



# Exploring Spectrum of Visioner Leadership as a Driving Force in Building a Culture of Innovation in School

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**Abstract.** This study is to find the spectrum of visionary leadership that is the driving force in the process of implementing education management in schools. This is triggered by the phenomenon of globalization and the digitalization of the world of education which is constantly accelerating the complex development of this research using the mixing method. Data collection in this study was obtained from 21 principals and 210 teachers at the high school (SMA) level in East Java, divided into three regional zones, namely east, middle, and west. The sample was determined purposively, v proportional, and random sampling. Data collection through closed questionnaires and WOD (Interview, Observation, and Documentation) techniques. Descriptive quantitative data analysis techniques using SPSS 24.0 program and qualitative data through data analysts with constant comparatives. The research findings show that the spectrum of visionary leadership is the driving force in the process of implementing education management in schools in building a culture of innovation.

**Keywords:** Visionary Leadership · Driving Force · Education Management · Innovation Culture

## 1 Introduction

The phenomenon of globalization and the digitalization of the world of education is constantly undergoing complex development acceleration. In the process, the key supporting system is the existence of the leader as the driving force for the wheels of the school organization. Terra incognita, depicted the third millennium as an uncharted expanse of the future [1]. Chaos theory in the Newtonian perspective, unpredictable changes occur and the demands of the world of work are the essence of things that must be synergized in each system. Basically, there are four areas of organizational change targets, namely: (1) organizational structure, (2) technology, (3) physical setting, and (4) human resources [2] This is in line with the four factors that cause organizations to change, namely: (1) technological change, (2) international economic integration, (3) market saturation in developed countries, and (4) human resources [3]. A number of these factors require change/innovation. One of the essential things in realizing innovation is a leader. Based on the results of the study, visionary leadership is a leadership pattern aimed at giving

meaning to the work and efforts that need to be carried out together by members of the organization based on a clear vision [4].

The results of research [5–7] visionary leadership tries to move towards a shared dream according to the vision. Strategic steps for transforming various innovations to stakeholders through staff empowerment and the creation of an organizational vision system. Development of the potential to give birth to innovation [8]. Emphasis on intelligence and emotional abilities to move organizational members to achieve goals [9]. As an adaptable existence and survival to global changes. Design thinking of visionary leaders in realizing synergy and collaboration is an important part in providing education to build a culture of innovation.

Visionary leadership teaches a culture of performance improvement in welcoming progress with optimism, despite facing tough and severe challenges [10]. Visionary leadership motivates the courage to face risks as a reality that must be resolved and managed optimally, not eliminated. It is impossible to eliminate risk considering that all choices of actions and behavior always pose risks that must be faced. Whatever action we take will certainly pose a risk that must be resolved responsibly. Problem solving with clear reasons, rational arguments, and strategies with the right goals and objectives can foster agreement from other people objectively.

## 2 Methods

The mixed method approach was carried out with a quantitative preliminary research design that was strengthened by qualitative data with different weights of qualitative dominance. The justification for this research design is trying to reconstruct the generalization of quantitative findings that are strengthened by qualitative findings into a wider area and the magnitude of its implementation. In the first quantitative stage, this research design used a closed questionnaire in the form of a Likert Scale. At the qualitative stage, using the WOD technique (interviews, observations, and documentation).

## 3 Results and Discussion

Researchers present a description of the research data obtained by researchers in the field. Research data collection was carried out by distributing questionnaires or questionnaires to 3 (three) zones of the East Java region which included Banyuwangi Regency (eastern zone), Malang City (middle zone), and Ngawi Regency (west zone) which became the population in the study with a total number of respondents. 21 principals and 210 teachers so that the total respondents are 231 respondents (Table 1).

Descriptive analysis in this study uses five levels (*stanfive*) or class interval categories, namely: (1) very effective, (2) effective, (3) quite effective, (4) not effective, and (5) very ineffective. This analysis is used to describe each variable, namely: Visionary Leadership and Organizational Culture. The results of the descriptive analysis are as follows.

Variables of visionary leadership into independent variables are translated into 25 statement items. The results of determining the interval class category can be seen as follows in Table 2.

**Table 1.** Descriptive Analysis Result

	N	Min.	Max.	Mean	SD.
Visionary Leadership	231	51	76	67.58	7.646
Organizational Culture	231	50	76	67.72	7.548
Valid N	231				

**Table 2.** Visionary Leadership Interval Class Criteria

Interval Class	Criteria	Frequency	Percentage
61.75 $\geq$	Very Effective	162	70%
47.50–61.75	Effective	69	30%
33.25–47.50	Effective	0	0%
19.00–33.25	Very Ineffective	0	0%
Total		231	

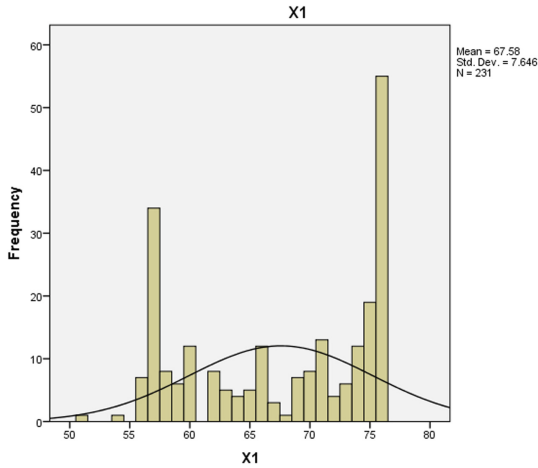
Based on Table 2 shows that from 231 respondents there are 162 respondents or 70% stated that the implementation of visionary leadership in the very effective category, as many as 69 respondents or 30% stated that the implementation of visionary leadership in the category effective, as many as 0 respondents or 0% stated that the implementation of visionary leadership in the ineffective category, as many as 0 respondents or 0% stated that the implementation of visionary leadership in the category was very ineffective.

Then the mean value obtained from the visionary leadership variable is 67.58 which is in the vulnerable value of 61.70 very effective category. So, it can be concluded that the variable of implementing visionary leadership in 3 (three) zones of the East Java region which includes Banyuwangi Regency (east zone), Malang City (middle zone), and Ngawi Regency (west zone) according to the respondents is included in the very effective category. The following data results from the descriptive analysis of the implementation of visionary leadership are presented in the form of a histogram in Fig. 1.

Organizational culture variable is the dependent variable which is described by 19 statement items. It can be seen as follows that the interval class category on the organizational culture variable is in Table 3.

Based on Table 3 shows that of the 231 respondents there are 167 respondents or 72%, stating that the organizational culture in the very effective category, as many as 64 respondents or 28%, stated that organizational culture in the effective category, as many as 0 respondents or 0% stated that organizational culture in the ineffective category, as many as 0 respondents or 0% stated that organizational culture in the very ineffective category.

Then for the mean value obtained from the organizational culture variable of 67.72 which is in the range of 61.75 the very effective category. So, it can be concluded that the variable of implementing organizational culture in 3 (three) zones of the East Java



**Fig. 1.** Histogram of Visionary Leadership Implementation.

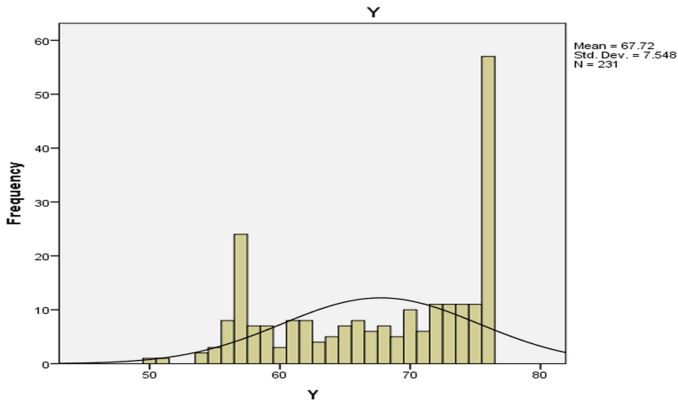
**Table 3.** Organizational Culture Interval Class Criteria

Interval Class	Criteria	Frequency	Percentage
61.75≥	Very Effective	167	70%
47.50–61.75	Effective	64	30%
33.25–47.50	Effective	0	0%
19.00–33.25	Very Ineffective	0	0%
Total		231	

region which includes Banyuwangi Regency (east zone), Malang City (middle zone), and Ngawi Regency (west zone) according to the respondents is included in the very effective category. The following data results from descriptive analysis of organizational culture variables are presented in the form of a histogram in Fig. 2.

Based on the results of the analysis by the study, it was shown that the findings of the researcher were that the researcher found a spectrum of visionary leadership that became the driving force in the process of implementing education management in schools. The findings of this study are in accordance with [5–7] that visionary leadership tries to move towards a shared dream according to the vision. Visionary leadership is a leadership style that always looks to the future (future oriented) [11]. A leader with this style sees the potential for the organization to constantly develop. Therefore, Visionary leadership is the driving force towards a better organization.

The results of the research conducted by [12] said that the influence of visionary leadership on school effectiveness was in the moderate category, using a descriptive method with a quantitative approach by taking samples from the entire population with a total of 30 respondents. Then research by [13], research was conducted by collecting data using interviews, observation, and documentation with the results of the study being



**Fig. 2.** Histogram of Organizational Culture.

that the visionary leadership style by the principal is able to formulate and implement the vision. The results of this further study conducted by [14] are the principal's visionary leadership and teacher discipline affect teacher performance together with the significant influence between visionary leadership styles. With this, visionary leadership, and its components play an important role in developing the process of implementing the organization which is also shown in the results of this study which shows that almost 80 percent of the total respondents fall into the category of very effective in visionary leadership which is the driving force in building a culture of innovation in management education at school.

An effective innovation culture will lead to a better organizational life in the internal and external environment. The existence of visionary leadership in the process of implementing education management becomes a driving force to produce a process of building a culture of innovation through habituation or habituation and can influence the school's cultural climate to improve the performance of educators and education staff in carrying out their professional duties. The visionary leadership action taken by the principal as the manager is to achieve and realize the quality of future education [10].

Visionary leaders have a clear direction and vision of the future as a future projection that is intended with a sense of unity and has a high commitment to make it happen [15]. Visionary leadership is needed to open the gates of achieving progress and building a culture of innovation to be able to compete with other institutions [16]. All educators and education personnel in schools need to face the challenges of the future, all employees are encouraged to pursue, and if possible, they also have a vision to surpass the progress of other educational institutions [17].

If an educational organization is led by a visionary, then the organization is active in developing investments and saving for the future. Visionary leadership will be able to bring this trend towards a meaningful innovation culture in an institution [18]. With visionary leadership, leaders of educational organizations as leaders in educational organizations do not have reckless thoughts in humanizing the nation's children. The situation of uncertain environmental changes requires the leadership of educational organizations to be able to observe and manage change effectively, efficiently, and innovatively.

An educational institution or school requires clearer direction for all members of the organization. Organizations need people who can set the direction forward, disseminate it to all members of the organization, direct people to achieve goals, build networks with other institutions, provide incentives, motivate, and reward subordinates who excel. People who can do such things are called visionary leaders. With a clear future direction, it is hoped that all members of the organization will be more motivated to achieve this vision. It is linked to the most effective leaders through skills, education, values, and culture. Because education will be obtained with rationality, dignity, ethics, and aesthetics [19].

The results of the reality in the field found a spectrum of visionary leadership that became the driving force in the process of implementing education management in building a culture of innovation in schools. [20] states that visionary leadership is felt as an urgent need for educational institutions to be able to realize advanced educational institutions and become the center of attention and expectations of the community. The practice is not rigid in the face of organizational challenges and opportunities.

## 4 Conclusion

The old form of leadership is no longer seen as capable of facing current changes. New leadership characteristics must be developed to face the future, addressing the needs and problems that arise from the uncertainty and ambiguity of the current situation. Researchers have found a spectrum of visionary leadership that is the driving force in the process of implementing education management in schools. Efforts are made through visionary leadership with optimal involvement of Human Resources (HR) and building an innovative culture, bringing an institution to metamorphosis through organizational capacity development armed with various strategies to achieve goals effectively, efficiently, productively and innovatively.

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