

Exploring the Visionary Leadership Model and Leadership Competencies in Developing an Islamic School

Isnada Waris Tasrim¹

¹ Universitas Muhammadiyah Palu, Indonesia; isnada@unismuhpalu.ac.id

Received: 23/12/2025

Revised: 15/05/2026

Accepted: 03/06/2026

Abstract

This study explores the visionary leadership model and leadership competencies in the development of Islamic schools. The research was conducted at the Manunggal Bangsa Education Foundation in Malang City, East Java, Indonesia, which manages educational institutions from kindergarten to senior high school. A qualitative approach with a case study design was employed. Data were collected through interviews, observations, and document analysis, and analyzed using an interactive model. Data trustworthiness was ensured through credibility, dependability, and confirmability, including triangulation of sources and methods and member checking. The findings reveal that the visionary leadership model practiced by the school founder and principal comprises a synergistic "Vision Process Triangle" with three stages: vision formulation, vision transformation, and vision implementation. Leadership competencies were found to be essential to the successful development of Islamic schools, particularly during the implementation phase. These competencies include principal-staff relations, student relations, community and parent engagement, organizational and facilities management, and curriculum and program development. The study recommends future research through comparative studies across Islamic educational foundations, longitudinal quantitative studies on leadership and student achievement, and experimental studies examining the effectiveness of visionary leadership training for school principals.

Keywords

Developing Islamic School; Leadership Competencies; Visionary Leadership Model

Corresponding Author

Isnada Waris Tasrim

Universitas Muhammadiyah Palu, Indonesia; isnada@unismuhpalu.ac.id

1. INTRODUCTION

One of the major challenges in developing Islamic educational institutions is how to exercise visionary leadership while simultaneously building a strong school culture. Visionary leadership has become increasingly relevant in the modern era, as school leaders are required not only to perform administrative functions but also to articulate a long-term vision that aligns with Islamic values and societal needs (Ilhami & Fathoni, 2025). Previous studies have demonstrated that visionary leadership contributes significantly to school effectiveness and the quality of teaching and learning processes (Said et al., 2023); (Ardianti et al., 2024). In addition, aspects of visionary leadership in Islamic education have also been examined within the context of transformative educational competition (Kastaji et al., 2024).

Visionary leadership is widely regarded as a strategic leadership approach in the development of



educational organizations. Visionary leaders are not only capable of formulating a future-oriented vision but also of transforming that vision into concrete actions and mobilizing all members of the school community to achieve it (Nanus, 1992b); (Robbins & Judge, 2017). In educational settings, visionary leadership has been shown to contribute to school quality improvement, the formation of organizational culture, and the successful implementation of change and innovation initiatives (Bush, 2011); (Leithwood, 2007).

Alongside this, research on principals' leadership competencies emphasizes that leadership effectiveness is largely determined by mastery of managerial, social, academic supervision, and entrepreneurial competencies (Mulyasa, 2013; Wahjosumidjo, 2011). These competencies play a crucial role in human resource management, curriculum development, and the creation of harmonious relationships among schools, students, and the wider community.

Within the context of Islamic education, several studies highlight the importance of leadership grounded in Islamic values, moral integrity, and exemplary conduct (*uswah hasanah*) (Muhaimin, 2015); Sulistyorini, 2012). Nevertheless, most studies on Islamic educational leadership have focused primarily on transformational or religious leadership models, with limited attention given to visionary leadership as a systematic process encompassing vision formulation, transformation, and implementation.

Empirical research on Islamic educational institutions in Indonesia indicates that quality disparities among Islamic schools persist as a structural problem. Many *pesantren* and *madrasahs* located in rural or remote areas lag significantly behind their urban counterparts in terms of educational infrastructure, digital readiness, and teacher professional development, conditions that directly affect instructional quality and student learning outcomes (Zawaqi A. Jamil et al., 2025). Moreover, digitalization challenges have emerged as a critical issue in the development of Islamic education. Evaluative studies conducted in *pesantren* demonstrate that low levels of technology utilization, limited digital infrastructure, and insufficient digital literacy among educators contribute to reduced instructional effectiveness and constrain the optimal use of technology as a meaningful learning tool (Zawaqi A. Jamil et al., 2025).

Within the framework of Islamic value-based management, other studies underscore the necessity for Islamic educational institutions to develop adaptive and integrative leadership models. Such models should not merely prioritize administrative efficiency and technological innovation, but also consistently uphold Islamic principles, such as *amanah* (trustworthiness), *ihsan* (excellence), and *musyawarah* (deliberative decision-making), as foundational elements guiding organizational decision-making and institutional transformation (Manzoor, 2023). Accordingly, scholarly discourse on visionary leadership in Islamic education has become increasingly relevant, as it encompasses not only religious and moral dimensions but also the capacity to formulate strategic visions, manage digital transformation, and mobilize stakeholders to holistically and sustainably enhance educational quality. Furthermore, empirical studies examining leadership in Islamic educational foundations that manage multiple levels of education in an integrated manner remain relatively limited. In fact, managing multi-level Islamic schools requires a more complex and contextually responsive model of visionary leadership and leadership competencies.

Based on a review of previous studies, several research gaps emerge. First, there is a separation between studies on visionary leadership and leadership competencies; prior research tends to examine these constructs independently, thus failing to provide a comprehensive understanding of their interrelationship in the development of Islamic schools (Bush, 2011). Second, there is a lack of in-depth examination of the visionary leadership process; most studies focus on the characteristics or styles of visionary leaders without systematically explaining the stages of visionary leadership, from vision formulation and transformation to vision implementation (Nanus, 1992a). Third, there is a limitation in empirical contexts, as leadership studies in Islamic education are rarely conducted in foundations that manage education from early childhood (kindergarten) to secondary levels (junior high school) within

a unified leadership system, particularly through in-depth qualitative case studies. Fourth, insufficient emphasis has been placed on the vision implementation stage, with many studies failing to explicitly position leadership competencies as a determining factor in the successful implementation of vision in Islamic school development. These gaps indicate the need for integrative research examining visionary leadership and leadership competencies in the context of Islamic school development.

Further empirical studies corroborate that quality gaps among Islamic schools continue to characterize the Indonesian Islamic education landscape. *Pesantren* and *madrasahs* in disadvantaged regions frequently experience deficits in infrastructure, teacher quality, digital preparedness, and learning outcomes, thereby highlighting structural inequalities in access to quality Islamic education (Jamil et al., 2025). Recent research also emphasizes that *pesantren* and other Islamic schooling systems face substantial quality challenges in adapting traditional curricula to contemporary educational standards. Studies examining the impact of Sekolahization on Islamic schools reveal disparities in teacher competencies, curriculum relevance, and institutional support, which collectively contribute to uneven educational quality across regions and institutional types and further exacerbate internal quality gaps within the Islamic education sector (Zahra, 2025).

In addition, research analyzing quality disparities in Islamic education from curricular and technological perspectives indicates that many Islamic schools continue to prioritize classical or theoretical knowledge, with insufficient integration of practical skills and modern pedagogical approaches. This imbalance negatively affects the relevance and competitiveness of graduates in broader academic and professional contexts, particularly when measured against national and Sekolah educational standards (Swasono, 2025). Taken together, these empirical findings suggest that addressing quality disparities in Islamic education requires not only equitable resource allocation and sustained teacher development, but also strategic leadership that integrates visionary planning, digital transformation, and value-based management rooted in Islamic principles. Such leadership is essential for fostering comprehensive institutional improvement, reducing disparities, and ensuring that Islamic education remains equitable, contextually responsive, and sustainable.

Based on the identified gaps in the literature, this study offers several key contributions to the field of Islamic educational leadership. First, it proposes a process-based, visionary leadership model, termed the Vision Process Triangle, that conceptualizes visionary leadership as an integrated and dynamic process encompassing vision formulation, transformation, and implementation, thereby extending prior studies that have largely remained conceptual and normative. Second, this study advances existing scholarship by integrating visionary leadership with leadership competencies, demonstrating that the development of Islamic schools depends not only on visionary clarity but, more critically, on leadership competencies exercised at the operational level of vision implementation. Third, through an empirical case study of a multi-level Islamic education foundation, this research provides novel insights into the practice of visionary leadership across integrated educational levels, from early childhood education to *Madrasah Aliyah*. Finally, the study formulates contextually grounded leadership competencies essential for Islamic school development, including competencies in staff and student relations, engagement with parents and the wider community, organizational and facilities management, and curriculum and program development.

In the context of Islamic schools in Indonesia, school leaders, such as principals or foundation founders, are required to possess leadership competencies encompassing relationships with staff, students, and parents, as well as organizational and curriculum management. However, the literature explicitly linking visionary leadership models to leadership competencies in the development of Islamic schools remains limited. Therefore, this study is important in addressing these gaps and advancing the proposed novelty. The objectives of this study are to explore the model of visionary leadership implemented within an Islamic education foundation (the Manunggal Bangsa Education Foundation) and to identify the leadership competencies most critical to the successful development of Islamic schools, particularly during the stage of vision implementation. The Manunggal Bangsa Islamic

Education Foundation manages a group of leading schools ranging from pre-kindergarten to *Madrasah Aliyah*. It has achieved national recognition as one of the top ten schools in Indonesia. Based on this phenomenon, it is crucial to explore the educational leadership practices implemented at the Manunggal Bangsa Foundation, with the expectation that similar Islamic schools across Indonesia can replicate the identified best practices.

2. METHODS

This study employed a qualitative approach using a case study design Sugiyono, (2013); Moleong, (2005) conducted at the Manunggal Bangsa Education Foundation in Malang City, East Java, Indonesia, which manages educational institutions ranging from kindergarten to *Madrasah Aliyah* (senior secondary level). A case study was selected to enable an in-depth examination of visionary leadership practices in a multi-level Islamic educational setting. Data were collected through multiple techniques: (1) in-depth interviews with the foundation founder, school principals, teachers, and other relevant stakeholders; (2) direct observations of managerial practices and teaching–learning processes within the schools; and (3) document analysis, including the foundation’s vision and mission statements, strategic plans, curricula, and school reports. Data analysis followed an interactive model consisting of data reduction, data display, and conclusion drawing. To ensure the trustworthiness of the data, this study applied three criteria: (1) credibility, established through triangulation of data sources and methods as well as member checking; (2) dependability; and (3) confirmability.

The selection of informants in this study was based on the following criteria: (1) the subjects had been sufficiently and intensively immersed in the field of activity under study, having been involved with the foundation for at least 5–8 years; (2) the subjects were still actively engaged in the relevant field of activity; (3) the subjects had time available to provide information to the researcher; and (4) the subjects provided information honestly and reliably, rather than tailoring it.

Informants were selected using a combination of purposive and snowball sampling methods. Purposive sampling was used to select key informants with knowledge relevant to the research problem, namely the foundation’s founders, chairpersons, and school principals. Snowball sampling was employed to support informants, including teachers, educational staff, and parents.

3. FINDINGS AND DISCUSSIONS

Findings

Visionary Leadership Model (Vision Process Triangle)

The leaders (the foundation founder and school principals) applied a visionary leadership model consisting of three synergistic stages: vision formulation, vision transformation, and vision implementation. The vision process, conceptualized as the Vision Process Triangle, is described below.

a. Vision Formulation

Findings from interviews, observations, and document analysis indicate that the formulation of the school’s vision at the Manunggal Bangsa Education Foundation is grounded in Islamic values derived from the Qur’an and Hadith, and is informed by considerations of nationalism, intellectual development, and independence. The vision, oriented toward “producing a generation of future excellence,” was collaboratively formulated by the foundation’s founders and the school establishment team through historical, ideological, and pedagogical reflection.

The findings show that Islamic values constitute the primary foundation of the vision, reflecting the institution’s origins as a Qur’anic Study Center (TPA). These values are operationalized through three main pillars: nationalism, intellectual development, and independence. The nationalism pillar

emphasizes civic awareness, tolerance, and national identity; the intellectual pillar includes cognitive development, environmental awareness, imagination, and normative values; while the independence pillar focuses on positive culture, mastery of skills, and personal integrity.

Vision formulation was also influenced by concerns regarding educational challenges and the nation's declining competitiveness. Consequently, the school seeks to nurture students who are academically capable, morally grounded, nationally conscious, and self-reliant. In addition, the formulation process considered institutional strengths and weaknesses to ensure that the vision remained both idealistic and responsive to educational realities. Overall, the school's vision serves as a strategic direction for sustainable educational development and student character formation.

b. Vision Transformation

Findings from interviews, observations, and document analysis indicate that vision transformation at the Manunggal Bangsa Education Foundation is carried out through continuous communication, value internalization, flagship program implementation, pedagogical innovation, strengthening organizational culture, and organizational restructuring. Vision transformation is understood not merely as disseminating institutional statements but as an ongoing effort to build shared understanding and coordinated action among all school members.

The findings show that the school vision is communicated systematically through oral, written, and practical approaches. Vision dissemination occurs in formal meetings, official communication channels, and daily educational practices involving foundation administrators, school leaders, teachers, staff, students, and parents. This process aims to foster togetherness, strengthen collective commitment, and ensure that institutional values are consistently implemented.

Vision transformation is also operationalized through flagship programs aligned with institutional goals, including participation in national and international Olympiads, foreign language development, and student self-development activities. In classroom practices, teachers are encouraged to apply diverse learning approaches to support both academic achievement and character development in line with the school's vision.

The study further reveals that organizational culture and teamwork are strengthened to support institutional effectiveness. Vision transformation also involves organizational restructuring and strategic vision adjustments to respond to institutional growth and changing educational demands. Overall, the transformation process reflects a systematic effort to translate vision values into sustainable educational practices and measurable institutional outcomes.

c. Vision Implementation

Findings from interviews, observations, and document analysis indicate that the implementation of the school vision at the Manunggal Bangsa Education Foundation is carried out systematically through human resource development, strengthening school culture, curriculum, and program development, student habituation, and institutional systems aligned with educational goals. Vision implementation is not merely normative; it is translated into concrete educational practices.

Teacher professional development constitutes a central strategy in implementing the vision. Data show that teacher recruitment involves several stages, including administrative selection, interviews, written tests, microteaching, probation, and performance-based employment decisions. Recruitment emphasizes not only academic competence but also motivation, readiness, and alignment with institutional vision and values. During probation, teachers receive intensive mentoring, evaluation, and classroom guidance.

For in-service teachers, professional development is pursued through internal and external training, teacher working group (KKG) activities, collaborative sharing sessions, and academic supervision by principals. Training programs are regularly organized and contextualized to

institutional goals, including English language development and self-development competencies. Teachers are also encouraged to pursue higher education to strengthen their academic qualifications.

The findings further reveal that vision implementation is reinforced by a school culture grounded in commitment, consistency, and teacher exemplarity. Structured school and classroom rules, student orientation programs, and habituation practices are systematically applied to internalize positive values and behaviors. Overall, vision implementation is realized through sustainable educational practices integrating professional development, supervision, cultural formation, and student character building.

Leadership Competencies

The following five leadership competencies were found to play a crucial role in the implementation stage of the vision. Triangulation of data from interviews, observations, and document studies is presented as follows.

a. Principal–Staff Relations

The study shows that the school principal's leadership competency in building relationships with staff is manifested through collaborative communication, ongoing professional development, and strengthened teamwork during the implementation of the school vision. According to interview results, the principal explained that communication with teachers occurs not only in formal forums but also through daily mentoring, informal discussions, and regular weekly learning evaluations. Informants emphasized that a collaborative approach is necessary to foster a sense of belonging among all teachers toward the school vision, ensuring that vision implementation is not solely the responsibility of leadership but involves the entire school community.

This perspective was reinforced by a teacher who stated that the principal actively provides space for dialogue and supports teacher capacity development through various internal and external training programs. This demonstrates the establishment of professional relationships based on open communication, empowerment, and staff competency enhancement.

Observations also showed intensive interactions between the principal and teachers, particularly during weekly evaluation forums, learning supervision, and coordination for teaching and learning development. The principal actively provides feedback on teaching materials and directly participates in problem-solving discussions that teachers face in the classroom. Such interaction patterns indicate a supportive and participatory leadership style.

These findings are further supported by document studies, including weekly meeting agendas, academic supervision schedules, teacher work team reports, and teacher professional development documents, all of which demonstrate an ongoing professional development system. Collectively, these data indicate that the principal's competency in building relationships with staff is a key factor in driving the implementation of the collective vision.

b. Relationships with Students

Regarding student relationships, the study indicates that school vision implementation is realized through a leadership approach that prioritizes student welfare, development, and needs. Interviews revealed that the principal emphasized that all learning programs are directed not only toward academic achievement but also toward character development, potential enhancement, and psychological well-being. Teachers are given autonomy to develop teaching strategies that holistically support student development.

Observations show the principal's direct involvement in monitoring student progress, both through supervision of learning activities and informal communication with teachers regarding student issues. In some cases, the principal addresses individual student needs and encourages teachers to establish positive, empathetic relationships with students.

Document studies, including student regulations, character development programs, student progress reports, and self-development programs, demonstrate the school's strong commitment to both academic and non-academic student development. Thus, leadership competency in student relationships is reflected in the principal's commitment to creating an educational environment that fully supports student development.

c. Engagement with Parents and Community

Leadership competency in building relationships with parents and the community is evident through the school's efforts to create open communication and involve stakeholders in supporting the school's vision. Interviews revealed that the principal highlighted the importance of parental support as educational partners, with regular communication conducted through formal forums and informal discussions regarding student development and school program implementation.

Observations indicated parental involvement in various school activities, including learning evaluation meetings, student development programs, and initiatives requiring school-family collaboration. The principal actively engages in dialogue with parents regarding student needs and progress.

Document studies, such as parents' meeting minutes, partnership-based school activity reports, parent-teacher meeting agendas, and records of school collaboration with external parties, demonstrate a systematic relationship between the school, families, and the community. These data suggest that leadership competency in parent and community engagement is essential in reinforcing vision implementation through external support.

d. Organizational and Facilities Management

The study shows that the principal's competency also supports the implementation of the school vision by effectively and strategically managing the organization and educational facilities. Interviews revealed that school management is conducted through structured coordination, clear task allocation, and supervision of programs supporting the school vision. Facility management is prioritized to enhance the learning process and student development needs.

Observations demonstrated an organized management of educational resources, including classroom use, learning facilities, and school activities. The principal actively supervises facility utilization and administrative coordination related to program implementation.

Document studies, including the school's organizational structure, annual work plans, budget usage reports, facility inventory, and administrative records, show a management system that supports effective vision implementation. Leadership competency in organizational and facilities management is reflected in the principal's ability to allocate resources efficiently to achieve long-term educational goals.

e. Curriculum and Program Development

The principal's leadership competency in curriculum and program development is reflected in the ability to direct educational design in alignment with the school vision while remaining responsive to contemporary developments. Interviews indicated that curriculum and program development are conducted collaboratively with teachers through regular evaluations, pedagogical discussions, and adjustments to student needs. School programs are designed not only to meet academic requirements but also to strengthen Islamic values, character, and 21st-century skills.

Observations showed that weekly evaluation forums and teaching supervision are the primary means of assessing the effectiveness of the curriculum and teaching strategies. The principal actively provides feedback on instructional materials and supports the development of innovative teaching practices aligned with student needs.

Document studies, including school curriculum plans, teacher professional development

programs, teacher work team reports, instructional materials, and educational program evaluations, confirm the ongoing process of curriculum development. This demonstrates the principal's long-term orientation in developing adaptive curriculum and programs that respond to contemporary educational challenges without compromising the school's core values.

To conclude, triangulated data from interviews, observations, and document studies indicate that school vision implementation is strongly influenced by the principal's leadership competencies, particularly in building relationships with staff, students, parents, and the community, managing organizational and facility resources, and developing curriculum and educational programs. These five aspects are interrelated and collectively support the effective and sustainable implementation of the school vision.

Discussion

Visionary Leadership Model: The Vision Process Triangle

a. Islamic Values-Based Vision Formulation

This study reveals that vision formulation at the Manunggal Bangsa Education Foundation was conducted not only through participatory processes but was also deeply rooted in Islamic values derived from the Qur'an and the Hadith. This finding supports the view that a strong organizational vision should reflect core values and moral legitimacy while engaging stakeholders reflectively (Kools & Stoll, 2016). The vision developed was not merely operational but also served as a moral and spiritual foundation, integrating the pillars of nationalism, intellectual development, and independence as a synthesis of Islamic objectives and contemporary educational goals (Hidayah, 2025).

The identified "Vision Process Triangle model, consisting of vision formulation, vision transformation, and vision implementation, reinforces the notion that visionary leadership is not static but rather a continuous and dynamic process (Fathih et al., 2021). Participatory formulation of an Islamic educational vision enhances stakeholder legitimacy and attachment, thereby strengthening organizational synergy (Ayu, 2023).

b. Vision Transformation as an Internal and External Process

The formulated vision was not left merely as a written statement but was transformed through intensive communication and concrete actions. Internal strategies included communicating the vision through meetings, communication books, and instructional practices aligned with vision values, consistent with arguments that effective vision articulation fosters shared understanding and collective motivation (Leithwood et al., 2020); (Hargreaves & O'Connor, 2018).

Organizational restructuring further reflected the understanding that structures and internal processes must align with the vision for change to be internalized within school culture (Adriansyah et al., 2022). Thus, vision transformation was not limited to formal communication but involved organizational change that influenced daily practices.

c. Vision Implementation in Organizational Practice

Vision implementation represents the most critical stage of the Vision Process Triangle, as it is where the vision confronts operational realities. The findings indicate that implementation strategies included human resource management through recruitment systems, teacher development, instructional supervision, and the establishment of a vision-consistent school culture (Wahjunianto et al., 2025).

This approach aligns with studies suggesting that the failure of vision often lies not in formulation but in implementation (Day et al., 2019); (Fullan, 2020). Teacher professional development through formal and informal supervision supports the view that visionary leaders function as facilitators of change and organizational learners (Hallinger, 2018; Liu & Hallinger, 2018).

Furthermore, a school culture grounded in commitment and exemplary conduct reinforces the notion that vision is not merely a slogan but a set of daily practices that shape collective behavior, as emphasized in theories of effective school culture (Deal & Peterson, 2016).

Leadership Competencies in Vision Implementation

The leadership competencies identified include staff relations, student relationships, engagement with parents and the community, organizational and facilities management, and curriculum and program development (Nur Efendi, 2025). These five dimensions strengthen the view that effective school leadership is a combination of interpersonal, instructional, and organizational competencies (Harris, 2020; Tasrim & Gamar, 2022; Zulfa, 2023).

Collaborative principal–staff relationships demonstrate leaders’ capacity to enhance collective capacity, consistent with collaborative leadership approaches that are increasingly recognized as essential in complex educational contexts (Harris & Jones, 2018). Moreover, student-centered relationships that reflect empathy and a commitment to student well-being align with the OECD's student-centered leadership models.

Parental and community engagement not only provides social legitimacy but also expands school resources through community-based partnerships, supporting findings that external engagement enhances program sustainability (Epstein, 2018); (Anas et al., 2025). Competence in organizational management ensures that resource allocation, administration, and school facilities are managed efficiently and visionarily, reinforcing the argument that school leaders must function as strategic resource managers (Rismawati & Nugraha, 2025). Finally, competence in curriculum and program development demonstrates leaders’ ability to integrate local and school needs while maintaining the relevance of Islamic values, consistent with the demands of contemporary Islamic educational leadership (Fullan, 2020; Leithwood et al., 2020; Manaf et al., 2025)

Synthesis of Findings and Theoretical Implications

A participatory, Islamicly grounded vision confers moral, strategic, and cultural legitimacy on schools. The Vision Process Triangle model complements the visionary leadership literature by emphasizing the processual flow from vision to operational practice. These findings support recent studies highlighting implementation as an integral component of visionary leadership (Fullan, 2020; Leithwood et al., 2020).

The identified leadership competencies extend the framework of modern principal competencies by incorporating community and spiritual-narrative dimensions that are particularly relevant to Islamic education. This underscores the role of the school principal not merely as an administrative manager but as a cultural visionary and agent of organizational learning (Anas et al., 2025). The findings of this study are succinctly illustrated in the Context Diagram below.

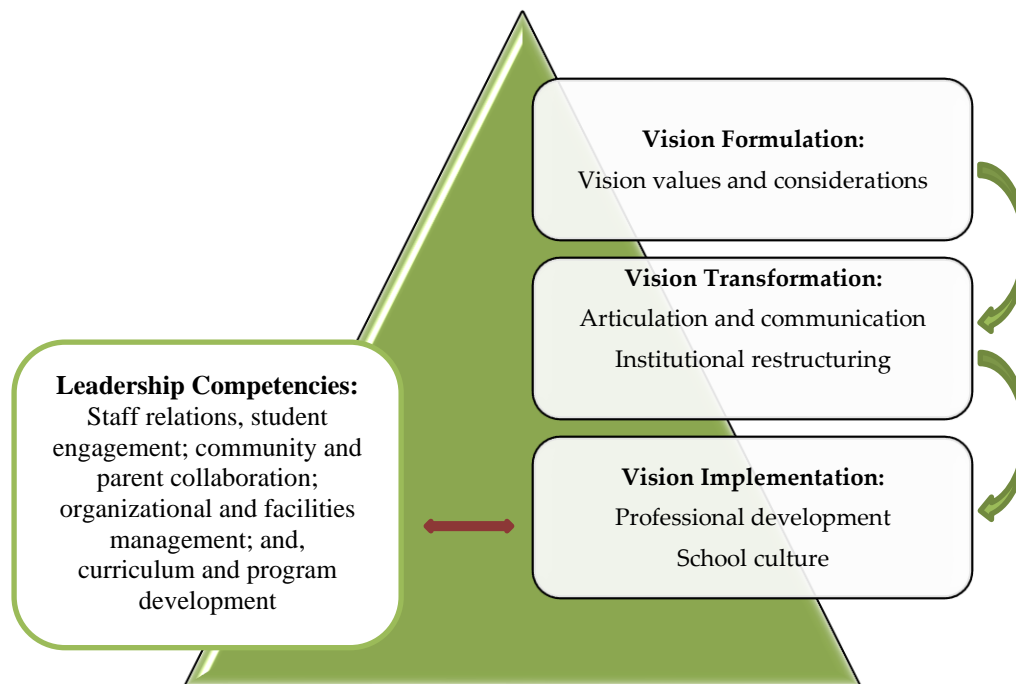


Figure 1. The Vision Process Triangle

The Vision Process Triangle illustrates that visionary leadership operates as a dynamic, continuous process comprising vision formulation, vision transformation, and vision implementation, all mutually reinforcing. This supports the theory that visionary leadership is a processual and adaptive phenomenon (Fullan, 2020; Leithwood et al., 2020).

The vision formulation at this institution is based on Islamic values, indicating that it is developed participatively and grounded in Islamic teachings derived from the Qur'an and Hadith, thereby establishing moral and spiritual legitimacy for the organization. This aligns with the assertions of educational leadership scholars that leadership in education should be value-based and moral (Kools & Stoll, 2016). The foundational values of Yayasan Manunggal Bangsa's vision integrate nationalism, intelligence, and independence. The vision combines Islamic principles with contemporary educational goals through pillars of nationalism, intellectual development, and independence. This is consistent with (Arqam et al., 2025; Masru'ah et al., 2025), who argue that contextualized educational leadership integrates local values with the demands of schools.

At the vision transformation stage, the process is carried out through articulation, communication, and organizational restructuring. In this stage, the vision is transformed through intensive communication, school programs, teaching practices, and organizational restructuring aligned with its values. According to (Hargreaves & O'Connor, 2018) and (Rohani et al., 2025) vision articulation, and organizational alignment aim to improve and develop the school.

During the vision implementation stage, efforts focus on human resource development, including systematic recruitment, continuous professional development, supervision, and teacher performance evaluation based on outcomes. (Hallinger, 2018), (Liu & Hallinger, 2018), and (Day et al., 2019) emphasize that leadership aims to strengthen learning and the professional capacity of educational human resources (Amin et al., 2026). Additionally, vision implementation involves developing a school culture rooted in the vision. School culture is built through commitment, consistency, role modeling, and integrated rules aligned with the vision. This demonstrates that school culture acts as a primary driver of sustainable change (Deal & Peterson, 2016; Fullan, 2020).

At this stage of implementing the institution's vision, several leadership competencies are required

to achieve it successfully. These include relationships between the principal and teachers, staff, and students; engagement with parents and the community; strategic organizational and facility management; and curriculum and program development (UTI, 2024). Collaborative relationships between the principal and staff must be cultivated, as the principal, as a leader, must foster collegiality, teamwork, and staff empowerment to support vision implementation, because effective leadership should be collaborative and distributed (Harris, 2020; Harris & Jones, 2018).

Likewise, leadership should be student-centered. Leadership practices emphasize empathy, student welfare, and holistic student development. Contemporary educational leadership theory also highlights that leadership frameworks must prioritize students (Zulfa, 2023). Furthermore, leadership competencies in parent and community engagement are crucial. Parents and the community are actively involved in supporting school programs and realizing the vision (Kelty & Wakabayashi, 2020). School–community partnerships and socially just leadership (Epstein, 2018); (Amin et al., 2026) Foster a conducive educational culture and climate.

Moreover, strategic organizational and facility management determine a school’s success in implementing a formulated and communicated vision. Leaders are tasked with managing resources, facilities, and administration efficiently and strategically to support long-term vision goals. Rismawati & Nugraha (2025) also find that strategic leadership and resource management are essential in education.

This study also finds that leadership competencies in curriculum and program development significantly affect the implementation of vision. Curricula and programs are developed to remain relevant to Islamic values and modern educational trends. This aligns with findings from Hidayah (2025) and Manaf et al (2025) regarding curriculum leadership in Islamic and contemporary education.

4. CONCLUSION

This study explores the visionary leadership model and leadership competencies in the development of Islamic schools. Findings indicate that the school founder and principal implement a visionary leadership model structured around a synergistic “Vision Process Triangle,” comprising vision formulation, transformation, and implementation. Leadership competencies are critical, particularly during the implementation phase, encompassing principal–staff relations, student engagement, community and parent collaboration, organizational and facilities management, and curriculum and program development. Notably, this study identifies five leadership competencies that underpin successful vision implementation, extending previous research that addressed these competencies only partially.

Future research should consider: (1) comparative studies across multiple Islamic education foundations or schools to assess the broader applicability of the Vision Process Triangle; (2) longitudinal quantitative studies to examine the relationship between visionary leadership competencies and student outcomes, including academic performance and character development; and (3) experimental studies evaluating the effectiveness of leadership training programs in enhancing managerial and relational competencies.

The study also offers practical implications. Islamic education institutions may develop leadership programs emphasizing visionary, managerial, and relational competencies; engage teachers, parents, and students in participatory vision formulation to foster inclusivity and ownership; establish concrete evaluation indicators for vision implementation in management, curriculum, and school culture; and strengthen partnerships with parents and the broader community as strategic collaborators. Limitations include the study’s focus on a single educational foundation, the qualitative methodology’s preclusion of quantitative assessment of leadership impact, and a potentially insufficient observation period to capture the long-term phases of vision transformation.

REFERENCES

- Adriansyah, H., Handayani, I. F., & Maftuhah, M. (2022). Peran pemimpin visioner dalam mewujudkan budaya sekolah berkarakter. *Journal of Islamic Education and Innovation*, 23–35. <https://doi.org/10.26555/jiei.v3i1.6162>
- Amin, M., Rafida, T., Rifai, M., & Nisoh, A. (2026). Analyzing the Impact of Leadership, School Culture, Organizational Communication, and Academic Supervision on Teacher Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 10(3), 809–822. <https://doi.org/10.33650/al-tanzim.v10i3.13566>
- Anas, I., Sesmiarni, Z., Sunani, E., Ahmed, A., & Ibad, A. Z. (2025). Visionary Leadership of School Principals in Enhancing the Quality of Education. *Thawalib: Jurnal Kependidikan Islam*, 6(2), 287–296. <https://doi.org/10.54150/thawalib.v6i2.531>
- Ardianti, V., Sumiatun, S., Mustiningsih, M., Rochmawati, R., & Camara, J. S. (2024). Optimizing Total Quality Management (TQM) Principles as a Strategy for Educational Transformation Towards the Golden Generation 2045. *Journal of Education for Sustainability and Diversity*, 53–64. <https://doi.org/10.57142/jesd.v3i1.604>
- Arqam, M. L., Haris, Y. S., Somae, E. T., & Suwarno, R. W. (2025). Reconceptualizing Islamic Education through al-Islam and Kemuhammadiyah (AIK) for Advancing the SDGs in Indonesia. *Profetika: Jurnal Studi Islam*, 26(02), 383–406.
- Ayu, A. Safitri. (2023). PERAN KEPEMIMPINAN VISIONER SEBAGAI UPAYA PENGEMBANGAN ORGANISASI LEARNING ORGANIZATION. *Waniambey: Journal of Islamic Education*, 4(1), 57–72. <https://doi.org/10.53837/waniambey.v4i1.192>
- Bush. (2011). *Bush, T. (2011). Theories of Educational Leadership and Management (4th ed.). Sage. - References – Scientific Research Publishing.* <https://www.scirp.org/reference/referencespapers?referenceid=3109410>
- Day, C., Gu, Q., & Sammons, P. (2019). *Running Head: THE IMPACT OF LEADERSHIP*.
- Deal, T. E., & Peterson, K. D. (2016). *Shaping School Culture*. John Wiley & Sons.
- Epstein, J. L. (2018). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (2nd ed.). Routledge. <https://doi.org/10.4324/9780429494673>
- Fathih, M. A., Supriyatno, T., & Amin Nur, M. (2021). Visionary Leadership of The Head of Diniyah Madrasah in Improving The Quality Santri. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(3), 513–525. <https://doi.org/10.31538/ndh.v6i3.1527>
- Fullan. (2020). *Fullan, M. (2020). Leading in a Culture of Change. John Wiley & Sons. - References – Scientific Research Publishing.* <https://www.scirp.org/reference/referencespapers?referenceid=3677031>
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*, 46(1), 5–24. <https://doi.org/10.1177/1741143216670652>
- Hargreaves, A., & O'Connor, M. T. (2018). *Collaborative Professionalism: When Teaching Together Means Learning for All*. Corwin Press.
- Harris, A. (2020). COVID-19 – school leadership in crisis? | *Journal of Professional Capital and Community* | Emerald Publishing. <https://www.emerald.com/jpcc/article-abstract/5/3-4/321/235213/COVID-19-school-leadership-in-crisis?redirectedFrom=fulltext>
- Harris, A., & Jones, M. (2018). Leading schools as learning organizations. *School Leadership & Management*, 38(4), 351–354. <https://doi.org/10.1080/13632434.2018.1483553>
- Hidayah, N. (2025). Visionary Leadership and Its Impact on the Quality of Education in Islamic Educational Institutions. *Al-Hayat: Journal of Islamic Education*, 9(1), 142–158. <https://doi.org/10.35723/ajie.v9i1.48>
- Ilhami, A. H., & Fathoni, T. (2025). Kepemimpinan Visioner Kepala Sekolah Dalam Mewujudkan Pendidikan Berbasis Masa Depan. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)*, 5(2), 611–624. <https://doi.org/10.37680/almikraj.v5i2.6290>
- Kastaji, K., Mutohar, P. M., & Sujianto, A. E. (2024). Kepemimpinan Visioner Dalam Meningkatkan Daya Saing Pendidikan Islam Transformatif. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN*

- 2745-4584), 4(02), 1461–1475. <https://doi.org/10.37680/almikraj.v4i02.5279>
- Kelty, N. E., & Wakabayashi, T. (2020). Family Engagement in Schools: Parent, Educator, and Community Perspectives. *Sage Open*, 10(4), 2158244020973024. <https://doi.org/10.1177/2158244020973024>
- Kools, M., & Stoll, L. (2016). What Makes a School a Learning Organisation? *OECD Education Working Papers*, 2016. <https://doi.org/10.1787/5jlw62b3bvhen>
- Leithwood, K. (2007, February 16). *Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices: School Effectiveness and School Improvement: Vol 17, No 2*. <https://www.tandfonline.com/doi/abs/10.1080/09243450600565829>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Liu, S., & Hallinger, P. (2018). Principal Instructional Leadership, Teacher Self-Efficacy, and Teacher Professional Learning in China: Testing a Mediated-Effects Model. *Educational Administration Quarterly*, 54(4), 501–528. <https://doi.org/10.1177/0013161X18769048>
- Manaf, S., Novita, M., Rokimin, & At Thaariq, Z. Z. (2025). Visionary Leadership in Islamic Education: Transforming Practices and Enhancing Educational Governance. *Journal of Pedagogy and Education Science*, 4(03), 706–722. <https://doi.org/10.56741/IISTR.jpes.001287>
- Manzoor, S. (2023). The Model of Visionary and Innovative Islamic Leadership. *Society*, 11(1), 41–51. <https://doi.org/10.33019/society.v11i1.539>
- Masru'ah, I., Mubarakah, S., Mulyana, A., Suwendi, S., & Setyawan, C. E. (2025). Implementation Of Religious Moderation Values In A Multicultural School: A Case Study At SMPN 1 Panawangan Ciamis. *Civilization Research: Journal of Islamic Studies*, 4(2), 325–337.
- Moleong, L. J. (2005). *Metodologi penelitian kualitatif* (Revisi). PT Remaja Rosdakarya.
- Muhaimin. (2015). *Manajemen Pendidikan (Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah / Madrasah)*. Prenada Media.
- Nanus. (1992a). Nanus, B. (1992). *Visionary Leadership Creating a Compelling Sense of Direction for Your Organization*. *Journal of Academic Librarianship*, 20, 237. - References—Scientific Research Publishing. <https://www.scirp.org/reference/referencespapers?referenceid=2758772>
- Nanus, B. (1992b). <https://www.scirp.org/reference/referencespapers?referenceid=2758772>
- Nur Efendi. (2025). Visionary Leadership In Islamic Education For Strengthening Religious Moderation And Social Inclusion. *MUNIF: International Journal of Religion Moderation*, 1(2), 148–162. <https://doi.org/10.71305/munif.v1i2.612>
- Rismawati, R., & Nugraha, M. (2025). Peran Kepala Sekolah dalam Membangun Budaya Organisasi yang Adaptif terhadap Perubahan. *Jurnal Kajian Islam Interdisipliner*, 10(1), 1–32. <https://doi.org/10.14421/jkii.v10i1.1402>
- Robbins, & Judge, T. (2017). <https://www.scirp.org/reference/referencespapers?referenceid=4008166>
- Rohani, R., Sobari, M., Harto, K., & Handayani, T. (2025). Dynamics of Change and Development in Islamic Education-al Organizations from the Perspective of Visionary Leadership. *International Journal of Education and Literature*, 4(3), 73–83. <https://doi.org/10.55606/ijel.v4i3.270>
- Said, M., Amin, S., & Abdillah, F. (2023). KEPEMIMPINAN VISIONER KEPALA MASDRASAH ALIYAH DALAM MENINGKATKAN MUTU LEMBAGA PENDIDIKAN ISLAM. *Transformasi : Jurnal Kepemimpinan & Pendidikan Islam*, 6(2), 67–80. <https://doi.org/10.47945/transformasi.v6i2.1348>
- Sugiyono, P. D. (2013). Metode penelitian manajemen. *Bandung: Alfabeta*, CV. <https://lib.unika.ac.id/repository/Metode%20Penelitian%20Manajemen.pdf>
- Tasrim, I. W., & Gamar, M. M. (2022). Leadership Competencies: A School Leader Evaluation. *Istawa : Jurnal Pendidikan Islam*, 7(1), 1–17. <https://doi.org/10.24269/ijpi.v7i1.5002>
- UTI, J. N. (2024). MANAGING SCHOOL-COMMUNITY RELATIONSHIPS IN THE 21 ST CENTURY

EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOLS. *International Journal of Institutional Leadership, Policy and Management*, 6(1), 94–106.

Wahjuniyanto, H., -, A., Wirawanto, D. I., & Rofiq, A. (2025). THE INFLUENCE OF VISIONARY LEADERSHIP AND THE MODERATION OF SCHOOL CLIMATE ON THE EFFECTIVENESS OF INTEGRATED ISLAMIC SCHOOLS. *Malaysian Online Journal of Educational Management*, 13(2), 67–85. <https://doi.org/10.22452/mojem.vol13no2.4>

Zulfa, F. (2023). Kepemimpinan Sekolah Berbasis *Pesantren* dan Profil Manager Pendidikan Islam. *KAMALIYAH : Jurnal Pendidikan Agama Islam*, 1(1), 45–62. <https://doi.org/10.69698/jpai.v1i1.422>