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## VISIONARY LEADERSHIP OF PRINCIPALS IN INCREASING SCHOOL QUALITY AT SMKN 1 SAMBAS

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**Abstract.** This study is aimed at objectively looking at the visionary leadership of principals in improving the quality of schools in Sambas 1 State Vocational School (SMKN 1 Sambas). This study uses a qualitative approach. The results showed that SMKN 1 Sambas was a school that was guided by a vision to improve school quality. Improving the quality of schools at SMKN 1 Sambas is achieved through a good school management process by the principal. Based on the findings, researchers suggest: 1) In implementing the school activity program there needs to be control and evaluation of each program implemented. 2) It is recommended to periodically rotate teachers and employees who are given additional assignments. 3) Increase the discipline and commitment of teachers and employees in carrying out the duties and responsibilities assigned to them. 4) Schools need to hold special meetings with parents who discuss the Vision, Mission, and Objectives of the school and convey the importance of the support and role of parents in the education process of their children in school.

**Keywords:** School Quality; Visionary Leadership; Principals

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### I. INTRODUCTION

School quality is a very important thing from a school because it reflects the quality and achievements of the school in question, both academic and non-academic and is the ability of the school to manage all the components of the school owned effectively and efficiently so as to produce added value for the school. Good quality schools are a necessity to be able to improve the quality of human resources that are able to produce highly competitive graduates. Improving the quality of education can be done through improving the quality of schools because if the quality of schools increases, the quality of education will also increase.

To improve the quality of education in Indonesia, the Government has issued a National Education Standard (SNP) which is a minimum criterion of educational components that must be met by organizers or schools throughout the jurisdiction of the Unitary State of the Republic of Indonesia

listed in Law No. 20 of 2003 concerning the Indonesian National Education System and regulated in Government Regulation Number 19 of 2005. National Education Standards have functions and objectives to realize quality education that includes 8 components of national education standards, namely: content standards, process standards, graduate competency standards, standards educators and educational staff, standards of facilities and infrastructure, management standards, financing standards, and educational assessment standards.

In order to adjust the various new challenges that arise, PP No.19 of 2005 has undergone two changes, namely through PP No. 32 of 2013 and PP No. 13 of 2015. Within the framework of school autonomy, the SNP provides flexibility for each school to development and improvement of school quality in accordance with their study programs and expertise. As revealed by Barnawi and Arifin (2017: 43) that SNPs provide possibilities every level and pathway to develop education in accordance with the characteristics and peculiarities of the program.

The fulfillment of the minimum standard of education is a prerequisite for improving school quality. This was revealed by Danim (2012) who said that to improve school quality can be done by involving five dominant factors, namely: 1). Principal leadership. 2). Learners. 3). Teacher. 4). Curriculum. 5) Network collaboration.

The role of the principal is very important because it can affect the success and failure of the quality of education itself (Cáceres, 2019). According to Mulyasa (2015: 181) said that an important factor that has a large influence on the quality of education is the principal as an educational leader. The principal as the backbone of the quality of education is required to act as a spirit generator, encourage, pioneer and strengthen as well as an administrator in realizing an effective and efficient teaching and learning process so that learning productivity is achieved which can ultimately improve the quality of education. Furthermore, Wahjosumidjo (2013: 349) also stated that the success of the school was the success of the principal and the success of the principal was the success of the school. From the opinion above, it can be concluded that the effectiveness and efficiency of the appearance of a school principal is the key to the success of a school in improving school quality.

The leadership of a principal is a high expectation for improving the quality of schools because the success of leadership in schools will have a direct influence on the quality of education in schools. Basri (2014: 47) said that the success of the principal in carrying out his duties was largely determined by the leadership of the principal and leadership was the most important factor in supporting the achievement of the objectives of the school organization. Furthermore, Nanus (2001: 5) says that effective leaders always have a plan; they are fully oriented to results. They adopt new visions that are challenging, needed and reachable.

From the various opinions mentioned above, the leadership of the principal is very important in improving the quality of the school (Gunawan, 2017). But in reality, there are still we find leaders with leadership that is not qualified. He did not fully know the duties and functions of an effective leader so that in his leadership, he could not achieve and realize the organizational goals to be achieved and would even experience failure and destruction. As a leader, he must know the functions and elements of leadership. This is said by Sutrisno (2017: 217) that a leader must know well the function of the leader and at the same time know the elements of leadership as activities influence, the ability to invite, direct, create and spark ideas.

An effective leadership style for principals is leadership that has a plan in the future that is reflected in a vision that is designed jointly with all the elements in the organization concerned which are the common goals that want to be achieved. If we look at the characteristics that exist, the effective leadership style for a principal who is always thinking of advancing the institution he leads in the future is a visionary leadership style that is the style of a leader who has far-reaching thoughts poured into the vision which is direction and goals to be achieved together to realize quality schools. This can be seen from the characteristics of the

leader as Sashkin's opinion in Hidayah (2016: 32) states that visionary leaders have three characteristics, namely: (1). Thinking into the future, (2). Build and describe the vision clearly and develop methods to achieve that vision; and (3). Engage with others in seeking support for vision. In accordance with the opinion of Hidayah (2016: 62) who says that visionary leadership is the ability of leaders to create, formulate, communicate, socialize, transform, and implement ideal thoughts that originate from themselves or as social interactions between members of the organization and stakeholders believed to be future organizational ideas that must be realized through the commitment of all personnel.

Visionary leadership for principals is an effective leadership in improving school quality because visionary leadership is a leadership style that has a lead pattern by clearly defining a shared vision in accordance with the demands of change in the community and then directing the people in the organization to work accordingly with what has been set to realize the planned vision. In this study, researchers will take place at the SMKN 1 Sambas because researchers are interested in the visionary leadership of principals in improving the quality of schools in SMKN 1 Sambas to be examined more deeply. The Principal has the power of creativity to spark ideas or ideas that are always oriented to the needs and development of the Business World and the World of Industry (DUDI) and agencies that are school partners and always strive to develop and improve the competencies of students and the quality of schools to create schools quality in Sambas District in particular and in West Kalimantan in general.

## II. METHODOLOGY

The research method provides instructions and explanations in conducting research preparation, data collection, data analysis, to the meaning of data. The researcher focused this research on the visionary leadership of principals in improving the quality of schools at SMKN 1 Sambas. For this reason, the approach used is a qualitative research approach and a type of descriptive research where data collected in the form of written or oral words from people and observable behavior.

The purpose of this study is to make a description or description systematically, factually and accurately regarding the facts, characteristics, and relationships between observed phenomena. The reason for using a qualitative approach is because this research is conducted to obtain an in-depth picture of the object of research. This study describes everything related to the visionary leadership of principals which includes visionary leadership of principals in formulating school visions to improve school quality, visionary leadership of school principals in transforming school visions to improve school quality, and visionary leadership of principals in implementing school vision to improve the quality of schools at SMKN 1 Sambas.

In this study, researchers will conduct in-depth interviews with academics and practitioners to find out their opinions regarding the implementation of the principal's visionary

leadership in improving the quality of schools in SMKN 1 Sambas. In this study data collection was not guided by theory, but was guided by facts found during research in the field. Data taken in the form of written or oral words from people and behavior observed, by referring to the items in the field interview questions that are reinforced by the results of observation and documentation. The results of interviews and literature studies were analyzed so that they could answer the research questions.

In order to obtain accurate data, the researchers conducted several interviews with subjects about the implementation of the visionary leadership of the principal at SMKN 1 Sambas based on the prepared interview guidelines. The researcher also carried out observations at the research site to collect the necessary documentation relating to the implementation of the principal's visionary leadership in improving the quality of schools in SMKN 1 Sambas such as school profiles, teacher and employee assignments, activity photos, and others related to research.

This research will be conducted at the SMKN 1 Sambas located on Gusti Hamzah street Number 35 Sambas Regency, West Kalimantan province. In this study, researchers will take place at the SMKN 1 Sambas because researchers are interested in the visionary leadership style of principals in SMKN 1 Sambas to be examined more deeply. The Principal always has the power of creativity to spark ideas or ideas that are always oriented to the needs and development of the Business World and the Industrial World (DUDI) and always strive to develop the skills possessed by students and the quality of schools to create quality schools in Sambas district in particular and in West Kalimantan in general. At SMKN 1 Sambas it also has a clear and realistic vision and the principal has a good ability in communicating his vision to all school people to be developed in the future.

Sources of data in this study consisted of primary data sources and secondary data sources. The primary data sources related to the visionary leadership of school principals are principals, deputy principals, heads of expertise programs, teachers and education staff. Secondary data from the research are data sourced from observational notes, school documents and other documents related to the principal's visionary leadership research in improving school quality.

Some techniques used by researchers in collecting data include:

a. Observation

In conducting research, observations made by researchers include:

1. Observation of the principal's office and the TU room.
2. Observation of the deputy principal's room, teacher's room, classrooms, library, UKS room, laboratory room, and other spaces.
3. Observing the behavior of the principal.

b. Interview

In this study the researcher did not use interview guidelines that were systematically arranged for data collection and based on the analysis of each respondent's

answer, the researcher could ask the next question that was more focused on a goal.

Related parties were interviewed and asked for information relating to the principal's visionary leadership in improving the quality of the school that had been done at SMKN 1 Sambas in formulating, transforming and implementing the school's vision.

To obtain data from informants, researchers compiled interview guidelines in the form of a list of interview questions. This guideline was made before the interview activities were carried out and functioned as a guide during the interview so that the interview activities went smoothly and the data obtained became complete.

c. Documentation

This method is used to collect data relating to the main points of the implementation of the principal's visionary leadership, supporting facilities in improving school quality. Data can be in the form of photos, writings, checklists or other important documents, which data can strengthen the application of the principal's visionary leadership in improving the quality of schools in SMKN 1 Sambas.

This method is used to determine the literature that has a relationship with the problem under study where the researcher reads and examines it from various sources mentioned above which have relevance to the theme, namely the literature containing visionary leadership of the principal in improving school quality.

The documents observed by researchers include School profiles, vision, mission, and school goals, organizational structure, duties, and functions of employees in the school, the condition of students and educators and infrastructure in schools.

d. Types of Data Analysis

The steps of data analysis are described in Fig. 1 (Sugiyono, 2016: 338).

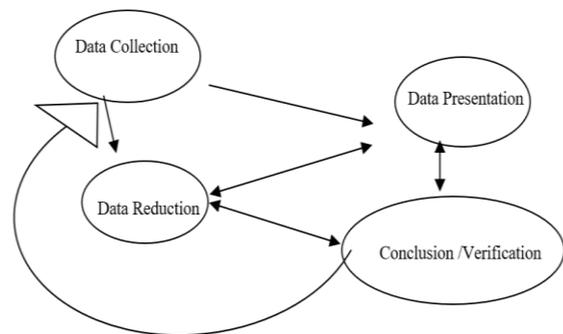


Fig.1 Interactive model in data analysis

The diagram illustrates the relationship between components is interactive, continuous, repetitive and continuous. The problem of data reduction, data presentation, and drawing conclusions / verification is a picture of success in sequence as a series of analysis activities that follow each other. Data reduction continues as long as the qualitative-oriented project lasts until the final report is completely arranged. By looking at the data about the visionary leadership of principals in improving

the quality of schools at SMKN 1 Sambas, we will be able to understand what is happening and what must be done further based on the understanding gained from the presentations.

Attracting conclusions/verification is a third qualitative data analysis activity. The initial conclusions put forward are still temporary and will change if no strong evidence is found that supports the next stage of data collection. However, if the conclusions raised at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. These conclusions will also be verified during the study. This verification may have been a spontaneity that crossed the mind of the analyst as long as he noted the review in the field.

In this study, the analysis was carried out on all data and information obtained based on an understanding of the things expressed by respondents, the results of observational data and documentation obtained in the field. The data that has been obtained will be grouped by the researcher and will be understood in its entirety which will then be searched for important themes and keywords.

e. Checking the Validity of the Findings

The technique for checking the validity of the data used in this study is to use triangulation and member check. Source triangulation means to check the credibility of the data by checking the data obtained through several sources, then the data is described and categorized, where the data is the same, the data is different and which data is specific from the source of data obtained.

The data obtained will be analyzed by the researcher so that it produces a conclusion which is then asked for an agreement (member check) from the source of the data obtained. Member checking or checking members involved in collecting data and information is done to get a reaction in terms of their own views and situations on the data that has been organized by the researcher which includes: data correctness, analytical categories, interpretations, and conclusions made.

Various data obtained will be tested for accuracy, validity, and validity by checking to clarify data and information to information sources. Data and information that has been obtained are initialed by the source of information as a sign of agreement and the truth of the data and information provided so that the data and information can be scientifically justified.

This study was conducted from April 2018 to April 2019 and researchers planned 12 months of research time as follows:

1. Preparation Phase, starting in April 2018 until July 2018 in the form of activities:
  - a) Preliminary Observation/Pre-Survey
  - b) Submission of proposals for research proposals
  - c) Consultation and Improvement of research proposals
  - d) Seminar on research proposals

2. The implementation phase includes data collection and analysis activities, starting in July 2018 until February 2019 in the form of activities:
  - a) Submit Research permission from the head of the AP FKIP Untan Pontianak Masters program, and obtain permission from the head of SMKN 1 Sambas.
  - b) Make a time agreement for an interview with the informant.
  - c) Carry out data collection activities through interviews, observation and looking for documents relating to the visionary leadership of the principal at SMKN 1 Sambas.
  - d) Perform data analysis followed by checking data validity and data validation.
  - e) Final checking of data that has been organized into information sources to strengthen data validity before it is included in the results of the report review.
3. Reporting Phase starting in February 2019 and April 2019 in the form of activities:
  - a) Preparation of Research reports
  - b) Consultation and Improvement
  - c) Feasibility Study
  - d) Thesis Exams

### III. RESULTS AND DISCUSSION

#### A. Results

Based on the research data, the following findings will be presented in accordance with the focus of the research that has been developed.

1. In formulating the school vision the principal has continued the vision of the previous school principal whose contents were first reviewed and analyzed based on current conditions. After being analyzed, the vision was discussed again with the community in the school as a process of refining the vision conveyed by the principal. The parties involved in making the school vision are the communities in the school such as the board of teachers, education staff and school committees. This is done so that all communities in the school can know and understand the vision made by the school so that all have the responsibility to realize the vision together. The formulation of the vision made must be able to be inspirational, easy to remember, ambitious and able to provide life enthusiasm for all school communities who are always oriented towards future improvements.
2. In transforming the vision at SMKN 1 Sambas, the principal has given certain additional assignments to the teacher as an effort to transform the vision to a lower level. This is done so that the transformation of the vision of all stakeholders can run as expected.
3. Efforts to implement the school vision by the principal are included in the work program created in the school which includes improving academic activities, student development, and building school infrastructure. To carry out activities the principal is assisted by teachers and staff

appointed as the person in charge of each program. The principal only acts as a controller and always evaluates the work of the teacher and staff who have been given the responsibility to implement the program that has been given to them so that the implementation of the program activities is carried out in accordance with the concepts and objectives that have been set.

### *B. Discussion*

To obtain meaning from each formulation of findings, researchers will conduct a discussion or assessment. In this discussion, the researcher restores the findings data and then studies it using various theories, expert opinions, and relevant observations. Through the studies carried out, researchers try to give meaning to the findings. The researcher hopes that the meaning of the findings will be useful for all interested parties.

A leader has a very important and influential position in an organization. As according to Maxwell (2016: 22) that leadership influence, and it can be learned. This statement means that leadership is an activity that affects and it can be learned. By implementing leadership effectively, a leader can influence the performance of an organization by moving the people they lead towards the goals that they aspire to (Iqbal, Anwar, & Haider, 2015).

In the world of education, leadership needed at this time is leadership based on the true identity of the nation. The principal needs to predict how this world will evolve with all changes in social structure because all of his/her students will live in the future. He must have the ability to form a vision that will be the direction and common goals that will be achieved by the school and lead the vision that is made to all school communities and stakeholders. Leadership like this is said to be a visionary leader that is leadership that has a pattern of leadership by defining a shared vision clearly in accordance with the demands of change in the community then directing people in the organization to work according to what has been set to realize the planned vision.

Komarilah and Triatna (2016: 82) say that visionary leadership is the ability of leaders to create, formulate, communicate/socialize/ transform, and implement ideal thoughts that originate from themselves or as a result of social interactions among organizational members and stakeholders who are believed as the aspirations of the organization in the future that must be achieved or realized through the commitment of all personnel. Besides, visionary leadership will prepare students to face the challenges in the 21st century (Santamaría & Santamaría, 2015).

To find out the visionary leadership of the principal at SMKN 1 Sambas to formulate a vision, transform a vision and implement a vision to the school community and stakeholders, the researcher analyzes this according to the method used.

1. The visionary leadership of the school principal in formulating the school's vision to improve school quality.

The visionary leadership role of the head of SMKN 1 Sambas in formulating or designing a school vision can be seen from the quality ideas and concepts that want to

be realized and the principal also has the ability to design a good vision. He has made ideas which include planning to improve school quality.

The Principal has involved related parties such as the deputy head of the school, the teacher council and the school committee in drafting the school's vision plan. In preparing the school vision, the principal has conducted an analysis and consideration of the current conditions, whether the vision has been relevant to the current situation, conditions and objectives of education based on the potential, needs, strengths, and weaknesses of the school. The headmaster opened the tap of democracy to all participants to express their opinions for the perfection of the vision which would be agreed upon as a joint commitment which was finally determined to be the vision of the school.

The above findings are in accordance with Sashkin's opinion in Hidayah (2016: 32) saying that visionary leaders have three characteristics, namely:

- a. Thinking into the future. He focused his main work on future engineering that was full of challenges. He is capable and smart in dealing with the future, namely estimating and preparing himself for the changes that occur due to globalization, reform, and implementation of government towards the organization he leads in the future.
- b. Establish and describe the vision clearly and develop methods to achieve that vision. He has the ability to form a vision clearly, inspiring and inspiring because he is a strategic thinker. He thought and planned ahead to make the best move.
- c. Engaging with others in seeking support for the vision. He has the ability to empower others (empowering) optimally the potential possessed by employees as stated in the Job Description and affects them to have responsibility for their respective duties and work professionally because their leaders provide opportunities to develop self and achieve achievements.

Furthermore, Komarilah and Triatna (2016: 85) mentioning the characteristics of a good vision are:

- a. Clarifying direction and purpose
- b. Easy to understand and articulate
- c. Reflecting high ideals and setting the standard of excellence
- d. Grow inspiration, enthusiasm, excitement, and commitment.
- e. Creating meaning for members of the organization.
- f. Reflect on the uniqueness or privilege of the organization.
- g. Implying values that are respected by the organization.
- h. Contextual meaning means paying close attention to organizational relations with the environment and the history of the development of the organization concerned.

2. The visionary leadership of the school principal in transforming the school's vision to improve school quality.

Vision transformation is the ability of a visionary leader to build trust through intensive and effective communication as a shared vision effort on stakeholders so that a sense of belonging and a sense of ownership can be obtained.

As a visionary leader of SMKN 1 Sambas head has transformed his vision by making various efforts and ways such as empowering subordinate/teachers to perform effectively by giving additional assignments to those appointed who have certain tasks and functions that are expected to be able to communicate their vision to a more down again in accordance with the main tasks and functions provided, so that it can lead to feelings of commitment and motivation for the whole person.

With the transformation of the vision carried out by SMKN 1 Sambas principal, it is expected that followers feel trust, admiration, loyalty, and respect for the leader, and they are motivated to do more than they initially expected. According to Bass in Yukl (2005: 305) said that leaders change and motivate their followers by (1) making them more aware of the importance of the results of the task; (2) persuade them to attach importance to the interests of their team or organization compared to personal interests, and (3) activate their higher needs.

3. The visionary leadership of the school principal in implementing the school's vision to improve school quality.

The implementation of the vision is an effort and effort of a visionary leader in translating and describing the vision into action. Vision must be realized in the work of leadership. Vision plays an important role in determining the future of the organization if the vision is implemented comprehensively. According to Komariah and Triatna (2016: 93) states that visions that are not implemented are slogans and symbols that have little effect on performance.

A leader has a very important role in the process of implementing the vision in school because the leader has full responsibility for the implementation of the vision that has been made. A leader who has a vision acts as a direction in an organization he leads. A leader must be able to provide clarity and guidance to his followers about the ways and efforts that must be done to achieve the vision of the organization effectively and efficiently (Aithal, 2015).

The implementation of the vision in each program of expertise is an effort to improve quality through an innovation program that includes local content in each competency program, following the community outside the school, and cooperating with the business world and the industrial world. The program is formulated based on the guidance of the globalization era in order to produce students who have abilities that are in accordance with the needs of the business world and the industrial world in the era of globalization which is increasingly growing.

#### IV. CONCLUSIONS AND SUGGESTIONS

##### A. Conclusions

Based on the results of research on the visionary leadership of school principals in improving the quality of schools in SMKN 1 Sambas can be summarized as follows:

1. In formulating the school's vision, the principal as the visionary leader in SMKN 1 Sambas has designed and analyzed the school's vision well and involves the community in the school so that the vision created is relevant to the current situation, conditions and goals of education.
2. An effort to transform the school's vision to all existing school communities and stakeholders, the visionary school principal has made good management of school resources in fostering school activities by providing additional assignments to teachers and employees.
3. An effort to implement the vision of the school principal has made a work program for each existing expertise program.

##### B. Suggestions

For the sake of the development of SMKN 1 Sambas regarding the visionary leadership of principals in improving school quality, it is recommended:

1. In implementing a school activity program there needs to be control and evaluation of each program implemented so that each program implemented can run in accordance with the expectations and objectives to be achieved.
2. It is recommended to periodically rotate the teacher and staff who are given additional assignments so that there is a refresher on the task and there is regeneration for the task in the future.
3. Increase the discipline and commitment of teachers and employees in carrying out the duties and responsibilities assigned to them.
4. The school needs to hold a meeting specifically with parents of students who discuss the Vision, Mission, and Objectives made by the school and convey the importance of the support and role of parents in achieving the school's vision related to the education process of their children in school.

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