

The Role of Visionary Leadership in Enhancing the Quality of Leaders in the Capacity to Develop Islamic Educational Institutions

Novy Real Vyanti Sjah¹, Ida Rindaningsih²
^{1,2}Muhammadiyah University of Sidoarjo



DOI : <https://doi.org/10.61796/ejheaa.v2i1.1148>



Sections Info

Article history:

Submitted: December 18, 2024
Final Revised: December 18, 2024
Accepted: December 19, 2024
Published: December 19, 2024

Keywords:

Visionary leadership
Islamic education
Islamic value-based management
Educational transformation
Leadership development

ABSTRACT

Objective: This study aims to analyze the concept of visionary leadership in Islamic education, identify factors influencing leader quality, and explain the role of visionary leadership in developing Islamic educational institutions. It seeks to propose a model that integrates Islamic values with modern educational management to enhance institutional effectiveness. **Methods:** A qualitative approach with a literature study method was employed. Data collection involved analyzing books, scientific articles, and research reports related to visionary leadership and Islamic education. Thematic analysis was conducted to identify patterns and relationships among concepts, followed by the systematic presentation of findings. **Results:** The study highlights that visionary leadership, rooted in Islamic values, plays a critical role in educational transformation. Key factors influencing leader quality include managerial skills, communication abilities, and moral integrity. Visionary leadership fosters educational innovations, enhances learning quality, and strengthens stakeholder relationships. Moreover, it bridges academic goals with the spiritual and moral aspects inherent in Islamic education. The integration of Islamic values – such as honesty and compassion – into leadership practices supports the holistic development of students and institutional culture. **Novelty:** This research proposes a model of visionary leadership tailored to Islamic educational institutions. It emphasizes Islamic value-based management, systematic leader development strategies, and the incorporation of modern technology. The model is designed to address current challenges while maintaining the Islamic identity of institutions, providing actionable recommendations for leadership training and curriculum development responsive to local and global needs.

INTRODUCTION

Islamic education plays a strategic role in shaping a future generation that is moral, knowledgeable, and competent [1], [2], [3]. The quality of the leaders of Islamic educational institutions greatly determines the success of this mission. Leaders with adequate abilities, knowledge, and skills are needed to face global challenges and optimize the development of Islamic educational institutions [4].

The quality of Islamic education still needs to be improved to meet the demands of the times [5], [6], [7], [8]. Challenges such as lack of managerial skills, low teacher motivation, and limited resources have become the main obstacles in this effort [9], [10]. This is where visionary leadership plays an important role. Visionary leadership is the key to enhancing the quality of leaders who can manage educational institutions effectively, innovatively, and adaptively to global changes [11], [12].

The importance of developing leaders' capacity through the enhancement of knowledge and skills has become a crucial aspect. The integration of Islamic values in education and value-based management is also a major focus. Islamic value-based

leadership is considered capable of creating a clear and strategic vision that supports the success of Islamic educational institutions.

This research aims to analyze the concept of visionary leadership in the context of Islamic education, identify the factors that influence the quality of leaders, and explain the role of visionary leadership in developing Islamic educational institutions. This research is expected to make a significant contribution to the development of a visionary leadership model that can elevate Islamic educational institutions to a higher level.

RESEARCH METHOD

This research uses a qualitative approach with a literature study method. Data is collected through the analysis of relevant literature, including books, scientific articles, and research reports on visionary leadership and Islamic education. The data analysis process is carried out with the following steps:

1. **Literature Identification:** Collecting relevant literature sources on the themes of visionary leadership and Islamic education.
2. **Data Classification:** Classifying data based on the concept of visionary leadership, factors influencing the quality of leaders, and the role of visionary leadership in the development of Islamic educational institutions.
3. **Thematic Analysis:** Conducting thematic analysis to identify patterns and relationships between concepts in the data.
4. **Presentation of Findings:** Compiling the analysis results in the form of a systematic narrative.

RESULT AND DISCUSSION

Result

This research reveals that visionary leadership plays a strategic role in enhancing the quality of leaders in Islamic educational institutions. Based on an analysis of various literatures, there are several important aspects that can be applied to improve the effectiveness of visionary leadership in the context of Islamic education.

1. **Understanding the Concept of Visionary Leadership in Islamic Education**

The results show that the concept of visionary leadership in Islamic education is rooted in Islamic values that support the development of a leader's character. Having a long-term vision is very important for a leader [13], who is not only oriented towards academic results but also towards the formation of students' Islamic character.

2. **Factors Affecting the Quality of Leaders**

Factors such as managerial skills, communication abilities, and moral integrity are important elements in shaping the quality of leaders in Islamic educational institutions. Islamic value-based education management strengthens the capacity of leaders to face complex challenges in educational institutions.

3. The Role of Visionary Leadership in Developing Islamic Educational Institutions

Visionary leadership plays an important role in creating educational innovations, improving the quality of learning [14], [15], [16], and strengthening relationships among stakeholders in Islamic educational institutions.

Discussion

The research results show that visionary leadership is not just about vision-oriented leadership, but also encompasses the spiritual and moral aspects that are characteristic of Islamic education. In this context, visionary leadership is able to bridge academic needs and Islamic values, which are the main foundations of Islamic educational institutions.

1. Visionary Leadership as a Pillar of Educational Transformation

Visionary leadership serves as the main driver of educational transformation in Islamic institutions. Leaders with a clear vision can guide institutions towards greater goals, such as improving the quality of education and shaping morally upright students. Leadership based on Islamic values has a positive impact on organizational culture and student achievement.

2. Islamic Value-Based Approach

The implementation of visionary leadership in Islamic educational institutions requires an approach based on Islamic values. The integration of Islamic values, such as honesty, responsibility, and compassion, must be an integral part of a leader's vision. With this approach, leaders not only motivate staff and students to achieve educational goals but also create an environment that supports the development of Islamic character.

3. Development of a Visionary Leadership Model

This research also recommends the development of a visionary leadership model specifically for Islamic educational institutions. This model must include a systematic strategy to enhance leaders' abilities in managing human resources, developing a curriculum based on Islamic values, and utilizing modern technology to support the learning process. Training and professional development can help leaders reach their full potential.

4. The Impact of Visionary Leadership on the Quality of Education

Visionary leadership has been proven to have a significant impact on the quality of education in Islamic institutions. With a strong vision, leaders can create innovative programs, such as Islamic project-based classes or extracurricular activities that instill Islamic values. In addition, the use of technology can also be optimized to improve the efficiency of educational management.

5. Leader Development Strategy

Implementable strategies include intensive training, the development of an Islamic leadership training curriculum, and the formation of a community of Islamic education leaders. With this approach, leaders can be better prepared to face global challenges while maintaining the Islamic identity of their institutions.

6. Implications and Recommendations

The results of this study have important implications for the development of Islamic education. Educational institutions need to invest resources in leadership training based on Islamic values, while also developing a visionary leadership model that is responsive to local and global needs. Next, further research is needed to explore the relationship between visionary leadership and student learning outcomes, as well as to identify best practices in its implementation across various contexts.

CONCLUSION

Fundamental Findings : Visionary leadership is pivotal for enhancing leadership quality in Islamic educational institutions by aligning long-term goals with Islamic values. Core elements such as managerial skills, moral integrity, and communication abilities significantly influence leadership efficacy. These attributes enable leaders to implement innovations, improve learning quality, and strengthen institutional relationships while fostering students' Islamic character. **Implications :** The findings emphasize the necessity of integrating Islamic values into leadership practices to shape a strong organizational culture and achieve educational transformation. Institutions must focus on cultivating visionary leadership through systematic training and development strategies. This approach ensures leaders are equipped to manage challenges and innovate while upholding Islamic principles. **Limitations :** This study is limited to literature-based findings, which may not capture practical nuances or challenges faced by leaders in real-world scenarios. Additionally, it focuses primarily on Islamic education without comparative analysis across different educational contexts, which could provide broader insights into visionary leadership's impact. **Future Research :** Future studies should explore empirical evidence linking visionary leadership to student outcomes and institutional performance in diverse educational settings. Further research could also develop and test specific leadership models tailored to Islamic educational institutions, incorporating modern technology and global educational trends to enhance relevance and applicability.

REFERENCES

- [1] D. Supriyanto and A. Efendi, "Reaktualisasi Karakter Peserta Didik melalui Pendidikan Islam," *Model. J. Progr. Stud. PGMI*, vol. 8, no. 2, pp. 281-291, 2021, [Online]. Available: <http://www.jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/1074>
- [2] H. Anggraini, "MANAJEMEN PENGEMBANGAN LEMBAGA PENDIDIKAN," *J. Manaj. dan Pendidik.*, vol. 3, no. 1, pp. 13-24, 2024.
- [3] I. Rusiani, R. Jannah, and S. P. Rahayu, "Peran Pendidikan Agama Islam Dalam Membentuk Karakter Generasi Muda," *Relig. J. Agama, Sos. dan Budaya*, vol. 3, no. 2, pp. 462-480, 2024, doi: 10.23969/wistara.v1i2.11236.
- [4] S. Sudur, M. Latif, K. A. Us, and Y. Yumesri, "Tantangan Kerjasama Internasional Menuju World Class Education Studi Kasus SMA Al-Azhar 4 Kemang," *Innov. J. Soc. Sci. Res.*, vol. 4, no. 4, pp. 13426-13442, 2024, [Online]. Available: <https://j-innovative.org/index.php/Innovative/article/view/14675>
- [5] M. Umar and F. Ismail, "Peningkatan Mutu Lembaga Pendidikan Islam (Tinjauan Konsep

- Mutu Edward Deming dan Joseph Juran),” *J. Ilm. Iqra'*, vol. 11, no. 2, 2018, doi: 10.30984/jii.v11i2.581.
- [6] M. A. Fathih and N. K. Muhlis, “Problematika Penerapan Manajemen Pendidikan Di Lembaga Pendidikan Islam,” *Dirasah J. Stud. Ilmu dan Manaj. Pendidik. Islam*, vol. 6, no. 1, pp. 20–29, 2023, doi: 10.58401/dirasah.v6i1.509.
- [7] T. R. Noor and I. Islamiya, “Analisis Faktor Manajemen Peningkatan Mutu Lembaga Pendidikan Islam,” *EDUSIANA J. Manaj. dan Pendidik. Islam*, vol. 10, no. 2, pp. 124–138, 2023, doi: 10.47077/edusiana.v10i2.437.
- [8] M. Munawir, W. Salsabila, and I. B. J. Sudibyoy, “Analisis Pendidikan Agama Islam melalui Pendekatan Studi Literatur Terkini: Pemahaman Mendalam untuk Peningkatan Kualitas Pembelajaran,” *J. Basicedu*, vol. 8, no. 2, pp. 1156–1167, 2024, doi: 10.31004/basicedu.v8i2.7282.
- [9] D. Aprianto and A. Wahyudi, “Integrasi Manajemen Kurikulum , Dan Teknologi Pendidikan Dalam,” *J. Rev. Pendidik. dan Pengajaran*, vol. 6, no. 3, pp. 4414–4424, 2023.
- [10] M. Febrina and Z. Sesmiarni, “Implementasi Manajemen Mutu Pendidikan di Sekolah Islam,” *Thawalib | J. Kependidikan Islam*, vol. 5, no. 2, pp. 433–452, 2024.
- [11] A. A. Zayrin et al., “Kepala sekolah sebagai pemimpin visioner di era society 5.0,” *At-Tarbiyah J. Penelit. dan Pendidik. Agama Islam*, vol. 2, no. 1, pp. 248–254, 2024.
- [12] A. V. Edward and A. Frinaldi, “Pengaruh Budaya Organisasi terhadap Penciptaan Perilaku Inovatif dalam Meningkatkan Kinerja Organisasi Publik,” *Polyscopia*, vol. 1, no. 3, pp. 62–68, 2024, doi: 10.57251/polyscopia.v1i3.1336.
- [13] A. Annisa and M. I. Muttaqin, “Membangun Masa Depan Pendidikan: Peran kepemimpinan Visioner Dalam Meningkatkan Kualitas Pendidikan,” *Moral J. Kaji. Pendidik. Islam*, vol. 1, no. 4, pp. 127–137, 2024.
- [14] P. Asnyoto and E. Roesminingsih, “Kepemimpinan Visioner Dalam Upaya Meningkatkan Mutu Sekolah (Studi Kasus Di SMK Negeri 2),” *Inspirasi Manaj. Pendidik.*, vol. 4, no. 1, pp. 1–7, 2016, [Online]. Available: <https://jurnalmahasiswa.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/16665/15136>
- [15] J. Rohman, A. Asrori, and M. Nesor, “Implementasi Prinsip Kepemimpinan Visioner Kepala Madrasah dan Kinerja Guru Dalam Upaya Meningkatkan Mutu Pendidikan Madrasah Tsanawiyah Provinsi Lampung,” *J. Pendidik. Islam*, vol. 12, no. 1, pp. 1171–1182, 2023.
- [16] E. A. Rachman, D. Humaeroh, D. Y. Sari, and A. Mulyanto, “Kepemimpinan Visioner Dalam Pendidikan Karakter,” *J. Educ. FKIP UNMA*, vol. 9, no. 2, pp. 1024–1033, 2023, doi: 10.31949/educatio.v9i2.5053.

Novy Real Vyanti Sjah

Muhammadiyah University of Sidoarjo

***Ida Rindaningsih (Corresponding Author)**

Muhammadiyah University of Sidoarjo

Email: rindaningsih1@umsida.ac.id
