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Implementation of the Principal's Visionary Leadership in Improving the Quality of Education at SMA Negeri 1 Sukadana

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ABSTRACT

This study is grounded in the importance of visionary leadership in improving the quality of education at SMA Negeri 1 Sukadana. Visionary leadership is considered essential for guiding the entire school community toward shared goals through a clear vision, effective empowerment, and continuous evaluation. This research aims to describe how the principal formulates the school's vision and mission, empowers teachers and staff, builds work motivation, and implements ongoing evaluations to enhance educational quality. A qualitative approach with a case study design was employed, utilizing in-depth interviews, participatory observations, and document analysis. The findings indicate that the school's vision and mission were collaboratively developed and disseminated through various formal and informal forums. Teacher and staff empowerment was carried out through training, structured task distribution, and active involvement in decision-making processes. Work motivation was fostered through appreciation and warm interpersonal communication, while quality evaluation was conducted regularly and followed by program improvements. In conclusion, the principal's visionary leadership plays a significant role in creating a collaborative work culture and supporting the continuous improvement of educational quality.

1. Introduction

The quality of education is a strategic dimension in determining the quality of human resources produced by an educational institution. As a learning organization, a school is not only required to provide adequate academic services but also to build an adaptive, character-driven, and future-oriented educational culture. In this context, the principal holds a central role as the driving actor who determines the direction of school development, particularly through the ability to lead with vision. Visionary leadership is understood as the capacity to formulate long-term directions of change, articulate a vision that is understood by all school members, and mobilize collaboration to achieve meaningful educational goals (Adriansyah et al., 2022; Mukti, 2018).

Several studies affirm that a visionary principal can create a strong and character-based school culture through exemplary behavior, effective communication, and consistency in organizational values (Debora et al., 2022). Visionary leadership also contributes to improving teacher performance in terms of learning innovation, discipline, and adaptability to curriculum changes (Hidayah & Utami, 2024; Mukaddamah & Wutsqah, 2022). In today's era of competition and digital transformation, the ability of school principals to design a vision that responds to external environmental changes has become increasingly important, especially as schools are required to enhance the quality of their services professionally and innovatively (Hatmansyah et al., 2021; Soeratin & Fanani, 2023).

However, empirical evidence in the field shows that educational quality does not automatically improve merely through school programs and policies. Issues such as low teacher motivation, weak collaborative culture, limited learning innovation, and suboptimal internalization of the school vision are still found in many educational institutions (Jayanti et al., 2022; Ngatno, 2023). This condition indicates that the success of visionary leadership depends not only on formulating a vision but also on the consistency of strategy implementation, the ability to empower human resources, and the management of the school's organizational culture (Liswati et al., 2023; Paulina & Patimah, 2023).

Several studies have shown that visionary principals can improve school quality through the implementation of Total Quality Management practices, strengthening internal quality assurance, and enhancing the competitiveness of educational institutions (Herminingsih, 2021; Prestiadi et al., 2019). Visionary leaders also play a role in encouraging learning innovations that are more relevant to students' needs and societal developments (Atika et al., 2021). In both religious-based and public schools, visionary leadership has proven to be an essential foundation for shaping institutional character and a positive reputation (Firdhayanti et al., 2023; Suparyo et al., 2024).

In the context of SMA Negeri 1 Sukadana, as one of the schools playing a strategic role in improving the quality of education in Kayong Utara, the challenge of enhancing educational quality becomes highly relevant to examine. The learning process in this school demands innovation, increased teacher motivation, strengthening of academic culture, and consistent efforts to realize a well-directed and sustainable school vision. Therefore, it is important to explore how the principal implements visionary leadership in the daily organizational practices of the school ranging from program planning, human resource management, and learning management, to the cultivation of a positive school culture.

This research employs a qualitative approach to understand the meaning, strategies, and dynamics of the principal's visionary leadership within its real context (Creswell, 2015). This approach enables the researcher to explore experiences, leadership practices, interactions among school members, and the process of vision internalization that takes place at SMA Negeri 1 Sukadana in depth. The findings are expected to contribute conceptually to the development of educational leadership studies, as well as provide practical recommendations for other schools

seeking to improve educational quality through collaborative, humanistic, and transformative visionary leadership. Thus, this study focuses on answering how the principal's visionary leadership is implemented in improving educational quality at SMA Negeri 1 Sukadana, the strategies employed, the supporting and inhibiting factors, and its impact on learning practices and the school's organizational culture.

2. Methodology

This study employed a qualitative approach because it emphasizes process and meaning as its main focus and requires the researcher to be directly present as the key instrument in the field ("researcher as key instrument") to record, observe, and interpret the implementation practices of visionary leadership by the school principal in improving education quality at SMA Negeri 1 Sukadana, Jl. Model No. 11, Kayong Utara, West Kalimantan (Creswell, 2015). The type of research is a case study on a "bounded system" by time and place, utilizing multiple data sources and in-depth descriptions. The subjects were determined purposively: the principal (key informant), vice principals (curriculum/student affairs), teachers, administrative staff, and the school committee/parents; while the objects include the process of formulating the school's vision-mission, human resource empowerment strategies, orchestration of quality programs, organizational culture, and follow-up evaluation, all of which are relevant to the literature on visionary leadership in schools.

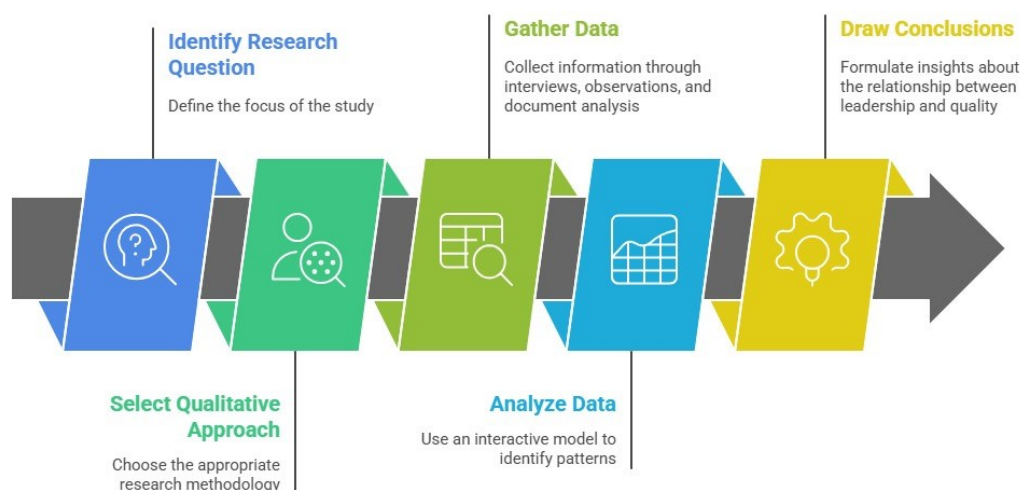


Figure 1. Research Implementation Procedure

Data collection techniques consisted of in-depth interviews, participatory observation, and documentation (profiles, organizational structure, work programs, quality reports, photographs). The main instrument was the researcher, using interview/observation/documentation guidelines validated through expert judgment. Data were analyzed using the interactive model involving data collection, reduction, presentation, and conclusion drawing/verification, applying inductive reasoning that links field findings with the theory of visionary leadership.

Data validity was ensured through source triangulation (comparing observations, public/private statements, and documents) as well as technique/member check triangulation to maintain consistency and credibility of information (Creswell, 2015).

3. Results and Discussion

This study seeks to explain how the school principal, as a visionary leader, formulates the school's vision, mission, and long-term goals as a strategic direction for improving the quality of education, as emphasized by the notion that a clear vision serves as the foundation for a school culture that is both character-driven and competitive (Asmuni, 2016). The research examines how the principal organizes the school's structure, delegates tasks, and empowers teachers and educational staff collaboratively to support professionalism and innovation in teaching (Anggal et al., 2019). In addition, the study explores the strategies used by the principal to motivate teachers, staff, and students to actively participate in achieving educational quality, considering that visionary leadership plays a vital role in building work ethics, commitment, and a positive academic culture. Furthermore, the researcher reveals how the principal conducts evaluation, monitoring, and continuous follow-up on quality programs to ensure that changes are well-directed and have a real impact on improving the quality of learning.

Visionary leadership serves as a crucial foundation in managing modern schools that focus on quality, character, and competitiveness. A principal does not merely act as an administrator but also as a guide for the institution's future through a clear vision, measurable empowerment strategies, and the ability to build a collaborative and adaptive organizational culture. In the context of SMA Negeri 1 Sukadana, the implementation of visionary leadership can be seen in how the principal formulates long-term goals, organizes the school's structure, motivates the school community, and conducts continuous evaluation to ensure the effectiveness of educational quality improvement, as shown in the following Table 1.

Table 1. Conceptual Review of Visionary Leadership

No	Component	Conceptual Meaning	Implications	Scientific References
1	Formulation of Vision and Mission	Defining the institution's long-term direction clearly and inspiring.	The principal develops a vision that is understood and internalized by the entire school community.	(Adriansyah et al., 2022; Asmuni, 2016; Mukti, 2018)
2	Organization & Human Resource Empowerment	Effective task delegation and capacity strengthening for teachers and staff.	The principal optimizes the roles of vice principals, teachers, and educational personnel collaboratively.	(Anggal et al., 2019; Liswati et al., 2023)
3	Motivation and Strengthening of School Culture	Building commitment, work ethic, and a positive working climate.	The principal encourages teachers and students to achieve excellence through exemplary	(Firdhayanti et al., 2023; Mukaddamah & Wutsqah, 2022)

			behavior and open communication.	
4	Evaluation and Follow-Up of Quality Programs	Systematic monitoring to ensure sustainable quality improvement.	Evaluation is conducted through meetings, supervision, and reflection on performance and school programs.	(Paulina & Patimah, 2023; Prestiadi et al., 2019)

From the table, it is evident that visionary leadership is not only centered on the principal's ability to formulate a vision but also on how that vision is translated into organizational structures, human resource empowerment, and school culture development. The implementation at SMA Negeri 1 Sukadana shows that the success of quality improvement depends on the principal's consistency in leading the process, motivating the school community, and conducting continuous evaluations that have a tangible impact on learning practices and overall school performance.

The choice of a qualitative approach in this research is based on the need to deeply understand the meaning, process, and dynamics of the principal's visionary leadership through direct involvement of the researcher as the main instrument. SMA Negeri 1 Sukadana, located in Kayong Utara, was chosen as the research site because the school is actively pursuing educational quality improvement efforts focused on strengthening its vision, school culture, and human resource empowerment aligning with the characteristics of visionary leadership that emphasize long-term direction, cultural transformation, and collaboration. Moreover, this school serves as a reference institution in the Kayong Utara region, making the success or challenges of its visionary leadership strategically significant to the quality of regional education. Thus, the research location was chosen not merely for accessibility but for its relevance in providing a real picture of the implementation of visionary leadership in the context of sustainable school quality improvement.

The research instruments were designed to gather in-depth data on the implementation of the principal's visionary leadership in improving the quality of education at SMA Negeri 1 Sukadana. These instruments include interview guides, observation guidelines, and documentation checklists, all aimed at exploring the processes of vision formulation, human resource empowerment, work motivation, and evaluation and follow-up of quality programs. This aligns with the qualitative approach, which positions the researcher as the main instrument for understanding the meaning of actions and the contextual dynamics of leadership, as shown in the following Table 2.

Table 2. Summary of Research Instrument Blueprint (Very Concise)

No	Source	Research Focus	Indicators Explored	Purpose of Data Collection
1	Principal	Vision–Mission, Empowerment, Motivation, Evaluation	Vision formulation, HR involvement, motivation strategies, quality follow-up	To uncover visionary leadership strategies

2	Vice Principal	Vision Implementation, Empowerment, Motivation, Evaluation	Coordinative and operational managerial roles	To assess leadership collaboration and program implementation
3	Teachers	Vision Understanding, Empowerment, Motivation, Evaluation	Involvement in decision-making and learning implementation	To identify school culture and work climate
4	Educational Staff	Vision Understanding, Empowerment, Motivation, Evaluation	Supporting role in school governance	To determine the effectiveness of the organizational structure
5	School Committee	Vision Participation, Quality Support, Motivation, Evaluation	External involvement in quality improvement	To explore school partnerships and public legitimacy
6	Field Observation	Leadership Activities and School Culture	Leadership behavior, participation, work climate, regular evaluation	To validate interview data through real behavioral evidence.
7	Documentation	Policy and Quality Program Basis	Vision-mission documents, organizational structure, program reports	To confirm the authenticity of the school's managerial process.

The summary of this instrument blueprint indicates that the research focuses on four core domains of visionary leadership: vision formulation, human resource empowerment, motivation building, and continuous quality evaluation, all of which serve as key determinants of the effectiveness of educational quality improvement. These domains provide a comprehensive framework for understanding how a principal's visionary approach shapes school culture, guides decision-making, and drives sustainable progress. By employing triangulation through interviews, observations, and documentation, this study ensures both depth and validity of the collected data, allowing for an accurate and holistic portrayal of visionary leadership practices within the specific context of SMA Negeri 1 Sukadana.

Interview with the Principal of SMA Negeri 1 Sukadana

The interview with the principal aimed to gain a deep understanding of how visionary leadership is implemented in improving educational quality at the school. The principal explained the process of formulating the school's vision and mission, strategies for empowering teachers and staff, efforts to build internal motivation among school members, and evaluation and follow-up actions to ensure program sustainability. The explanation showed that leadership is carried out collaboratively, adaptively, and with a focus on strengthening character and the quality of learning, as shown in the following Table 3.

Table 3. Principal Interview Results

No	Aspect	Interview Findings	Meaning / Implication
1	Vision–Mission Formulation	The vision and mission were formulated based on the school’s need for change, aligned with the Pancasila Student Profile and regional educational development.	The principal demonstrates a clear strategic direction in quality development.
2	Stakeholder Involvement	Teachers, vice principals, the school committee, and student representatives participated in discussions through meetings and coordination forums.	Leadership is participatory and collaborative.
3	Vision–Mission Dissemination	Communicated through meetings, assemblies, internal media, digital communication groups, and the school website.	The principal emphasizes the internalization of the vision as part of school culture.
4	Teacher/Staff Empowerment Strategy	Training, role assignment based on competence, delegation to working teams, and capacity building through workshops/extracurricular activities.	Empowerment is systematic and continuous.
5	Task Distribution and Monitoring	Task assignment through decrees, class supervision, and weekly/monthly evaluations.	There are mechanisms of control and performance accountability.
6	Motivation	Motivation is given through rewards, personal communication, positive feedback, and appreciation for teacher and student achievements.	The principal fosters a positive work climate.
7	Work Motivation Programs	Providing creative spaces for teachers, extracurricular guidance, recognition of achievements, and team-building activities.	Motivation builds a sense of belonging and togetherness.
8	Evaluation and Follow-up	Quality evaluation is carried out through supervision, periodic meetings, and program reviews. Follow-ups include program revisions and improvements.	The school implements a sustainable quality improvement cycle.

The interview results reveal that the principal of SMA Negeri 1 Sukadana practices visionary leadership through inclusive vision–mission formulation and consistent socialization to embed it into the school’s culture. Teacher and staff empowerment is achieved through proportional task distribution, training, and teamwork to promote independence and competence. The principal also emphasizes motivation through appreciation and warm interpersonal communication to create a conducive work climate. Quality evaluation is conducted regularly, enabling continuous improvement. This reflects leadership that not only directs but also mobilizes and empowers the school community.

Interview with the Vice Principal

The interview with the vice principal aimed to explore how the school’s vision and mission are translated into daily leadership practices, as well as how coordination with the principal is carried out in the areas of teacher empowerment, motivation enhancement, and quality evaluation. The vice principal’s explanation revealed that leadership at this school functions in a collective and well-structured manner,

emphasizing shared responsibility, openness, and collaborative decision-making. He highlighted that regular coordination meetings, clear job descriptions, and active communication channels enable teachers and staff to understand their roles in achieving the school's strategic goals. This leadership model not only ensures the effective implementation of academic and administrative programs but also strengthens a positive school climate rooted in trust, professionalism, and mutual support. Ultimately, such a collaborative approach reinforces a culture of continuous improvement and contributes significantly to sustaining high learning quality and overall school development, as shown in the following Table 4.

Table 4. Vice Principal Interview Results

No	Aspect	Interview Findings	Meaning / Implication
1	Involvement in Vision–Mission Formulation	The vice principal actively participates in discussions, coordination meetings, and vision drafting with the principal and senior teachers.	Visionary leadership is collaborative, not one-way.
2	Vision Implementation in Work Areas	The vision guides curriculum, student affairs, facilities, and discipline programs; all activities aim to build character and academic quality.	The school vision is internalized into operational policies.
3	Role Distribution in Empowerment	Tasks are coordinated routinely; the principal provides space for initiative by vice principals and teachers.	Leadership involves delegation and trust.
4	Training and Competency Development	The school conducts technical guidance, internal workshops, district-level teacher forums (MGMP), and encourages digital and “Merdeka Curriculum” training.	Continuous professional development for teachers is promoted.
5	Motivation from the Principal	Motivation is provided through appreciation, personal communication, open support, and recognition of achievements.	The principal builds a warm and supportive work environment.
6	Motivation’s Impact on Performance	Teachers are more enthusiastic, collaborative, and show a stronger sense of belonging to the school.	Motivation increases work ethic and collaboration.
7	Involvement in Quality Evaluation	The vice principal participates in supervision, evaluation meetings, and follow-up planning after each program cycle.	Quality evaluation is coordinated and structured.
8	Evaluation Follow-up	Evaluation results are used to revise programs, adjust tasks, and optimize learning strategies.	The school practices a continuous improvement cycle.

The findings show that the vice principal serves as a key link between the principal and the school community in applying the vision and quality programs. Empowerment occurs through training and teacher participation in decision-making, while motivation is reinforced through communication and recognition. Quality evaluation is conducted regularly and followed up with program refinement and strengthened teamwork. This indicates that visionary leadership at SMA Negeri 1 Sukadana is collaborative, adaptive, and focused on continuous quality improvement.

Interview with Teachers

The teacher interviews aimed to identify how well the school's vision and mission are understood and internalized, how teachers experience empowerment in teaching and professional development, what forms of motivation are provided by the principal, and the extent of their involvement in evaluating quality improvement programs. The teachers' responses show that the school's visionary leadership is clearly reflected in everyday practices. They noted that the vision and mission are consistently communicated, teacher empowerment is supported through training and involvement in decision-making, and motivation is strengthened through appreciation and constructive feedback. Teachers also participate in evaluation activities that help improve program quality. Overall, their experiences indicate that visionary leadership is not only evident in planning but also felt in daily school routines, as shown in the following Table 5.

Table 5. Teacher Interview Results (Very Concise)

No	Aspect	Interview Findings	Meaning / Implication
1	Understanding of Vision–Mission	Teachers understand the school's vision and mission, which focus on quality and character.	The vision and mission are well socialized among school members.
2	Participation in Vision Understanding	Teachers attend socialization through meetings, assemblies, and digital communication; discussion space is provided.	The principal spreads the vision in a participatory and communicative way.
3	Support & Training	Teachers participate in internal workshops, MGMP forums, and digital literacy/curriculum training.	The school continuously supports teacher competency development.
4	Perception of Empowerment	Teachers feel involved in decision-making, activity teams, and extracurricular development programs.	Teachers have ownership and active roles in school management.
5	Principal's Motivation	The principal provides motivation through appreciation, personal support, and open communication.	The work climate is warm and collaborative.
6	Impact of Motivation on Performance	Teachers are more enthusiastic in teaching, open to innovation, and loyal to the school.	Motivation positively affects performance and work culture.
7	Knowledge of Program Evaluation	Teachers are aware of routine evaluations and reflection on school activities.	Evaluation transparency is well maintained.
8	Evaluation Follow-up	Evaluation results are shared, discussed, and used as the basis for improving teaching and school programs.	Evaluation has a tangible impact on learning quality improvement.

The results show that teachers understand and internalize the school's vision and mission through consistent and open communication, enabling the integration of quality and character values into learning. Teachers feel empowered through training, professional growth opportunities, and participation in school decisions, which strengthen their sense of responsibility. The principal provides motivation through personal appreciation and recognition, which enhances teaching enthusiasm and collaboration. Furthermore, teachers actively engage in evaluation and follow-up processes, ensuring that educational quality improvement is

continuous, systematic, and sustainable. This confirms that visionary leadership in the school is real, participatory, and productive in driving learning excellence. Interviews with educational staff were conducted to understand how the school's vision and mission are perceived within the scope of administrative duties and educational services, the extent to which empowerment and support from the principal are felt by the staff, as well as their motivation and involvement in the process of evaluation and quality improvement. The information provided by the staff indicates that the principal's visionary leadership not only touches the learning domain but also extends to the administrative system and the school's work culture, as shown in the following Table 6.

Table 6. Interview Results with Educational Staff (Summary)

No	Aspect	Interview Findings	Meaning / Implication
1	Understanding of Vision–Mission	Staff understand the school's vision and mission as they are frequently communicated during meetings and routine activities.	The dissemination of the vision and mission is well implemented and evenly understood.
2	Involvement in Understanding the Vision	Staff participate in socialization activities, briefings, and morning assemblies; they feel involved in building the school culture.	The principal applies an inclusive communication strategy.
3	Support & Training	Staff receive technical guidance in administration, basic digital training, and work coaching.	Capacity development focuses not only on teachers but also on support staff.
4	Perception of Empowerment	Staff feel they have responsibility and space to contribute to the smooth operation of school services.	Empowerment creates a sense of role and self-worth.
5	Principal's Motivation	The principal provides motivation through personal approaches, recognition, and warm communication.	Motivation fosters an accommodating and harmonious work atmosphere.
6	Impact of Motivation on Performance	Staff work more disciplined, responsive, and show loyalty to the school.	Motivation improves the quality of administrative services.
7	Knowledge of Program Evaluation	Staff are aware of routine evaluations and receive feedback on administrative tasks.	Transparency in the evaluation process is maintained.
8	Follow-up to Evaluation	Evaluation results are communicated openly and followed up with system and service procedure improvements.	Evaluation has a real impact on service effectiveness.

The results indicate that the educational staff understand the school's vision and mission through various channels of communication, allowing them to recognize their strategic role in supporting the quality of educational services. The principal provides support through administrative training and mentoring, as well as empowerment that fosters a sense of ownership of their work. Motivation is offered through respectful and appreciative communication, creating a harmonious and collaborative work atmosphere. Educational staff are also involved in quality evaluation and follow-up, showing that the quality improvement cycle extends beyond learning processes to include administrative and organizational systems.

Thus, visionary leadership at SMA Negeri 1 Sukadana operates inclusively and strengthens collective work among all school components.

Interviews with the School Committee

Interviews with representatives of the School Committee were conducted to understand the level of committee involvement in formulating the school's vision and mission, the extent of support provided for teacher and staff empowerment, perceptions of the principal's motivational strategies, and evaluations of the school's quality improvement programs at SMA Negeri 1 Sukadana. These interviews also explored how the committee contributes to decision-making processes and facilitates collaboration between the school and the wider community. Information gathered from the committee offers an external perspective on school–community relations, reflects public trust in the principal's leadership, and helps validate the internal assessments conducted by school stakeholders, as shown in the following Table 7.

Table 7. Interview Results with the School Committee

No	Aspect	Interview Findings	Meaning / Implication
1	Involvement in Vision–Mission Discussion	The committee was involved in formal meetings during the revision of the vision–mission and was guided to understand the school's development direction.	The school involves external stakeholders in strategic decision-making.
2	Understanding of School Development Direction	The committee understands that the school focuses on character building, academic quality improvement, and facility strengthening.	The principal's communication of the vision is clear and transparent.
3	Involvement in Teacher/Staff Empowerment	The committee provides support through suggestions, activity collaboration, and facilitating connections with external parties.	The committee serves as a strategic partner, not merely a supervisor.
4	Concrete Support	The committee provides moral support, supplies activity needs, and helps mobilize community support.	The committee's support strengthens teamwork and solidarity.
5	Perception of Principal's Motivation	The committee sees the principal as caring, appreciative of teachers' roles, and capable of fostering a harmonious work climate.	The principal's leadership is viewed as humanistic and motivating.
6	Participation in Quality Programs	The committee joins work meetings, attends school events, and helps coordinate character-strengthening activities.	The committee is directly involved in school quality improvement programs.
7	Involvement in Program Evaluation	The committee receives evaluation information through meetings and school progress reports.	School information transparency is considered good.
8	Assessment of Program Effectiveness	The committee assesses that programs run effectively, with improvements in discipline and a more conducive learning atmosphere.	Quality improvement programs show tangible results.

The interviews show that the School Committee plays an active role as a partner in achieving the vision and mission of SMA Negeri 1 Sukadana. The committee feels included in the vision discussion and socialization stages, allowing them to understand the school's development direction. In terms of empowerment, the committee contributes through moral support, facilitation of activities, and collaboration with the community, showing a mutually reinforcing relationship. The committee also perceives the principal as open, communicative, and appreciative in motivating the school community. Additionally, the committee receives clear information on evaluation and program progress, concluding that the school's programs are effective and demonstrate positive developments. This confirms that the school's visionary leadership is inclusive and holds strong legitimacy in the eyes of the community.

Observation Results

Direct observations were conducted at SMA Negeri 1 Sukadana to examine how the principal's visionary leadership manifests in daily school activities. Observations were carried out without interrupting ongoing activities, focusing on interactions between the principal, teachers, and staff; implementation of quality improvement programs; work atmosphere and school culture; classroom learning activities; and organizational meetings and communication mechanisms. These observations provide factual insights into how the school's vision and policies are translated into daily practices, as shown in the following Table 8.

Table 8. Observation Results

No	Observation Focus	Field Findings	Meaning / Implication
1	Formulation & Dissemination of Vision–Mission	The vision–mission is displayed in public areas, communicated in assemblies and meetings; the principal leads policy discussions.	The vision–mission is not merely formal but is reinforced through regular communication.
2	Organizational Structure & Empowerment	The structure is clearly displayed; task distribution is formalized through decrees; teachers are involved in committees and program development teams.	Human resource empowerment is systematic and transparent.
3	Motivation & Work Climate	The principal often gives verbal appreciation, greets teachers and students personally; the atmosphere is warm and supportive.	The work culture is collaborative and family-oriented.
4	Learning Atmosphere	Teachers actively teach; students are engaged; classroom interaction is conducive.	Learning quality shows increased participation and responsiveness.
5	Implementation of Quality Programs	Extracurricular and cleanliness programs are well-scheduled; teamwork is visible in implementation.	Quality programs are continuous and well-structured.
6	Evaluation & Follow-up	Monthly evaluation meetings are held; class supervision occurs; program improvements are discussed collaboratively.	Evaluation is implemented as a consistent quality improvement cycle.

Observation results show that the principal's visionary leadership at SMA Negeri 1 Sukadana is evident in the school's daily activities. The vision and mission are not merely written statements but are communicated through various forums to serve as a shared direction. The organizational structure functions effectively with clear role distribution and teacher involvement in decision-making, reflecting well-planned empowerment. The work atmosphere is supportive, with the principal showing care and appreciation that builds motivation. Learning processes are conducive, and quality programs are ongoing. Regular evaluations followed by improvements demonstrate that the school operates a systematic quality improvement cycle. Overall, the observations confirm the consistency between the leadership vision and its implementation in practice.

The documentation study was conducted to complement interview and observation data with written evidence and official school archives. The documents analyzed included the school's vision and mission, organizational structure, work programs and quality evaluation reports, data on teaching and non-teaching staff and students, as well as photos and records of school activities. The analysis of these documents provided insights into the school's policy direction, division of roles and responsibilities, implementation of quality improvement programs, and the dynamics of school life as an educational institution. Documentation serves as objective proof that quality improvement efforts are not only planned but also carried out in a structured and well-documented manner, as shown in the following Table 9.

Table 9. Results of the Documentation Study

No	Document Reviewed	Main Content / Information	Meaning / Implication
1	School Vision and Mission	Focused on character building, academic quality, and the Pancasila Student Profile.	Serves as the foundation for values and the direction of school development.
2	Organizational Structure	Includes principal, vice principals, program coordinators, teachers, and educational staff with clear role distribution.	Tasks and functions are implemented systematically and accountably.
3	Work Program and Quality Evaluation	Contains annual and semester programs, regular evaluation meetings, and concrete follow-ups for program improvement.	The school implements a continuous quality improvement cycle.
4	Teacher, Staff, and Student Data	Provides data on numbers, qualifications, and task distribution of teachers as well as student data per study group.	Learning and educational services are planned based on real data.
5	Photos and School Activity Archives	Documentation of learning, extracurricular activities (Red Cross, Flag Ceremony Team, Nature Lovers Club), cleanliness, and environmental revitalization activities.	The school culture is active, participative, and supports character and discipline.

The results of the documentation study show that SMA Negeri 1 Sukadana has a well-documented school management system. The vision and mission serve as a

shared guide in policy formulation. The clear organizational structure demonstrates a systematic division of responsibilities among the principal, vice principals, teachers, and educational staff. The work programs and evaluation reports indicate that quality improvement efforts are planned and continuous rather than incidental. The teacher, staff, and student data support proportional learning planning, while the documentation of activities illustrates an active, collaborative, and character-based school culture. Thus, the documentation confirms that the principal's visionary leadership operates within an organized and accountable system.

Data Analysis Process

Data analysis in this study was carried out interactively and continuously throughout the data collection process until the conclusion stage. This approach follows the Miles & Huberman model, which emphasizes that researchers must constantly reflect on, categorize, and interpret data to ensure that the meanings discovered accurately represent the field conditions. Therefore, analysis was not only performed at the end of the research but began from the moment interviews, observations, and documentation were conducted, and was strengthened through data reduction, presentation, and conclusion verification, as shown in the following Table 10.

Table 10. Data Analysis Process

No	Stage	Activities Conducted	Results / Implications
1	Data Reduction	Selecting relevant data, grouping findings by theme (vision-mission, empowerment, motivation, evaluation).	Data becomes more focused, concise, and aligned with research objectives.
2	Data Presentation	Data organized into thematic narratives, interview tables, observation findings, and documentation results.	Enables the researcher to identify relationships and patterns among findings.
3	Conclusion Drawing / Verification	Interpreting findings, cross-checking with initial data (member check) and supporting documents.	Produces valid, credible, and accountable conclusions.

In the data reduction stage, the researcher selected all information obtained from interviews, observations, and documentation, and grouped it into key themes such as vision implementation, teacher and staff empowerment, motivation strategies, and quality evaluation mechanisms. The data presentation stage involved organizing this information into narratives, tables, and relationship matrices to facilitate interpretation of patterns and interconnections among aspects of visionary leadership. In the conclusion and verification stage, the researcher deeply interpreted the presented data and rechecked it with informants and supporting documents. This process led to the conclusion that the implementation of the principal's visionary leadership at SMA Negeri 1 Sukadana is consistent, participatory, and has a tangible impact on improving educational quality.

Data Credibility Verification

To ensure that the research data is credible and accountable, the researcher conducted data validity checks through source triangulation, technique triangulation, and member checks. These validation steps were implemented systematically and repeatedly throughout the research process to confirm the accuracy, consistency, and coherence of the findings. Through this approach, interpretations were not only prevented from relying on a single perspective but were also strengthened by cross-verifying information from various sources, methods, and participant confirmations. This comprehensive validation procedure also helped minimize potential researcher bias and ensured that the conclusions truly represented the actual conditions in the field, as presented in the following Table 11.

Table 11. Data Credibility Verification Stages

No	Technique	Implementation	Results / Implications
1	Source Triangulation	Comparing interviews with the principal, vice principals, teachers, staff, and the school committee with observations and official documents.	Findings are consistent and mutually reinforcing.
2	Technique Triangulation	Analyzing the alignment between interview data, field observations, and documentation studies.	Data shows stable and non-contradictory patterns.
3	Member Check	Researcher presents interpretations back to informants for confirmation.	Informants confirm that the data reflects actual conditions, validating the conclusions.

Through source triangulation, the researcher found that the principal's explanations regarding the school's vision and quality improvement strategies were consistent with the views of vice principals, teachers, staff, and the school committee, and were confirmed through observations and school documents such as organizational structure and evaluation reports. Technique triangulation showed that what was stated in interviews was also visible in daily practice, such as the culture of collaboration and the routine implementation of evaluation meetings. Furthermore, member checks were conducted by presenting findings to the informants, who confirmed that the researcher's interpretations matched the real situation. This strengthens confidence that the presented data is trustworthy, valid, and representative of the actual conditions at SMA Negeri 1 Sukadana.

Findings and Discussion

The findings indicate that the principal of SMA Negeri 1 Sukadana has consistently implemented visionary leadership in efforts to improve educational quality. In formulating the vision and mission, the principal involved teachers, vice principals, staff, and the school committee in developing the school's strategic direction and disseminated it through regular meetings, morning assemblies, and internal media. This finding aligns with the notion that visionary leadership emphasizes shared understanding of an institution's future direction. In terms of empowerment,

teachers and staff are given active roles in program implementation and receive training through workshops, professional learning communities (MGMP), and internal coaching, fostering confidence and professional responsibility. This supports research stating that empowerment is central to cultivating an innovative school culture.

Regarding motivation, the principal fosters a positive work climate through open communication, recognition of teacher and student achievements, and attention to emotional well-being. Teachers and staff report increased enthusiasm and loyalty, indicating that relationship-based motivation effectively creates a collaborative school culture. Furthermore, the implementation of quality improvement programs is systematic through class supervision, regular evaluation meetings, and measurable follow-ups. Documentation such as the organizational structure, work programs, and evaluation reports demonstrate that the school implements a structured, continuous quality improvement cycle, consistent with the framework of educational quality management. In conclusion, the integration of a clear vision, human resource empowerment, sustained motivation, and structured evaluation confirms that the visionary leadership of the principal at SMA Negeri 1 Sukadana functions effectively in strengthening learning quality, school culture, and overall organizational performance. These findings affirm that quality improvement does not occur instantly but through a collaborative, adaptive leadership process grounded in shared values and collective purpose.

4. Conclusion

This study concludes that the implementation of visionary leadership by the principal at SMA Negeri 1 Sukadana has been carried out consistently and has had a significant impact on improving the quality of education. First, the school's vision, mission, and goals were formulated collaboratively by involving teachers, vice principals, education staff, and the school committee, then continuously socialized through meetings, assemblies, and internal communication media so that they are collectively understood as the school's development direction. Second, human resource empowerment was achieved through clear task distribution, continuous training, delegation of authority, and the involvement of teachers and staff in decision-making, fostering a sense of ownership and work responsibility. Third, the principal built motivation through appreciation, open communication, and attention to the well-being of teachers, staff, and students, which resulted in higher work enthusiasm and a collaborative culture. Fourth, quality evaluation was routinely conducted through supervision and evaluation meetings, followed by program improvements and the formulation of new strategies. Overall, visionary leadership plays a crucial role in creating sustainable and adaptive educational quality within the school.

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