

Visionary Leadership of the Principal of Senior High School (SMAN) 1 Pabuaran and Senior High School (SMAN) 1 Kalijati Subang West Java

Badrudin and Guntur Jakariya

State Islamic University (UIN) Sunan Gunung Djati Bandung

e-mail: dr.badrudin@uinsgd.ac.id, gunturjakariya@gmail.com

DOI : 10.14421/jpi.2017.62.479-498

Received: 29 September 2017

Revised: 23 Nov 2017

Approved: 30 November 2017

Abstract

The visionary principal takes part in determining the quality of educational institution. The problem is that not all principals are able to apply the optimal visionary leadership. This study examines the strategy and characteristics of the visionary principal of SMAN 1 Pabuaran and SMAN 1 Kalijati. This is a qualitative study with the method of collecting the data is through observation, interview, and documentation study. The results of the study conclude that (1) the visionary strategy of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati is by formulating, transforming, and implementing the vision and missions so that they become a commitment of all stakeholders and emerging the sense of belonging and sense of ownership attitudes. (2) The characteristics of visionary leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati can be seen in their foresights, their ability to transform the vision into action, encourage their subordinates to work hard, motivate, and build a good relationship with the employees so that the concept of the vision is clearly accepted by the subordinate. The principal of SMAN 1 Pabuaran has a strong vision which affects the commitment of the subordinates to implement the vision, while the principal of SMAN 1 Kalijati could stimulate self leadership of the teachers so they are able to design work performance by using their own authority in making decisions.

Keywords: Leadership, Visionary, Principal

Abstrak

Kepala sekolah visioner turut menentukan mutu lembaga pendidikan. Permasalahan yang terjadi bahwa belum semua kepala sekolah mampu menerapkan kepemimpinan visioner secara optimal. Penelitian ini mengkaji strategi dan karakteristik kepala sekolah visioner di SMAN 1 Pabuaran dan SMAN 1 Kalijati. Penelitian ini adalah kualitatif dengan metode pengumpulan data melalui observasi, wawancara, dan studi dokumentasi. Hasil penelitian menyimpulkan bahwa (1) strategi visioner kepala SMAN 1 Pabuaran dan SMAN 1 Kalijati dengan merumuskan, mentransformasikan, dan mengimplementasikan

visi-misi sehingga menjadi komitmen semua stakeholder dan muncul sikap sense of belonging dan sense of ownership. (2) Karakteristik kepemimpinan visioner Kepala SMAN 1 Paburuan dan SMAN 1 Kalijati terlihat dalam pandangan jauh ke depan, mampu mengubah visi ke dalam aksi, mendorong bawahan bekerja keras, memotivasi, dan membangun relationship yang baik dengan karyawan sehingga konsep visi diterima bawahan dengan jelas. Kepala SMAN 1 Paburuan memiliki visi yang cukup kuat yang berdampak pada komitmen bawahan melaksanakan visi, sedangkan kepala SMAN 1 Kalijati mampu menstimulir kepemimpinan diri guru sehingga mampu merancang kinerja menggunakan kewenangan sendiri dalam mengambil keputusan.

Kata Kunci: *Kepemimpinan, Visioner, Kepala Sekolah*

Introduction

Education in Indonesia is the legacy of civilization, as well as national development asset.¹ Therefore, the heritage and asset are historical mandates that must be maintained and developed for the betterment of the nation. It is not supposed to make educational institutions as a symbol and trend that only think “better to exist than none”, but not thinking about how the institutions are developed and grown and beneficial to the community. The principal leadership is among the factors that determine the quality of educational institutions. There are various types of principal leadership, one of which is visionary leadership. The problem that occurs today is a phenomenon that not all principals of high schools able to apply the optimal visionary leadership so that the achievement of the objectives of educational institutions becomes slow. The encountered problem is that the principal should strive to implement visionary leadership in educational institutions to make all educational stakeholders orient themselves on the achievement of the institutional objectives. Visionary leadership is assumed to overcome the low quality of educational institution by strengthening the leadership aspect.

The present result of visionary leadership studies only describes the performance of principal leadership in each educational unit. Several previous studies discussed the effectiveness of visionary leadership as the determining factor of the success of the organization and it brings impact on the effectiveness of educational institutions as shown by Rasto and Ade Irwana. One of the best practices to be able to anticipate the rapid changes in the

¹ Husni Rahim, *Arah Baru Pendidikan Islam Di Indonesia* (Jakarta: PT Logos Wacana Ilmu, 2001), hlm. 145.

chaotic world is through visionary leadership. Leadership that has a strong vision is a decisive milestone in the organization. Visionary leadership has some integral factors, such as the ability to anticipate, speed, ingenuity, and perception. All these factors are summarized in a bond of communicative leadership style, coaching, open, being facilitator, and motivation grower.² Visionary leadership of the principals brings positive and significant influences on the effectiveness of elementary schools in Astana Anyar District in Bandung.³ This study shows that the effectiveness of the visionary leadership needs to be supported by the leader's ability to overcome the inhibiting factors of leadership. Through a case study approach on the visionary leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati, the study found that the effectiveness of visionary leadership is supported by the ability of principals to overcome the factors inhibiting the principal leadership.

Visionary leadership is the leadership that puts the implementation of the vision for the betterment of the institution not only in the present but also in the future. Therefore, the leader should have a great idea to promote the institution through a strong vision and mission, as leadership principles outlined by Bill Perkin namely: first, the visionary leader is a boat builder, not a manager of the cruise; second, visionary leaders know their basic values and have a vision that states all those values; third, visionary leaders know the purpose of their trip and have a vision which states that; fourth, visionary leaders have a clear and shaking vision.⁴

The explanations suggest that visionary leadership is needed to push the bad image of the educational institutions that has been attached so far. In term of process, of course, it is not as easy as turning the palms but it requires precise stages and focused on improving and developing the educational institutions with confidence and a great willingness to change them into better educational institutions in the future.

Leadership is the activity of mobilizing others who determine the direction and goals, provide guidance and create a work climate that supports

² Rasto, "Kepemimpinan Visioner," *Jurnal Manajerial* 2 No. 3 (2003): hlm. 59-67.

³ Ade Irwana, "Kepemimpinan Visioner Kepala Sekolah Dan Kinerja Guru Terhadap Efektivitas Sekolah Di Sekolah Dasar," *Jurnal Administrasi Pendidikan* 22 No. 2 (2017): hlm. 104-119.

⁴ Bill Perkins, *Membangkitkan Kepemimpinan Dalam Diri Anda (Awaken the Leader Within)* (Batam Centre: PT. Inter Aksara, 2005), hlm. 35-43.

the implementation of the overall administration and teaching-learning activities. Visionary leadership is marked by the ability to make a clear plan so that the vision formulation will illustrate the goals to be achieved from the development of the institution he leads.

The Theory of Visionary Leadership

According to Theodore Hesburgh as cited by Larry F. Johnston in his book entitled "Visionary Leaders" he said: "The very essence of leadership is you have to have a vision. It's got to be a vision you can articulate clearly and forcibly on every occasion. You can not blow an uncertain trumpet".⁵ Indirectly, the essence of leadership is having a vision, articulating clearly and forcefully on every occasion. Each activity, whatever it is, should have proper planning and careful steps in determining future steps. According to Burt Nanus "vision is central to leadership. It is the indispensable tool without which leadership is doomed to failure".⁶ Vision is the center of leadership because the vision is an indispensable tool, without it, leadership will fail. Vision is needed by leaders to give new nuance and insight in running an educational institution with a clear direction and purpose.

Burt Nanus also said: "Visionary leaders are responsible for setting the organization's direction, committing to it, empowering employees to act, listening and watching for feedback, and getting the organization in a position to achieve its greatest potential".⁷ Visionary leadership is a leader who can be responsible for setting the direction of the organization, having a high commitment to realize the vision of the organization, can empower employees to act and listen and pay attention to the undercurrent, as well as controlling the organization in the position to achieve its greatest potential.

Burt Nanus revealed there are four roles to be played by a visionary leader in implementing his leadership, namely: First, role of direction setter. This is the role in which a leader presents a vision, convinces description or a target for an organization to be achieved in the future, and involves people

⁵ Larry F and Johnston, *Visionary Leaders* (Mc Conkey/Johnson: Inc. Fall, 2002), hlm. 5.

⁶ Burt Nanus, *Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization* (San Francisco: Jossey-Bass, 1992), hlm. 19.

⁷ Burt Nanus, *Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization.*, hlm. 19

from “get-go.” To experts in the study of leadership, it is the essence of leadership. As a direction setter, a leader conveys the vision and communicates it, motivates the workers and colleagues, and convinces people that what he did was the right thing, and supports the participation at all levels and at all stages of the efforts into the future.

Second, agent of change. Agent of change is the second important role of a visionary leader. In the context of the change, the external environment is the center of economic, social, technological and political changes which occur constantly, some changes occur dramatically and some others take place slowly. Of course, it requires the customer and the selection of changes as well as the changes of wishes of the stakeholders. Effective leaders must constantly adjust to these changes and to think ahead about potential changes and what can be changed. This ensures that the leader is provided for all situations or events that could threaten the success of today's organizations, and most importantly is the future. Finally, flexibility and calculated risk taking is also important that the environment changes.

Third, spokes person. Getting a “message” out, as well as speaking, can be said as an important part of dreaming the future of an organization. An effective leader is also someone who knows and appreciates all forms of available communication, in order to explain and build a relationship of vision for the future. The leader, as a spokes person of the vision must communicate a message that binds everyone to get involved and touch the vision of the organization-both internally and externally. The vision presented should be “useful, interesting, and generate excitement about the future of the organization.”

Fourth, Coach. Effective visionary leader must be a good coach. It means that a leader must use teamwork to achieve the stated vision. A leader optimizes the ability of all “players” to cooperate, coordinate the activity or their efforts towards “the attainment of victory,” or toward the achievement of a vision of the organization. The leader, as a coach, keeps workers to focus on the realization of the vision by directing, encouraging, and building confidence among the players in which those activities are important to the organization and its vision for the future. In some cases, it can be argued that the leader as a coach, it is more appropriate to be designated as a “player-coach.”

Visionary leadership is a pattern of leadership shown to give the meaning of work and effort that needs to be done together by the members of the company by giving direction and meaning to the work and effort made based on a clear vision.⁸ Visionary leadership is a concept that can be described in detail and understood through literature and theory. But in greater meanings, leadership is a real action, way of work, and a series of events. The part of visionary leadership can be seen in the framework of movement, change, and time. Obviously, the action of visionary leadership differs from talking or analyzing, the media used here will be something important to write about. It becomes important for the readers that combining what is happening in the reality with the theory should be a necessity because the visionary leadership is not assessed only from a theoretical approach or ideology.

This study used qualitative approach with a case study of visionary leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati. According to Yin, the focus of the study is more explanatory and leads to the use of case study strategy,⁹ and serves to answer the formulation of the problem that leads to the question “how and why”.¹⁰ The design of a multi-site study is a qualitative research design involving several sites, place and subject of research. The subjects of the study were assumed to have the same characteristics. The validity of the data was checked by using triangulation techniques which was combining various data collection techniques and data sources that already existed.¹¹ In this study, the researchers used the triangulation technique by checking data derived from observation, interviews, and documentation about the visionary leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati.

The Profile of Visionary Leadership

The first step in studying the visionary leadership in SMAN 1 Pabuaran and SMAN 1 Kalijati was to examine the principal profile, both the educational

⁸ Dian Kartanegara, “Kepemimpinan Visioner,” 2003, <http://lintasberita.com/lifestyle/pendidikan/pimpinan-visioner>.

⁹ Robert K. Yin, *Case Study Research: Design and Methods* (Newbury Park: CA:SAGE, 1984), hlm. 18.

¹⁰ Syamsuddin AR. and Vismaia S.D., *Metode Penelitian Pendidikan Bahasa* (Bandung: Remaja Rosdakarya in cooperation with dengan SPs UPI, 2007), hlm. 179.

¹¹ Sugiono, *Metode Penelitian Kualitatif Dan R & D* (Bandung: Alfabeta, 2007), hlm. 241.

background and work period (experiences). This is important because the educational background and work period affect the principal's experiences in managing educational institutions. Here are the profiles of both principals:

Table. 1
The Profiles of the Principals of SMAN 1 Pabuaran and SMAN 1 Kalijati¹²

No	Name of School	Name	Educational Background	Work Period (Career)
1	SMAN 1 Pabuaran	Suwondo, S.Pd. M.Pd, born in Bantul, July 5, 1962.	Bachelor degree (S1) Mathematics Department of Teachers' Training and Educational Institute. Bandung 1994. Master degree (S2) Management of Education Department. STMIMNI Jakarta. 2008.	Civil Servant. Employee Number 19620705 198901 1001. Teacher certification as Mathematics teacher. Working period began on January 18, 1990.
2	SMAN 1 Kalijati	Supendi, S.Pd. M.Pd, born in Subang, August 12, 1964.	Bachelor degree (S1) Department of Bahasa Indonesia Teachers' Training and Educational Institute. Bandung 2001 Master degree (S2) Department of Bahasa Indonesia Dr.Sutomo University 2011	Civil Servant. Employee Number 19640812 198703 1001. Teacher certification as teacher of Bahasa Indonesia. Working period began on March 01, 1987.

Ideally, the principal has the standardization of educational background qualifications or the principal qualification generated by the recruitment of principals through tests and selection held by the government for state/public schools or direct appointment by the chairman of the foundation for private schools. Based on the result of document study in the

¹² Documentation of SMAN 1 Pabuaran and SMAN 1 Kalijati Subang West Java, taken on 18 and 20 June 2017.”

field, there is a difference of educational background between the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati. Mr. Suwondo, S.Pd., M.Pd. as the principal of SMAN 1 Pabuaran has educational background majoring in Mathematics Education for the bachelor degree and master degree in Management of Education. Meanwhile, Mr. Supendi, S.Pd., M.Pd. as the principal of SMAN 1 Kalijati has a linear educational background in which he holds bachelor and master degree in Bahasa Indonesia educational department. At glance, educational background of the principal of SMAN 1 Pabuaran who holds master degree in Management of Education is more supportive for his career as a principal because indeed, the Department is oriented to produce superior prospective principals.

The Strategy of Visionary Leadership in School

1. The Formulation of Vision and Missions

Visionary Leadership is a leader who has a clear vision and responsibility to realize the vision together with the members. To analyze the visionary leadership in SMAN 1 Pabuaran and SMAN 1 Kalijati, a study of the vision, mission, and goals which have been formulated previously by both principals is needed. According to Mr. Suwondo, S.Pd., M.Pd that "... the prior strategy of visionary leadership in school is by formulating the vision and mission of the organization (school) ..." ¹³ The vision SMAN 1 Pabuaran is "Creating superior school in achievement on the basis of faith, piety, responsible, having personality and care for the environment by 2020." ¹⁴

Based on the vision above, the principal of SMAN 1 Pabuaran expects a school that more emphasizes achievement on the basis of faith and piety, sense of responsibility and has a sublime personality, a high concern to the environment with the achievement by 2020. To realize this vision, the Principal of SMAN 1 Pabuaran has formulated six school missions, namely: (a) fostering students to become faithful persons, knowledgeable, having good morality, high discipline and strong personality ; (b) creating a conducive atmosphere at school so that students can develop their own potentials optimally; (c) growing the spirit of excellence to all citizens intensively; (d) improving the optimal

¹³ Interview with Mr. Suwondo, S.Pd., M.Pd., principal of SMAN 1 Pabuaran Subang West Java on 18 June 2017.

¹⁴ Documentation of SMAN 1 Pabuaran Subang West Java, taken on 18 June 2017.

quality of the learning process; (e) implementing a participatory management by involving the entire school community and school committee; and (f) building cross-sectoral relationships with various institutions to improve performance and school programs.¹⁵

While the vision and mission of SMAN 1 Kalijati were explained by the Head of SMAN 1 Kalijati as follows: “*Well-educated academically, having good morality, environmental insight, and upholding the spirit value of togetherness*”.¹⁶ This vision has a very good purpose in improving the academic quality of learners on the basis of good morality and environmental insight, and respecting togetherness. To realize this vision, the principal of SMAN 1 Kalijati already formulates six school missions, namely (a) broaden the knowledge of students in order to pursue a higher education; (b) foster and enhance the learners' faith and piety to Allah; (c) improve educational facilities and infrastructure needs in school; (d) improve the capacity and awareness of learners as members of the community in organizing a reciprocal relationship with the social environment, culture and natural surroundings; (e) improving achievements in extracurricular, both academic and non-academic; and (f) perform services in a professional, innovative, democratic and full of kinship.¹⁷

Visionary leadership should be able to formulate a vision and mission in a clear statement so it becomes a commitment of all personnel in realizing it. Therefore the role of leader is to elaborate the information, goals, personal preferences combined with aspiration/ideas of other personnel in an intensive communication forum in order to produce a collective vision for schools. The vision needs to be formulated in a clear and firm statement and the formulation should involve stakeholders with the following activity phases: (a) the formation and formulation of a vision by members of the leadership team; (b) formulate a consensual strategy; (c) rounded the attitude and determination as a total commitment to realize the vision into reality.

Based on the data in the field, the formulation of the vision and mission of SMAN 1 Pabuaran and SMAN 1 Kalijati is basically the same. It was carried out by school development team consisting of school committee, principal, and

¹⁵ Documentation of SMAN 1 Pabuaran Subang West Java, taken on 18 June 2017.

¹⁶ Interview with Mr. Supendi, S.Pd., M.Pd., principal of SMAN 1 Kalijati Subang West Java on 20 June 2017.

¹⁷ Documentation of SMAN 1 Kalijati Subang West Java, taken on 20 June 2017.

representatives of the teachers. The development team is responsible to evaluate, formulate the vision, mission and strategic plan of the school working programs.¹⁸ But there is a little difference in the implementation:

Table 2:
The formulation of the vision and mission of SMAN 1 Pabuaran and SMAN 1 Kalijati

Principal of SMAN 1 Pabuaran		Principal of SMAN 1 Kalijati
Suwondo, S.Pd.	M.M.Pd.	Supendi, S.Pd. M.Pd. has a role as the initiator of the vision and mission by combining his personal expectations/desires with other stakeholders through a meeting forum of school development team to produce a collective vision.
formulated the vision and mission by involving all personnel in the school environment		

2. The Transformation of Vision and Mission

Based on the vision and mission of both schools, we can see the visionary efforts of the Principals to be achieved in order to develop school and to achieve the success of the learners. The next step after the formulation of the vision and mission of education is how to transform them to the members and the community.

Transformation of vision and mission is a process to inform and explain everything related to the vision and mission for all school communities that includes the background and the meaning of the vision and mission. Transformation of vision and mission also involves the efforts of entire school communities to realize the vision as the initial concept. Transformation of vision and mission should be carried out continuously in order to be always embedded and become an inspiration for the whole school communities in carrying out their duties. In addition, the importance of transforming vision and mission continuously is because every year there is a change of learners, educators, and staff.

Transformation of vision and mission is conducted continuously by using various media and in various occasions. In transforming the vision and mission, the principal of SMAN 1 Pabuaran takes direct and indirect efforts. Direct transformation of vision and mission is by conveying to all school

¹⁸ Observation on leadership characteristics of the principal of SMAN 1Pabuaran and SMAN 1 Kalijati” on 20 June 2017.

communities through (a) formal forums or regular meetings, such as working meeting at the beginning of academic year, evaluation meeting every 1 month and briefings which are held every week on Monday morning before the learning, and (b) incidental (irregular) meetings.

Indirect transformation of vision and mission in SMAN 1 Pabuaran is delivered in specific activities by using the supporting media, for example: (a) make a huge banner stretched on the wall of the front entrance gate of the school, (b) put writing (banner) of vision and mission in the classroom and the teacher's office, (c) put the vision and mission in the students' orientation book every new academic year, (d) put the vision and mission in the flyer (leaflet) during a meeting with the parents, and (e) put the vision and mission in school calendar or school brochure distributed to students and the community.

It is expected that the vision and mission as the identity of school is able to be read and understood by the entire school communities both teachers and students. Banners become the most effective means of transformation between schools and outside parties. Hopefully, there will be increasing number of parents who are interested in sending their children to SMAN 1 Pabuaran. Installation of the writing (banner) of vision and mission is also conducted in every classroom so that students know and understand the vision of the school. The introduction of the school vision and mission also becomes one main material in new student orientation period. Hopefully early introduction to the school vision will make the students at least know about expectation the school wants to achieve within a certain time.

While the transformation of vision and mission by the principal of SMAN 1 Kalijati is conducted by directly conveying it to all teachers and school staff through formal activities such as meetings, either weekly or monthly and even yearly. The format of the meeting is for example the working meeting at the beginning of the year and evaluation meeting every 1 month. In monthly meetings, generally the Principals always confirms the strategic plan of the working programs regarding the implementation of the vision to be achieved in the short term.¹⁹ Transforming the vision of the principal of SMAN 1 Kalijati is also carried out by a structural reconstruction in the sector of vice principal

¹⁹ Interview with Mr. Supendi, S.Pd. M.Pd., principal of SMAN 1 Kalijati Subang West Java on 11 July 2017.

every 4 years to create a conducive atmosphere and in accordance with the standards of the school.²⁰

The principal of SMAN 1 Kalijati always reconstructs the structure of school officers especially Vice Principal to support the transformation of the school vision and mission. If there is instability in the functioning of the vice principal, then the principal will reconstruct him/her by having discussion. The implementation of the vision is the ability of a leader to define and translate the vision into action. Vision is a bullet for visionary leadership. Vision plays a role in determining the future of the organization if it is implemented comprehensively. The implementation of the vision should describe seriousness and continuity of school planning.

3. The Implementation of the Vision and Mission

The principal of SMAN 1 Pabuaran and the principal of SMAN 1 Kalijati have similarities in implementing the vision, which are: (a) providing good examples of work discipline both to the teachers, staff and employees so that they feel motivated to be discipline; (b) having coordination, communication, and consultation with all stakeholders in relation to the achievement of the work program; (c) as an evaluator and motivator to the performance of teachers, staff and employees in order to control the implementation of the vision; and (d) conducting training for teachers to improve their quality/competence.²¹

Implementation of the vision and mission is the leader's ability to translate and describe the vision into action. Vision is a bullet for visionary leadership. Vision plays a role in determining the future of the organization if it is implemented comprehensively. Implementation of the vision and mission of the principal of SMAN 1 Kalijati and SMAN 1 Pabuaran is held by showing the role of the vision, missions and values as expressed by Sinamo²² namely: (a) vision and mission are formulated to contain balanced intellectual and emotional side (conviction + motivation = power); (b) The vision and mission

²⁰ Interview with Mr. Supendi, S.Pd., M.Pd., principal of SMAN 1 Kalijati Subang West Java on 11 July 2017.

²¹ Observation on leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati Subang West Java" on 18 June 2017.

²² Jansen Sinamo, "Menciptakan Visi Motivatif (in Search of Powerful Vision)," *Majalah Manajemen*, Agustus 1989, hlm. 9.

are supported by core values in a harmonious and commensurate way to guide consistent behavior toward the vision and mission; (c) The vision and mission are supported by harmonious and commensurate organizational strategy and management system.

Implementation of the vision and mission of the Principal of SMAN 1 Kalijati and SMAN 1 Pabuaran is carried out in four pillars, namely: (1) the direction setter in which the principal of SMAN 1 Kalijati and the principal of SMAN 1 Pabuaran play the role as direction setters of the organization; (2) an agent of change, in which the Principal of SMAN 1 Kalijati and SMAN 1 Pabuaran is responsible for stimulating changes in internal environment; (3) spokesperson, the principal of SMAN 1 Kalijati and SMAN 1 Pabuaran not only have the ability to convince people in internal groups, but also the leader tries to get the access from the outside world to introduce and socialize the advantages and vision of the organization that have implication on the progress of organization; and (4) coach, as a coach the principal of SMAN Kalijati and SMAN 1 N 1 Pabuaran are demanded to be patient and become good model based on the ability of having noble morality.

Visionary Leadership Characteristics of the Principal of SMAN 1 Pabuaran and SMAN 1 Kalijati Subang West Java

The principal of SMAN 1 Pabuaran has a clear and visionary point of view, so that what is done is in accordance with what was planned. It seems like he has a foresight. It is delivered to the parents in the initial meeting of new students admission. Especially when there are factors inhibiting the school, such as organizing the National Computer-Based Exam (UNBK), the principal of SMAN 1 is dare to take decision while school operation only relies on the assistance of the central and provincial levels. Similar opinion was delivered by the head of Students' Internal School Organization (OSIS) SMAN 1 Pabuaran that "the characteristics of the principal of SMAN 1 Pabuaran is able to transform vision into action, the students are able to translate what is conveyed by the Principal through the activities or meeting of Students' Organization with the principal."²³

²³ Interview with Jalaluddin, head of OSIS SMAN 1 Pabuaran Subang West Java on 5 July 2017.

The principal of SMAN 1 Kalijati has structured concept so what he should do must be in line with what he expects.²⁴ As stated by the head of OSIS²⁵ that "the characteristics of the principal of SMAN 1 Kalijati is able to transform vision into action, through the activities or meeting of Students' Organization with the principal. The principal gives moral and material encouragement so he deserves to become a role model of the members. It is in line with vice principal of public relation who stated that "the principal of SMAN 1 Kalijati always becomes a supporter and motivator for the teachers and employees, especially in the teaching and learning activities".²⁶

In general, the characteristics of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati have the same conditions which is always showing an optimistic attitude, enthusiastic and friendly so they become the inspiration for teachers in performing their duties. They also uphold discipline and always give the example of the implementation of regulatory policies that have been agreed together. They often use religious language and associate with the hereafter when giving motivation and admonish the performance of teachers, staff and employees. The principal of SMAN 1 Pabuaran and the principal of SMAN 1 Kalijati are able to communicate, socialize and work together at the same time to develop and realize the vision and mission that have been formulated.

Thus the implementation of the visionary leadership of principals which includes formulation, transformation, and implementation of the vision in SMAN 1 Pabuaran and SMAN 1 Kalijati can bring progress and increase the quality of schools. So presently SMAN 1 Pabuaran and SMAN 1 Kalijati meet the Standard of National Education with the score of accreditation A.²⁷

The characteristics of visionary leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati is unique because they have the foresight, they turn vision into action, encourage subordinates to work hard, motivate, and build a good relationship with the employees so the concept of the vision is

²⁴ Observation on leadership characteristics of the principal of SMAN 1 Kalijati Subang West Java on 20 June 2017.

²⁵ Interview with Jamaluddin, head of Osis SMAN 1 Kalijati Subang West Java on 20 June 2017.

²⁶ Interview with Mr. Didin Salam Nurdin, S.Pd., vice principal of SMAN 1 Kalijati Subang West Java on 7 July 2017.

²⁷ *Ibid.*

clearly accepted by the subordinates. The principal of SMAN 1 Paburuan has a strong vision which affects the commitment of the subordinates to implement the vision, while the principal of SMAN 1 Kalijati could design performance by using their own authority in making decisions.

The Challenges of Visionary Principal

First, the less-focused political mechanism. The mechanism of a less stable political system in the life of the nation and the country, besides causing various problems in life and social life, it also becomes the inhibiting factor of the birth of the principal. The representatives of the people in the parliament who are slow and not precise in taking a decision will spawn less stable and less profitable political system. Such conditions really affects many areas of life, including education and its components. The development of resource through an adequate education system needs to be supported by a stable political system and a positive political will from the government. Including the planning of the budget allocated to education should fit the needs of the achievement of educational programs.

Second, lack of responsibility. The low responsibility of some principals becomes a factor inhibiting the birth of principals. It can be seen in the form of lack of discipline in carrying out duties, lack of motivation and work spirit, and often arrive late to school and go home earlier from teachers and school administrators. These conditions severely hamper and become a challenge to the growth of the principal and it needs a way out appropriately and precisely.

Third, limited knowledge of the principal. There are still many principals who have insufficient knowledge to carry out their duties and functions in improving the quality of education in schools. The narrowness of knowledge is mainly related to the problems and challenges that must be faced by the principals in the current era of globalization, in which the progress of science and technology, especially information technology is so fast. The rapid development of science and technology makes some principals difficult to do their functions to improve the quality of education in schools, which is able to produce competitive graduates in the era of uncertainty and global chaos. Such conditions are caused by the factors that the principals rarely read books, magazines and journals; less updated; rarely do scientific discussion; and rarely participate in seminars related to education and profession.

Fourth, the appointment of principals that is not transparent yet. It is a factor inhibiting the growth of principals. The result of study shows that the appointment of the Principals currently does not involve the community and the workplace. In addition, the government's decision that the position of principals is for four years and can be reelected for the next period can not be implemented yet. It is a direct inhibitor of the growth of the professionals principal who are able to encourage the vision into action in improving the quality of education.

Fifth, lack of facilities and infrastructure. Lack of educational facilities such as libraries, laboratories, workshops, a learning resource center, and learning equipments inhibit principal leadership. In addition, although the government has completed the handbooks and textbooks but the use is not optimal yet. Some cases show many textbooks have not been optimally used for the sake of learning, both by the teachers and students. As a result, it affects the readiness in facing the National Exam.

Sixth, the graduates are less able to compete. As a result, the graduates are still difficult to work because the requirements to be accepted as an employee in an institution or company and industry are increasing time by time such as mastering a foreign language, computer and entrepreneurship. Every year, the number of graduates who want to continue to a higher education increases, but the ability to compete in the test is generally still low so that only a few percentage of graduates who are accepted and can continue their education. It is very necessary to change started from the acceptance process of new students, the learning process and the purity of National Exam result.

Seventh, lack of public confidence. Indonesian society in general still have a low level of trust on the productivity of education, especially what is held on the school track. School education in general has not been able to bear quality human resources, ready to use, either to work or to continue their education to a higher level. The link and match program (relevance and proportionality), community-based education programs, and competency-based curriculum in vocational schools which are not successful yet lead to the lack of people's trust to education.

Eighth, bureaucracy. Bureaucracy which is still influenced by feudalism where officers would rather be served than serve is still lingering in the Department of Education. Other habits such as lack of initiative and always waiting for technical and operational guidelines are not favorable to the growth of the professional school principals to improve the quality of education. In addition, in the school environment, the principal leadership behaviors tend to be less transparent in managing the school. This leads to less disbelief of educational personnel to the principal, so that it can lower performance in improving the quality of education in schools. Besides the lack of independence, other barriers that weaken the performance of the principal is lack of sensitivity to the crisis (*sense of crisis*), sense of belonging and sense of importance to the quality of education, resulted in weak responsibility which can reduce participation in school activities. The phenomenon was mainly caused by a condition over the years where the principals get lack of education and trainings of a modern management system. If there are trainings, they less boost the principals' achievement and potential.

Ninth, lack of work productivity. Low work productivity is caused by the lack of work ethic and discipline. One indicator of this problem is the students' low achievement of learning, both academic which appears in the report book and final exam scores as well as non-academic achievement and their participation in the life and solve various problems that exist in society. Moreover, some students in fact create more problems for society and the environment, such as using drugs, pornographic VCDs and fighting between students.

Tenth, the culture of quality has not grown. Quality is a comprehensive overview and characteristics of the goods or services that demonstrate ability in satisfying the expected or implied needs. Quality also be understood as what is understood or said by the consumers. In the context of education, the meaning of quality includes input, process and output of education. Educational input is everything that should be provided because it is needed for the process. The educational process is changing something into something else. While educational output is the performance of schools, namely school achievement as the result of the process and behavior of the school.

Conclusion

Through a case study approach to the visionary leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati, this study found that the visionary leadership effectiveness is supported by the ability of principals to overcome the factors inhibiting the implementation of the principal leadership. The implementation of the visionary leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati can make the school superior and get achievement in order to be able to meet the national standards. The vision of leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati in formulating the school vision is the initial idea of creating the vision and missions of the school.

The role of the principal in formulating the vision is as inspiration, motivator, as well as facilitating the school development team in formulating the vision and missions. The characteristics of the principals of SMAN 1 Pabuaran and SMAN 1 Kalijati generally have similarities in the implementation, although there are differences in educational background, working period, school climate and the community climate. The implementation of the principal visionary leadership is conducted as the main duties and functions of the principal which refers to government rules, such as: have the foresight; responsible for implementing the organization's goals; communicate well; a motivator and role model for employees; apply good spiritual values and commitment to spiritual values; and always think proactively in resolving problems.

Strategies taken by the principals of SMAN 1 Pabuaran and SMAN 1 Kalijati are carried out formulating, transforming, and implementing the vision and missions. The vision and missions are formulated in a clear statement so they become a commitment of personnel in realizing them. The transformation is held through shared vision with the stakeholders in order to obtain sense of belonging and a sense of ownership. Implementing the vision is organized through (a) role modeling, (b) coordination, communication, and consultation with stakeholders, (c) evaluator, motivator, and (d) encourage training for teachers. (2) The characteristics of visionary leadership of the principal of SMAN 1 Pabuaran and SMAN 1 Kalijati are having the foresight, turning vision into action, encouraging subordinates to work hard, motivating, and building a good relationship with the employees so that the concept of the vision is

clearly acceptable by the subordinate. The principal of SMAN 1 Paburuan has a strong vision which affects the commitment of the subordinates to implement the vision, while the principal of SMAN 1 Kalijati could stimulate self leadership of the teachers so that they are able to design work performance by using their own authority in making decisions. (3) The challenges of visionary leadership of the principal of SMAN 1 Paburuan and SMAN 1 Kalijati are: less directed political mechanism, low responsibility and managerial knowledge and academic supervision of the principals, the appointment of principals that is not transparent yet, graduates are less able to compete, low trust from the society, the bureaucracy, the quality culture which has not grown yet, low productivity and quality culture.

References

- AR., Syamsuddin and Vismaia S.D. *Metode Penelitian Pendidikan Bahasa*. Bandung: Remaja Rosdakarya in cooperation with dengan SPs UPI, 2007.
- Documentation of SMAN 1 Pabuaran dan SMAN 1 Kalijati Subang West Java, taken on June 18 and 20, 2017.
- Documentation of SMAN 1 Pabuaran Subang West Java, taken on June 18, 2017.
- Documentation of SMAN 1 Kalijati Subang West Java, taken on June 20, 2017.
- Irwana, Ade. "Kepemimpinan Visioner Kepala Sekolah Dan Kinerja Guru Terhadap Efektivitas Sekolah Di Sekolah Dasar." *Jurnal Administrasi Pendidikan* 22 No. 2 (2017): 104–19.
- Kartanegara, Dian. "Kepemimpinan Visioner," 2003. <http://lintasberita.com/lifestyle/pendidikan/pimpinan-visioner>.
- Larry F, and Johnston. *Visionary Leaders*. Mc Conkey/Johnson: Inc. Fall, 2002.
- Perkins, Bill. *Membangkitkan Kepemimpinan dalam Diri Anda (Awaken the Leader Within)*. Batam Centre: PT. Inter Aksara, 2005.
- Nanus, Burt. *Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization*. San Francisco: Jossey-Bass, 1992.
- Rahim, Husni. *Arah Baru Pendidikan Islam Di Indonesia*. Jakarta: PT Logos Wacana Ilmu, 2001.
- Rasto. "Kepemimpinan Visioner." *Jurnal Manajerial* 2 No. 3 (2003): 59–67.
- Robert K. Yin. *Case Study Research: Design and Methods*. Newbury Park: CA:SAGE, 1984.
- Sinamo, Jansen. "Menciptakan Visi Motivatif (in Search of Powerful Vision)." *Majalah Manajemen*, Agustus 1989.
- Sugiono. *Metode Penelitian Kualitatif Dan R & D*. Bandung: Alfabeta, 2007.