

The Visionary Leadership of the School Principal for Improving the Quality of Education

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Abstract

The progress or decline of an institution is determined by the leadership style. Likewise, in educational institutions such as schools, schools will experience rapid progress if the leader has the right leadership style. One leadership style to improve quality and quality is a visionary leadership style. Improving the quality and quality of education in school institutions is very difficult if it is not accompanied by improving teacher performance. This is because teachers are the most determining component in the education system as a whole which must receive central attention. This visionary leadership can have a significant influence on improving teacher performance because the driving school principal can provide a clear vision and can implement the vision he has created for the teacher's future so by increasing teacher performance it is hoped that there will also be an increase in the quality and quality of education. The driving school principal acts as the central force that is the driving force of school life. For schools to be able to compete, driving school principals must be committed to change by carrying out their role as school principals, and must always be ready and dynamic for change; Changing Constituent Needs. The school principal's visionary leadership and teacher's teaching performance have a positive and significant influence on school effectiveness in primary and secondary schools. This indicates that school effectiveness is determined by the driving school principal's visionary leadership and the teacher's teaching performance together. The better the school principal's visionary leadership and the teacher's teaching performance, the better and better the school's effectiveness will be.

Keywords: *Visionary Leader, Organizational Change, Human Resources.*

Introduction

The progress or decline of an institution is determined by the leadership style. Likewise, in educational institutions such as schools, schools will experience rapid progress if the school leader has the right leadership style. One of the leadership styles to improve quality is the visionary leadership style. The visionary leadership style is the leader's ability to create, formulate, communicate, socialize, transform, and implement ideal thoughts that originate from themselves or as a result of social interactions between members and stakeholders which are the ideals of the organization in the future that must be achieved together. -The same.

Education is an integral part that cannot be separated from the process of preparing quality, tough, and skilled human resources. Quality education is a necessity to improve the quality of human resources. Education is also seen as the most strategic tool as a determinant of social and economic development to better conditions.

Quality education is a necessity to improve the quality of human resources. Education is also seen as the most strategic tool as a determinant of social and economic development to better conditions. As stated in Law No. 20 of 2003 concerning the national education system article 3, it has been explained that national education functions to develop abilities and shape the character and civilization of a dignified nation to make the nation's life intelligent, have noble character, be healthy, knowledgeable, capable, creative, independent. and responsible.

According to Umiarso and Imam Gojali (2010: 125) school quality is the degree of excellence in managing the school effectively and efficiently to produce academic and extracurricular excellence in students who are declared to have passed one level of education or completed a certain learning program. The quality of

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a school is the number of students who have achievements, both academic achievements and achievements in other fields, and whose graduates are relevant to the objectives (Komariah and Triatna, 2006: 8).

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Leadership is a human style or behavior in interacting with other people that gives rise to influence to produce change. This process can be seen, starting from personal leadership. A process of influence that occurs within oneself. How a person influences himself in carrying out an action or activity. A lot also happens in the influence a leader exerts on other people. Therefore, leadership is actually something very human. There are interactions, social relations, and influence based on a vision of the future. This phenomenon shows that leadership behavior has become an art on the stage of human civilization and culture. Effective communication behavior, courage to make personal and organizational decisions, role modeling, and motivation to jointly pursue a vision. A process of bringing the future closer to the present. Leadership is a process that inspires the emergence of movements for change, and initiatives to progress, produces quality and reputation, and gives rise to the dynamics of human development.

In all the contexts of the mentioned leadership behavior, it is a strong reason that leadership exists in everyone and lasts throughout the ages. In every era, there is a leader who influences many people. For every nation, there are also prepared and sent by God several Prophets and Messengers to guide and direct the nation to the right path. From the time of Prophet Adam, peace be upon him, to the leadership of Prophet Muhammad, peace be upon him. The apostles uphold the teachings of monotheism in bringing the people to practice the shari'a from God according to the apostleship of the prophets. After the leadership of Muhammad SAW as the last prophet, it was time for the Khulafaurrasidun leadership to replace the role of leading the people in building the civilization of the Muslim Ummah until the era of the Umayyads and the Abbasids. As times continue to change, the regeneration of human leadership also alternates until entering the millennium era of the 21st century. In turn, the modern era saw the emergence of the leadership of national leaders who were very influential in their time. This process keeps changing. In his time, there were successful leaders. But some leaders fail because they don't create many meaningful changes. The strength of a change leader lies in his vision, creative efforts, integrity of personality, honesty, credibility, faith, piety, and active, open, and effective communication.

Many influences arise in various organizations that accommodate many aspirations for a better life. Countries and governments are guaranteed to have the leadership of kings, sultans, presidents, and/or prime ministers. Likewise, various government agencies in various countries are only able to move because they are encouraged by ministers. The effectiveness of the functioning of hospitals, companies, banks, universities, schools, madrasas, and community organizations is determined by the role of their leaders. The future of the organization will certainly be better because of the leadership. The fall or bankruptcy of a company or other institution is also caused by dysfunctional leaders.

If it is related to the existing environment, then in leadership today the leader's ability to adapt to change is very necessary. Leadership and adapting to existing changes is the biggest challenge today for a leader. The role of a leader in human relations is closely related to the leadership style he displays. A leader is expected to be able to display a leadership style in all situations depending on the conditions and situation as well as the subordinates.

The driving principal's leadership that is relevant to the demands of school-based management *and* is desirable for educational productivity is leadership that has a vision (*visionary leadership*), namely leadership whose main work is focused on engineering a future full of challenges, becoming an agent of change (*agent*

of change) who excels and determines the direction of the organization who knows priorities, becomes a professional trainer and can guide other personnel towards the expected work professionalism.

One of the requirements for leadership in the era of autonomy is a visionary leader, where the organization must display its strengths and cultural characteristics toward the expected quality of education. The vision is created from the leader's creative thinking as a reflection of professionalism and personal experience or as a result of the elaboration of in-depth thinking with followers (other personnel), namely in the form of ideal ideas about the future ideals of the organization that we want to realize together.

A leader who has a concept about (1) how to engineer the future to create productive education; (2) make himself an agent of change; (3) positioning as a determinant of organizational direction; (4) professional trainer or guide; (5) able to display the power of knowledge based on professional experience and education, supported by unique characteristics

The ongoing development of the times is a challenge that must be faced well. His role as a visionary leader can improve the quality of schools, one of which is by improving the quality of teachers. However, if the principal does not have a vision for the future, it will hinder the development of teacher creativity. In the teaching process, teachers only teach according to their teaching duties, they do not have clear targets as a result of the learning process.

A visionary principal in a school must be able to carry out his responsibilities to lead the school successfully. A visionary school principal must know exactly what vision and mission he wants to achieve and how to realize this vision and mission in the mandate he carries out. A visionary principal in a school must understand how important it is to invite all related parties in the school to work together to realize the vision that has been formulated together. The visionary nature implies that the driving school principal must have a certain amount of competence and integrity to carry out the mission to realize that vision, and then the principal must also have a certain number of characters that show his integrity.

In line with this statement, a visionary driving school principal is an important variable in this research to realize quality education in schools. This is because the visionary leadership of a school principal is an important component that can improve the quality of schooling through its functions and roles. Therefore, a qualified school principal is needed, has a vision and mission, and has high competence and integrity.

Improving the quality and quality of education in school institutions is very difficult if it is not accompanied by improving teacher performance. This is because teachers are the most determining component in the education system as a whole which must receive central attention. Because teachers play a major role in educational development, especially those held formally in schools. In the educational process at school, teachers hold dual duties, namely as teachers and educators.

Factors for low teacher performance according to research results [7] include, among other things, work motivation, not having a high work ethic, and being unproductive, which can be seen, among other things, from the following symptoms: (1) Weak mastery of the material being taught; (2) Mismatch between the field of study studied by the teacher and what is taught in the field; (3) Less effective teaching method; (4) Lack of teacher authority in front of students; (5) Weak motivation and dedication to become serious educators, more and more people happen to be teachers and do not become teachers; (6) Lack of emotional maturity, independence of thought, and firmness of attitude in quite a lot of teachers resulting from personality

Indicators that can be used as a benchmark for school quality refer to the achievements achieved by the school over a certain period. Achievements can be in the form of academic or non-academic ability test results. Even the school achievements achieved can be in the form of conditions that cannot be held (*intangible*) such as an atmosphere of familiarity, discipline, mutual respect, and so on. The education quality standards issued by the government are contained in Minister of National Education Regulation Number 19 of 2005 concerning National Education Standards article 35 that National Education Standards consist of content standards, process standards, graduate competency standards, standards for educators and

education personnel, facilities and infrastructure standards, management standards, financing standards, education assessment standards.

Based on the description above, this visionary leadership can have a significant influence on improving teacher performance because the driving school principal can provide a clear vision and can implement the vision he has made for the teacher's future so that by increasing teacher performance it is hoped that there will also be an increase in quality and education quality

Research Methods

This type of research uses qualitative research methods, namely through literature study. The data collection technique in this research is using books, journals, and browsing the internet. Qualitative research through literature studies aims to understand and study phenomena by collecting various data and theories related to the research to explain the importance of clear data in detail regarding the data being studied. There are four stages of library study in research, namely preparing the necessary equipment, preparing a working bibliography, organizing time, and reading or recording research material (According to Zed, 2004). This data collection uses the method of searching for sources and constructing them from various sources, for example, books, journals, and research that has already been carried out. Library materials obtained from various references are analyzed critically and must be in-depth to support the propositions and ideas.

Results

Based on the research findings obtained, it show that leaders are responsible for formulating a vision by involving the school team by involving competent elements in the field of education by involving stakeholders. The school vision is formulated in depth by analyzing current conditions with the dynamics of changes occurring and predictions of challenges in the education unit.

In line with what was stated by Komariah and Triatna (2006: 81), leaders are responsible for formulating a vision by involving people or teams to help formulate it. Leadership is relevant to the demands of changing times which require intensive development of the role of education in creating reliable human resources, namely leadership whose main work is focused on the concept of vision, characteristics of vision elements, and vision goals. A leader as a vision creator means being able to think creatively about the future of the organization. The formation of a vision is influenced by life experience, education, professional experience, international interaction and communication, scientific meetings, and intellectual activities that form a certain mindset.

The role of a school principal is as a planner, organizer, leader, and controller of all teaching and learning activities and activities related to related institutions. Apart from this role, the principal also has the role of manager, facilitator, motivator, administrator, and supervisor.

The management system implemented is School Based Management (MBS) which accommodates through analysis of the needs of students and their guardians and satisfaction with the educational services provided is one of the benchmarks for the quality of educational services.

The finding of the influence of the visionary leadership of the driving school principal and the performance of teachers in the teaching unit is clear evidence of the influence of the visionary leadership of the driving school principal on the performance of teachers in the teaching unit so that by increasing teacher performance the quality and quality of the teaching unit can also be improved. The driving school principal can mobilize, influence, and protect all his subordinates and can make maximum use of all the potential resources owned by the school to achieve the goals of his leadership in accordance with the vision, mission, and educational goals of the teaching unit. This illustrates that the Principal is the driving force in the educational unit in his leadership who understands the vision of the school and has a clear work vision, is able and willing to work hard in leading the school, is diligent and steadfast in working with subordinates, provides optimal services while remaining skilled and humble and has discipline strong work.

From the definitions of several experts, it can be concluded that quality is a condition that meets and exceeds customer expectations to obtain satisfaction. Quality is the ability possessed by a product or service that can meet the needs or expectations, and satisfaction (satisfaction) of customers. In the educational context, the definition of quality refers to input, process, output, and impact. Input quality can be seen from several sides. First, whether the input of human resources such as school principals, laboratory teachers, administrative staff, and students is good or not. Second, whether or not the material input criteria are met in the form of teaching aids, books, curriculum, infrastructure, school facilities, etc. Third, whether or not the input criteria in the form of software are met, such as regulations, organizational structure, and job descriptions. Fourth, the quality of input in the form of hopes and needs, such as vision, motivation, perseverance, and ideals. Educational outcomes are considered quality if they are able to produce academic and extracurricular excellence in students who are declared to have passed a level of education or completed a certain learning program.

Quality in the field of education includes the quality of input, process, output, and outcome. Educational input is declared quality if it is ready to be processed. The educational process is quality if it is able to create an active, creative, fun, and meaningful learning atmosphere. Output is declared quality if the student's academic and non-academic learning outcomes are high. The outcome is declared quality if the graduate is quickly absorbed into the world of work, the salary is reasonable, and all parties recognize the greatness of the graduate and feel satisfied.

From the description above regarding efforts to improve quality through innovative programs, the characteristics of effective schools that have implications for the quality of the school are visionary leadership that understands the field of education, has a quality curriculum/opportunities for learning, is oriented toward achievement/achievement, shows adequate study time. effective, feedback and reinforcement, conducive learning space climate, conducive school climate, parental involvement, independence in learning, evaluating the school's potential, consensus and cohesion, structured teaching, and adaptive teaching.

Discussion

Nanus (2001: 15-18) the roles that a visionary leader must play include: 1) Determining direction, namely this role is a role in which a leader presents a vision, convinces of an image or target for an organization, to achieve the future, and involves people from start to finish of activities; 2) Change agents, namely effective leaders, must constantly adapt to these changes and think ahead about potential and changeable changes; 3) spokesperson i.e. An effective leader is also someone who knows and appreciates all forms of communication available, in order to explain and build support for a vision of the future. Leaders, as spokespersons for the vision, must communicate a message that binds everyone to get involved and touch the organization's vision internally and externally. The vision conveyed must be useful, interesting, and create excitement about the future of the organization; 4) coach, namely a leader who optimizes the ability of all members of the organization to work together, and coordinate their activities or efforts, towards achieving goals in accordance with the organization's vision. The leader as coach keeps workers focused on realizing the vision by directing, providing hope, and building trust among players who are important to the organization and its vision for the future.

The school principal's visionary leadership driving the improvement of the quality of education is to emphasize the attitude of a leader who is able to see situations that will occur in the future, makes policies according to the needs of society or consumers, is able to solve problems including opportunities, obstacles, and challenges, has a good vision and is able to communicate it. He dared to take risks to make big changes to teacher performance. In this best practice, the principal's visionary leadership has sub-variables including: Focus on organizational goals; Making long-term plans; Developing a Vision for the Future of the Organization; Always being ready and dynamic for change; and Always Be Aware of Changing Constituent Needs.

The research results show that focusing on organizational goals has a significant influence on the quality and quality of educational units. This is supported by the results of respondents' perceptions who assess the importance of the existence of the school principal's visionary leadership elements consisting of focusing on organizational goals; Making long-term plans; Developing a Vision for the Future of the Organization; Always being ready and dynamic for change; and Always Be Aware of Changing Constituent Needs. So in this discussion, we found a positive and significant influence on the ability to determine the direction of the organization, understand the desires of society or consumers, be influential, and be able to anticipate the future/become an agent of change simultaneously and partially on the performance of teachers in educational units.

The visionary leadership of the driving principle in the educational unit needs to receive serious attention and full support from his subordinates because it greatly influences the success of the policy decisions taken in determining the direction the school will achieve, where one of the functions of the principal is to have a visionary vision. One of the main functions of a leader is as a supervisor, namely developing, training, educating, supervising, assessing, and providing the best work example for all members of the organization he leads.

From the description of the research findings above, the researcher believes that vision plays a role in determining the sustainability and future of the educational unit. In implementing education, school principals and subordinates always think and act towards the results achieved in the future and in line with the agreed vision and goals. So in this case there is confirmation between the leader and subordinates, therefore, it is very necessary for a mutual agreement. Working to achieve future goals is very important for the progress of the educational unit, therefore those who work in realizing the program are all parties who have the same relationship and responsibility.

The principal of the teaching unit as a visionary leader can collaborate, communicate, and understand the individuals of his subordinates in the school he leads with the aim of increasing the motivation of teachers and staff in achieving goals. This is in line with the opinion expressed by [14] which states that to motivate teachers and staff, the principal as a leader must do the following things: (1) Establish relationships with teachers; (2) Establish communication with teachers; (3) Providing guidance and assistance in completing teacher assignments; (4) Building teacher work enthusiasm/morale; (5) Giving awards to teachers who excel; (6)

Resolve all problems at school; (7) Involve teachers in formulating decision-making; (8) Resolve conflicts at school; (9) Respect school regulations; and (10) Create a healthy competitive climate among teachers.

The ability of the driving school principal in the educational unit as a visionary leader to clearly describe the goals he will achieve in the future is the main condition for his success in leading all the existing resources in the school he leads. Paper [3] states that effective leadership starts with a clear vision. A vision that will become the power or strength to make changes, encouraging a powerful explosion of creativity through the integration and synergy of various skills from the people in the organization.

The success of the teaching unit in improving the quality of its education, both academic and non-academic quality, really depends on the ability of the driving school principal in the teaching unit to lead with a vision. The role of a visionary leader is to maintain the vision. For this reason, he must always maintain a clear direction by using a shared vision as a guide. A shared vision provides direction for the madrasa head, all students, and all staff.

Thus, it can be concluded that to achieve quality education, an educational institution needs a visionary leader, namely a leader who is able to look far into the future before other people do, and then design a clear plan of action to realize the ideals of quality education.

The school principal's visionary leadership and teacher teaching performance have a positive and significant influence on school effectiveness in primary and secondary education units. This indicates that school effectiveness is determined by the visionary leadership of the principal and the teacher's teaching

performance together. Thus, the better the principal's visionary leadership and the teacher's teaching performance, the better and the school's effectiveness will increase. In this section, the results of the research and the tests that have been carried out can be described. Apart from that, a discussion of the research and testing that has been carried out is also presented.

Conclusion

The visionary leadership of the driving school principal in the teaching unit in an effort to improve quality and qualities in the teaching unit can be categorized as high. Apart from that, the performance of teachers in educational units in planning the learning process and evaluating learning outcomes is very good. Quality and School quality can be realized with strong educational leadership, high expectations of teachers and staff, a school and community partnership, a positive and conducive climate, progress, and an emphasis on student success. The visionary leadership of the driving school principal has a positive and significant effect on quality and quality in the education unit. Apart from that, teacher performance has a positive and significant effect on quality and qualities in educational units

There are recommendations in this discussion. The principal as an educational leader is fully responsible for the process of transforming the school's vision for all school components. The vision transformation process should be carried out using clear and good language and communication. so that the transformation process can run well. The school principal as a leader should play an active role in the process of implementing the school's vision and mission, especially in planning, organizing, implementing, and supervising the school's vision. so you can know whether the school's vision and mission are on target or not. For this to be sustainable, school principals must continue to strive to improve their leadership professionalism by participating in higher education, online training (PMM), and offline organized by the government or non-government training institutions, apart from that, improving teacher performance must also always be upgraded. , to increase competence so that the quality of education continues to increase.

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