



## Strategies of Visionary Islamic Leadership in Achieving Success at Junior High School Education Institution in Central Lombok

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**Abstract:** This research aims to determine Islamic visionary leadership strategies in successfully leading junior high school educational institutions in Central Lombok. This research employs a qualitative approach, utilizing a case study design. Research informants are school principals, teachers, and other stakeholders. Data collection uses observation, interviews, and documentation. Data analysis with stages of data presentation, data condensation, and conclusion. Checking the validity of data with consistency, objectivity, and transferability. The research results indicate that Islamic visionary leadership fosters an educational climate that upholds the core values of justice, trust, and deliberation. Apart from that, strengthening leadership capacity and collaboration between stakeholders is a strategic factor in enhancing the existence of Islamic educational institutions. The research implication is that Islamic visionary leadership not only manages educational administration but also builds an integrated vision of scientific excellence and moral-spiritual values. The application of this principle has a positive impact in various aspects: (1) Producing graduates who are intelligent and have noble character, (2) Making Islamic values basic in education policy, (3) Building a work culture that strategically respects teachers and staff, (4) Producing graduates who are competent, honest, responsible and have a leadership spirit, (5) Making educational institutions a center for da'wah and social empowerment.

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**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui strategi kepemimpinan visioner Islami dalam keberhasilan memimpin lembaga pendidikan Sekolah Menengah Pertama di Lombok Tengah. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Informan penelitian adalah kepala sekolah, guru dan stakeholder lainnya. Pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Analisis data dengan tahap penyajian data, kondensasi data, dan pengambilan kesimpulan. Pengecekan keabsahan data dengan kredibilitas, konsistensi, objektivitas, keterelihan. Hasil penelitian menunjukkan bahwa kepemimpinan visioner Islami berkontribusi dalam membangun iklim pendidikan yang menjunjung tinggi nilai kebaikan keadilan amanah, dan musyawarah. Selain itu pentingnya penguatan kapasitas kepemimpinan dan kolaborasi antar pemangku kepentingan menjadi faktor strategis dalam memperkuat eksistensi lembaga pendidikan Islam. Implikasi penelitian bahwa kepemimpinan visioner Islami tidak hanya mengelola administrasi pendidikan, tetapi membangun visi terpadu antara keunggulan ilmiah dan nilai moral-spiritual. Penerapan prinsip ini berdampak positif dalam berbagai aspek: (1) Melahirkan lulusan yang cerdas dan berakhhlak mulia, (2) Menjadikan nilai-nilai Islam dasar dalam kebijakan pendidikan, (3) Membangun budaya kerja yang menghargai guru dan staf secara strategis, (4) Mencetak lulusan yang kompeten, jujur, bertanggung jawab, dan memiliki jiwa kepemimpinan, (5) Menjadikan lembaga pendidikan sebagai pusat dakwah dan pemberdayaan sosial.

## A. Introduction

Leadership in an educational institution, particularly in Islamic educational institutions, plays a pivotal role in shaping the institution's direction and success. The type of leadership practised by the institution's leader can significantly influence the quality of education, public trust, and the institution's ability to address both internal and external challenges. Moreover, collaboration and collective effort are essential, guided by clear direction and meaning aligned with the institution's vision (Gafur, 2020; Sahrodi & Karim, 2025). Organizational vision is a crucial element in visionary leadership, as it informs policies and operational activities (Rachman et al., 2023).

Leadership plays a central role in the success and development of an organization, including Islamic educational institutions. Leaders in these educational institutions are tasked not only with ensuring that operations run smoothly but also with directing the institution towards achieving its larger vision and goals. In the context of Islamic education, leadership must be able to integrate religious values with modern needs, thereby creating institutions that are relevant, adaptive, and sustainable. Therefore, visionary leadership is a crucial key to encouraging the success of Islamic educational institutions and effectively transforming and implementing the school's vision, which is translated into superior program services (Hidayat et al., 2023). The vision is created through the leader's creative thoughts, reflecting their professionalism and personal experience, in the form of ideal ideas (Purwanto, 2021).

On the other hand, visionary leadership focuses on creating and delivering an inspiring, long-term vision. Visionary leaders possess the ability to foresee future opportunities and challenges, and to formulate strategies that guide educational institutions toward sustained success and excellence. In Islamic educational institutions, visionary leadership plays a crucial role in designing innovative educational programs, developing curricula that meet contemporary demands, and fostering an organizational culture that promotes continuous learning. Islamic education is oriented as a process of awareness, humanization, and moral development (Kadhum et al., 2023; Tan & Ibrahim, 2017). Visionary leaders must also be able to motivate all members of the institution to work toward this vision with enthusiasm and strong commitment.

Visionary leadership is inherently synergistic. It creates clear direction and goals for the institution, ensuring that organizational efforts are aligned with a shared vision. Effective visionary leadership is capable of producing a vision that is both realistic and attainable. This type of leadership is significant in addressing the challenges faced by Islamic educational institutions. Visionary leadership plays a key role in optimizing the potential and performance of teachers (Putra et al., 2023).

On the one hand, the challenges posed by globalization and technological advancements necessitate that educational institutions continually adapt and innovate. On the other hand, Islamic educational institutions must simultaneously uphold and preserve the religious values that serve as the foundation of their educational philosophy. Visionary leadership contributes to formulating innovative and practical solutions to these challenges,

characterized by a future-oriented perspective, the courage to take risks, innovative and creative thinking, and strong communication skills (Octaviarnis, 2021). Furthermore, to advance an institution, it is not enough to merely have a leader; it is essential for the leader to possess a true spirit of leadership—one that inspires, transforms, and motivates others toward achieving shared goals (Subramanian & Banihashemi, 2024; Steinmann et al., 2018).

In the context of Islamic educational institutions, visionary leadership plays a crucial role in fostering an environment that supports both the academic and spiritual development of students. Visionary leaders are responsible for developing educational programs that align with advancements in science and technology, while public leaders ensure that these programs are implemented fairly, equitably, and sustainably. Moreover, the relationship between educational institutions and the community must remain harmonious to support this vision (Novitasari et al., 2021). The integration of these elements ensures that educational institutions excel not only in academic quality but also in shaping students' character in accordance with Islamic values. Visionary leadership also encompasses teacher development programs, aiming to produce graduates equipped with relevant skills (Yanto et al., 2023).

Visionary leadership emphasizes long-term vision, institutional transformation, and sustainable innovation. This study aims to investigate the strategies employed by visionary leaders in successfully managing Islamic educational institutions to achieve predetermined objectives (Halimah et al., 2019; Kadhum et al., 2023; Farhan, 2024). In addition, visionary leaders are expected to provide prompt and effective responses to various problems and demands faced by schools (Thamrin, 2020).

Visionary leadership is one of the essential elements in determining the quality, direction, and competitiveness of educational institutions, particularly within Islamic education. Ideally, leaders in Islamic educational institutions are expected to possess the ability to formulate a long-term vision that integrates Islamic values with modern developments, while promoting innovation, organizational transformation, and collaborative relationships with the broader community.

Based on the results of the problem analysis, it is evident that although visionary leadership is ideally expected to provide a long-term vision, foster educational innovation, integrate Islamic values with contemporary needs, and drive organizational transformation, several significant gaps remain in practice. These gaps are particularly noticeable in the areas of innovation, digitalization, transformational leadership, and community collaboration. Leaders with a visionary leadership style have the potential to enhance creativity and institutional progress, although this remains contingent upon the behaviour, knowledge, and leadership competencies of each leader (Sambung, 2020).

To bridge these gaps, there is an urgent need for concrete, strategic steps, including Islamic visionary leadership training, integrated curriculum development, educational innovation programs, and the optimization of the community's role as a key stakeholder in education.

In line with these expectations, leadership in Islamic educational institutions should ideally be capable of: (1) Formulating a long-term vision that aligns with Islamic values while remaining responsive to advancements in science, technology, and the dynamic nature of society. (2) Implementing educational innovations in curriculum development, instructional methodologies, and educational services to improve the relevance and quality of education. (3) Integrating Islamic values with modern needs, ensuring that graduates possess both moral integrity and competencies that are relevant to current and future challenges. (4) Driving organizational transformation by fostering changes in institutional mindset, work culture, and management systems to become more open, adaptive, and progressive. (5) Establishing harmonious and synergistic collaboration with the community, as the optimal development of Islamic educational institutions is closely tied to the active support and participation of the surrounding social environment (Asror et al., 2023; Sodikin et al., 2024).

This conceptual framework underpins the direction of this study, which aims to identify effective leadership strategies for the successful management of Islamic educational institutions, specifically at SMPN 2 Batukliang Utara, Central Lombok.

Leadership plays a crucial role in determining the quality and progress of educational institutions, particularly in shaping their vision, program innovation, and responsiveness to global challenges. In the context of Islamic educational institutions, leadership is expected not only to manage administrative affairs but also to demonstrate a visionary outlook capable of addressing contemporary educational demands.

However, in practice, the results of the preliminary problem analysis indicate several challenges. Not all leaders in Islamic educational institutions possess the visionary capacity to design and implement an inspiring and realistic long-term vision. Innovation in educational programs remains limited, particularly in areas such as technology integration, research development, and alignment with global industrial needs. The digitalisation of education has not been fully realised, with many institutions still adhering to traditional patterns in administration and instructional processes.

Moreover, transformational leadership has not yet become the dominant leadership style, as many leaders remain entrenched in routine administrative practices, lacking the initiative and courage to undertake strategic transformations. The synergy between educational institutions and the surrounding community is also not yet optimal, with community participation in supporting school programs remaining largely passive and formal.

These discrepancies between ideal expectations and actual conditions reveal several significant gaps, including issues in visionary leadership competencies, insufficient mastery of educational technology and program innovation, a lack of boldness in pursuing sustainable organizational transformation, and underdeveloped collaborative relationships with the community as key stakeholders in education.

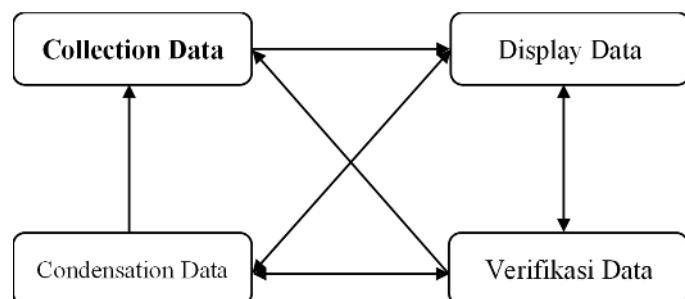
The novelty of this research lies in examining visionary and transformational leadership strategies in the context of Islamic schools in rural areas, highlighting the gap

between ideal expectations and reality, as well as the importance of innovation, digitalization, and community collaboration in addressing the challenges of 21st-century education.

Based on the problem description above, this study aims to determine effective leadership strategies for managing Islamic educational institutions successfully at SMPN 2 Batukliang Utara, Central Lombok. This research is expected to provide insights into effective leadership practices that can inspire transformation, optimize educational program innovation, and foster collaboration with the community in support of the institution's vision and mission.

## B. Method

This study employs a qualitative research approach with a case study design (Creswell & Poth, 2017). The data sources in this study consist of the principal, vice principal, and all teachers. The research was conducted at SMPN 2 Batukliang Utara, Central Lombok. Data collection procedures included observation, interviews, and documentation. The data were analyzed using the theory of Miles, Huberman, and Saldaña (Miles et al., 2013), which involves data condensation, data display, and drawing conclusions or verification.



**Figure 1.** Flow Of Qualitative Data Analysis

To ensure the validity of research findings, it is essential to conduct data validity checks or tests. Validity refers to the accuracy and reliability of descriptions, conclusions, explanations, interpretations, and various types of reports. The implementation of data validity techniques is based on several specific criteria. In this study, the researcher applies four main criteria, as follows:

### 1. Credibility

In qualitative research, the researcher serves as the primary instrument, which may lead to potential biases during fieldwork. To mitigate this, it is crucial to test the credibility of the collected data. The purpose of credibility testing is to verify that the researcher's observations accurately reflect the actual conditions in the field.

### 2. Transferability

Transferability in qualitative research can be achieved through the provision of "thick descriptions." Therefore, the researcher endeavours to report research findings in a detailed and comprehensive manner. Such descriptions are intended to enable readers

to clearly understand all necessary aspects of the findings. The conclusions are derived from carefully constructed and responsibly presented interpretations.

### 3. Dependability

Dependability aims to minimise the likelihood of errors in research planning, data collection, data interpretation, and the reporting of results. To achieve this, the involvement of an independent auditor—such as research supervisors or external reviewers—is necessary to examine the research process and outcomes.

### 4. Confirmability

Confirmability involves analyzing whether the research results are objective and not influenced by personal biases. This criterion is determined by obtaining agreement from multiple individuals regarding specific views, opinions, or findings. If these findings receive widespread approval, they can be considered objective. To ensure data certainty, this study employs a process of confirming information with both informants and experts.

## C. Result

Visionary leadership is a leadership style that focuses on creating and communicating an inspiring, long-term vision to motivate and guide organizational members toward a common goal. A visionary leader can anticipate future opportunities and challenges and design creative, innovative strategies to achieve that vision. In the context of educational institutions, including Islamic educational institutions, visionary leadership is crucial because it fosters positive change and ensures that these institutions remain relevant in an ever-evolving environment.

A visionary leadership strategy involves creating a clear and compelling vision of the organization's future, as well as the ability to inspire all members of the school community to bring this vision to life. Visionary leadership not only addresses the present situation but also emphasizes future opportunities and challenges. School principals who lead with a visionary approach find it easier to drive change (Hariyani & Aksin, 2022). Achieving this requires strategies implemented by the school principal, which include the following findings:

### Formulate a Clear and Inspiring Vision and Mission

Leadership is crucial in shaping the vision, mission, and goals of institutions in alignment with Islamic values. Without strong leadership, Islamic education risks losing direction in the face of changing times. A leader must be able to set long-term goals that not only focus on academic achievement but also emphasize character building and noble morals.

Leaders in Islamic education play a crucial role in harmonizing the values of Islamic teachings with advancements in science, technology, and societal needs. With visionary

leadership, Islamic educational institutions can remain relevant in the face of globalisation, digitalisation, and cultural shifts.

A vision is an idealized picture of the future of a school institution that is meant to be achieved. It must be clear, concise, inspiring, and aligned with core values. Based on an interview with the school principal, it was revealed that:

*Formulating a school's vision and mission is a complex process that involves several key steps. One of these is identifying the institution's core values, whether they are based on Islamic principles, scientific excellence, or social civility. This is essential because the final outputs and outcomes that the institution aims to achieve are faith, good character, knowledge, and meaningful social contribution (A1).*

Based on the results of interviews with the vice principal and teachers conducted in the staff room, it was revealed that:

Formulating a school's vision and mission represents a fundamental step in determining the strategic direction and operational framework of the institution. A vision must ideally articulate the institution's desired future in a manner that is both inspiring and aligned with its core values. It should serve as a guiding statement, reflecting the institution's aspirations and long-term goals, while also providing a strategic foundation for achieving its mission.

Conversely, the mission serves as an operational guide that outlines specific, actionable programs and initiatives designed to achieve the vision. Each mission statement must be relevant, measurable, and supportive of the overarching vision. For example, a mission might involve implementing information technology-based Islamic education that aligns both with religious values and contemporary educational needs.

The process of preparing a school's vision and mission is not static. It requires periodic evaluation and revision, typically conducted at least once every five years or in response to significant developments in the fields of education and technology. This ensures that the institution remains responsive to societal changes, scientific progress, and the evolving demands of its community, while continuing to uphold its foundational Islamic values.

### **Integrate Local and Global Values**

Integrating local and global values is a strategic process that seeks to harmonize the values, culture, traditions, and local wisdom of a community or nation with the universally accepted values, norms, and practices at the global level. This integration plays a crucial role in enabling societies to preserve their unique cultural identities while remaining adaptable and competitive in an increasingly open, dynamic, and interconnected international environment. The aim is not to replace local values with global ones, but to foster a balanced coexistence where both can complement and enrich each other.

This process can be implemented in various sectors, including education, culture, the economy, and governance. In education, integrating local values might involve teaching students about regional languages, cultural heritage, and community traditions, while also

incorporating global values such as human rights, environmental sustainability, and digital literacy. Through this approach, individuals are encouraged to become global citizens who respect and uphold their local heritage while actively participating in the global community.

Integrating local and global values in the field of education is a process that combines the values found within local communities with those recognized at the global level in the educational curriculum. This aligns with the results of interviews with school principals, who stated the following:

*The integration of local and global values into the educational curriculum can be achieved by incorporating lessons on local traditions and cultures, alongside global values such as human rights. Integrating these values into education involves incorporating local values by teaching students about the traditions and cultural practices of their community. In contrast, global values can be integrated by including topics such as human rights and equality in the curriculum (A1).*

Based on an interview with one of the teachers, it was revealed that students must understand and master local values, including regional languages, customs, and the native culture of our nation. However, at the same time, students also need to master international languages and technology to compete globally, ensuring they do not lose their cultural identity while keeping up with global developments.

In addition, schools face challenges in integrating local and global values, particularly due to the lack of learning resources that effectively combine both in a balanced way. Many learning materials tend to focus more on global aspects, while local values are often overlooked. This is influenced by the growing presence of foreign cultures, which at times reduces the younger generation's interest in their local heritage.

Integrating local and global values is a strategic effort to maintain a balance between preserving cultural identity and adapting to global progress. This is essential to ensure that society is not eroded by global changes, while still reaping the benefits of advancements in the wider world.

## Build a Positive Organizational Culture

Organisational culture is a set of shared values, norms, beliefs, and behaviours that all members of an organisation hold, shaping how they work, interact, and make decisions. This culture influences daily operations, interpersonal relationships, work systems, and the organization's approach to change.

A positive organisational culture fosters a healthy and productive work environment characterised by mutual respect, support, and a focus on developing individual potential while achieving shared goals. It goes beyond formal rules, becoming a lived experience embedded in everyday activities.

According to the principal's interview, positive organizational culture is defined as a work environment built on values that support, respect, and encourage employees' professional and personal growth. This culture fosters a comfortable and open atmosphere that promotes productivity without compromising employee well-being. An example of this

culture is the practice of reciting the Koran every Friday, along with a strong emphasis on achievement among teachers.

Based on the results of interviews with the Deputy Principal for Academic Affairs, it was revealed that:

*Building an organizational culture is not easy; it takes considerable time. Therefore, a positive organizational culture is critical because it serves as the foundation for all activities within the school. Without a strong culture, teachers and other stakeholders may feel stressed, lose motivation, and even experience higher turnover rates. At our school, fostering a positive culture is a key strategy for maintaining employee loyalty and building a solid, cohesive work team. When the organisational culture is strong, productivity will inevitably increase, the work environment will become more comfortable, conflicts can be minimised, and employees will be more open to growth and achievement (B2).*

From the interview above, it is clear that a positive organisational culture plays a crucial role in creating a healthy, comfortable, and productive work environment. This culture can be developed through shared core values, exemplary leadership, a fair reward system, and open communication. Although there may be challenges in the process, the long-term benefits of cultivating a strong organizational culture will be felt by both employees and the institution as a whole.

### **Encourage Innovation and Adaptation**

Encouraging innovation means creating an environment and implementing policies within an organization or workplace that support the emergence of new ideas, process improvements, and the development of products and services. Innovation is not limited to technology, but can also involve new ways of working, strategies, and services within schools.

Adaptation refers to the ability of individuals or organizations to adjust to changes in situations, environments, or the demands of the times. In an organisational context, adaptation is crucial for remaining relevant and competitive in the face of rapid developments, including changes in technology, market conditions, and customer needs.

Based on the results of interviews with the principal and one of the teachers, it was revealed that:

*In today's environment, innovation and adaptation are like the lifeblood of schools. The world continues to evolve, particularly with the rapid advancement of digital technology and increasingly dynamic consumer behaviour. Without innovation, organizations will quickly fall behind. Likewise, without the ability to adapt swiftly to changing circumstances, valuable opportunities may be lost. Therefore, both innovation and adaptation are crucial for organizations to thrive and remain competitive. Some practical examples include using digital applications for attendance tracking, organising innovation idea competitions within the organisation, and providing online platforms for public complaints (C1).*

The implementation of efforts to encourage innovation and adaptation has had a profound impact on the school's development. This is in line with the results of interviews

conducted with the deputy principal for curriculum and the opinion of one of the teachers, namely:

*The rapid development of schools, which must keep pace with advancements in information technology, has had a highly positive impact. Several newly developed digital services have proven to increase customer satisfaction. Additionally, the work environment has become more dynamic and collaborative. Teachers and other stakeholders have gained greater confidence in sharing ideas, and our team has become more resilient in adapting to change. All of this has enabled our school to remain sustainable and even grow during challenging situations, such as the COVID-19 pandemic (B3).*

Innovation and adaptation are two essential factors for organizational sustainability. By fostering a work environment that welcomes new ideas, providing recognition, and equipping teachers and staff with adaptability skills, schools can better prepare themselves to navigate changing times. Despite facing various challenges, efforts to promote innovation and adaptation have had a positive impact on school competitiveness and productivity.

Encouraging innovation and adaptation is not solely about technology, but also about being open to change, having the courage to explore new approaches, and cultivating a dynamic, responsive work culture. Organizations and individuals who are innovative and adaptive will be better positioned to survive and thrive in any circumstance.

## D. Discussion

Islamic visionary leadership is a leadership style that combines the principles of modern leadership, rooted in a long-term vision, with the values of Islamic teachings. An Islamic visionary leader not only strives to achieve worldly objectives but also considers moral, ethical, and afterlife responsibilities.

This type of leader possesses a far-sighted perspective, is capable of recognizing future opportunities and challenges, and encourages followers to pursue positive changes that align with Islamic law. A leader who is responsive to change, establishes clear goals, and demonstrates leadership throughout the school must embody the qualities of a visionary leader by professionally setting objectives for the institution's future.

Visionary management reflects unique characteristics that distinguish its leadership effectiveness from other management models. This form of leadership is characterized by a group of leaders who believe they can bring meaningful enlightenment to the institution's future, as this model possesses an exceptional ability to understand, adapt, and respond to developments in all modern eras.

Leadership is a vital strength in managing an organization; therefore, the ability to lead effectively is crucial to a school's success. The essence of leadership lies in guiding others in accordance with the leader's vision and direction. The kind of educational leadership needed today is one that is rooted in national identity, built upon cultural and religious values, and capable of anticipating and responding to change.

Visionary educational leadership is effective when a leader guides people in the right direction, based on long-term interests, while avoiding the waste of scarce resources and

restraining the darker tendencies of human nature. Leaders must understand that leadership involves developing a vision and strategy, and that capable and relevant individuals are essential to support and implement these strategies. A visionary leader acts based on a clear, forward-looking vision.

An Islamic visionary leader always holds long-term goals that encompass not only worldly concerns but also dimensions of the afterlife. This vision serves as a shared direction that inspires followers. Islamic visionary leaders can empower teachers, educational staff, and the community to actively contribute—not merely follow orders, but become role models and sources of inspiration.

All Muslims are leaders, and we were born into this world to serve as caliphs, or leaders. A good leader must be trustworthy and responsible for their actions while in a leadership role. There are several leadership values in Islam. First, a leader must understand and be fully aware of their role within the organization. Second, leaders should emulate the leadership traits of the Prophet Muhammad SAW, which include Sidiq (truthfulness), Fathonah (wisdom), Amanah (trustworthiness), and Tabligh (the ability to convey messages). Third, a leader must be able and obligated to uphold righteousness and prevent wrongdoing, in accordance with the principle of *Amar Ma'ruf Nahi Munkar*.

Furthermore, a leader in Islam is expected to uphold goodness and prevent evil. In line with the principle of *Amar Ma'ruf Nahi Munkar*, leadership in Islam is not merely about authority, but also about moral responsibility to foster a better environment. Leaders must be capable of collaborating with their followers through a consultative approach, fostering harmonious and mutually supportive relationships.

The research was conducted at SMPN 2 Batukliang Utara, an educational institution led by a leader who is entrusted to manage the school and demonstrates the characteristics of a visionary leader. This is evident through several qualities possessed by the leader, including discipline, responsibility, adherence to Islamic values, orderliness, a forward-looking perspective, courage in decision-making, and the ability to build effective relationships.

Overall, leadership in Islam encourages individuals to become leaders who are not only effective in managing resources but also committed to upholding ethical and moral values. In carrying out their role as caliph, every leader is expected to make a positive contribution to society and the surrounding environment, while maintaining the trust that has been bestowed upon them. Therefore, Islamic visionary leadership serves as a call to promote goodness and deliver benefits to humanity as a whole, particularly within educational institutions.

Islamic visionary leadership is a leadership model that integrates a long-term vision, empowerment, and innovation with Islamic values and principles. An Islamic visionary leader does not solely pursue worldly success but also seeks happiness in the hereafter by ensuring that every action aligns with Shari'a principles and contributes to the well-being of society. This leadership style is highly relevant for application in educational institutions,

where leaders are expected to combine future-oriented strategies, empowerment, and innovation with a foundation in Islamic values.

### **E. Implication**

Islamic visionary leadership in educational institutions is not merely about managing school or campus administration, but about building an integrated vision that unites scientific excellence with moral and spiritual values. When Islamic leadership principles are practised consistently, they will have a significant positive impact on students, teaching staff, and the overall educational environment. These impacts include: (1) Producing graduates who are academically accomplished and possess noble character, (2) Establishing Islamic values as the foundation for educational policy-making, (3) Creating a work culture where teachers and staff feel valued and have strategic roles, (4) Producing graduates who are not only professionally competent but also socially responsible, honest, and have leadership spirit, and (5) Transforming educational institutions into centers of da'wah, community empowerment, and moral social development.

### **F. Limitation and Suggestion for Further Research**

The shortcomings of research on Islamic visionary leadership in educational institutions are as follows: (1) the scope of the research is limited, as it was conducted in only one educational institution, and (2) it has not examined the long-term impact of Islamic visionary leadership.

Suggestions for future researchers include conducting studies in various types of educational institutions – both formal and non-formal, private and public, as well as within Islamic boarding schools – to ensure more diverse and representative findings. It is also recommended to combine qualitative and quantitative methods to obtain more comprehensive and mutually supportive data, such as through in-depth interviews, structured questionnaires, and documentation.

### **G. Conclusion**

Islamic visionary leadership in educational institutions is a leadership model that integrates a progressive, long-term vision with Islamic values as its moral and ethical foundation. The presence of Islamic visionary leaders helps create a conducive, religious, and inspiring educational environment, where the values of goodness, justice, trustworthiness, and deliberation are highly upheld. Strengthening the capacity of Islamic leadership and fostering collaboration among all stakeholders is essential to establishing high-quality Islamic educational institutions.

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