

Implementation of Visionary Leadership at SMP Negeri 47 East Seram, Ambon

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Abstract—Visionary leadership is a style of leadership that is believed to consistently facilitate the enhancement of educational quality. In addition, a visionary leader must also possess the capacity to motivate their colleagues to maintain enthusiasm at work, remain alert to changes, and uphold standards within the educational institution they lead. The objective of this study is to ascertain whether the SMP Negeri 47 Seram Bagian Timur school adheres to visionary leadership principles and, if so, how it does so. This study employs a qualitative research design, which is intended to facilitate an in-depth exploration and clarification of the phenomenon under investigation. The research methodology is structured to describe the variables that are pertinent to the problem being studied. Qualitative research is concerned with the meaning, construction, and complexity of the social phenomena under study. The findings revealed that the Head of SMP Negeri 47 Seram Bagian Timur is among the most visionary principals, as evidenced by their approach, which begins with a comprehensive observation of both the social and school environments. *Secondly*, a meeting of the teaching council was held to formulate a comprehensive concept of the school's vision for the forthcoming period. *Third*, the head of the community must be socialized. Finally, *the fourth* step is to evaluate the achievement of the vision that has been made. These steps require tenacity and wisdom from a visionary leader because these steps cannot be taken without adequate competence.

Keywords—*Visionary; leader; school principal*

I. INTRODUCTION

In the contemporary era, education is arguably the most crucial need, with no exceptions permitted due to its pivotal role in determining an individual's status and prospects. Education equips prospective students with the tools and knowledge necessary to excel in future endeavors, including professional pursuits. Education exerts a profound influence on numerous aspects of our lives. The quality of one's education has a significant impact on one's current lifestyle and future potential, particularly for those pursuing careers in teaching and leadership. In the context of organizational management, leadership is of paramount importance. Consequently, the capacity to lead effectively is a critical determinant of organizational success. Leadership exerts a profound influence on organizational performance, underscoring the significance of educational failure as a consequence of leadership.

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Consequently, the leader must possess a robust vision and consistently direct their efforts towards long-term objectives. This enables them to navigate the ever-changing landscape of developments and to inspire their followers. Leadership is required to provide guidance and act proactively by identifying strengths and weaknesses, as well as potential and future threats. Sibeko and Barnard discuss various types of visions, including short-term tactical visions, long-term strategic visions, and expansive visions to enhance achievement and develop special skills [1]

In this context, the role of visionary leadership is crucial for the continuous development of an organization to enhance the quality of education. In addition, a leader must possess the ability to motivate their followers to maintain enthusiasm and commitment and to adapt to changes in a manner that preserves the quality of the educational institution they oversee. Schools are formal educational institutions that serve as a conduit for the transmission of knowledge, skills, and life values. The author notes that the principal at SMP Negeri 47 Seram Bagian Timur

is a leader who consistently demonstrates enthusiasm for the institution's development. This is evidenced by the introduction of breakthroughs in tandem with evolving policy and technological changes. It is worth noting that during my undergraduate studies, I had the opportunity to complete a Field Experience Practice (FEP) assignment at the same school. According to the author's observations, the principal demonstrated a consistent responsiveness to changes that occurred during that period. Additionally, the author's findings revealed that in interviews conducted by the author with several teachers during the author's PPL placement at the school, the question was posed as to how the principal responded to changes that occurred. The majority of respondents indicated that the principal coordinated with teachers and other relevant parties to strategize effectively in dealing with these changes.

In light of the aforementioned descriptions, the authors are interested in researching the implementation of visionary leadership in educational institutions, with a particular focus on SMP Negeri 47 Seram Bagian Timur.

A. Definition of visionary leadership

is defined as the ability of a company, organization, or institution's leader to instigate internal change within the organization [2]. The formulation of policies, encouragement of others, and influence on the achievement of organizational goals, both internally and externally, have a significant impact on the progress or decline of the organization. The accomplishment of organizational goals is contingent upon the performance of each individual. This is consistent with the assertion made by Asmamaw and Semela [3]. Currently, the most highly sought-after leaders are those who possess both robust emotional intelligence and strong leadership abilities.

In contrast, a vision can be defined as a realistic representation of a desired future state, with a specified timeframe for its realization. Such a vision of the future is inherently shaped by the anticipation of potential opportunities and challenges that are likely to emerge in the future. It is recommended that educational institutions consider both the anticipated progress and the potential challenges that may emerge in the future when establishing their vision [4]. Leaders may create visions through the exercise of their own creativity and professional experience, or a process of deep reflection with their followers. This may take the form of idealistic thoughts about the goals and future of the organization, which may be achieved collectively [5]

A visionary leader is defined as a forward-thinking individual, with a keen ability to anticipate future needs and address current shortcomings. Upon inspection, the item is found to be in perfect condition [6].

B. The Role of Visionary Leadership

By prioritizing innovation and creativity, visionary leaders facilitate long-term sustainable change and improvement through multifunctional organizational

responsibility and development, with a focus on future-oriented outcomes [1]. This is consistent with the assertion made by Chen and Yuan [7] that teachers are accountable to the principal within the school organizational hierarchy. From the perspective of interaction theory, the creativity and imagination of teachers in the classroom can be considered individual-level factors. In contrast, the visionary leadership of the principal can be regarded as an environmental factor.

The capacity of a visionary leader to conceptualize, articulate, disseminate, transform, and operationalize optimal concepts, whether originating from themselves or social interactions between organizational members and other stakeholders, is defined as visionary leadership [5].

a) Creating or Formulating a Vision

Leaders are capable of developing novel ideas, visions, missions, or strategies to facilitate the growth and success of their organizations or teams. This process requires strategic thinking, creativity, and a comprehensive understanding of the company's needs.

b) Communicating the Vision

Leaders must be able to articulate the concept, vision, mission, or strategy in a lucid and efficacious manner to the entire team or stakeholders. Effective communication is essential for ensuring that all parties involved have a clear understanding of the goal and the path that will be taken to achieve it.

c) Socializing the Vision

Once the objective or methodology has been established, it is incumbent upon the leader to guarantee that all members of the organization are engaged and aligned with the goal. The act of socializing can be defined as the process of disseminating information about a novel concept to a broader audience.

d) Transforming Vision

It is incumbent upon leaders to be able to alter the goals or strategies of an organization by improving the organizational culture, increasing the number of human resources, and adjusting the systems and structures in place.

e) Implementing the Vision

At this juncture, the leader implements specific actions to facilitate the realization of the objective. This entails the formulation of action plans, the distribution of resources, and the effective implementation of the plan.

C. Characteristics of Visionary Leadership

The optimal future state of a company is referred to as a "vision." Visionary leadership is a style of leadership that is centered on a clear and compelling vision of the future. A visionary leader articulates a positive future for the organization in a manner that is both clear and vivid. This vision is then shared with followers to motivate them and align their actions

with the organization's goals. Additionally, visionary leadership entails identifying the pivotal elements of the organizational environment that empower followers to actualize the organization's vision independently, motivate followers to adapt to their surrounding milieu, and instill a proactive disposition to achieve success [8]. As Liu 2022 asserts, a leader must be capable of articulating a positive organizational future in a lucid and efficacious manner. Additionally, a visionary leader must possess the ability to inspire their followers to actualize the agreed-upon vision.

This is consistent with the observations made by Aan Komariah and Cepi Triatna in Binjai [6] Indicators of visionary leadership are characterized by five key attributes, including a) a forward-thinking orientation and the capacity to navigate complex future scenarios; b) the ability to act as a transformative agent within an organization; c) an understanding of organizational priorities; d) proficiency in training and development; and e) the ability to guide individuals towards the desired level of professional conduct. In this instance, the five characteristics above are as follows:

- a) *Future-focused and able to navigate a challenging future*
A leader must possess a long-term vision and the capacity to anticipate forthcoming changes and challenges. In addition to responding to the present circumstances, leaders must also possess the ability to devise long-term strategies for navigating the future.
- b) *To be an excellent agent of change*
Effective leaders possess the capacity to facilitate and oversee the implementation of change within their respective organizations. Moreover, they serve as catalysts for change, guaranteeing that the organization can persistently adapt and flourish in an ever-changing environment.
- c) *Become an organizational leader who understands priorities*
It is incumbent upon leaders to be able to set priorities, select goals of the utmost importance, and ensure that the company's resources are deployed optimally to achieve those goals.
- d) *Becoming a professional coach*
Moreover, leaders serve as coaches or mentors, facilitating the growth and development of their team members' abilities and skills. To enhance the efficacy of the team, they offer assistance, commentary, and direction.
- e) *Guiding people towards expected work professionalism*
Those who occupy leadership roles can provide direction and motivation to their team members, encouraging them to work professionally and to strive towards the achievement of shared objectives. Additionally, effective leaders facilitate the establishment of a positive, results-oriented work culture.

II. METHOD

This research is a qualitative study, employing a design that seeks to elucidate phenomena by delineating variables aligned with the issues under investigation. Qualitative research is concerned with the meaning, construction, and complexity of the social phenomena under study. Qualitative research aims to comprehend and elucidate social phenomena through the interpretation of contextual factors, experiences, and perspectives of individuals involved [9]. The primary objective of qualitative research is to gain a deeper comprehension of the phenomena under study [9].

Qualitative research data collection techniques may be conducted in many ways, including:

A. Interview

It is a data collection technique that entails direct interaction between researchers and research participants. Qualitative interviews are conducted to attain a comprehensive understanding of the experiences, views, and perspectives of individuals about the phenomenon under investigation. The structure of interviews may be predetermined and include either a structured, semi-structured, or unstructured format, depending on the level of framework established in advance [9]

B. Observation

It is a data collection method that entails direct observation of the subject and the context of the research. Qualitative observation may be conducted in a research environment that has been specifically designed for this purpose, or in a real-life setting. This allows researchers to observe social interactions, behaviors, and contexts related to the phenomenon under study [9].

C. Documentation

This process entails the gathering of data from a variety of sources, including documents, archives, and other written materials, which are pertinent to the research phenomenon under investigation. Documents such as records, reports, letters, books, or other official materials may be utilized. Documentation studies facilitate comprehension of the historical context, policies, events, and progress associated with the phenomenon under investigation [9].

III. DISCUSSION

Based on the results of interviews and documentation, the Head of SMP Negeri 47 Seram Bagian Timur demonstrated visionary leadership. This was evidenced by his ability to formulate the school vision by the Education Standard Curriculum (KSP). To establish the school's vision, the principal demonstrates remarkable professionalism. He begins by observing and assessing the social and environmental context of the school. He then convenes a meeting of the teaching staff and parents to discuss the school's vision and mission. These steps are essential for developing a vision and

mission that are both effective and responsive to the school's specific context.

The results of the interview align with the theoretical framework of visionary leadership, as proposed by Gusli [10]. Visionary leadership is a style of leadership that involves envisioning a future state and taking action to achieve it. Visionary leadership is a style of leadership that aims to imbue the work and efforts of members of an organization with meaning. This is achieved by providing direction and coherence to the work and efforts carried out, based on a clear vision. A similar observation was also made by one of the teacher councils during the interview. This council member noted that, before formulating the vision, the principal held a teacher council meeting to discuss the outlines of the vision and mission.

A leader is a catalyst for thoughts, actions, and activities that influence and facilitate work. Leaders are individuals who possess the capacity and expertise in specific domains, enabling them to persuade others to engage in collaborative actions aimed at achieving defined objectives [11]. The actions of a leader are inextricably linked to the role of those who provide support. The success of a leader in fulfilling their leadership role is contingent upon the support of the individuals within the organization they lead. This assertion was corroborated by the Deputy Head of Curriculum during the interview, who asserted that the community and parents play a pivotal role in defining the vision of a quality school. The two aforementioned theories demonstrate that the head's integrity in formulating and communicating the school vision is exemplary. This is evidenced by the incorporation of elements from both the organizational membership, specifically the teacher council, and the social membership, namely the community. These actions are to be commended as they exemplify a visionary and objective leader, as they involve all relevant parties in the formulation of policies.

Moreover, the principal demonstrates his capacity for visionary leadership by assessing the school's vision and mission, which have been executed with remarkable efficacy. Based on the findings of interviews with the deputy head and multiple teachers, it can be concluded that after each semester, there is an internal meeting of the teaching staff, during which the attainment of the school's vision is deliberated. Researchers consider this to be an optimal approach, as convening the meeting will facilitate the acquisition of pertinent data regarding the efficacy of the school's vision, whether it has been effectively implemented to attain the desired outcomes, or whether there are impediments to its realization. This is consistent with the view expressed by Suparyo, Hanif, and Suratno, who posit that visionary leaders are not only adept at charting the future of educational institutions but are also capable of surmounting challenges and seizing opportunities for advancement. Moreover, visionary principals must also be able to inspire and motivate staff and students to achieve common goals. Their ability to communicate the vision is also crucial for

building harmonious cooperation with teachers, which is a fundamental step in realizing sustainable change.

The aforementioned presentation offers insight into the visionary leadership of the inaugural principal of SMP Negeri 47 Seram Bagian Timur. It illustrates how the principal initiated a process of observation, encompassing both the social and the academic environment, which proved instrumental in shaping the school's future direction. Secondly, a meeting of the teaching council was convened to formulate a comprehensive concept of the school's vision for the future. Thirdly, the head of the community was made aware of the situation. Ultimately, the fourth step entails evaluating the success of the vision that has been formulated. These steps necessitate tenacity and wisdom from a visionary leader, as these steps cannot be undertaken without adequate competence. In his role as principal of SMP Negeri 47 Seram Bagian Timur, he has demonstrated an ability to effectively mobilize and maximize the contributions of all school members, enabling the realization of a vision that encompasses a range of rules, policies, and arrangements established by the leadership.

Moreover, the principal of SMP Negeri 47 Seram Bagian Timur, in his capacity as a visionary leader, endeavors to optimize the management of inputs, processes, and outputs to achieve the vision that has been set forth. These endeavors commence with the design of a process for realizing and evaluating, intending to achieve success. The success of visionary leadership can be gauged by the extent to which the vision set is achieved.

IV. CONCLUSION

Visionary leadership represents the optimal solution for developing an organization. This is because visionary leaders can anticipate and respond to changes in a way that aligns with the organization's vision and mission. This enables them to effectively achieve the organization's goals. It can be stated that the principal at SMP Negeri 47 Seram Bagian Timur has implemented visionary leadership and is consistently collaborative in addressing changes that arise. This is evidenced by the outcomes of the breakthroughs achieved, namely that the inaugural Head of SMP Negeri 47 Seram Bagian Timur is regarded as one of the most visionary Principals, as demonstrated by the steps taken, namely by observing the social and school environments. Secondly, a meeting of the teaching council should be convened to formulate a comprehensive concept of the school's vision for the future. Thirdly, the head of the community should be made aware of the situation. Ultimately, the fourth step entails evaluating the degree of success achieved in realizing the vision. These steps necessitate the tenacity and wisdom of a visionary leader, as the absence of adequate competence would render the completion of these steps unfeasible.

ACKNOWLEDGMENT

Thank you to my friends who always support every process in writing this article, thank you to the closest people who always provide input to the author, thank you to teachers and principals who are willing to assist the author in obtaining information related to writing, and do not forget to thank the lecturers who always provide direction related to writing articles.

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