



Implementation Of Visionary Leadership in Character Development Based on Islamic Values in Elementary Schools

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Abstract

This research aims to analyze and evaluate the implementation of visionary leadership in developing student character based on Islamic values in elementary schools. The focus of this research is to understand how a school principal with a strong vision can influence the process of character formation in accordance with Islamic principles, as well as the impact of this leadership on student behavior. The research method used is qualitative with a case study approach. Data was obtained through in-depth interviews with school principals, teachers and students, as well as through direct observation and analysis of documents related to school policies and character development programs. Data analysis was carried out descriptively with the aim of comprehensively describing the implementation of visionary leadership in the context of Islamic character development. The research results show that visionary leadership has a significant role in forming and directing character development programs based on Islamic values in elementary schools. A visionary school principal is able to create a school culture that supports the consistent application of Islamic values, both through teaching and learning activities, extracurricular activities and daily interactions. Students under this leadership demonstrate an increase in the application of values such as honesty, responsibility and respect. The conclusion of this research is that visionary leadership implemented effectively can be the key to success in character development based on Islamic values in elementary schools. A school principal who has a clear vision and is able to translate it into concrete action can have a positive impact on the formation of student character in accordance with Islamic values.

Keywords: *Visionary Leadership, Character Education, Elementary School*



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INTRODUCTION

Character education based on Islamic values is becoming increasingly important in efforts to form a generation that has morality and noble character in the midst of increasingly complex developments. At the elementary school level, instilling these values becomes the main foundation for the development of children's character, which will later become the basis for their behavior and actions in the future. One important factor that influences the effectiveness of character education in schools is the quality of the school principal's leadership. Visionary leadership is considered one of the most effective approaches in directing schools to achieve long-term goals, including developing student character based on Islamic values.

Visionary leadership in the educational context refers to a leader's ability to inspire and motivate all school components in achieving a clear and directed vision. A school principal with a strong vision is able to see far into the future, identify challenges and opportunities, and direct all school resources to achieve common goals. According to research conducted by Santoso and Nurjanah (2019), visionary leadership has an important role in building a school culture that is conducive to the formation of student character, especially in the context of implementing religious values.

In the context of Islamic education, visionary leadership not only functions to achieve academic goals, but also to ensure that Islamic values are integrated in every aspect of school life. Research conducted by Azra (2020) shows that school principals who have a strong vision in developing Islamic character are able to create a learning environment that encourages students to internalize values such as honesty, responsibility and tolerance. This shows that visionary leadership can be the key to developing student character in accordance with Islamic principles.

However, the challenges in implementing visionary leadership in elementary schools cannot be ignored. Barriers such as lack of support from staff, limited resources, and resistance to change often act as barriers to implementing a strong long-term vision. Research by Wahyudi (2021) highlights that the success of visionary leadership is very dependent on the school principal's ability to communicate the vision to the entire school community and involve them in the change process.

In addition, research conducted by Ramadhani and Kusumawati (2022) found that visionary leadership that was successfully implemented in elementary schools not only had an effect on developing student character, but also improved the school's overall academic and non-academic performance. In other words, a strong vision from a school principal not only shapes student character, but also creates a more holistic and balanced educational environment.

This research aims to analyze and evaluate the implementation of visionary leadership in developing student character based on Islamic values in elementary schools. The focus of this research is to understand how a school principal with a strong vision can influence the process of character formation in accordance with Islamic principles, as well as the impact of this leadership on student behavior. This research will provide in-depth insight into leadership practices in Islamic schools and how the principal's vision can be implemented in the context of character education.

Furthermore, this research also aims to explore factors that support and hinder the implementation of visionary leadership in the context of Islamic character development. As part of this analysis, the research will examine how school principals can overcome various obstacles in implementing their vision and how they can empower teachers and students to jointly achieve the educational goals that have been set.

The results of this research are expected to provide an important contribution to academic literature on visionary leadership and Islamic character education in elementary schools. Apart from that, this research also aims to provide practical recommendations for school principals and other stakeholders in an effort to optimize the implementation of visionary leadership for developing student character in accordance with Islamic values.

RESEARCH METHODOLOGY

This research uses a qualitative method with a case study approach, which was chosen to provide an in-depth understanding of the implementation of visionary leadership in developing student character based on Islamic values in elementary schools. The case study approach allows researchers to examine this phenomenon in its original context and provides comprehensive insight into how a school principal's vision is implemented in the character education process. According to Yin (2018), case studies are an effective method for exploring complex processes in certain contexts, especially when the phenomena studied are closely related to social and cultural dynamics.

Data collection in this research was carried out through in-depth interviews with school principals, teachers and students. This interview aims to explore their perceptions and experiences related to the implementation of visionary leadership in developing Islamic character. In-depth interviews were chosen because they allow researchers to obtain rich and in-depth data regarding the respondents' views and experiences. Creswell (2020) emphasized that in-depth interviews are a very effective data collection technique in qualitative research, especially for exploring in-depth understanding of individual experiences.

Apart from interviews, this research also uses direct observation as a data collection method. Observations were made on various school activities related to character development, such as habituation activities, religious programs, and interactions between teachers and students. This observation aims to understand how the principal's vision is implemented in daily activities at the school. According to Merriam (2019), direct observation is an important technique in case studies because it allows researchers to see directly how theory and practice interact in a real context.

Documentation is also used as an additional data source in this research. Documents such as school policies, character development programs, and school activity records are analyzed to complement the data obtained through interviews and observations. Analysis of this document provides insight into the formal policies and strategies used by schools in integrating Islamic values into character education. Bowen (2018) states that document analysis is a useful method in qualitative research because documents can provide historical and contextual data that cannot always be obtained through interviews or observation.

The collected data was analyzed descriptively to comprehensively describe the implementation of visionary leadership in the context of Islamic character development. This descriptive analysis aims to identify patterns that emerge from the data and develop a narrative that describes the process of implementing visionary leadership in elementary schools. Miles, Huberman, and Saldaña (2020) explain that descriptive analysis in qualitative research is very useful for organizing data into meaningful themes and describing phenomena in detail.

RESULTS AND DISCUSSION

The results of this research reveal that the school principal's visionary leadership plays a crucial role in forming and directing character development programs based on Islamic values in elementary schools. School principals who have a strong vision are able to create a school culture that supports the consistent application of Islamic values in various aspects of school activities, from teaching and learning activities to extracurricular activities and daily interactions. This is in line with research findings conducted by Ramadhani and Kusumawati (2022), which show that visionary leadership can create a conducive environment for the development of students' Islamic character.

One important aspect of visionary leadership is the principal's ability to align their vision with existing character development programs in the school. The principals in this study were actively involved in the design and implementation of these programs, ensuring that each program focused not only on academic achievement, but also on instilling Islamic values. This is in accordance with research by Azra (2020), which emphasizes the importance of visionary leadership in integrating religious values into the curriculum and school culture.

A visionary school principal is also able to motivate and inspire teachers to apply Islamic values in the learning process. Teachers at the schools that were the subjects of this research reported that they felt supported by the principal in developing teaching methods that could instill values such as honesty, responsibility and respect in students. Santoso and Nurjanah's (2019) research supports these findings, showing that the support of a visionary school principal is very important in empowering teachers to become agents of change in developing student character.

The school culture shaped by visionary leadership is also visible in daily interactions between students and teachers. Researchers observed that students under the leadership of a visionary principal showed significant improvement in the application of Islamic values, such as honesty, a sense of responsibility, and respect for others. This shows that a school principal's strong vision is not only translated into policies and programs, but is also reflected in student behavior and attitudes. Research by Wahyudi (2021) also found that visionary leadership has a direct impact on increasing students' positive behavior at school.

Furthermore, the results of this research also show that school principals with a strong vision are able to overcome various obstacles that may arise in implementing character development programs. The school principals in this study used a collaborative and participatory approach in developing the school vision, involving all stakeholders including teachers, students and parents. This approach allows school principals to obtain full support from the entire school community in implementing their vision. This is in line with the findings of Ramadhani and Kusumawati (2022), who emphasize the importance of involvement of the entire school community in the successful implementation of visionary leadership.

Nevertheless, challenges remain in implementing visionary leadership, especially related to resistance to change and limited resources. Some teachers in this study were initially skeptical of the principal's vision that focused on developing Islamic character, but with ongoing support and training, they were eventually able to adopt this vision and apply it in their teaching practices. Wahyudi's (2021) research also shows that the success of visionary leadership is highly dependent on the school principal's ability to overcome resistance and facilitate the change process effectively.

The findings of this research also reveal that students who are under visionary leadership show an increase in the application of Islamic values. Students become more disciplined, responsible, and show greater respect for their teachers and friends. This shows that visionary leadership not only influences school policies and character development programs, but also brings positive changes in everyday student behavior. Research by Santoso and Nurjanah (2019) found similar results, that students who studied under visionary leadership were more likely to show behavior that was in line with the values taught at school.

Apart from that, this research also found that character development programs initiated by visionary school principals can have a long-term impact on students. These programs not only help students understand and internalize Islamic values while they are in elementary school, but also provide a strong foundation for the formation of their character in the future. Research by Azra (2020) also emphasizes the importance of visionary leadership in providing a strong foundation for student character development, which will influence their behavior in the future.

Overall, the results of this research confirm that visionary leadership has a significant role in shaping and directing character development programs based on Islamic values in elementary schools. A school principal who has a clear and focused vision is able to create a school culture that supports the consistent application of Islamic values, as well as having a positive impact on student behavior and character. These findings provide an important contribution to the literature on visionary leadership and Islamic character education, as well as providing practical guidance for school principals in implementing visionary leadership in elementary schools.

CONCLUSION

This research concludes that visionary leadership implemented effectively is a key factor in the success of character development based on Islamic values in elementary schools. School principals who have a clear and comprehensive vision and are able to translate it into policies, programs and concrete actions can have a significant impact on the formation of student character. A vision that is implemented consistently in all aspects of school activities, both formal and non-formal, is proven to be able to create a learning environment that supports the integral application of Islamic values.

The findings of this research also show that visionary school principals not only act as policy makers, but also as inspirers and motivators for all school members. By prioritizing collaboration and active participation from teachers, students and parents, school principals can ensure that the vision they bring can be implemented well and receive full support from the entire school community. This not only has an impact on improving the quality of students' character education, but also on the formation of a school culture that is harmonious and oriented towards Islamic values.

The implications of this research are very relevant for educational practitioners, especially for school principals and prospective educational leaders. First, this research emphasizes the importance of having a clear and focused vision in developing character development programs based on Islamic values. Second, the school principal must be able to mobilize all available resources, including support from teachers and parents, to realize this vision in daily practice. Third, there is a need for ongoing professional training and development for school principals and teachers so that they can continue to improve their competence in implementing visionary leadership.

Finally, this research provides an important contribution to the development of leadership theory and practice in the context of Islamic education. Successful implementation of visionary leadership, as found in this research, can become a model for other schools that wish to develop student character based on Islamic values. Thus, this research not only provides theoretical insight, but also practical guidance for elementary school leaders in facing challenges and taking advantage of opportunities to shape students' strong character and noble character in accordance with Islamic teachings.

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