

## LEADERSHIP VISIONARY HEAD MADRASAH IN COMPETITION EDUCATION

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### Abstract

*Visionary leadership is the ability to create and articulate a realistic, trustworthy, attractive vision of the future for an organization or organizational unit that continues to grow and improve to this day. Thus, the Visionary Leadership of the Head of MAN 1 Banyuwangi is to have strategies and steps with a good vision, measurable, clear and have predetermined targets and estimates that make MAN 1 Banyuwangi able to compete even very calculated quality in the middle of the madrasah institution in the city. This research was conducted at MAN 1 Banyuwangi which has a research focus: (1) How the visionary leadership of madrasah heads in education competition in MAN 1 Banyuwangi. While the purpose of research: (1) To describe the visionary leadership of the head of MAN 1 Banyuwangi in the educational competition. This research uses a qualitative approach where in this qualitative approach the researcher is more pressing on his analysis of deductive and inductive deposition processes and on his analysis of the relationships between observed phenomena using existing scientific logic. To get the data needed in this study, researchers use field research in accordance with the problems to be studied. The results showed that the Visionary Leadership of the Head of MAN 1 Banyuwangi in the Education Competition included: (1) A clear picture (Visualizing). (2) Future thinkers (Futuristic Thinking). (3) Ability to plan (Showing Foreight). (4) Proactive Planning. (5) Creative thinkers. (6) Taking Risks. (7) Process alignment. (8) Coalition Building. (9) Continuous learners. And this has been done well and measurable very well. Researchers see that MAN 1 Banyuwangi is one of the faith-based State schools that has high competitiveness and good vision in the middle of public public schools in Banyuwangi City, MAN 1 Banyuwangi under the leadership of Drs. H. Saeroji, M.Ag.*

**Keywords:** Visionary Leadership, Educational Competition

### A. Introduction

A institution education is something place learning For add knowledge knowledge, form character somebody toward Which better. Today's education has various internal systems management, There is Which depend on performance, character even media as a marketing tool and as a way to get lots of members, Of course, the success and

progress of an institution cannot be separated from several things, including: other that is leader. Leader is person Which arrange, give influence, moving its members to jointly achieve goals which are desired.

Leaders themselves have their own way of covering or lead their respective institutions. They have their own way of doing it his leadership In point of view Visionary Leadership (Siti Umayah, 2015;34) ( *Visionary leadership* ), ie ability For create And articulate a realistic, believable, attractive vision of period front for something organization or units organizational Which Keep going growing and improving until now. Because of the basic nature of a vision is For give inspiration Which centered on mark And can to be realized, it requires superior imagery and articulation so that Can create possibilities Which give inspiration and offer a new order, more challenging (*challenge* ) but achievable, Which can produce quality organization which more competitive. There is Which Have system Good, organized, clear, And measurable That all depending on the style or type of leadership.

This visionary leadership including the ranks of leadership models that many people believe to be a leadership model that brings solutions to the future of the institution education Islam, with system vision Which focused on change period long. Siagian say leadership is ability somebody to influence other people, in this case his subordinates appearance, so that person other That Want to carry out will leader, although in a way personal matter that might not be to his liking. Competition Which faced by institution based Islam on era This modern era is certainly not easy, because of today's religious values start eroded by civilization modern esp civilization west Which in fact they non Muslim. It's here location struggle MAN 1 Banyuwangi is facing very competitive educational competition tight, where are we everyone

knows that MAN 1 Banyuwangi is a school Religion-based in the middle of Banyuwangi City which is flanked by the school- State schools that have *a track record* are more in demand by the current generation.

The role of leaders in educational competition To maintain the existence of MAN 1 Banyuwangi, it is really necessary through strategy, and good methods s. A number of strategy visionary that is formulate vision Which Good, create vision Which Correct contain powers strategic Vision can be interpreted as everything that is achieved ideally from all activity. Vision can also be interpreted as a mental image of something what you want to achieve in the future. Vision is an ideal. Vision is wisdom intuition that touches the heart and moves the soul to act (Tap. MPR R.I. No. VII/MPR/2001 dated 9. Then, what is the essence of visionary leadership, according to Mujamil Qomar in Nurul Guidance leader visionary capable penetrate fogdark future, able to read the signs of the times, able to translate needs period front, And capable processing And respond future needs. In fact, this visionary leader is able to think and Act beyond its time. Therefore, visionary leaders are felt to be very necessary for institutions education Islam. A innovation apply strategy I wish capable to create an advanced and superior Islamic educational institution and become the center of attention of the wider community, especially the Muslim community itself. From For several reasons and explanations above, researchers are interested in researching leadership visionary at MAN 1 Banyuwangi with the title " *Head Visionary Leadership Madrasah In Educational Competition at MAN 1 Banyuwangi* " .

## B. Research methods

In this research, the researcher uses a qualitative approach where in this qualitative approach the researcher places more emphasis on his

analysis of Miles and Huberman and on his analysis of the relationship between observed phenomena using existing scientific logic. To obtain the data needed in this research, researchers used field research *according* to the problem to be studied.

According to Moleong (2005:6) qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions, etc. holistically, and by means of descriptions in the form of words and language, at a time. special natural contexts and by utilizing various natural methods. The aim of qualitative research is to explain a phenomenon in as much depth as possible by collecting in-depth data, which shows the importance of depth and detail in the data being studied. In qualitative research, the more in-depth, thorough and explored the data obtained, the better the quality of the research. So in terms of the size of the respondents or research objects, qualitative research methods have fewer objects compared to quantitative research, because it prioritizes depth of data, not quantity of data.

Research methods are important in conducting research. The method used in this research is a qualitative descriptive method. Where the researcher describes the role of Madrasah culture in developing character education at MAN 1 Banyuwangi

### C. Results and Discussion

#### 1. Visionary Leadership of the Head of MAN 1 Banyuwangi

##### a. Creation of Madrasah Vision and Mission

The first step for a leader is to determine the vision to be achieved, because vision is the main basis for implementing the goals of an organization/institution. The following is the vision and mission of MAN 1 Banyuwangi. The Madrasah's vision is

"Excellence in Science and Technology Based on Faith and Taqwa and Environmentally Friendly". The Madrasah's mission is as follows:

- 1) Developing attitudes, behavior and Islamic religious practices in Madrasahs.
- 2) Foster enthusiasm for learning Islamic religious knowledge.
- 3) Carry out active, creative, effective and enjoyable guidance and learning, so that each student can develop optimally, according to their potential .
- 4) Intensively foster a spirit of excellence and healthy competitiveness among all Madrasah residents both in academic and non-academic achievements.
- 5) 5) Encourage, help and facilitate students to develop their abilities, talents and interests, so that they can developed more optimally and has high competitiveness.
- 6) Develop life-skills in every educational activity.
- 7) Developing an attitude of sensitivity towards the environment.
- 8) Creating a healthy, clean and beautiful Madrasah environment
- 9) Implementing participatory management by involving all Madrasah residents, Madrasah committees and stakeholders in decision making.
- 10) Realizing Madrasahs as educational institutions that gain the trust of the community. This is in accordance with the view of Ibnu Sair (2016: 56), a visionary leader is a leader who has a clear view and vision and mission in the organization.

b. Creation of Madrasah Work Programs

The Work Program is one of the main elements for executing activities in a systematic manner, with a clear picture and targets.



This is as Santoso (2012:34) says, a work program is a system of activity plans for an organization that is directed, integrated and systematic which is made for a time span that has been determined by an organization.

c. Creation of RKT (Annual Performance Plan)

Determine the description/goals and indicators of madrasah annual achievements/targets by assessing output and input through activities held. RKT is a work guide for teachers/employees in the MAN 1 Banyuwangi environment. by an organization.

d. Distribution of Job Descriptions

The distribution of work tasks by the Head of the Madrasah to his subordinates according to their abilities in their respective fields. A Madrasah Head must be able to place his members in strategic positions according to his abilities so that maximum results are obtained. As Hasibuan (2017:78) said, a job description is a written description that describes duties and responsibilities, work conditions, work relationships and work aspects for a particular position in the organization.

e. Creation of a Supervision Work Program

One of the duties of the school/madrasah principal is to carry out academic supervision. To carry out academic supervision effectively, conceptual, interpersonal and technical skills are required. Therefore, every school/madrasah principal must have and master the concept of academic supervision which includes: understanding, objectives and functions, principles, and substantive dimensions of academic supervision. The core competency of academic supervision is to guide teachers in improving the quality of the learning process. Supervision targets

Academics are teachers who carry out the learning process, which consists of the main material in the learning process, preparing the syllabus and lesson plans, selecting learning strategies/methods/techniques, using media and information technology in learning, assessing learning processes and outcomes and classroom action research. This is according to Glickman's statement (1998:45), one of the duties of a school/madrasah principal is to carry out academic supervision. To carry out academic supervision effectively, conceptual, interpersonal and technical skills are required.

f. Division of Functional Duties

That for the smooth running of the teaching and learning process at Madrasah Aliyah Negeri 1 Banyuwangi, as well as the smoothness of obtaining credit points for promotions and teacher promotions, it is deemed necessary to provide Functional tasks. With foundation

- 1) Decree of the Minister of Religion number 370 of 1993 dated 22 December 1993 concerning Madrasah Aliyah.
- 2) Decree of the Minister of Religion number 373 of 1993 dated 22 December 1993 concerning the Madrasah Aliyah curriculum.
- 3) Regulation of the Head of the State Civil Service Agency Number 28 of 2005 concerning provisions for implementing regulations of the Minister for Administrative Reform, number: PER/60/M.PAN/6/2005 concerning amendments to the provisions of Attachment II to the Ministerial Decree
- 4) utilization of state apparatus regarding functional positions and credit figures.
- 5) 4) Law Number 20 of 2003 concerning the National Education System. This is as Purwanto (2005:67) says. Functional Tasks

are a coaching activity that is planned to help teachers and school employees carry out their work effectively.

g. Supervision

After all Madrasah equipment is fulfilled, there must be control/supervision in the running of the leadership wheel so that the road can be traversed easily, because it is very likely that every planned program will experience obstacles, therefore it is very necessary to have something called supervision on a scale. As stated by Sondang Siagian Atmodiwiryo (2019:98) Supervision is the process of observing the implementation of all activities to ensure that all work being carried out goes according to plan.

h. Evaluation

Evaluation is the culmination of an indicator in leading, evaluation determines the direction of the next program period, examines shortcomings and obstacles that can be overcome in the future so that the program can be run better in the future. This is in accordance with what Wrigstone (2007:78) said: Evaluation is an assessment of progress towards predetermined goals or values.

## 2. Leadership Role of Head Visioner MAN 1 Banyuwangi

The Visionary Leadership Role of the Head of MAN 1 Banyuwangi is as follows:

a. Direction Determinant

The head of the Madrasah as the leader/captain of leadership is the decision maker to determine the direction of his madrasah to become a great, dignified madrasah. If this direction determiner is not qualified then there will be instability in his leadership. As Siagian (1995:23) said, leaders have a role in determining the direction of organizational goals in making decisions and leaders



are one of the factors that encourage them to realize their vision and mission.

b. Change Agent

The presence of the Head of the Madrasah as an agent of change for the madrasah for the better with a good Vision and Mission, as the foundation for the direction of the madrasah. Good ideas that are planned and created as change strategies are really needed. As according to Soekanto (1992:23), a change agent is a person or group who is chosen to be a leader who is trusted to improve the quality of the institution and make changes for the better.

c. Motivator

Every institution experiences ups and downs in its work, therefore it is very necessary for a leader who is able to control the stage to provide motivation to its members so that they can work with enthusiasm and have high loyalty. As said by the head of MAN 1 Banyuwangi. According to Ibnu Sair (2016:56), a visionary leader is a leader who has a clear view and vision and mission in the organization. Visionary leaders are very intelligent in observing events in the future and can describe their vision and mission clearly. He can raise the enthusiasm of his members by using his motivation and imagination to make an organization more alive, moving all components in the organization, so that the organization can develop.

d. Good relationship

Madrasah heads must be able to understand their members, not just in terms of working together, but most importantly, be able to understand the life background of each member, so that we know how to make our members have high loyalty to the

leadership. Apart from rewards, we can also help with things outside the leadership and subordinates. Establishing human relations This kinship is one of the factors that leaders can control. This is as stated by Cutlip and Center (2011:65), the key to success in implementing good relationships with the community, is the need for awareness to know what the community desires for its welfare.

e. Get to know all its members

If a leader wants to be successful in leadership, he must have the character of being loyal to all his subordinates, including those at the bottom. As the Prophet Muhammad SAW said, the general duty of an imam is to look after all the benefits of his people.

f. Vision Implementation

To achieve the implementation of the vision there are several things that must be done as follows:

- 1) Creation of a Vision with clear measuring standards.
- 2) Create a work plan which is outlined in the RKM and then branded RKT, so that the results can be felt.
- 3) Providing training and mentoring to coach/core teachers.
- 4) Periodic control and monitoring of madrasa programs is right on target, so that great madrasas with true dignity are realized with maximum results.
- 5) Play an active role as a direction maker, agent of change.
- 6) Have a humane relationship with all its members.

As Ruben Mark, former CEO of Colgate, said in David (2010: 89), according to him, if the vision is functioned properly, it will be able to become a means of unifying the various differences that exist in the organization and is useful for encouraging all members of the organization to move towards

the big goals that have been set. and agreed

### 3. Visionary Leadership of the Head of MAN 1 Banyuwangi in Educational Competition

#### a. A Clear Picture ( *Visualizing* )

The principal should have a clear picture of what the school will achieve (goals) and have a clear picture of when this can be achieved and realized (time period). As a visionary leader, the leader must understand what the school's goals are and have a clear picture of the realization of the Madrasah's goals within the specified time period. This is in accordance with what Wibisono (2005:43) says: Vision is the ability to see the essence of the problem, view, insight into what appears in imagination, sight or vision. Or the ability to see a desired picture of the future based on vision, observation, comparison of existing conditions, current circumstances.

#### b. Future Thinkers ( *Futuristic Thinking* )

Visionary Principals not only think about the school's current position, but also think about what the school's position will be in the future. It can be concluded that it is important for Madrasah heads to think about the Madrasah's position in the short, medium and long term. This is as said by Nurmi (1989:23). This picture of the future is realized in the form of implementing plans prepared by individuals to achieve the set goals.

#### c. Planning Ability ( *Showing Foreight* )

The principal is a planner who can predict the future. When making plans, you should not only consider human resources, procedures, organizational culture, technology, and various other factors that can influence goal achievement. From the

description above, it can be concluded that the Madrasah head's ability to plan something pays attention to the potential of the Madrasah to achieve the Madrasah's goals.

This is similar to Alder's opinion in Rustiadi (2008:339) which states that the ability to plan is the process of determining what you want to achieve in the future and determining the stages needed to achieve it.

d. Proactive Planner ( *Proactive Planning* )

Visionary Principals set specific goals and achievement strategies. Visionary school principals are able to anticipate or consider potential obstacles and develop emergency plans to overcome these obstacles so that visionary school principals must always actively follow the extent to which plans are implemented and know what obstacles they will face. As stated by Hoshin Kanri (2017:14), Proactive Planning is a plan that will be carried out in the future to achieve a certain goal and to improve quality in the future.

e. Creative Thinker When Facing Challenges

Visionary School Principals try to think and be innovative in finding alternative solutions, by paying attention to issues, opportunities and problems. As a creative thinking leader, his abilities are realized when the Madrasah head faces challenges. The Madrasah head thinks creatively and innovatively to find a way out or a solution. This is similar to what Hariman (2017:120) says, creative thinking is thinking that creates new ideas. Creative thinking is a series of processes, including understanding the problem, making guesses and hypotheses about the problem, looking for answers, proposing evidence, and finally reporting the results.

f. Risk Takers ( *Taking Risks* )

Visionary leaders dare to take risks, and view failure as an opportunity, not a setback. Visionary leaders with the ability to take risks dare to bear risks and even minimize what happens from the decisions they take. This is the same as Herman Darmawi (2015:37). Risk taking is associated with the possibility of unforeseen, unforeseen adverse circumstances that most people do not want.

## g. Process Alignment

Visionary leaders know how to connect their own goals with the goals of the organization. He can immediately align the tasks and work of each department throughout the organization. The Madrasah head's alignment process capability is realized by his speed in aligning the duties and work of each field in the organization he leads. As stated by ME Hitt (2004:89) Merger Process/Merge is a process of merging two institutions/companies to become one and one of them has become part of one of them.

h. Coalition Builder ( *Coalition Building* )

Visionary leaders realize that in order to achieve their goals, they must create harmonious relationships both inside and outside the organization. He actively seeks opportunities to Collaborating with various individuals, departments and groups. The Madrasah head's coalition building ability is manifested in the Madrasah head's activeness in seeking opportunities and collaborating with various parties to achieve organizational goals. As Herman (2007:15) says, it is an alliance, combination or alliance of several elements which in their collaboration have

their own interests.

i. Continuous Learner ( *Continuous Learning* )

Visionary Leaders must be able to regularly take part in training and various other types of development, both inside and outside the organization. Visionary leaders are able to test every interaction, negative and positive, so they are able to study the situation. Visionary leaders are able to pursue opportunities to collaborate and take part in projects that can expand knowledge, provide thinking challenges and develop imagination. The Madrasah head's continuous learning ability is manifested in involvement. As stated by Ardiansyah (2019:12), this is a process of continuously learning new skills and abilities.

j. Embracing Change (Embracing Change)

Visionary Leaders know that change is an important part of growth and development. When undesirable or unanticipated changes are discovered, Visionary leaders actively investigate avenues that can benefit such change. As explained by Atkinson and Broten (2017:43), it is a process that makes something or someone different from the previous situation.

## D. Conclusion

### 1. Visionary Leadership of the Head of MAN 1 Banyuwangi

The Visionary Leadership of the Head of MAN 1 Banyuwangi includes: (1) Creating a madrasah vision and mission as a basis for the madrasah's goals. (2) Creating a madrasah work program is the next important point. With a clear program and clear jobs, it will make it easier for the madrasah to achieve its goals. (3) Making RKT (annual performance plan) annual targets to be achieved. (4) Division of job descriptions, namely work determined according to



skills. (5) Creation of a supervision work program. (6) Division of functional tasks. (7) The head of the madrasah must continue to monitor the performance of his subordinates and find out what obstacles they are facing. (8) Evaluation as a benchmark for what things need to be improved and improved in the future.

## 2. Visionary Leadership Role

The Visionary Leadership Role of the Head of MAN 1 Banyuwangi is as follows: (1) Direction Determinant (2) Change Agent (3) Motivator (4) Good Relationships (5) Getting to Know All Members (6) Vision Implementation

## 3. Visionary Leadership of the Head of MAN 1 Banyuwangi in Educational Competition

The Visionary Leadership of the Head of MAN 1 Banyuwangi in Educational Competition includes: (1) A clear picture ( *Visualizing* ) of a clear vision and measurable goals. (2) Future thinkers ( *Futuristic Thinking* ) always think ahead and read future opportunities. (3) The ability to plan ( *Showing Foreight* ), namely having a mature and good plan. (4) Proactive planning ( *Proactive Planning* ). (5) Creative thinker when facing challenges and always ready in any condition. (6) Taking risks *means* daring to take risks with careful consideration. (7) Process alignment ( *Process Alignment* ). (8) Coalition Building ( *Coalition Building* ) is able to collaborate with any party. (9) Continuous learning ( *Continuous Learning* ), namely always learning and trying to continue to develop. (10) Embracing change ( *Embracing Change* )

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