore, the relationship between visionary leadership and school policy identified in this study suggests that school policies do not emerge merely as administrative products but as outcomes of leadership reasoning based on instructional conditions revealed through educational data. The principals used the *Education Report Card* not only to determine program priorities but also to shape the school's collective understanding of the instructional challenges it faced.

This pattern demonstrates that school policy serves as a mechanism for translating the school vision into operational practices that directly influence teaching and learning. These findings reinforce the argument that the effectiveness of school leadership lies in its capacity to connect strategic direction with operational decisions that are responsive to the instructional context (Bush, 2020; Kools & Stoll, 2022).

Figure 1. A Conceptual Framework of Data-Informed Visionary Leadership Practices in Schools.



Furthermore, the findings indicate that the use of data in school leadership cannot be separated from the dimensions of trust and professional relationships within the school community. Teachers in both schools perceived the use of the *Education Report Card (Rapor Pendidikan)* positively when the data were positioned as a basis for collective reflection rather than as an instrument for monitoring individual performance. This finding suggests that data-informed leadership requires principals to possess strong relational capacity in fostering safe and meaningful professional dialogue. It also supports previous research demonstrating that the impact of data use on instructional improvement depends largely on the school's professional culture and the quality of interactions between school leaders and teachers (Datnow & Park, 2021).

Moreover, the discussion reveals that the integration of school vision, educational data, and teacher professionalism within leadership practices contributes to the development of organizational learning at the school level. Consistent, data-informed decisions made by principals establish patterns of practice that encourage

teachers to learn from both their own instructional experiences and collaborative engagement with colleagues. In this context, the school functions as a continuous professional learning environment in which teachers' professional development is directly connected to students' learning needs. These findings extend the school leadership literature by demonstrating that data-informed visionary leadership serves as a catalyst for organizational learning rather than merely as a mechanism for managing educational policy implementation (Sachs, 2021; Van der Heijden et al., 2023).

D. CONCLUSION

This study concludes that principals enact visionary leadership as a contextual and data-informed decision-making practice grounded in the *Education Report Card (Rapor Pendidikan)* and oriented toward instructional improvement. Rather than functioning merely as a symbolic statement, the school vision serves as a strategic framework that guides the interpretation of student learning achievement data and the formulation of school policies. The *Education Report Card* is utilized as an empirical context for understanding instructional conditions and determining policy priorities, rather than as an instrument for evaluating individual teacher performance.

The findings further demonstrate that differences in school quality conditions influence how principals interpret the school vision and utilize educational data in decision-making. In schools requiring instructional improvement, visionary leadership is enacted through decisions aimed at gradually strengthening teaching and learning practices. Conversely, in schools with relatively stable instructional quality, visionary leadership focuses on maintaining and sustaining the consistency of instructional practices. These findings confirm that visionary leadership is inherently contextual, situational, and responsive to the unique conditions of each school.

Finally, vision- and data-informed decisions made by principals shape the context in which teacher professionalism develops as an instructional practice. Teacher professionalism is strengthened through reflective practice, the adaptation of instructional strategies, and collaborative professional learning within a clearly articulated school policy framework. Accordingly, this study highlights the interconnected relationship among visionary leadership, the use of *Education Report Card* data, and teacher professionalism as integrated components of instructional practice in Indonesian public senior high schools.

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