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**IMPROVEMENT OF VISIONARY
 LEADERSHIP FOR THE HEADMASTERS OF PRIVATE MADRASAH ALIYAH**

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Abstract. The aim of research is to improve the visioner leadership for head master of private Madrasah Aliyah. Research method use qualitative description. Data is taken by interview with some teachers of Madrasah Aliyah in Bekasi city. Research result is 80% from head masters of privat Madrasah Aliyah in Bekasi city don't have visioner leadership. That condition needs solution. The private Madrasah Aliyah in Bekasi needs improvement of visioner leadership to manage school in Globalization.

Keyword: Visioner Leadership; Head Master; Madrasah Aliyah

A. INTRODUCTION

The rapid development of science and technology and the continuous changes in the current era of globalization provides various positive and negative impacts on the implementation of education. The process of education in each type and level of education become more complex and full of challenges and problems. To solve those complex problems and challenges in organizing education quality, it needs quality of visionary leadership. Veithzal Rivai and Arviyan Arifin define visionary leadership as leaders with a clear future direction and conception which is agreed upon and with a sense of togetherness and high commitment to make it happen (Nurul Hidayah, 2016:17).

One of the person who must have visionary leadership is the principal who leads an educational institution. The existence of a principal as a visionary education leader is very important, Leaders are subjects who have the ability to drive and deliver achievement goals. A leader must be able to bring progress to the institution he leads. In this rapid development and progress, a principal is required to have a broad view of future in order to achieve goals and progress. Some of the headmasters' characteristics who have visionary leadership are effective leadership, striving for achievement, becoming school agents of change, and bringing school improvement / development.

Visionary leadership is a demand for principals at all levels of education both public and private. But in fact, it is not easy to objectify visionary leadership for principal. As it happened in Bekasi city, there is 80% of Madrasah Aliyah Private headmasters who do not have visionary leadership yet. This data is taken from interview of a number of Madrasah Aliyah teachers in Bekasi city.

The problem above is the background of this research "IMPROVING VISIONER LEADERSHIP OF MADRASAH ALIYAH PRIVATE SCHOOL". The formulation of the problem is: 1) what are the causes of the low level visionary leadership in Private Madrasah Aliyah Headmasters? 2) How does the strategy of enhancing the visionary leadership of the private Madrasah Aliyah principals?

B. GROUNDED THEORY

1. Visionary Leadership

Leadership consist of 1) processing, 2) leading, 3) vision, 4) influencing, 5) following and 6) reevaluating vision. And many other definitions of leadership put forward by experts include Dubin (1968:385) in Megan Crawford (2005:41) sees leadership as an exercise of authority and decision-making, while Fiedler (1967:8) views leaders as individuals in groups assigned to organize and coordinate group activities, 'A.B. Susanto (2007:5) says that the task of a leader is to create a visionary program and capable in expressing his vision and mission, an effective leader in the view of Peter F. Drucker (1996) in Bernardine R Wijaya and Susilo Supardo (2006: 5) it is not what it wants, but what needs to be done (Wirawan, 2013:7-8).

According to J.P. Leadership is different from management. Leadership produces change and movement while management produces order and consistency. Leadership functions as: 1) Determining objective in creating vision, describing master plan and defining strategy, 2) align people in optimizing goals, seeking commitment and building team and coalition, 3) Motivating and inspiring, encouraging and empowering followers and fulfilling needs that have not been met (J. P. Potter, 1990:3-8).

In leadership, a leader is usually given the mandate to carry out a constructive renewal within the institution he leads. This mandate is often called political power. In carrying out the mandate, some leaders have reliable ability in advancing the institution, but not a few who do not have enough potential in leading. Reliable leaders are those who are able to gain the institution's expectations effectively, and strive to get achievement, he is also able to cadre professionals in the institution (Nurul Hidayah, 2016:16). Such leaders are leaders who have visionary leadership

Seth Kahan (2002), explains that visionary leadership involves the ability, capability, extraordinary expertise to offer success and triumph in the future. A visionary leader is able to anticipate events that might arise, manage the future and encourage others to act in the right ways. That means, visionary leaders are able to see the challenges and opportunities before they occur and then set the organization to achieve its best goals. Corinne McLaughlin (2001) defines visionary leaders as those who are able to build a 'new dawn' with intuition and imagination, appreciation, and boldness. They present a challenge as an effort to provide the best for the organization and make it as something evocative to achieve organizational goals. They work in full force and enlighten with higher goals. His view is far ahead. They are social innovators, agents of change, looking at things in a big picture and always think strategically.

The importance of a leader who has the ability to clearly illustrate the goals which will achieve in the future is a key requirement for a visionary leader. Aribowo Prijosaksono and Roy Sembel (2007) in his paper mentioned that effective leadership starts with a clear vision.

2. Principal

the principal is a teacher who is given the additional task of leading a school. Requirements for becoming a school principal in the country are: 1) teacher who was given additional duties as principal in madrasah. 2) have certified principals / madrasah (Wirawan, 2013:458). The principal has a four-year term and can be extended for two periods if he has a good performance. When the principal's term ends, he / she returns to perform his / her duties as a teacher.

The function of the principal is as follows: 1) Determine school vision, mission and strategy, 2) Develop school organizational culture, 3) Create a conducive climate, 4) Develop curriculum, 5) Develop learning process, 6) develop facilities, 7) develop school management, 8) Role as school manager and leader, 9) Develop school human resources (Wirawan, 2013:550). The standard of competency of the principal consists of: 1) Personality, 2) Managerial, 3) Entrepreneurship, 4) Supervision and 4) Social (Permen Kemendikbud RI Nomor 13 Tahun 2007).

3. Madrasah Aliyah

Madrasah aliyah (abbreviated as MA) is a secondary education level in formal education in Indonesia, equivalent to senior high school, which management is carried out by

the Ministry of Religious Affairs. Madrasah aliyah education is taken within 3 years, ranging from grade 10 to grade 12. In the second year (class 11) MA students have to choose one of 4 existing majors, namely Natural Sciences, Social Sciences, Islamic Religious Sciences, and Language. At the end of the third year (grade 12), students are required to attend the National Exam (formerly Ebtanas) which affects students' graduation. Madrasah aliyah graduates can continue their education to public universities, Islamic religious colleges, or work directly. (State of Madrasah Aliyah negeri) MA consists of a general MA and MA vocational. The curriculum of Madrasah Aliyah is the same as the high school curriculum, except that there is a larger portion of Islamic education. In addition beside learning basic subjects, they also study Alquran and Hadith, Aqidah and Akhlaq, Fiqh, History of Islamic Culture and Arabic. Students of Madrasah Aliyah are generally 16-18 years old. In Indonesia, the ownership of Madrasah Aliyah is held by two bodies, namely private and government.

C. RESEARCH METHODOLOGY

The purpose of this study is to enhance visionary leadership to private Madrasah Aliyah. The research place is done in Bekasi city. The method used is Qualitative Descriptive method. The technique of data collection is by interviewing a number of Madrasah Aliyah teachers in Bekasi city in assessing the performance of private Madrasah Aliyah's principal. It is field observation.

D. RESEARCH RESULTS AND DISCUSSION

1. Factors that cause low level of leadership visionary Head of Private Madrasah Aliyah

Principal leadership is a concept that is very close to success in achieving schools' goals. Leadership will be vary, influencing and even determining how the journey of the school in achieving its goals. The main role of the principal is as an educational leader. Educational leadership refers to the particular qualities that the principal must have in order to assume his responsibilities can be done successfully. A principal must know exactly what he wants to achieve (vision) and how to achieve it (the mission). A visionary principal understands how important to invite all stakeholders in his school to come together to achieve the vision that has been formulated together

But the expectation of the headmaster who has a visionary leadership spirit has not been able to bring his institution to be superior school in achievement. Whereas the era of globalization; where competitiveness is highly demanded, an excellence achievement of educational institutions is important because it is an appeal to education consumers

In Bekasi city, there are 25 private Madrasah Aliyah currently. However, the results of interview of Madrasah Aliyah teachers concluded that the level of principal of private Madrasah Aliyah with visionary leadership is still low in Bekasi, which is only 20%, while the remaining 80% of private Madrasah Aliyah has no visionary leadership. If the head of private Madrasah Aliyah has visionary leadership then they will have the ability to achieve goals effectively and efficiently, extraordinary expertise offer success and glory in the future and are able to anticipate any events that might arise, to manage the future and encourage others to do in the right way. That means, visionary leaders are able to see the challenges and opportunities before they occur and then position the organization to achieve its best goals. As Seth Kahan puts it.

The condition of Madrasah Aliya above, of course, requires an effort to improve the visionary leadership of the principal of private Madrasah Aliyah. In improving the visionary leadership of the principal, of course, we must know the factors that led them to the low of visionary leadership

Law of the National Education System number 20 of 2003 and Regional Government No. 23 of 2014 stipulated that the implementation of the national education system implemented with decentralization system in accordance with the system of government

based on regional autonomy. The authority of the implementation of the national education system for basic education is left to the district / municipality governments, secondary education is submitted to the provincial government, while the higher education level becomes the authority of the central government. The management of the national education system varies and does not have a strong national educational leadership system and integrate entirely from center to province, to district and up to education unit level. The fact that the weakness due to low commitment and compliance of district / city and provincial governments in implementation service of quality education for all citizens. For example, the central government established the National Education Standards through Government Regulation number 19 of 2005 which was updated with Regulation number 32 of 2013, as guidance in provision of quality education services at primary and secondary level. In practice, district / city and provincial governments do not implement the policy consistently, so that the quality of primary and secondary education graduates is not achieved as desired.

Another reason is the recruitment of principals does not meet the competency requirements set by the Minister of Education National Regulation number 13 of 2007. Recruitment leaders and managers of educational in each district or provincial government are not in accordance with the provisions set in the Regulation of the Minister of National Education number 13 of 2007 on standard of Madrasah Principal Qualification and Competence. In general, district city governments assign principals by period of employment as teachers or "closeness to certain district officials" factor. Conditions like this, resulting the management of Madrasah schools run without much progress.

Standard Management is the criteria of planning, implementing and supervising educational activities at the educational, district / municipal, provincial, or national levels of education in order to achieve the efficiency and effectiveness of education. One of the criteria to become a superior school is the sustainable improvement of school quality management. Characteristics of quality management improvement include: 1) having quality policy, 2) availability of human resources, 3) having high achievement expectation, focusing on customer service, 4) functioning school management in effective, efficient and quality) good teamwork, 6) participation from all related parties, transparency. 7) evaluation, 8) have a willingness to change and 9) strong leadership.

Conceptually, the implementation of the national education system by the government and private sector is strongly influenced by the quality of Principal leadership in implementing the system. The quality of principals' professionalism, educators and education personnel who involved in the implementation of the national education system at the level of the educational unit is an absolute prerequisite, in order to achieve high quality education and learning process.

Head of Madrasah Aliyah as visionary leader must achieve the goal of education which include eight standards of National Education, they are: 1) Standard of content. 2) Standard Process. 3) Standard of Graduate Competency. 4) Standards of Educators and Education Personnel. 5) Standard of Facilities and Infrastructure. 6) standards of Management 7) Financial Standards. 8) Standard of Education Assessment. To achieve those goal, the head of private Madrasah Aliyah must perform his functions well as a manager and leader. The functions of the principal are as follow: 1) Determine school vision, mission and strategy 2) Develop the school organizational culture, 3) Create a conducive climate, 4) Develop curriculum, 5) Develop the learning process, 6) improve the facilities, 7) Develop school management, 8) Act as school manager and leader, 9) Develop school's human resources. Therefore the criteria of the principal requirement must be fulfilled. After that the principal must have: 1) managerial skills relate to planning, organizing, supervision implementation. And 2) visionary and transformational leadership.

According to Prof. Udin Syaefudin Saud, Ph.D. at the National Seminar on "Education Management in Facing the Strategic Issues of National Competitiveness" Study Program of PPS Education Management Jakarta State University Saturday, April 22, 2017 based on various researches on effective schools or excellent schools in various developing countries show that

the key to improve the quality of education at the level of the educational unit is largely determined by the capacity and competence of leaders and managers of educational units (Hoy & Miskel, 2013). If the standard is not considered then of course it will cause the leadership of Private Madrasah Aliyah will be less high motivated to get excellence and achievement. In other words it will cause low visionary leadership.

So the commitment must be imposed by the local government to implement the policies there in line with the established rules to private and public school, so that the standards competency of the principal will be fulfilled, the competencies consist of: 1) Personality, 2) Managerial, 3) Entrepreneurship, 4) Supervision and 4) Social. not far different from the criteria to become the head of Madrasah Aliyah, namely: 1) have status as Madrasah Aliyah; 2) Have academic qualifications and competence as a learning agent in accordance to laws and regulations; 3) Have a teaching experience of at least 5 (five) years in Madrasah Aliyah; 4) Have the ability of leadership and entrepreneurship in the field of education. In Improving Competence ability or skills, the principals have to possess: 1) Personality, 2) Managerial, 3) Entrepreneurship, 4) Supervision and 4) Social.

As visionary leaders, he/she has to be able to build a 'new dawn' work with intuition and imagination, appreciation, and boldness. The principal is leader who can answer the challenge as an effort to give the best for the organization and make it as something inspiring to achieve organizational goals. They work in full force and are enlightened with higher goals. His view is far ahead. They are social innovators, change agents, looking at things in a big picture and always think strategically.

Therefore the principal must design and understand the school's vision, mission, and objectives. If the school does not have a vision, mission, and objectives or there is something irrelevant to all the changes that occur, then he should try to formulate it by involving all interested parties. Once the formulations have validated and then socialized, they will be widespread and understood by all parties, a leader who is able to illustrate goals achievement in the future is a key requirement for a visionary leader. Aribowo Prijosaksono and Roy Sembel (2007) in his paper mentioned that effective leadership starts with a clear vision.

Consistently and continuously strive to raise commitment to actualize vision, mission, and objectives of institution. As a leader able he/she is to perform the functions as below: 1) Determine the direction in creating the vision, describe the big picture and determine the strategy, 2) Unify people in optimizing goals, seeking commitment and building teams and coalitions, 3) Motivating and inspiring, encouraging and empowering followers and fulfilling unmet needs (J. P Kotter, 1990:3-8). The principal must be able to work together and have a wide network in wider community. A visionary leadership has characteristics that describe all attitudes and behaviors that demonstrate its vision-oriented leadership, far-reaching and accustomed to all challenges and risks. Among the main features of visionary leadership are:

1. Dare to act in reaching goals, confident, not doubting and always ready to take risks. At the same time, visionary leaders also show careful, accurate calculations. Look at resources, especially human resources as valuable assets and give them good attention and protection
2. Able to rally others to work hard and cooperate in achieving goals, being a model that consistently demonstrates leadership values, provides positive feedback, always appreciates the hard work and accomplishments demonstrated by those who have contributed.
3. Being able to formulate a clear, inspirational and evocative vision, managing 'dreams' into reality, inviting others to change, moving to a 'new place'. Be able to inspire, motivate others to work more creatively and work harder to get better situations and conditions.
4. Future-minded, acting as a motivator, oriented towards the best performance for empowerment, the ability to provide systematic concrete direction.
5. Being able to change vision into action, clarifying well the purpose of vision to others, and very committed to that vision personally.

6. Hold tightly to the spiritual values he consumes. Having a strong personality, integrity, radiating energy, vitality and will always stand in a position that is in line with spiritual values. Being first and foremost in applying noble values, as Mahatma Gandhi reveals: "I must first be the change I want to see in my world."
7. Establish relationships effectively, reward and respect. Very caring to others (subordinates), looking at other people as a valuable asset to be noticed, treat them well and 'warm' like a family. Be very responsive to the needs of others and help them grow, be independent and guide their future paths.
8. Innovative and proactive in discovering 'new world'. Help change from the old mental maps to a new, dynamic paradigm. Breakthrough creative and productive thinking breakthroughs ('Out-box thinking'). Be more participative in swinging change, rather than just reacting to events. Work as far as possible using the 'win-win' approach rather than 'win-lose'

To be able to form leadership that has the characteristics of visionary leaders as mentioned above, there are some steps suggested as below: 1) Focus on Organizational Objectives, 2) Create Long Term Plan 3) Develop a Vision for the future of the organization, 4) Always be ready in dynamic condition, 5) Always be aware of changing needs of constituents / customers. Customers' demand and needs often change. Therefore, the organization should provide actual information related to this. Customer satisfaction surveys, direct contacts with customers, streamlining customer care services are just a few ways that can make an organization aware of new customers' expectations and wants. So, the organization will always be ready to make changes and improvements to maintain customer satisfaction. While, Robert Starrat (1995) [9] emphasizes the importance of institutionalizing vision by always linking it to every decision-making, policy formulation, programming implementation, evaluation steps. Even according to him, the contents of the curriculum (in educational institutions), budgeting should also include a vision in the documents related. According to him, if this not apply, the vision that has been declared slowly will lose its credibility as stated by Frank Martinelli (2007) who outlines how to become a visionary leader.

E. CONCLUSION

The cause that led the Visionary Leadership of private Madrasah principals in Bekasi city low is less commitment in hiring principle who fulfill requirements. The principal has no managerial skills and visionary leadership. Therefore commitment must be re-built so that in the application of the field have harmony and uniformity between central and regional policies. The principal must always improve his competence especially in managerial and leadership skills. Because only heads of schools who have visionary leadership will be able to bring school in this competitive era.

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