

## **Visionary Leadership Strategy in Implementing Vision and Mission Based on Education Reports at State Elementary School 14 Kayuagung**

**Efriyanti<sup>1</sup>, Bukman Lian<sup>1</sup>, Rohana<sup>1</sup>**

<sup>1</sup>Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [efriyanti619@gmail.com](mailto:efriyanti619@gmail.com)

Article History: Received on 2 December 2025, Revised on 9 December 2025,  
Published on 3 February 2026

**Abstract:** This study aims to evaluate the impact of a principal's visionary leadership strategy on school performance, specifically by examining the implementation of the school's vision and mission through the lens of the Indonesian Education Report Card at SD Negeri 14 Kayuagung. A qualitative case study was conducted, employing document analysis of the 2024 Education Report Card data and strategic school planning documents to assess outcomes linked to leadership actions. The analysis focused on key performance indicators including literacy, numeracy, character, learning quality, and school safety climate. The implementation of visionary leadership, characterized by strategic planning, resource organization, and school-based management, correlated with a significant improvement of 6.66% in both literacy and numeracy indicators. Positive trends were also observed in character and learning quality. However, a slight decrease of 0.46% in the school safety climate indicator was identified, revealing a critical area of concern despite overall academic progress. The findings underscore the necessity for school principals to adopt integrated leadership strategies that not only drive academic and character development through a clear vision and collaborative management but also proactively monitor and strengthen the school's safety and emotional climate to ensure holistic improvement. This study provides an empirical, data-driven examination of how visionary leadership operationalizes institutional vision into measurable outcomes within the specific framework of Indonesia's national Education Report Card. It contributes a nuanced understanding by highlighting that even within a successful leadership model, advancements in academic indicators can coincide with overlooked declines in school safety, offering a critical perspective for comprehensive school evaluation.

**Keywords:** Education Report Card, School Vision and Mission, Visionary Leadership

### **A. Introduction**

Education is one of the most important areas for determining a nation's future. In formal education, schools play a strategic role, playing a major role in ensuring quality education (Kominarets et al., 2022). However, the challenges facing education are increasingly complex along with changing times, technological developments, and

societal needs. One of the greatest challenges today is ensuring that the learning process in schools not only produces students who are academically intelligent but also who possess character, possess 21st-century skills, and are able to adapt to global dynamics (Albet, 2024). Therefore, it is crucial for every school to have an effective strategy to achieve the long-term educational goals formulated in the school's vision and mission. Education is a crucial pillar in national development. Many factors influence the quality of education, one of which is student motivation (Urbancová & Fajčíková, 2020). High motivation to learn encourages students to actively participate in the learning process, resulting in better learning outcomes.

According to Li et al. (2024), some ineffective learning activities can negatively impact students. The use of appropriate learning models can encourage students to enjoy a lesson, thereby increasing motivation to complete assignments and making it easier for students to understand the lesson, thus achieving better learning outcomes. In facing these challenges, principals have a crucial role. They act not only as administrative managers but also as visionary leaders capable of providing direction, inspiration, and motivation to the entire school community (Daş et al., 2022). Leadership style determines the success or failure of an institution. In educational institutions, the right leadership style can drive school progress. One effective leadership style for improving educational quality is visionary leadership, which is the ability to create, formulate, and implement ideal thinking as a vision for the organization's future that must be achieved together (Hidayah, 2025). Visionary leadership emphasizes the importance of a clear, realistic, and inspiring vision. In the school context, a visionary principal is able to identify potential and challenges and implement effective strategies to improve educational quality (Atika et al., 2021). In this quality improvement effort, the principal's leadership is a key factor.

A principal who possesses a strong vision and is able to communicate it to the entire school community can create a collaborative, innovative, and results-oriented work environment (Farid Haluti et al., 2024). The current and future success of an organization is inextricably linked to its leadership. A leader can be likened to a person at the helm, determining the direction and goals of an organization, as well as its future existence. Managing a leader requires a strong leadership spirit, enabling them to unite and serve as a role model for their group. A leader who is good in both thought and action and who nurtures his or her subordinates is one of the criteria for a good leader (Ciulla, 2020). Approaching, directing, and leading an organization toward its ultimate goal requires a leader who can employ various approaches and leadership styles appropriate to the context and conditions of the organization they lead. A leader's ability to approach their organization with a specific leadership style will lead to the achievement of the organization's vision, mission, and goals.

Leadership strategy is a planning process established by a leader through influencing subordinates, focusing on the organization's long-term goals (Djordjevic et al., 2020). With a strategy, an organization will gain a strong position within its jurisdiction. One

of the supporting factors in organizations or education is leadership. Leadership stems from the word "lead." The word "lead" means to direct, guide, or organize; to guide; to show; and to influence. Leaders have both physical and spiritual responsibility for the success of their subordinates. Therefore, being a leader is not easy, and not everyone will have the same leadership skills. Leadership is a strategy or theory for leading subordinates, implemented by the person we call a leader. Vision and mission are crucial elements in a school. They are used to guide its operations along the path mandated by stakeholders and to achieve desired future conditions.

Based on this, the vision and mission of SD Negeri 14 Kayuagung were formulated to meet these needs. SD Negeri 14 Kayuagung's vision is "to have noble character, excel in achievement, and cultivate a cultured environment." Meanwhile, SD Negeri 14 Kayuagung's mission is to optimally develop human resources to prepare students for the global era. The mission indicators are (1) implementing effective learning and guidance so that each student develops optimally according to their potential; (2) encouraging and assisting each student to recognize their potential so that they can develop optimally; (3) fostering appreciation for the teachings of their religion and national culture, thus becoming a source of wisdom in their actions; and (4) implementing participatory management by involving the entire school community and interest groups associated with the school.

The achievement of the vision and mission signifies the realization of justice and equitable prosperity for all members and individuals. To achieve the vision and mission, objectives (both long-term and short-term) are created. The vision is designed to focus all educational activities on a single foundation and goal; therefore, a time limit and time allocation are required to complete the vision. This can be considered a benchmark in the development of educational institutions so that they can adapt to changes that occur over time in the development of educational institutions in order to adapt to changes that occur over time. All of these hopes will be achieved through strategies and the full role of the complete management function and achieve better educational quality. Educational quality is an integrated effort from the principal and synergy with philosophical elements, namely vision, mission, and goals, as well as in the implementation of human resources and education that are able to develop abilities and shape the character and civilization of the nation.

Improving the quality of education is determined by the readiness of the human resources involved in the educational process (Pusvitasari, 2021). Teachers are a crucial factor and play a strategic role in determining educational outcomes. Therefore, any effort to improve the quality of education requires significant attention to improving the number and quality of teachers. To achieve more meaningful educational goals, a clear vision and mission must serve as a guide for the school's long-term direction and goals. This is where visionary leadership becomes crucial, reflecting a leader's ability to formulate, communicate, and implement a vision and mission that can drive school progress. This visionary leadership focuses not only on

achieving short-term results but also on a commitment to creating positive, sustainable change in the future. Visionary leadership consistently presents innovative ideas and is both timely and flexible, adapting to changing times.

The principal's strategic planning for implementing the vision and mission begins with a SWOT analysis, supported by the development team, and monitors progress in implementing the vision and mission. A key component in building exemplary educational institutions is to inspire a progressive Indonesia, embodying traits such as character, sovereignty, critical thinking, creativity, independence, religious devotion, faith in God Almighty, noble morals, the ability to collaborate, and global diversity. Efforts to improve the quality of education in Indonesia continue through various initiatives, one of which is the Merdeka Belajar (Freedom to Learn) program introduced by the Ministry of Education, Culture, Research, and Technology. This program aims to provide schools with flexibility in developing curricula and learning methods tailored to local needs. A key element of this program is the launch of the Education Report (Rapor Pendidikan), a data-driven platform designed to provide integrated information on the state of education in each school.

The Education Report not only replaces the previous quality report but also presents a more integrated approach to evaluating educational outcomes. This platform uses data from the National Assessment (AN) to provide a comprehensive overview of the state of education services at the school level. The data presented includes priority indicators, root causes, recommendations for improvement, and implementation guidelines that can be directly applied in schools. Thus, this platform becomes a strategic tool that supports data-based planning at various levels of education. The education report card also serves as an evaluation tool that can be used to measure the extent to which the formulated vision and mission can be implemented in practice. The education report card provides a comprehensive overview of a school's achievements in various areas, both academic and non-academic. This facilitates principals' objective, data-based decisions to improve and develop educational quality.

The education report card can be understood in the context of students' knowledge and skills in literacy and numeracy, character, and the quality of the learning environment (Sundakir et al., 2023). The education report card is still a new concept in the world of education. It is derived from a national assessment that measures the quality of learning in literacy, numeracy, and character, as well as the quality of the learning environment in Indonesia. The goal is to accelerate the transformation of the education system and ensure all students receive a quality learning experience. Through the education report card platform, the government aims to facilitate schools' and local governments' reflection and development of targeted, data-driven education improvement plans. The education report platform includes steps to identify the root causes of problems faced by schools in a more concise and comprehensive manner, thus assisting educational units in making improvements.

Although SD Negeri 14 Kayuagung already has a clear vision and mission, implementing a visionary leadership strategy based on educational report cards to achieve these goals still faces various challenges. One of these is the lack of participation, with school community members sometimes not being involved in the vision and mission development process, leading them to feel a lack of commitment or responsibility for achieving them. Budget and resource limitations can hinder efforts to achieve the established vision and mission. Furthermore, limited use of technology is also a major challenge. Many teachers and principals lack adequate digital competencies, making it difficult to optimally develop technology-based learning. The lack of ongoing training further exacerbates this situation. Visionary leadership requires principals to be lifelong learners, capable of identifying problems, developing long-term strategies, and encouraging learning innovations that support character building and digital literacy (Ahsan, 2025; Mustari & Nurhayati, 2024). Furthermore, the implementation of educational report cards still faces several challenges, such as low data literacy, limited internet access, and a lack of intensive training for teachers and principals. Therefore, collaboration between the central and regional governments, schools, and the community is key to increasing the effectiveness of this platform.

Therefore, this study aims to examine how visionary leadership strategies are applied in implementing the vision and mission based on educational report cards at SD Negeri 14 Kayuagung. Visionary leadership is a leadership model that directs all organizational components to achieve the future vision of the institution's ideals. Implementing the existing vision requires collaborative work based on that vision. Human resource development is a key component of a visionary leadership strategy. Principals must be able to create an organizational climate that supports teacher capacity building through ongoing professional training and development (Putra et al., 2024). This will have a direct impact on improving the quality of learning and student competency achievement. Furthermore, the implementation of visionary leadership also requires collaboration with various stakeholders, such as parents, school committees, local governments, the business world, and digital communities.

Therefore, an in-depth study of the strategy for implementing visionary leadership in schools is necessary. This research is crucial for understanding how principals formulate and realize their visions in daily leadership practices. Furthermore, this study can identify supporting and inhibiting factors in the process of school transformation towards 21st-century education. Therefore, a comprehensive academic study on visionary leadership strategies in elementary schools is crucial to address the challenges of contemporary education. This study is expected to provide strategic recommendations for principals, policymakers, and education practitioners in developing leadership models that are adaptive, contextual, and have a real impact. The Education Report Card also has great potential to be a catalyst for change in the Indonesian education system. It serves not only as an evaluation tool but also as a

source of inspiration and innovation to create a more inclusive, equitable, and high-quality education. Thus, the vision of producing a superior generation capable of competing globally can be achieved.

## **B. Methods**

This research was conducted at Kayuagung 14th Public Elementary School, Kayuagung District. This study describes a visionary leadership strategy in implementing a report-based vision and mission as an effort to improve the quality of education at Kayuagung 14th Public Elementary School. Therefore, the main data sources for this study were individuals deemed important for obtaining clear and accurate information. The number of informants in this study was 14 people. The research objects can be seen in the following table:

Table 1. Informants Profile

No	Research Informants	Number of Informants
1.	Supervisor	1
2.	Principal	1
3.	School Committee	1
4.	Teachers	2
5.	Students	1
6.	Parents	1
Total		7

This study uses a qualitative approach to describe the problem and focus of the study. In accordance with the facts at the time of the study, it is related to the principal's strategy in realizing the vision and mission based on educational report card data at SD Negeri 14 Kayuagung. Data collection techniques in this study used observation, interviews, and documentation. The data validity technique in this study used data triangulation. Data validity testing in this study used credibility (internal validity) and transferability (external validity) tests. Data analysis techniques used in this study include data reduction, data presentation, and drawing conclusions.

## **C. Results and Discussion**

### **Visionary Leadership Strategy in Implementing the Vision and Mission Based on Educational Reports at SD Negeri 14 Kayuagung**

The research findings suggest that the principal is one of the educational elements that plays the greatest role in improving the quality of education. Regarding teachers who receive the principal's duties as stated in the Minister of Education, Culture, Research, and Technology Regulation number 40 of 2021, they are responsible for leading and managing schools in an effort to improve the quality of education in accordance with the transformation of learning that favors students. The principal's strategy in implementing educational management requires an adaptive, innovative, and

collaborative approach so that schools are able to respond to the challenges of the digital era and globalization. The principal no longer plays only an administrator but also a visionary leader capable of moving all components of the school towards better change. An important initial step is to formulate a clear school vision and mission that is relevant to current developments and is effectively socialized to all school members. This vision and mission serve as the main foundation for formulating school programs and policies, as well as building a shared commitment to realizing them.

Strategic planning is key in implementing modern educational management (Priyambodo & Hasanah, 2021). The principal must be able to carry out thorough planning, including in curriculum development, human resource management, and technology utilization. This planning is carried out in a participatory manner so that all parties feel involved and responsible for the success of the school program. Organizing school resources is also an important strategy. The principal needs to optimize the utilization of teaching staff, facilities, infrastructure, and budget effectively and efficiently. Clearly structuring tasks and responsibilities will improve the performance and productivity of all school components (Nwanakezie & Ogona, 2021). The principal is a teacher tasked with leading learning and managing the educational unit. Achieving educational goals depends heavily on the quality of leadership responsible for education and the policies of the supervisor. The principal also acts as a leader for the school he leads, also acting as an agent of change, as the principal must have a good understanding of all aspects of his school. The school must have a clear vision for the future so that it can continue to implement planned improvements in quality and competitiveness over time.

The implementation of innovative programs is part of the principal's strategy. This includes the implementation of digital-based learning, project-based learning, and strengthening character education and digital literacy. Principals must encourage teachers to continuously innovate in teaching methods to prepare students for the challenges of the 21st century (Mthanti & Msiza, 2023). Regular supervision and evaluation are also essential. Principals monitor program implementation, provide feedback, and make continuous improvements. This evaluation aims to ensure that all activities are running according to plan and achieving established targets. Teacher competency development is a top priority. Principals organize training, workshops, and ongoing professional development activities to enable teachers to master technology, modern pedagogy, and relevant teaching materials. This will have a direct impact on improving the quality of learning in schools. Improving the quality of educational infrastructure is also a crucial strategy.

Principals must ensure the availability of supporting facilities such as laboratories, libraries, technological devices, and a comfortable and safe learning environment. Adequate infrastructure will support the creation of a productive and innovative learning environment (Frelin & Grannäs, 2021). The implementation of school-based management (SBM) is a key strategy. Through SBM, principals optimize the

participation of teachers, students, parents, and the community in decision-making and the implementation of school programs (Isa et al., 2020). This approach fosters a sense of ownership and shared responsibility for school progress. Building a culture of quality within the school environment is crucial. Principals instill the values of hard work, discipline, innovation, and collaboration among all members of the school community. This culture of quality will serve as the foundation for creating a superior and highly competitive school. Partnerships with the community and external stakeholders are also crucial strategies. Principals collaborate with the government, business, universities, and the community to secure financial support, resources, and opportunities for further school development. Furthermore, principals must be able to manage change and overcome emerging challenges, such as limited resources, resistance to innovation, and the dynamics of education policy. With visionary, inclusive, and collaborative leadership strategies, principals can create an adaptive, innovative, and sustainable educational environment in the modern era.

The impact of a principal's visionary leadership on the implementation of modern educational management is significant and affects various aspects of school life (Turan, 2021). A visionary principal is able to formulate a clear, communicative, and inspiring vision, which serves as a guide for all school members in achieving long-term goals that are relevant to current developments. One key impact is the creation of a collaborative and innovative organizational culture. Visionary principals encourage open communication between teachers, staff, students, and parents, thus creating a harmonious school environment that supports learning. This positive work culture increases teacher and staff job satisfaction and creates a conducive learning environment for students. Visionary leadership also encourages innovation in the learning process. Principals are driving forces behind the implementation of technology, the development of project-based curricula, and the adoption of creative learning methods. These innovations increase learning effectiveness and make students' learning experiences more engaging and relevant to real-world needs. Another significant impact is the improvement of teacher professionalism.

Visionary principals actively conduct training, workshops, and ongoing professional development, enabling teachers to adapt to the demands of modern education and improve the quality of their teaching (Faizuddin et al., 2022). Teachers feel supported and motivated to continue developing. Furthermore, visionary leadership contributes to more effective and efficient management of school resources. Principals strive to optimize facility utilization, improve infrastructure, and ensure the availability of learning support facilities such as laboratories, libraries, and information technology devices. This supports a better teaching and learning process and improves the overall quality of education. Parent and community participation also increases thanks to visionary leadership. Communicative and open principals successfully involve parents in various school activities, such as committee meetings, parenting programs, and support for student development. This involvement creates a sense of shared ownership of the school's progress and strengthens external support for educational

programs. Schools led by visionary principals tend to be more adaptable to change (Corrigan & Merry, 2022). Principals are able to prepare schools for new challenges, such as curriculum changes, government policies, or technological developments. This adaptability keeps schools relevant and competitive amidst global dynamics. The impact of visionary leadership is not only seen in students' academic improvement but also in strengthening non-academic aspects such as character, digital literacy, and 21st-century skills. Students become more active, creative, and prepared to face future challenges thanks to a learning environment that supports the development of their full potential. Visionary principals are also able to manage challenges and obstacles, such as limited resources, resistance to change, and a lack of leadership training. With an inclusive and participatory approach, principals transform challenges into opportunities through strong collaboration between the entire school community and external stakeholders.

The success of visionary leadership is greatly influenced by support from teachers, staff, parents, and government policies (Candrasari et al., 2023). Adequate support enables principals to fulfill their role as effective agents of change and create adaptive and innovative schools that meet the demands of the times. Research also shows that visionary principals can improve teacher and student motivation and performance. A learning environment that supports innovation and collaboration makes teachers more enthusiastic in teaching and students more motivated in learning, resulting in significantly improved learning outcomes (Cheng et al., 2021; Daniel et al., 2024). Administratively, a visionary principal pays attention to comprehensive school management, not only academic aspects but also infrastructure and other supporting services. This ensures that all school facilities are available and in good condition to support the teaching and learning process. Overall, the principal's visionary leadership has proven to be key to improving the quality of education through targeted and sustainable organizational change. With a strong vision, innovative strategies, and stakeholder support, a visionary principal is able to lead a school to excellence and relevance in the modern education era.

### **Implementation of Educational Report Cards is Used as a Tool to Measure the Achievement of the Vision and Mission**

The implementation of the Education Report Card as a tool to measure the achievement of the vision and mission of education shows that the Education Report Card functions as a comprehensive evaluation instrument to assess the quality of education at various levels, from educational units (schools) to the regional and national levels. The achievements of the education report card refer to the results of the evaluation of the education system presented in the education report card platform. This describes the condition of the quality of education at various levels, from educational units to regions (districts/cities and provinces) to the national level. SD Negeri 14 Kayuagung, as one of the schools in Ogan Komering Ilir Regency, has the responsibility to improve the quality of education. The results of the education

report card are one of the reflections to improve the quality of schools with Data-Based Planning (PBD). The 2024 education report card was obtained from the results of the 2023 National Assessment. Based on the 2024 education report, SD Negeri 14 Kayuagung experienced improvements in five indicators (literacy, numeracy, character, and learning quality) and a decline in the school safety climate indicator. Furthermore, numeracy achievement remained in the moderate category, while the other four were considered good. Analysis of the sub-indicators on the education report also revealed areas for improvement. In the literacy indicator, SD Negeri 14 Kayuagung achieved good results with a score of 73.33%. This indicates that the majority of students have achieved the minimum competency threshold for reading literacy. The percentage of students achieving minimum competency increased by 6.66% from 2023 (66.67%). This percentage is based on students' ability to understand, use, reflect on, and evaluate various types of texts (informational and fictional texts).

In the numeracy indicator, SD Negeri 14 Kayuagung achieved moderate results, with 53.33% of students achieving minimum competency. The percentage of students achieving minimum competency in numeracy skills increased by 6.66% from 46.67% in 2023. This percentage is based on students' ability to use mathematical concepts, procedures, facts, and instruments to solve everyday problems in a variety of contexts. Numeracy skills are the best performance indicator among other indicators. In the character indicator, SD Negeri 14 Kayuagung achieved good results. This year's character achievement score was 58.42%, a 1.48% increase from 56.94% in 2023. This performance is measured based on the average student personality values based on human morality, natural morality, national morality, reciprocal cooperation, creativity, critical thinking, global diversity, and independence in personal research. The school's safety climate achieved good results. This year's safety climate achievement score at SD Negeri 14 Kayuagung was 74.21%, a 0.46% decrease from 74.67% in 2023. This achievement is measured based on the composite value of the index of feeling safe, bullying, physical punishment, sexual violence, smoking, alcohol, and drugs based on the learning environment survey.

Quality learning has demonstrated positive outcomes, leading to improved classroom environments, effective support, and cognitive activation from teachers. SD Negeri 14 Kayuagung's learning quality achievement score this year was 70.35%, a 0.13% increase from 2023. This indicator's achievement is measured based on the average learning quality score, including classroom management, psychological support, and teaching methods, in the learning environment survey. Therefore, based on the 2024 Education Report, SD Negeri 14 Kayuagung demonstrated a positive trend, with significant improvements in four of the five key indicators: literacy, numeracy, character, and learning quality. The highest increases were seen in the literacy and numeracy indicators, each increasing by 6.66% compared to the previous year, indicating progress in students' basic reading and arithmetic skills. The character indicator also increased by 1.48%, reflecting positive developments in moral values, mutual cooperation, creativity, critical thinking, global diversity, and student

independence. Meanwhile, the quality of learning also showed a small increase of 0.13%, indicating improvements in the conducive classroom atmosphere, affective support, and cognitive activation by teachers.

The Education Report also highlighted a 0.46% decline in the school safety climate indicator. While this indicator remains in the good category, the decline is a significant concern that requires further investigation. This decline is measured based on the index of feelings of safety, bullying, corporal punishment, sexual violence, smoking, alcohol, and drugs in the learning environment survey. This indicates that efforts to create a completely safe school environment free from various forms of violence and negative behavior need to be intensified. Analysis of the achievements of the Education Report sub-indicators indicates that while overall achievements in the literacy, character, and learning quality indicators are in the good category, there are still specific areas that require improvement. Similarly, the numeracy indicator remains in the moderate category, underscoring the need for more intensive efforts to improve thinking skills using mathematical concepts, procedures, facts, and tools to solve everyday problems.

#### **D. Conclusions**

This study concludes that the visionary leadership at SD Negeri 14 Kayuagung, which strategically integrates thorough planning, resource optimization, school-based management, teacher development, and adaptability, has been effective in translating the school's vision and mission into practice, particularly through the tool of the Education Report Card. The key finding is that this report card serves as a crucial mechanism for data-driven evaluation, enabling the school to measure progress against specific indicators like literacy, numeracy, and school climate, and to use those insights for targeted planning and improvement. This process creates a concrete feedback loop where leadership strategy is continuously informed by tangible educational outcomes. The practical implication is that other educational institutions can adopt a similar model, where clear, participatory leadership is systematically paired with a structured evaluation instrument like the Education Report Card. This approach enhances accountability, focuses improvement efforts on specific data-identified areas, and strengthens stakeholder collaboration by making the mission's progress transparent and measurable. For future research, it is recommended to investigate the long-term impact of this integrated leadership and evaluation model on sustained student achievement and school culture. Studies could also explore its applicability and necessary adaptations in different school contexts, such as in under-resourced areas or at higher educational levels, to develop a broader framework for mission-driven school improvement.

#### **E. Acknowledgement**

We express our acknowledgement to all stakeholders of Universitas PGRI Palembang.

## References

- Ahsan, M. J. (2025). Cultivating a Culture of Learning: The Role of Leadership in Fostering Lifelong Development. *The Learning Organization*, 32(2), 282–306. <https://doi.org/10.1108/TLO-03-2024-0099>
- Albet, M. S. (2024). Implementation and Challenges of Discipline Character Education. *Jurnal Pendidikan Karakter*, 15(2). <https://doi.org/10.21831/jpka.v15i2.77799>
- Atika, M., Harapan, E., & Rohana, R. (2021). Visionary of the Principal Leadership in Improving the Quality of Learning. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(3), 695. <https://doi.org/10.29210/021112jpgi0005>
- Candrasari, R., Mayasari, N., Yulia, R., & Lake, F. (2023). Visionary Leadership in Education Management: Leading Toward Optimal Achievement in the Era of Independent Learning. *Indonesian Journal of Education (INJOE)*, 2(3), 451–467.
- Cheng, F.-F., Wu, C.-S., & Su, P.-C. (2021). The Impact of Collaborative Learning and Personality on Satisfaction in Innovative Teaching Context. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.713497>
- Ciulla, J. B. (2020). *Ethics and Effectiveness: The Nature of Good Leadership* (pp. 3–32). [https://doi.org/10.1007/978-3-030-38463-0\\_1](https://doi.org/10.1007/978-3-030-38463-0_1)
- Corrigan, J., & Merry, M. (2022). Principal Leadership in a Time of Change. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.897620>
- Daniel, K., Msambwa, M. M., Antony, F., & Wan, X. (2024). Motivate Students for Better Academic Achievement: A Systematic Review of Blended Innovative Teaching and Its Impact on Learning. *Computer Applications in Engineering Education*, 32(4). <https://doi.org/10.1002/cae.22733>
- Daş, Y., Yüksel, Ş., & Beşir, H. (2022). Visionary Leadership Phenomenon in School Management. *International Journal of Current Educational Studies*, 1(1), 1–13. <https://doi.org/10.46328/ijces.8>
- Djordjevic, P., Panic, M., Arsic, S., & Zivkovic, Z. (2020). Impact of Leadership on Strategic Planning of Quality. *Total Quality Management & Business Excellence*, 31(5–6), 681–695. <https://doi.org/10.1080/14783363.2018.1490176>
- Faizuddin, A., Azizan, N. A., Othman, A., & Ismail, S. N. (2022). Continuous Professional Development Programmes for School Principals in the 21st Century: Lessons Learned from Educational Leadership Practices. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.983807>
- Farid Haluti, Hasrat A. Aimang, & Bernadette O. Gallardo. (2024). Building Principal Leadership Oriented to Improving Student Learning Outcomes. *Jurnal Pendidikan Glasser*, 8(2), 219–227. <https://doi.org/10.32529/glasser.v8i2.3743>
- Frelin, A., & Grannäs, J. (2021). Designing and Building Robust Innovative Learning Environments. *Buildings*, 11(8), 345. <https://doi.org/10.3390/buildings11080345>
- Hidayah, N. (2025). Visionary Leadership and Its Impact on the Quality of Education in Islamic Educational Institutions. *Al-Hayat: Journal of Islamic Education*, 9(1), 142–158. <https://doi.org/10.35723/ajie.v9i1.48>
- Isa, A. M., Mydin, A.-A., & Abdullah, A. G. K. (2020). School-Based Management (SBM) Practices in Malaysia: A Systematic Literature Review. *International Journal*

- of Academic Research in Business and Social Sciences, 10(9).  
<https://doi.org/10.6007/IJARBSS/v10-i9/7870>
- Kominarets, T., Fomin, V., Bieloliptseva, O., Tkachenko, M., Malykhin, A., & Pryshliak, O. (2022). Strategic Tasks of Contemporary Education: Formal, Nonformal, Informal. *Revista Romaneasca Pentru Educatie Multidimensionala*, 14(4), 394–407. <https://doi.org/10.18662/rrem/14.4/647>
- Li, J., Fang, L., Liu, Y., Xie, J., & Wang, X. (2024). Ineffective Learning Behaviors and Their Psychological Mechanisms among Adolescents in Online Learning: A Narrative Review. *Behavioral Sciences*, 14(6), 477. <https://doi.org/10.3390/bs14060477>
- Mthanti, B. J., & Msiza, P. (2023). The Roles of the School Principals in the Professional Development of Teachers for 21st Century Education. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2267934>
- Mustari, M., & Nurhayati, S. (2024). Multifaceted Instructional Leadership of School Principals to Improve Student Character in the Digital Era. *Al-Hayat: Journal of Islamic Education*, 8(2), 488. <https://doi.org/10.35723/ajie.v8i2.459>
- Nwanakezie, I. S., & Ogon, I. K. (2021). Task Development Procedures for Effective Educational Management. *International Journal of Institutional Leadership, Policy and Management*, 3(1), 106–133.
- Priyambodo, P., & Hasanah, E. (2021). Strategic Planning in Increasing Quality of Education. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(1), 109–126. <https://doi.org/10.31538/ndh.v6i1.1138>
- Pusvitasari, R. (2021). Human Resources Management in Improving the Quality of Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(2), 125–135. <https://doi.org/10.33650/al-tanzim.v5i2.2549>
- Putra, R., Renaldo, N., Purnama, I., Putri, N. Y., & Suhardjo, S. (2024). Enhancing Teacher Performance through Capacity Building: A Comprehensive Analysis of Professional Development, Mentoring, and Organizational Support. *Reflection: Education and Pedagogical Insights*, 2(1), 1–8. <https://doi.org/10.61230/reflection.v2i1.84>
- Sundakir, S., Makhdalena, M., & Hambali, H. (2023). Efforts to Improve the Quality of Schools Based on the Analysis of Educational Reports. *Al-Ishlah: Jurnal Pendidikan*, 15(4). <https://doi.org/10.35445/alishlah.v15i4.3714>
- TURAN, S. (2021). Exploring the Link Between Principals Visionary Leadership and School Effectiveness. *International Journal of Education Technology and Scientific Researches*, 6(14), 589–623. <https://doi.org/10.35826/ijetsar.320>
- Urbancová, H., & Fajčíková, A. (2020). Factors Influencing Students' Motivation to Study at a University. *International Journal of Education Economics and Development*, 11(1), 27. <https://doi.org/10.1504/IJEED.2020.104286>