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## The Role of Visionary Leadership in Developing Competitive Islamic Education Systems

Nur Efendi

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia

[nurefendi2016@gmail.com](mailto:nurefendi2016@gmail.com)

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**Abstract:** This study investigates the role of visionary leadership in developing a competitive Islamic education system at a junior secondary school in Tulungagung. The study focuses on how leadership shapes institutional direction, influences educational competitiveness, and connects leadership practices with performance outcomes. A qualitative case study design was applied to explore leadership practices, teacher experiences, and institutional processes within their natural context. Data were collected through semi-structured interviews, observations of school activities, and document analysis, followed by thematic analysis. The findings reveal that visionary leadership provides a clear institutional direction that integrates academic excellence with Islamic values and guides instructional and organizational practices. Leadership actions such as strategic planning, supervision, and professional support contribute to improved teaching quality, student engagement, and institutional reputation. The study also identifies a dynamic interaction in which leadership vision shapes practices, educational processes support competitiveness, and performance outcomes provide feedback for leadership refinement. These results indicate that visionary leadership plays a central role in sustaining continuous improvement and strengthening the competitiveness of Islamic education systems.

**Keywords:** Visionary Leadership, Islamic Education, Competitiveness, School Leadership, Institutional Development

### INTRODUCTION

Educational institutions are expected to develop competitive systems that respond to increasing demands related to academic achievement, innovation, and institutional reputation. Schools operate within an environment shaped by performance indicators, public expectations, and rapid changes in knowledge and technology.

Competitiveness in education is reflected in the ability of institutions to deliver high-quality learning experiences, demonstrate strong student outcomes, and maintain adaptability in response to evolving challenges. Institutional competitiveness is not limited to measurable academic performance but also includes the capacity to sustain improvement, build stakeholder trust,



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and strengthen organizational identity. Within this context, leadership emerges as a determining factor that shapes how institutions define direction and organize their efforts toward achieving long-term goals. Visionary leadership emphasizes the articulation of a clear and future-oriented direction that guides decision-making and institutional development. Leaders who adopt this approach are able to align resources, motivate stakeholders, and create a shared sense of purpose that supports sustained progress. Empirical evidence indicates that leadership with a strong vision contributes to school improvement by enhancing coherence and strengthening commitment among organizational members (Leithwood et al., 2020). In Islamic educational settings, leadership also integrates academic objectives with moral and religious values, creating a framework that supports both intellectual growth and character development. This dual orientation positions visionary leadership as a key element in shaping educational practices within Islamic junior secondary schools in Tulungagung.

The development of a competitive Islamic education system requires the integration of curriculum quality, teaching effectiveness, and institutional management. Curriculum implementation must reflect both national standards and institutional values, ensuring that learning content is relevant and meaningful. Teaching effectiveness depends on the ability of educators to design instructional strategies that engage students, promote critical thinking, and support holistic development. Institutional management provides the structure that enables these processes to operate consistently through planning, coordination, and evaluation. Leadership plays a central role in connecting these elements by guiding teachers, facilitating collaboration, and ensuring alignment between policy and practice. Visionary leadership supports innovation by encouraging educators to explore new approaches and adapt to changing educational demands. This approach fosters an environment where continuous improvement becomes part of institutional culture rather than an occasional initiative. Leadership actions such as strategic planning,



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supervision, and professional development contribute to strengthening institutional capacity and enhancing competitiveness. Research highlights that visionary leadership promotes innovation and organizational learning, enabling schools to respond effectively to complex challenges and maintain performance over time (Kantabutra & Avery, 2010). At the school level, leadership that emphasizes long-term direction and adaptability contributes to the development of systems that are both structured and flexible, supporting sustained educational improvement.

Islamic educational institutions operate within a distinctive framework that integrates academic excellence with value-based education rooted in religious principles. This context creates additional dimensions in the development of competitiveness, as schools are expected to produce graduates who demonstrate both intellectual competence and moral integrity. Leadership in such institutions must ensure that instructional practices reflect these values while maintaining alignment with academic standards. Visionary leadership provides a

mechanism for achieving this balance by establishing a clear direction that integrates knowledge, ethics, and social responsibility. Teachers are guided to design learning experiences that incorporate both cognitive and affective dimensions, creating a holistic approach to education. Institutional practices such as mentoring, character education programs, and collaborative activities support the implementation of this integrated model. Leadership also plays a role in shaping organizational culture by promoting values such as responsibility, integrity, and commitment to learning. These values influence how teachers and students engage with educational processes and contribute to institutional identity. Studies indicate that leadership that integrates values into organizational practices strengthens institutional cohesion and enhances educational outcomes (Shields, 2010). In the context of SMP in Tulungagung, visionary leadership supports the development of a competitive system that reflects both academic quality and Islamic values.

The relationship between visionary leadership and educational competitiveness



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reflects a dynamic interaction within the institution. Leadership vision shapes how teachers and staff interpret their roles and responsibilities, influencing instructional practices and organizational processes. Teachers translate this vision into classroom activities, designing learning experiences that align with institutional goals. Students respond to these practices through their engagement, participation, and learning outcomes, which serve as indicators of institutional performance. These outcomes provide feedback that informs leadership strategies and supports continuous improvement. This interaction creates a cycle in which leadership, practice, and performance are interconnected and mutually reinforcing. Alignment between leadership vision, educational practices, and institutional goals becomes essential in sustaining this process. When alignment is achieved, the institution operates as a coherent system in which all components contribute to shared objectives. Research suggests that the impact of leadership on school effectiveness is mediated by instructional practices and organizational

conditions, highlighting the importance of understanding leadership as part of a broader system of interaction (Hallinger, 2011).

Understanding the role of visionary leadership in developing competitive Islamic education systems requires attention to both structural and cultural dimensions. Structural elements include planning, curriculum implementation, and evaluation processes that ensure consistency and accountability. Cultural elements involve shared values, beliefs, and norms that shape how individuals engage with institutional practices. Leadership influences both dimensions by establishing direction, fostering collaboration, and creating conditions that support learning and innovation. In Islamic educational contexts, shared values strengthen the relationship between leadership and institutional practices by providing a common foundation for action. Teachers and staff are more likely to engage with leadership initiatives when they reflect shared moral and ethical commitments. This alignment enhances motivation, strengthens collaboration, and supports sustained institutional development. Based on this



background, this study addresses the following research questions: how does visionary leadership shape educational practices in an Islamic junior secondary school in Tulungagung; how does visionary leadership influence educational competitiveness; and how are visionary leadership and educational competitiveness interconnected within the institutional context.

## METHOD

This study employs a qualitative case study design conducted at a junior secondary Islamic school in Tulungagung to examine the role of visionary leadership in developing a competitive education system. A qualitative approach allows the researcher to explore leadership practices, teacher experiences, and institutional dynamics in a natural setting where meaning is constructed through interaction and context. The case study design focuses on a bounded system, enabling a detailed investigation of how leadership vision is interpreted and enacted within a specific institutional environment. This design is suitable for examining

complex educational phenomena that involve multiple actors, processes, and contextual influences. Qualitative case studies support the development of rich and contextualized insights that reflect real-life practices and institutional realities (Yin, 2018).

Participants in this study consist of the principal, teachers, and administrative staff selected through purposive sampling. The selection criteria emphasize individuals who are directly involved in leadership practices, instructional processes, and institutional management. The principal provides information related to leadership vision, strategic planning, and decision-making processes that influence school development. Teachers contribute perspectives on classroom practices, instructional strategies, and their experiences in responding to leadership direction. Administrative staff offer insights into organizational processes, including planning, coordination, and support systems that contribute to institutional competitiveness. Purposeful sampling ensures that participants possess relevant experience and knowledge, allowing the study to capture information-rich data that



supports in-depth analysis (Creswell & Poth, 2018).

Data collection was conducted using multiple techniques to enhance the depth and credibility of the findings. Semi-structured interviews were used to explore participants' perspectives while allowing flexibility in probing emerging issues. This method supports the exploration of leadership practices and institutional processes in a manner that remains aligned with the research focus. Observations of school activities were carried out to examine how leadership vision is translated into daily practices, including teaching, meetings, and collaborative interactions. Document analysis involved reviewing institutional plans, policy documents, and performance reports to understand formal structures and evidence of implementation. The use of multiple data sources enables triangulation, which strengthens the validity and comprehensiveness of qualitative findings (Miles et al., 2014).

Data analysis followed a thematic approach involving systematic stages of data reduction, coding, categorization, and

interpretation. The process began with organizing and familiarizing data obtained from interviews, observations, and documents. Coding was conducted to identify meaningful units related to leadership practices and institutional competitiveness. These codes were grouped into categories and developed into themes that represent recurring patterns across the dataset. Interpretation focused on explaining relationships among themes and linking them to the research questions. Trustworthiness was ensured through triangulation and member checking, where participants reviewed the findings to confirm accuracy and consistency. These procedures enhance the credibility, dependability, and rigor of qualitative research (Nowell et al., 2017).

## RESULTS AND DISCUSSION

### 1. Visionary Leadership and Educational Practices

Visionary leadership at the Islamic junior secondary school in Tulungagung is reflected in the principal's capacity to articulate a clear and future-oriented institutional direction that integrates



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academic excellence with Islamic values. This vision is communicated consistently through formal meetings, informal interactions, and strategic documents that guide the daily activities of teachers and staff. The principal emphasizes alignment between instructional practices and long-term institutional goals, ensuring that all stakeholders share a common understanding of educational priorities. Teachers describe that such clarity in leadership direction supports them in designing lesson plans, selecting instructional strategies, and managing classroom interactions in ways that reflect institutional expectations. The presence of a clearly articulated vision reduces ambiguity in instructional decision-making and strengthens coherence across different classrooms. Research indicates that visionary leadership contributes to instructional clarity by aligning teacher practices with shared goals and fostering a sense of direction within educational organizations (Nanus, 1992).

Leadership practices are further reflected in structured processes such as strategic planning, supervision, and

professional mentoring that support the development of effective educational practices. Strategic planning activities involve the formulation of institutional goals, performance indicators, and program priorities that guide school development. These plans are translated into actionable steps through coordination among teachers and administrative staff, ensuring that institutional objectives are implemented consistently. Supervision conducted by the principal focuses on monitoring instructional practices and providing constructive feedback that supports teacher improvement. Teachers report that feedback sessions are conducted in a manner that encourages reflection and professional growth, rather than evaluation alone. Mentoring activities provide opportunities for teachers to discuss instructional challenges, explore alternative strategies, and enhance their pedagogical competence. These practices contribute to the development of a structured instructional environment where planning, implementation, and evaluation are interconnected. Empirical studies highlight that leadership practices involving



supervision and mentoring enhance teaching effectiveness by promoting reflective practice and continuous professional learning (Day & Sammons, 2016).

Collaboration among teachers represents another important dimension of visionary leadership in shaping educational practices. Regular meetings, peer discussions, and collaborative planning sessions create opportunities for teachers to share experiences and develop a shared understanding of effective teaching strategies. Teachers describe that these interactions enable them to learn from one another, refine their instructional approaches, and address common challenges in the classroom. Leadership facilitates this collaborative environment by providing time, structure, and encouragement for professional dialogue. This approach strengthens collegial relationships and promotes collective responsibility for improving teaching quality. The collaborative culture also supports consistency in instructional practices, as teachers align their methods with shared expectations and institutional goals. Research

suggests that leadership that promotes collaboration contributes to the development of professional learning communities, which enhance instructional practices and support sustained improvement in schools (Stoll et al., 2006).

A supportive leadership environment encourages innovation in teaching practices, allowing teachers to explore varied instructional strategies that enhance student engagement. Teachers at the school demonstrate the use of interactive methods such as discussion-based learning, problem-solving activities, and contextual approaches that connect learning content with students' experiences. Leadership support reduces the perceived risk associated with experimentation, creating a sense of trust that enables teachers to try new approaches. Teachers report that the principal encourages them to adapt their teaching methods in response to student needs while maintaining alignment with institutional values. This balance between innovation and alignment contributes to the development of dynamic and student-centered learning environments. Innovation becomes integrated into routine



practice rather than being limited to isolated initiatives. Evidence indicates that visionary leadership fosters innovation by creating conditions that support creativity, flexibility, and continuous improvement in instructional practices (Westley & Mintzberg, 1989).

Reflective practice emerges as a significant outcome of visionary leadership within the institution. Teachers engage in ongoing reflection on their instructional strategies, classroom interactions, and student responses. Leadership encourages reflection by creating a safe environment where teachers can evaluate their practices without fear of criticism. Feedback from supervision, peer discussions, and student outcomes provides valuable information that supports this reflective process. Teachers use these insights to adjust their approaches, improve lesson delivery, and enhance student engagement. This reflective orientation contributes to the development of adaptive teaching practices that respond to changing educational demands. Studies indicate that reflective practice supported by leadership enhances teacher effectiveness and supports

continuous professional growth within educational settings (Schön, 1983).

The integration of vision, structure, collaboration, innovation, and reflection results in educational practices that are both organized and responsive. Teachers demonstrate the ability to design structured lessons, manage classroom interactions effectively, and adapt their strategies based on feedback and student needs. Leadership ensures that these practices remain aligned with institutional goals while allowing flexibility for contextual adaptation. The interaction between leadership guidance and teacher practices creates a system that supports continuous improvement in teaching and learning processes. Educational practices within the school become increasingly coherent, as teachers operate within a shared framework that reflects the institutional vision.

The findings indicate that visionary leadership plays a central role in shaping educational practices by providing direction, supporting professional development, and fostering a collaborative and innovative environment. Leadership does not function as



a separate administrative activity but becomes embedded in daily instructional processes, influencing how teachers plan, implement, and evaluate their work. This relationship highlights the importance of visionary leadership in ensuring that educational practices are aligned with institutional goals while remaining adaptable to changing conditions. The development of effective educational practices within the school reflects the capacity of leadership to integrate vision with action, creating a foundation for sustained institutional improvement and competitiveness.

## **2. Visionary Leadership and Educational Competitiveness.**

Educational competitiveness at the Islamic junior secondary school in Tulungagung is closely shaped by leadership practices that emphasize innovation, collaboration, and continuous improvement as core institutional values. Visionary leadership positions the principal as a central figure who articulates long-term goals while ensuring that daily practices reflect these aspirations. Teachers describe that leadership direction provides a sense of purpose that

motivates them to enhance their instructional performance and engage actively in institutional development. Leadership influence is evident in how teachers organize learning activities, adopt varied teaching strategies, and participate in school programs that support student achievement. The presence of a clear and forward-looking vision contributes to the development of a learning environment that is oriented toward improvement and excellence. Research indicates that leadership with a strong vision strengthens school competitiveness by aligning organizational efforts with strategic goals and promoting a culture of high expectations (Bush & Middlewood, 2013).

Teaching quality represents a central dimension of educational competitiveness and is significantly influenced by visionary leadership. Teachers demonstrate improved competence in designing structured lesson plans, applying appropriate instructional methods, and managing classroom interactions effectively. Leadership support encourages teachers to integrate interactive strategies such as collaborative learning, inquiry-based activities, and contextual



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approaches that connect learning content with students' experiences. These strategies contribute to the development of engaging learning environments where students participate actively in the learning process. Teachers report that leadership feedback and professional support enable them to refine their instructional approaches and respond more effectively to diverse student needs. The emphasis on instructional improvement strengthens the overall quality of teaching and contributes to the competitiveness of the institution. Empirical evidence suggests that leadership practices focused on teaching and learning play a critical role in enhancing instructional quality and improving school performance (Hallinger & Heck, 2010).

Student performance emerges as another key indicator of educational competitiveness influenced by visionary leadership. Observations within the school indicate that students demonstrate increased engagement, participation, and motivation in classroom activities. Teachers design learning experiences that encourage critical thinking, collaboration, and active involvement, which contribute to improved

learning outcomes. Leadership support ensures that these practices are aligned with curriculum objectives and institutional goals, creating coherence between planning and implementation. Students respond positively to interactive and well-structured instruction, demonstrating improved understanding and retention of learning materials. The relationship between leadership and student performance is mediated through teacher practices, highlighting the importance of instructional processes in achieving competitive outcomes. Studies indicate that leadership contributes to student achievement by creating conditions that support effective teaching and learning environments (Leithwood et al., 2004).

Institutional reputation also reflects the competitiveness of the school and is influenced by leadership practices that emphasize quality and consistency. The school demonstrates the ability to maintain standards in teaching, student achievement, and organizational processes, which contributes to positive perceptions among stakeholders. Leadership ensures that institutional activities are aligned with



strategic goals and that performance is monitored through systematic evaluation. Teachers and staff participate in planning and evaluation processes, which strengthens accountability and transparency. This coordinated approach enhances the credibility of the institution and supports its position within the educational landscape. Institutional reputation is not only built on outcomes but also on the consistency of processes that lead to those outcomes. Research highlights that effective leadership contributes to school reputation by ensuring alignment between vision, practice, and performance (Hoy & Miskel, 2013).

The role of leadership in fostering a culture that supports competitiveness is evident in the collaborative and committed behavior of teachers and staff. Visionary leadership promotes shared responsibility by encouraging participation in decision-making processes and professional activities. Teachers engage in collaborative planning, peer discussions, and reflective practices that contribute to continuous improvement. This collaborative culture strengthens relationships among staff and creates a sense

of collective ownership of institutional goals. Teachers describe that working within a supportive environment increases their motivation to improve performance and contribute to school development. The presence of shared values such as commitment, responsibility, and openness to learning reinforces this culture and supports sustained competitiveness. Evidence suggests that leadership that fosters collaborative culture enhances organizational capacity and contributes to improved performance outcomes (Hargreaves & O'Connor, 2018).

Continuous improvement represents a defining characteristic of educational competitiveness within the school. Leadership encourages ongoing evaluation of instructional practices, institutional processes, and student outcomes to identify areas for enhancement. Teachers engage in reflective practice and use feedback from supervision, peer interaction, and student performance to refine their approaches. This process creates a cycle of improvement in which practices are continuously adjusted to meet evolving educational demands.



Leadership plays a critical role in sustaining this cycle by providing direction, support, and opportunities for professional growth. The integration of evaluation and reflection into daily activities ensures that competitiveness is maintained over time. Research indicates that schools that emphasize continuous improvement are better positioned to adapt to change and sustain high levels of performance (Fullan, 2011).

The findings demonstrate that visionary leadership contributes significantly to educational competitiveness through its influence on teaching quality, student performance, institutional reputation, and organizational culture. Leadership practices create conditions that enable teachers and staff to perform effectively while supporting student learning and institutional development. Competitiveness is not viewed as a static outcome but as a dynamic process that requires continuous alignment between vision, practice, and evaluation. The interaction between leadership direction and institutional practices results in a system that is both structured and adaptive, supporting

long-term improvement. This relationship highlights the importance of visionary leadership in shaping competitive educational systems within Islamic junior secondary school contexts.

### **3. Interconnection Between Visionary Leadership and Educational Competitiveness.**

The relationship between visionary leadership and educational competitiveness in the Islamic junior secondary school in Tulungagung reflects a continuous and interconnected process in which leadership direction, instructional practices, and institutional outcomes influence one another in a dynamic system. Visionary leadership provides a long-term orientation that shapes how educational activities are organized and implemented across the institution. The principal communicates a clear vision that integrates academic excellence with Islamic values, which becomes a reference point for teachers and staff in carrying out their roles. Teachers interpret this vision through their instructional practices, designing learning activities that align with institutional expectations. Student engagement and



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learning outcomes emerge as responses to these practices, providing indicators of institutional performance. These outcomes generate feedback that informs leadership decisions and supports ongoing refinement of strategies. This interaction illustrates that competitiveness develops through sustained alignment between leadership, practice, and performance. Research indicates that leadership effects on school outcomes are largely indirect and operate through complex interactions among organizational processes and instructional practices (Hallinger & Heck, 1996).

Leadership vision becomes meaningful when it is translated into concrete actions that shape daily educational practices. At the school level, this translation occurs through teaching strategies, curriculum implementation, and organizational routines that reflect institutional priorities. Teachers align their instructional approaches with leadership expectations by incorporating structured lesson design, interactive learning methods, and continuous assessment. These practices create coherence between institutional goals and classroom

implementation, ensuring that the vision is not limited to abstract statements but is reflected in observable actions. Administrative processes such as planning, coordination, and evaluation also play a role in operationalizing leadership vision, providing a framework that supports consistency and accountability. The alignment between vision and practice strengthens institutional coherence and enhances the effectiveness of educational processes. Studies suggest that the translation of leadership vision into practice is a critical factor in achieving school effectiveness and sustaining improvement (Leithwood & Jantzi, 2006).

Feedback mechanisms play a central role in sustaining the interconnected relationship between visionary leadership and educational competitiveness. Feedback is generated from multiple sources, including classroom observations, student performance data, and reflective discussions among teachers. These sources provide information that reflects the effectiveness of instructional practices and organizational processes. Leadership uses this information to evaluate



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existing strategies and make necessary adjustments to improve institutional performance. Teachers also engage with feedback by reflecting on their practices and modifying their instructional approaches to better meet student needs. This feedback loop creates a cycle of continuous improvement in which both leadership and practice evolve in response to evidence from implementation. The presence of structured feedback processes strengthens accountability and supports adaptive decision-making within the institution. Evidence suggests that feedback-informed leadership enhances school improvement by promoting reflection and enabling data-driven adjustments in educational practices (Timperley, 2011).

Teacher practices function as a central link connecting visionary leadership with educational competitiveness. Leadership influences teacher behavior through direction, support, and expectations, while teachers translate these influences into instructional strategies that shape student learning experiences. At the school, teachers engage in collaborative planning, reflective dialogue, and continuous refinement of their

teaching methods. These activities demonstrate how leadership vision is enacted through professional practice, contributing to the development of effective learning environments. The quality of teacher practices directly influences student engagement, participation, and achievement, which are key indicators of institutional competitiveness. This relationship highlights that leadership impact is mediated through teacher capacity and instructional processes rather than direct control. Research highlights that teacher effectiveness serves as a primary pathway through which leadership influences student outcomes and overall school performance (Robinson et al., 2008).

Organizational processes further strengthen the interconnected relationship between leadership and educational competitiveness. Activities such as strategic planning, supervision, professional development, and evaluation provide a structured framework that supports the implementation of leadership vision. Leadership ensures that these processes are aligned with institutional goals and that all stakeholders understand their roles and



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responsibilities. Teachers and administrative staff participate actively in these processes, contributing to a shared understanding of expectations and fostering a sense of collective responsibility. This participatory approach enhances institutional capacity to maintain standards and adapt to changing conditions. Organizational coherence is achieved when leadership, processes, and practices operate in alignment, creating a system that supports consistent performance and continuous improvement. Studies indicate that leadership that integrates organizational processes with instructional goals enhances school effectiveness and supports long-term development (Spillane, 2006).

The development of an adaptive and competitive educational system is closely linked to the interaction between visionary leadership and institutional practices. Leadership encourages openness to change and innovation, enabling the institution to respond to emerging challenges and evolving educational demands. Teachers demonstrate adaptability by experimenting with new instructional strategies and adjusting their

practices based on feedback and student needs. This adaptability ensures that educational practices remain relevant and effective, contributing to sustained competitiveness. Leadership plays a critical role in fostering this adaptability by promoting a culture of learning, reflection, and collaboration. The institution becomes a dynamic environment in which continuous improvement is embedded in daily activities. Research suggests that adaptive leadership practices enhance organizational resilience and enable schools to sustain improvement in complex and changing contexts (Uhl-Bien & Arena, 2018).

Alignment among leadership vision, educational practices, and institutional goals emerges as a central element in sustaining this interconnected process. Leadership provides direction, educational practices translate this direction into action, and institutional outcomes reflect the effectiveness of implementation. When alignment is achieved, the school operates as a coherent system in which all components contribute to shared objectives. Teachers demonstrate a common understanding of



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institutional goals, which strengthens collaboration and enhances performance. Students benefit from consistent and well-structured learning experiences that support their engagement and achievement. This alignment ensures that competitiveness is not temporary but sustained through coordinated efforts across the institution. Evidence indicates that alignment between leadership and organizational practices is essential for achieving sustainable improvement and maintaining institutional effectiveness (Day et al., 2010).

The findings demonstrate that the interconnection between visionary leadership and educational competitiveness forms a foundation for continuous institutional development. Leadership influences the direction and implementation of educational practices, while performance outcomes provide feedback that shapes future strategies. This cyclical interaction supports reflection, adaptation, and sustained improvement within the institution. Visionary leadership acts as a driving force that connects vision, practice, and outcomes, ensuring that educational competitiveness is

maintained and strengthened over time. This relationship highlights the importance of leadership in building an integrated and adaptive system that supports the development of competitive Islamic education.

## CONCLUSION

Visionary leadership at the Islamic junior secondary school in Tulungagung demonstrates a strong influence on the development of a competitive education system through the integration of direction, practice, and institutional performance. Leadership that articulates a clear and future-oriented vision enables teachers and staff to align their activities with long-term goals. Instructional practices become more structured and purposeful as teachers design learning activities that reflect both academic standards and Islamic values. Leadership support through supervision, mentoring, and collaboration strengthens teacher competence and encourages reflective practice. The presence of a shared vision reduces fragmentation in institutional processes and creates coherence across



teaching, management, and evaluation. Educational competitiveness emerges through improved teaching quality, increased student engagement, and the ability of the institution to maintain consistent performance. A culture that values innovation and continuous learning supports this process, enabling the school to respond effectively to changing educational demands.

The relationship between visionary leadership and educational competitiveness reflects a continuous and interconnected cycle that links leadership direction, educational practices, and institutional outcomes. Leadership provides guidance and establishes priorities, while teachers translate this direction into classroom practices that influence student learning experiences. Student outcomes and institutional performance generate feedback that informs leadership strategies and supports further development. This interaction highlights the importance of alignment between vision, implementation, and evaluation in sustaining institutional effectiveness. The study indicates that competitiveness is not achieved through isolated initiatives but through

consistent interaction among leadership, organizational processes, and instructional practices. Leadership functions as a driving force that connects these elements and ensures sustainability over time. The findings emphasize that visionary leadership contributes to the development of an adaptive, reflective, and value-based educational system that is capable of maintaining competitiveness within the context of Islamic education.

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