

VISIONARY LEADERSHIP OF SCHOOL LEADERS

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Abstract: Visionary Leadership Of School Leaders is the most important component of school in improving the quality of education. The purpose of this study was to find and analyze the level of visionary leadership of principals in Siak District, Siak Regency. This research is quantitative descriptive which is carried out by survey. The population is 82 and the sample of this study is 66 principals. The data were collected by questionnaire and analyzed using descriptive statistics and inferential statistics. The results of this study found that the visionary leadership level of principals was in the very high category (Mean, 4.35), and the influence of each indicator as a factor was classified as moderate (44.53 percent). This finding means that the better of principal acts as a determinant of direction for the organization, change agent, spokesperson, and coach and communicator, the better the visionary leadership will be. It is expected that all principals can strengthen the implementation of visionary leadership in realizing an effective school.

Keywords: *leadership, visionary, school leaders.*

INTRODUCTION

A school is an institution where it becomes a place to receive and give lessons, and the principal is the school leader or an educational institution where the process of receiving and giving lessons takes place. The leaders school is a functional staff who is given an additional task to lead a school as a place for teaching and learning to take place, or a place where there is an interaction between the teacher who gives lessons and students who receive lessons.

The leaders school said Ayub (2014), Karwati (2013) and Hendarman (2015), were in leader positions obtained by someone after serving as a teacher for so long. The leaders school can be said to be a leader in an education unit whose job is to run management in the education unit he leads (Suhardiman, 2012). At the operational level, the principal is explained by Karwati (2013), who is at the forefront who coordinates efforts to improve quality learning. The leaders school is appointed to assume the position of responsible for coordinating joint efforts to achieve educational goals at the school level he leads (Mappaenre, 2014).

In reality the visionary leadership of the principal determines the quality of the school as a whole, because visionary leadership is a concept that is very close to success in



achieving school goals. Visionary leaders will color, influence, and even determine how an organization travels in achieving its goals. Meanwhile, according to Danim (2008), Komariah and Cepi Triatna (2006) that visionary leadership involves extraordinary abilities, abilities, expertise to offer future success and glory.

A visionary leader according to Suhardiman (2012) is able to anticipate all the events that may arise, manage the future and encourage others to act in the right ways. That means, the principal as a visionary leader is able to see challenges and opportunities before they occur while then positioning the school to achieve its best goals (Wahyudi, 2009). Meanwhile, Nanus, Burt (2001) and Gary, Jay (2005) explained that visionary leadership involves extraordinary abilities, abilities, expertise to offer future success and glory.

The principal's visionary leadership according to Norris (2008) and Chaijukul (2010) is leadership that involves extraordinary abilities, abilities, expertise to offer success and glory in the future, able to anticipate all events that may arise and be able to see challenges and opportunities before they occur while then positioning the school to achieve its best goals.

Visionary leadership according to Prijosaksono and Sembel (2007) functions as an action taken by the principal in an effort to move teachers to do something to realize the work program that has been formulated. Based on Nanus, Burt (2001) including : (1) Direction for the organisation; (2) Change agen; (3) Moderator ; and (4) coach and communicator.

METHODOLOGY

Although as a whole, the head has understood and carried out the visionary leadership function, but it has not been fully implemented when viewed based on direction determinants for the organization, change agents, spokespersons, and trainers and communicators. Therefore, this study aims to find and analyze the level of visionary leadership of principals, as well as analyze the influence of each indicator as a factor in the visionary principals., In Siak District, Siak Regency.

This research is quantitative descriptive which is carried out by survey. The study population was 82 principals and the research sample was 66 principals starting from the lowest to the highest level.

The data was collected using questionnaires and the data were analyzed using descriptive statistics to find the level of visionary leadership of the principal by looking for Mean and inferential statistics to find the magnitude of the influence of indicators factor on the visionary leadership variables of the principal.

mean score interpretation used standard as in table 1 below:



Table 1: Mean Score Interpretation

Scale	Interpretation
4,01 – 5,00	Very high
3,01 – 4,00	High
2,01 – 3,00	Medium
1,00 – 2,00	Low

Source: Ayub, Daeng Natuna, 2017

Meanwhile, to determine the interpretation of percentage score influence between variables used standard as in table 2 below:

Table 2 : Interpretation of Percentage Score Influence Between Variables

Scale %	Interpretation
61 – 100	High
41 – 60	Medium
0,1 – 40	Low

Source: Ayub, Daeng Natuna, 2017.

RESULT AND DISCUSSION

RESULT

The results of this study found that the level of visionary leadership of school's was high, with a mean value of 4.35, as in the following table 3 below:

Table 3 : Mean values and standard deviations of the school's visionary leadership.

The visionary leadership of the leaders school	Mean	Standard Deviations	Interpretation
Determinants of direction for the organization	4,69	0,51	Very high
Change agent	3,85	0,73	High
Spokesman	4,74	0,44	Very high
Coach and communicator	4.12	0.60	Very high
Average	4,35	0,57	Very high

The findings of this study mean that principals already have a good level of visionary leadership, because as principals they have acted as directors for organizations, change agents, spokespersons, and coaches and communicators. Although the level of



visionary leadership of school principals found to be very high, it still needed to be improved especially in terms of being an agent of change.

The influence of each indicator which is used as the determining factor in visionary leadership is found in the medium category, which is 44.53 percent, as in the following table 4 below:

Table 4 : The influence of each indicator as a factor on the principal's visionary leadership

No	Indicator as a factor	Number of Items	R	R Square	Pengaruh %	Interpretation
1.	Determinants of direction for the organization	11	0,642	0,412	41,20	Medium
2.	Change agent	12	0,591	0,349	34,90	Low
3.	Spokesman	10	0,684	0,468	46,80	Medium
4.	Coach and communicator	19	0,743	0,552	55,20	Medium
	Amount/Average	52			44,53	Medium

This research finding means that there are still many factors that can determine visionary leadership as variables, which are not part of this study, namely: 55.47 percent. Meanwhile, the visionary leadership of the principal as a direction determinant for the organization, change agent, spokesperson, and coach and communicator is an important core of the principal's task of advancing school.

DISCUSSION

The visionary role of school principals is very important in improving the quality of education and advancing school (Bennett, 2003). Visionary leadership will color, influence and even determine how a school organization travels in achieving its goals (Stephen, 2001).

The principal as a visionary leader is able to anticipate all the events that may arise, manage the future and encourage others to do the right things. That means, the principal as a visionary leader is able to see challenges and opportunities before they occur while positioning the school to achieve its best goals. Visionary leadership is the ability of leaders in creating to formulate, socialize and transform, and implement ideal thoughts that come from him or as a result of social interaction between organizational members and stakeholders who believe as the ideals of the organization in the future that must be achieved or realized through the commitment of all personnel (Komariah and Cepi Triatna, 2006).



The Principal is the person who is at the forefront who coordinates efforts to improve quality learning. The principal is appointed to assume the position of responsible for coordinating joint efforts to achieve educational goals at the school-level level (Maulana, 2012). Of course the Principal is not the only one who is fully responsible for a school, because there are many other factors that need to be taken into account there are teachers who are seen as key factors dealing directly with students and other factors such as the environment that influence the learning process. But the Principal has a role that greatly influences the course of the system in the school (Scheerens, 2013).

The findings and results of this study are supported by research conducted by Tasrim (2011), Chaijukul (2010), Norris (2008), Zaid (2011), Boy (2014), Putu, Desak (2014), and Mardisar and Ria Nelly Sari (2007), that visionary leadership can provide a positive effect in advancing its organization. Like Tasrim (2011), Norris (2008) and Soehedi (2013) explained that visionary leadership in vision formation is based on the personal values of leaders and the basic values of the organization and in setting clear direction for the organization based on several considerations, then visionary leadership in transforming the vision carried out through, (1) articulation efforts, communication of vision, mission, organizational objectives, which includes goals, intensity, objectives; (2) identify areas of change that need to be improved through restructuring. Furthermore, visionary leadership in implementing the vision is carried out through: (1) developing teacher professionalism through recruitment processes, internal training, external training, supervision and further study; (2) cultural development includes building commitments, establishing cultural systems, and socializing cultural systems.

Meanwhile, Kouzes & Posner (2007) explained that self-leadership has a direct effect on the psychological empowerment, self-efficacy, and job satisfaction and ultimately on work performance shows the importance of self-leadership in the mechanism of performance improvement, as also explained by Killeen (2012) *about an examination of self-leadership* shows a significant positive relationship between general self-efficacy and the use of natural gifts, constructive thoughts, and general self-leadership skills.

In connection with the findings of this study, Zaid (2011) and Tasrim (2011), have shown relevance to this research in terms of the relationship of visionary leadership variables with effective schools or the effectiveness of an organization. As well as Norris (2008) and Chaijukul (2010), self-leadership is essentially the core or the main foundation of leadership in an organization that has a direct effect on the behavior and performance of members in each organization, and such leadership is visionary.

The main role that must be carried out by the principal who distinguishes him from other positions is the role of education leader. Educational leadership refers to certain qualities that principals must possess to be able to carry out their responsibilities (Hardarman, 2015). The principal must know exactly what he wants to achieve (vision) how to achieve it (mission). The visionary school principal understands how important it is to get all parties involved in the school together to realize the vision that



has been formulated together. Implications of the visionary nature, the principal must have a number of competencies to carry out the mission to realize that vision, and then the principal must also have a number of certain characters that show integrity.

Visionary school principals (Ibukun, 2011) said they would be able to make a school go forward and be brilliant, especially by strengthening teacher accountability in their obligations by carrying out visionary leadership. The principal who is responsible for trying to find out the vision of the school (Hesselbein, 2007). If it does not already exist, they will try to formulate it by involving all interested parties. The vision is then socialized so that it becomes a common goal (Chaijukul, 2010). Furthermore, he will try consistently to continue to strive to raise commitment to realize that vision. He will not be silent allowing the vision to become a beautiful formula that adorns the walls of his office.

Based on this visionary attitude, the principal of the school is running ahead of leadership in his school. Therefore, the more visionary a principal is, the teachers will become more aware of their obligations. The meaning, the visionary school principal will be able to increase teacher accountability in their obligations.

CONCLUSION

The principal was found to have had a very good level of visionary leadership, but the influence of indicators as factors was moderate. The findings of this study mean that the more visionary a school principal is the better the school organization.

It is expected that all principals have a visionary leadership attitude in realizing an effective school, by acting as a direction determinant for the organization, change agents, spokespersons, and trainers and communicators is an important core of the principal's task of advancing school.

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