

Leadership and the Relevance of Visionary Leadership Models for Religious Education in Indonesia



Sri Maryati¹, Syarifah Zahrah², Zulfakar Pratama³, Nugraha Adi⁴, Stevani Reynita⁵, Giovanni Namsa⁶, Eliana Sari⁷

^{1,2,3,4,5,6,7} State University of Jakarta, Indonesia

ABSTRACT: This study reviews the literature related to visionary leadership models in religious education in Indonesia, The leaders of educational institutions have a very important role in building a better future and in a directed manner because they can formulate the vision and mission of school education, so that all members including students and parents in this case can understand and commit to the goals of the educational institution. In terms of leadership, it is known that there are several leadership models, and one model that is often applied in the educational environment is the visionary leadership model, a leadership style that aims to provide direction and meaning to the work to be done by members of the organization and visionary leaders have imaginative, innovative, strategic thinking and love change.

KEYWORDS: Religious Education, The Visionary Leadership Model

I. INTRODUCTION

A leader is someone who has a role to guide, direct, carry out, mobilize, lead, model, people who follow him and influence his power (Basri, 2022). A leader has a main function in organizational management which is divided into four, namely, planning, organizing, leading and supervising or controlling (Theodoridis and Kraemer, 2022). The running of an organization or institution certainly has an important role of a leader, where a leader has duties and authority and responsibility for the sustainability of an organization or institution that he leads. According to Sedarmayanti, he argues that "a leader is someone who is in charge and responsible for coordinating and directing various activities contained in the group tasks of an organization or institution" (Sukriadi, 2018). A leader has a role and position in determining the organization. Being a leader in carrying out his duties effectively is able to move his members towards the aspired goal, and vice versa if a leader only puts himself only as a figure, meaning that he has no influence, his leadership can be determined by the weak performance of the organization, which in turn can ultimately lead to a downturn in an organization or institution (Paendong *et al.*, 2018). Transformation power or it can be said that moral (spiritual) power is one of the things that stands out in a leader who has a vision and is then able to bring about changes or transformations in the lives of individuals or groups he leads towards a better direction. (Wahyuni, 2021). This type of leadership is one way to inspire many people, especially in the religious education environment in Indonesia, of course by creating a very **positive** emotional atmosphere (Mardizal *et al.*, 2023).

The leader has one of the models consisting of realistic, reliable indicators, can articulate the vision and as a vision creator. where it is included in the profile of a superior who is able to think reliably and creatively to make the future better, so that life in the field of education is able to compete in global transformation and technology and information that over time continues to develop. This is a leader who has a visionary leadership model (Basri, 2022). It is important in an educational institution to have a visionary leadership model that brings educational institutions to be better for the future, one of the leadership models has a strong vision to realize clear goals (Yanto *et al.*, 2023). The essence of visionary leadership in the context of education can support leaders in developing a vision and mission to motivate human resources in schools and students who can achieve better educational goals (Arya and Saprialman, 2023). The role of school leaders who have an orientation to the education system that is interrelated between the components of the institutional system can be answered by visionary leadership because it can influence the school environment that creates a culture that can bring a more focused and clear future so that it will correlate visionary leadership with the impact of the existence of school culture (Adriansyah, Handayani and Maftuhah, 2022). Visionary leadership has characteristics that identify attitudes and behaviors to achieve the vision, namely, building effective relationships, being able to turn vision into action, being insightful for the future, being able to formulate a clear vision, holding tight to spiritual values that are believed, being able to influence others to work together and work hard in achieving common goals, dare to act in achieving goals, and being innovative

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and proactive (Ardiansyah, 2015). According to Komariah and Cepi Triatna in (Basri, 2022) There are steps to be able to create visionary leadership, namely creating a vision from the results of creative thinking as a reflection of professionalism and elaboration of in-depth thinking with followers, formulating a vision with clear statements so that they can commit to their followers, transforming the vision by building trust and intensive communication, and also implementing the vision by explaining, describing and giving examples of vision into action.

II. METHOD

The research design used is *literature review*. This research reviews concepts, theories, data, and information from both textbooks and current research results related to Visionary Leadership Models for Religious Education in Indonesia. Several articles from various parts of the world were reviewed, plus some relevant articles or research results. The study area is divided into two namely, Visionary Leadership and Religious Education in Indonesia.

III. RESULT

A. Villanova Catholic Junior High School

Villanova Catholic Junior High School was opened not just to add a Catholic Junior High School but to realize the involvement of the Catholic Church in the development of education in this region. At the same time, the Foundation of the Order of Saint Augustine opened a junior high school that prioritizes quality as an application of the spirit of "Non Multa Sed Multum", not many but quality. In addition, the establishment of this junior high school is a manifestation of one of the follow-up plans to the decision of the Leadership Council of the Order of Saint Augustine (OSA) Foundation. In the forum, OSA had planned to open a boarding school for the formation of quality human beings. This school is open to everyone from all walks of life who desire a quality education system. The purpose of establishing this school is to realize involvement in the development of the country / region and society in the field of education, the Order of Saint Augustine Foundation organizes formal education through the establishment of a number of schools from kindergarten to high school. Along with the growth rate of children of junior high school age in Papua in general and the area around Manokwari in particular, the Foundation of the Order of Saint Augustine sees the need to establish a new junior high school in Maripi, Manokwari Regency. Specifically, this junior high school was opened to accommodate graduates from YPPK elementary schools in Manokwari and surrounding areas. But it does not rule out the possibility for this junior high school to accept graduates from any elementary school in West Papua Province and Papua Province.

Therefore, the Catholic Church and the Foundation of the Order of St. Augustine are called to continue empowering the quality of education of children of junior high school age who have studied at the elementary schools in question. More specifically, the Order of St. Augustine Foundation opened this school to prepare spiritually, intellectually, and mentally capable students for the Church and the people of Papua. To realize this purpose, the Order of Saint Augustine Foundation opened a new junior high school. While the purpose of establishing this school is this junior high school aims to educate school-age children at the junior high school level to reach spiritual, intellectual, and mental maturity so that they are competent to continue their education at the next level. This school also aims to educate children of junior high school age to become spiritually, intellectually, and mentally competent (*sanctitas, scientia et sanitas*) so that they are competent to continue their education as future servants of the Church and society at the next level. As stated above, the requirement that must appear in visionary leadership is a vision as a driver of the ideals to be realized, it must be recognized that Villanova Junior High School has fulfilled the requirements for the implementation of this leadership model. This junior high school carries out educational activities based on the vision and mission as well as the target of achieving the quality of school graduates. The school's vision is 1) The formation of a complete human being through quality junior high school education in a Catholic spirit that loves faith, morals, and knowledge as well as having a national perspective, based on Papuan local wisdom and open to changing times; and 2) The formation of the image of priests and scholars who love intelligence in spiritual (*sanctitas*), intellectual (*scientia*), and physical-mental-moral (*sanitas*) aspects for the realization of the eternal figure of the Church and the Nation. This indicates that the school applies a visionary leadership model. In carrying out this vision, the school has endeavored to develop the quality of graduates with the support of this indicator of visionary leadership.

The instrument used as a means of measuring the application of this visionary leadership model in the development of education at Villanova Junior High School is the four roles of visionary leadership, namely: 1) Leaders who have a vision act as determinants of organizational direction. At Villanova Junior High School, when facing various changes and new structures, visionary leadership appears as a pioneer who determines the intended direction through rational and intelligent thoughts about the goals to be addressed and directs behaviors to move forward in the desired direction. 2) Leaders become agents of change in exercising leadership in schools. Visionary leadership acts as a change agent. Leaders are responsible for stimulating change in the internal environment. The leader will feel uncomfortable with the static and status quo organizational situation, he dreams of organizational success through new breakthroughs that trigger performance and accept challenges by translating them into clear and rational work agendas, at Villanova school the leader always strives to make new breakthroughs in adapting the needs of the school to the demands of

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today's society in Indonesia in general and in Papua in particular. 3) The role of visionary leaders as spokespersons has also been carried out at Villanova Junior High School by establishing good relations with the environment outside the school for the advancement of education. School leaders develop communication with the community and related stake holders to improve the quality and financing of schools and promote the quality of school education through the results of school graduates and the education curriculum that is carried out in educating children. 4) In this case, all educators at Villanova Junior High School are required and indeed generally have quality, all educators are leaders who have role models as coaches who have excellent personality and moral qualities. The presence of visionary leaders who act as coaches makes students and learners gain knowledge and good character while in education.

B. MAN 2 Samarinda.

Based on research Pratiwi, Ananiah and Saparuddin (2022) It is found that the visionary leadership of the head of the Samarinda state aliyah madrasah 2 is a leader who provides guidance and direction to his followers, a madrasah head who directs towards madrasah goals that have been planned with a clear vision and mission that can be followed properly. Therefore, he succeeded in making MAN 2 Samarinda develop and excel so that it could achieve the targets that had been aspired to in the future. Then he established a policy that could improve the quality of teachers so that the impact on students at MAN 2 Samarinda was getting better. The madrasah head describes a visionary leader who is able to become a coach by always providing guidance and examples to all madrasah residents. Able to improve the quality of the performance of members by participating in workshop activities carried out annually involving all administrative staff and teachers, as well as participating in seminars or training tailored to the needs and invitations. madrasah head as a direction determinant is able to formulate a vision and mission together with madrasah residents, committees, and related agencies, and is able to direct and mobilize and motivate madrasah residents to be able to achieve this vision as agents of change.

The vision that has been implemented is First, the realization of pious and noble human resources, namely by all madrasa residents who always pray in the mosque and always apply the 5S culture (polite, polite, smile, greeting, greeting). Second, the realization of healthy human resources, namely with the healthy school program. Third, the realization of intelligent human resources, insightful science and technology, namely by increasing student and teacher achievement. Fourth, the realization of human resources who care and have an environmental culture, namely the adiwiyata program, fifth, competitive, namely by improving the quality of professional teaching and education personnel. vision and mission are formulated, as a determinant of the direction of the madrasah head conveys to the madrasah community what things must be done and he serves as a driving motto to achieve the vision, so that the vision is not just a vision but can also turn into action or can be implemented, and he is a leader who is able to motivate both teachers, staff, and students. Then also, the head of MAN 2 Samarinda is able to turn vision into action, he is able to implement the vision by always socializing the vision to all stakeholders, increasing the motivation of stakeholders to be able to achieve the madrasah vision, and building partnerships with various parties. The madrasah principal tries to carry out the role of visionary leadership as an agent of change by improving discipline, facilities and infrastructure, and student achievement, as well as by always making the latest innovations to advance madrasah such as the existence of digital student absences, and digital learning media. In addition, in order to achieve the goals of the vision and mission of MAN 2 Samarinda, the MAN 2 change agent innovates, as for the action of change, namely the implementation of the value of Islamic teachings in the behavior of civil servants, and the implementation of the environmental cultured care movement in the MAN 2 Samarinda environment.

DISCUSSION

In the context of Villanova Catholic Junior High School, the existence of this school is not only as an addition to Catholic educational institutions, but also as a form of involvement of the Catholic Church in educational development in the region. Through the quality approach and the spirit of "*Non Multa Sed Multum*", the school strives to create quality human beings. The discussion also covered the aims and objectives of the establishment of this junior high school, namely to involve in the development of the country, to organize formal education, and to empower the quality of education of junior high school age children. The school was specifically established to accommodate YPPK elementary school graduates in Manokwari and surrounding areas, with a focus on preparing students spiritually, intellectually, and mentally to serve the Church and Papuan society. In line with the purpose of establishing the school, Villanova Junior High School implements visionary leadership by carrying out educational activities based on a vision and mission that includes spiritual, intellectual, and national aspects. The school also fulfills the requirements of visionary leadership by viewing the vision as a driver of ideals, as reflected in the implementation of the four roles of visionary leadership. Overall, Villanova Junior High School demonstrates congruence between visionary leadership and the goals of Catholic education. Meanwhile, at MAN 2 Samarinda, the visionary leadership exercised by the madrasah head plays a central role in directing the success of the madrasah.

The research shows that the madrasah head is able to provide effective direction and guidance, as seen in the progress and development of MAN 2 Samarinda. The discussion includes the role of the madrasah principal as a direction-setter, change agent, spokesperson, and trainer, all of which refer to the implementation of the madrasah's vision and mission. The madrasah principal

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plays a vital role in formulating and implementing the vision together with the madrasah community, the committee, and related agencies. In particular, the head of MAN 2 Samarinda carries out the role of change agent by stimulating change in the internal environment of the madrasah. The implementation of the vision involves all members of the madrasah community in workshops, seminars, and training activities according to their needs. In addition, the head of the madrasah is able to turn vision into action through effective socialization to all stakeholders and involving various parties to achieve madrasah goals. By implementing Islamic values, improving discipline, and using digital innovation, MAN 2 Samarinda is an example of how visionary leadership can transform a madrasah into a quality and relevant educational institution.

IV. CONCLUSIONS

Based on the research findings at Villanova Catholic Junior High School, it can be concluded that visionary leadership is not only an important element but also crucial in implementing the school's vision and mission. The focus on developing the quality of graduates and the proactive involvement of educators as leaders have a central role in realizing the vision of Villanova Junior High School as a quality educational institution. The visionary leadership model applied is evident through the concrete steps taken to achieve the goals, showing that the school vision is not just rhetoric, but a real foundation for action and change.

On the other hand, MAN 2 Samarinda illustrates that the visionary leadership exercised by the madrasah principal has had a significant positive impact on the development of the madrasah. The madrasah principal was able to become an agent of change by motivating the entire madrasah community, formulating a shared vision, and implementing it with effective strategies. By involving all stakeholders and using innovations, the madrasah principal has succeeded in creating a madrasah that excels in various aspects, from the quality of teachers to student achievement. In conclusion, both Villanova Catholic Junior High School and MAN 2 Samarinda show that visionary leadership has an important role in shaping quality, relevant and competitive educational institutions. Visionary leadership not only guides the vision and mission, but also provides the impetus to turn the vision into reality through concrete steps taken by school leaders.

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