Development of Visionary Leadership Training Module for State Senior High School Principles

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ARTICLE INFO

ABSTRACT

This study aimed to develop and evaluate a visionary leadership training module for principals at a public senior high school in Labuhan Batu. Specific objectives included creating the module, designing its content, assessing its feasibility, and gauging the principals' responses. The research employed a developmental approach, focusing on enhancing the principals' skills in vision articulation, decision-making, creativity, communication, motivation, empowerment, emotional intelligence, change management, role modeling, and understanding the organizational climate. With a confidence level of 95% and a significance level of 0.05, the study surveyed a total population of 84 individuals. The findings indicated the training module effectively fostered the desired leadership qualities. The module's development and its reception among the principals were both rated as very good, affirming its potential to foster visionary leadership in high school settings.

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1. INTRODUCTION

Indonesia's national education system is methodically organized to enhance skills, build character, and cultivate a respectable national civilization. The improvement of education quality is a key priority, guided by the National Development Program of 2000-2004 and the National Education System Law. In response to the low quality of education, Indonesia is striving to enhance its education system by focusing on improving educational services. This reorientation aims to align more closely with the principles outlined in Education Law No. 20, 2003.

This principle of educational service emphasises quality that is oriented towards the needs of the service recipients or providers. This orientation means that the quality of educational services must consider how service recipients perceive the services offered by the provider, namely the school. Operationally, the quality of educational services can be gauged by the extent to which schools, as service providers, can assure quality to the recipients (S, Herlambang, & Cahyono, 2018). A service is

any business activity that enhances the satisfaction of its recipients. Therefore, the quality of education services should be enhanced to ensure that recipients are satisfied with these services (Elly & Soraya, 2020).

The implementation of educational services for students is often studied in the context of education quality, which is closely related to the management of educational quality in schools. Within the school system, various stakeholders perceive the concept of education quality differently. Often, the quality of education in schools is gauged simply by the grades or scores students achieve, as indicated by test or exam results. Therefore, enhancing educational quality can be achieved through improved school services. This expectation aligns with the findings of a UNESCO study, which recommended that lifelong education be based on four pillars: learning to know, learning to do, learning to live together, and learning to be (UNESCO, 1996). These recommendations have had significant implications for educational implementation worldwide, particularly in developing countries, including Indonesia. Educational products begin with the management of education in schools. Education management must execute its functions effectively to ensure high-quality schools. These functions, based on planning, organizing, actuating, and controlling (Terry, 2010), are embodied in school-based management, encompassing school curriculum management, student management, personnel management, management of educational facilities, school administration management, financial management, school organization, and school-community relations (Sonedi et al., 2018).

The survey conducted at Labuhan Batu Public High School involved interviews with the principal of Labuhan Batu High School and the head of the Labuhan Batu Education Office in 2019. The data suggest that leadership is markedly weak. The human resources, particularly in terms of the principal's leadership, are not yet optimal and significantly influence his leadership style in managing education across various paths, levels, and types. The principal of SMA Labuhan Batu scores below average in leadership implementation. Efforts to improve the quality of school education include enhancing the leadership skills of high school principals. The role of a high school principal is crucial, impacting the delivery of education in schools. The key elements in a high school principal's leadership, which include people, organizational objectives, leader-followers, influence, and leaders, are vital (Lussier, R.N., and C.F., op.cit). Leadership for a principal entails guiding (Frismelly & Giatman, 2021) and involves setting objectives, motivating, and taking actions with subordinates. Principal leadership constitutes influencing and directing others through obedience, trust, respect, and enthusiastic cooperation to achieve shared objectives. It is also about adopting an influential and non-coercive approach to motivate individuals towards goals (Amini et al., 2021). Moreover, principal leadership forms part of the process wherein individuals guide groups to attain common objectives, with leadership being a meaningful process, not merely a trait of the leader but a "transaction" between the leader and the followers.

Visionary leadership is characterized by the ability to foresee future challenges and opportunities, developing a clear and compelling vision, and guiding others towards achieving it. In the realm of high school education, principals play a crucial role in embodying this leadership style, which transcends traditional management to inspire and effect meaningful change. This leadership approach not only fosters an environment conducive to effective learning and teaching but also ensures schools are adaptive and responsive to the evolving demands of the industrial 4.0 era.

Research, such as the studies found in 'Leader's Interpersonal skills and its Effectiveness at Different Level Management' and 'People Skill: Developing Soft Skills a Change Management Perspective,' underscores the critical impact of visionary leadership on educational management's efficacy. These studies advocate for principals who can lead with foresight, creativity, and an understanding of the broader educational landscape, thereby driving their schools towards excellence in a rapidly changing world. The essence of visionary leadership in high school principals is further exemplified by case studies and research findings. For instance, the work of Fajri et al. (2019) and Guntoro (2020) demonstrates that visionary principals significantly enhance school performance and culture by aligning their institutions with future societal needs. Moreover, successful applications of

this leadership style, as seen in Finnish schools, highlight the transformational impact of visionary principals in navigating global educational challenges and setting new benchmarks for quality education.

In conclusion, the imperative for high school principals to adopt a visionary leadership style is clear. It is not merely about managing the day-to-day operations of a school but about steering the institution towards a future-oriented trajectory, encapsulating critical thinking, effective communication, and innovative problem-solving. Therefore, developing a training module for visionary leadership, as suggested by Alam et al. (2021), is essential in equipping principals with the necessary skills and insights to lead their schools into a prosperous and dynamic future.

2. METHODS

This study adopts a research and development approach to create a visionary leadership training module tailored for principals of public high schools in Labuhan Batu. Distinct from conventional educational research, this project emphasizes the iterative design and testing of a practical training module, with a timeline spanning from September 2018 to April 2020.

The research targets all relevant stakeholders within the school system of Labuhan Batu as its population. Specifically, the study encompasses 14 public high school principals, 14 administrative leaders, and 82 government-employed teachers, totaling 110 participants. Additionally, other relevant informants may be included to enrich the data and insights. To ensure a representative sample, the study employs proportional stratified random sampling, a technique that segments the population into strata and then randomly selects participants from each stratum in proportion to the overall population size. This method aims to achieve a confidence level of 95% with a significance level of 0.05.

Data sources for this research will include profiles of the public high schools in Labuhan Batu and information regarding the principals' leadership styles. The sampling process, informed by stratified random sampling principles, will identify 84 individuals from the total population to participate in the study. This structured approach facilitates a comprehensive understanding of the existing leadership landscape and the potential impact of the proposed training module.

Table 1. Visionary Leadership Instrumental Grid

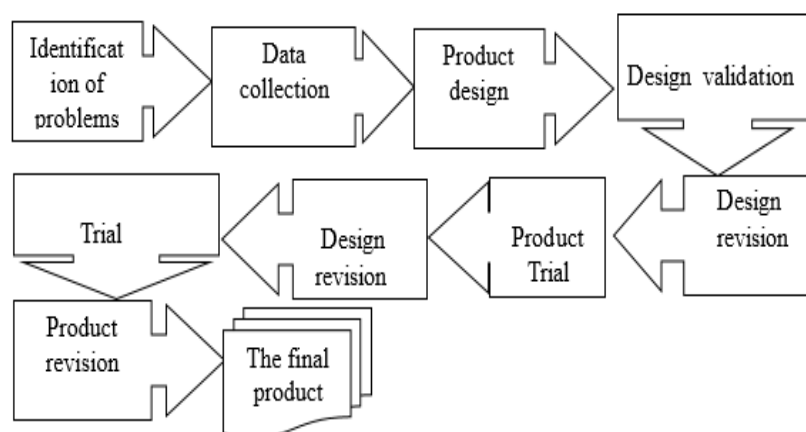| N0	Variable	Characteristics of Visionary Leadership	Question Number
1	Visionary leadership	Applying leadership in formulating the school's vision	1,2,3
		Make decisions	4,5,6
		Have good creativity	7,8,9
		Good communication	10,11,12
		Subordinate Motivation	13,14,15
		Member Empowerment	16,17,18
		High Emotional Intelligence	19,20,21
		Doing Change Management	22,23,24
		Role Model	25,26,27
		Knowing Organizational Climate	128,29,30

Figure 1. Steps to Use Research and Development (R & D) Borg and Gall . Methods

3.　FINDINGS AND DISCUSSION

The development of the module in this study is referred to as a visionary leadership training module with the characteristics of being able to formulate a clear vision, being able to make decisions, having good creativity, good communication, motivating subordinates, empowering members, having high emotional intelligence, managing change, having a role models in life, knowing the organizational climate (Mascareño et al., 2020). Testing the quality of the developed module or product is truly an empirically valid construct. The steps in conducting the analysis taken in development research include; 1) Problem identification 2) Data collection by conducting initial data collection through questionnaires and interviews, 3) Product design, 4) Design validation, 5) Design revision, 6) Product testing, 7) Product revision, 8) Usage testing testing all principals, administrators, teachers at SMA Negeri in Labuhan Batu as many as 84 school principals, 9) Product revisions, and 10) Final products. The development of the module in this research is called the Visionary Leadership training module. all stages can be seen in Figure 1 . The ten stages above are carried out in detail in Figure 2 as follows:
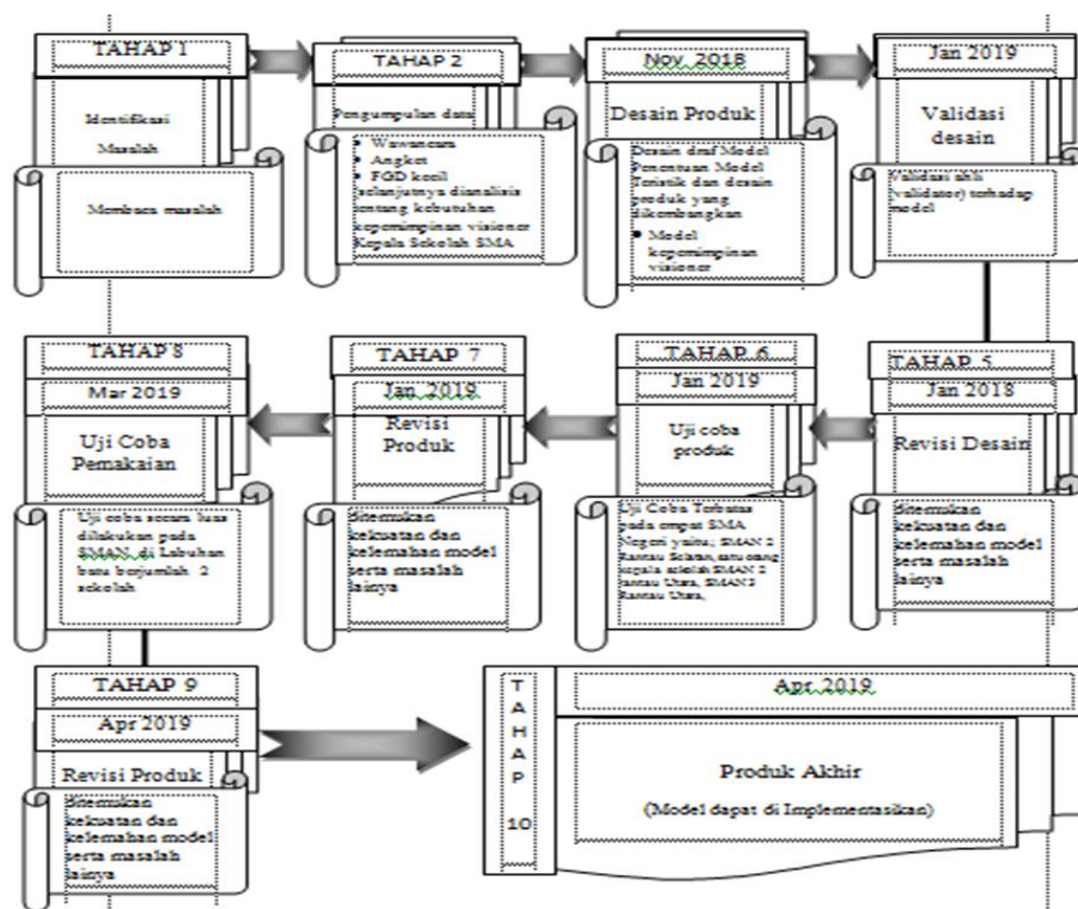
Figure 2. Research Flow (RoadMap) Development of Visionary Leadership Training Module for Principals of State Senior High Schools in Labuhan Batu

3.1 Stage in Research

3.1.1   Problem Identification

Research and development (R&D) initiatives typically commence with the identification of a problem, which emerges from a discrepancy between the expected outcomes and the actual situation, reflecting a gap between the ideal and the real (Ossiannilsson, 2018). However, this gap should not only be viewed as a challenge but also as a potential opportunity, depending on the perspective of the observer. In other words, a situation can be interpreted either as a problem to be solved or as a potential to be harnessed, contingent upon the evaluator's viewpoint.

To accurately identify and analyze these problems or potentials, researchers employ a variety of data collection methods. In the case of SMA Negeri Labuhan Batu, techniques such as interviews, questionnaires, and focus group discussions (FGDs) have been utilized (Gordon, 2019). These methods facilitate a comprehensive understanding of the current state of affairs, allowing researchers to pinpoint specific areas of concern or opportunity. The findings from these activities are systematically presented in a table, offering a clear visual representation of the identified issues at SMA Negeri Labuhan Batu, thus laying the groundwork for subsequent R&D actions.

Table 2. Identification of Problems at SMA Negeri Labuhanbatu

No	Identification of problems	Collected data	Instruments	Time
1	The principal cannot apply visionary leadership in formulating the school's vision	Visionary leadership, the advantages and disadvantages of visionary leadership, characteristics of visionary leadership. Formulating the school's vision in the industrial era 4.0 in formulating a vision, formulating a vision with critical thinking, formulating a vision with communication, formulating a vision with a computer information system. criteria of good vision, bad vision.	• Questionnaire • Interview • FGD	07 Mei 2019
2	The principal cannot make a decision.	Understanding decision making, decision making indicators, industrial era 4.0 decision making in vision formulation, decision making with critical thinking, decision making with communication, decision making with computer information systems.	• Questionnaire • Interview • FGD	07 Mei 2019
3	The principal does not have good creativity.	Understanding creativity, Creativity in the industrial era 4.0 in the formulation of vision, creativity with critical thinking, creativity with communication, creativity with computer information systems.	• Questionnaire • Interview • FGD	07 Mei 2019
4	The principal cannot communicate a good vision.	Understanding communication, communication of visionary leadership in the industrial era 4.0 in vision transformation, communication with critical thinking, good communication, communication with computer information systems.	• Questionnaire • Interview • FGD	07 Mei 2019
5	The principal cannot motivate his subordinates.	Understanding motivation, the motivation of school principals in the industrial era 4.0 in the transformation of vision. motivation with critical thinking, good communication motivation, motivation with computer information systems.	• Questionnaire • Interview • FGD	07 Mei 2019
6	The principal cannot empower members.	Understanding of empowering members, empowering members of the industry 4.0 era in the transformation of vision. empowering members with critical thinking, empowering members of good communication, empowering members with computer information systems.	• Questionnaire • Interview • FGD	07 Mei 2019
7	Principals cannot perform high emotional intelligence.	Understanding intelligence, emotional intelligence in the industrial era 4.0 in the transformation of vision. emotional intelligence with critical thinking, emotional intelligence with good communication, emotional intelligence with computer information systems.	• Questionnaire • Interview • FGD	07 Mei 2019
8	The principal cannot carry out school change management.	Understanding of change management, visionary leadership competence in the industrial era 4.0 in implementing the vision. change management with critical thinking, good communication change management, change management with computer information systems.	• Questionnaire • Interview • FGD	07 Mei 2019

9	Principals cannot do role models in life.	Understanding role models, role models in the life of the industrial era 4.0 in implementing the vision. role model with critical thinking, good communication role model, role model with computer information systems.	• Questionn aire • Interview • FGD	07 Mei 2019
10	The principal cannot understand the school's organizational climate.	Understanding the organizational climate, visionary leadership competencies in the industrial era 4.0 in implementing the vision. organizational climate with critical thinking, good communication organizational climate, organizational climate with computer information systems.	• Questionn aire • Interview • FGD	07 Mei 2019

3.1.2 Data Collection

At this stage the researchers conducted interviews, questionnaires to explore initial data on how the visionary leadership of high school principals was. At this stage, the results of interviews, questionnaires, and FGDs were collected to determine a needs analysis of the visionary leadership model.

3.1.3 Product Design

The product design developed is a visionary leadership training module. Stage III is the stage of determining the module. After the initial data has been collected and a needs analysis has been carried out through interviews, questionnaires, FGDs and existing theories, a suitable module is determined to overcome the problems of principals' leadership, especially in the visionary leadership of principals. So the researcher gave birth to a visionary leadership training module for school principals.

3.1.4 Design Validation

This design validation is an activity process to assess whether the product design will rationally be effective or not. It is said rationally because the validation here is still an assessment based on rational thinking, not facts on the ground. Product validation can be done by presenting several experienced experts to assess the new product designed. This study involved 5 lecturers of education management. Each validator gives a score with a scale of 1: means "not good", 2: means "not good" 3: means "good enough", 4: means "good", 5: means "very good". Aspects to be assessed on the module:

3.1.5 Design Revision

After the product design is validated by experts and experts, it will be able to identify the weaknesses and shortcomings. After knowing the weaknesses and shortcomings, the researcher will improve the product design.

3.1.6 Product Trial

In this limited trial, 4 principals were conducted, namely; one principal of SMAN 2 Rantau Selatan, one principal of SMAN 2 Rantau Utara, SMAN 3 Rantau Utara, SMAN 1 Rantau Utara. The trial was carried out for one month. This trial was conducted to dig up information by gathering research instruments to improve the visionary leadership training module and then revise the draft module.

3.1.7 Product Revision

After the limited trial phase is carried out, the next step is to analyze the trial. data and information are collected for revision. The data and information can help researchers to strengthen the visionary leadership training module for school principals.

3.1.8 Trial of Use

The total module trial phase was carried out on 14 principals of the Labuhan Batu State High School (SMA). At this stage the researcher also provided socialization of the visionary leadership

training module to principals, teachers and education staff for research. The data collected is still the same as the limited trial conducted twice, namely the research instrument using a questionnaire.

3.1.9 Product Revision

After the total test phase is carried out, the next step is to analyze the trial. data and information are collected for revision and improvement. Then the module refinement can be done.

3.1.10 Final Product

The Final Product Stage is the final stage before implementation. This stage is the stage of solving existing problems by involving education management experts/experts with leadership, namely four professors in the field of education management. These experts provided advice, input and approved the module developed in this study to be applied at SMAN Labuhan Batu. From the results of the dissimilation, it was agreed that the name of the new module was: the visionary leadership training module. The final stage of this research is to disseminate information and socialize it to all SMAN Labuhan Batu which is centered at SMAN 1 Labuhan Batu. The products produced are in the form of: Principal Visionary Leadership Training Module.

3.2 Findings

In this study, the primary outcome is the development of a visionary leadership training module tailored for high school principals. The module is designed to enhance key leadership competencies, including the ability to articulate a clear vision, make informed decisions, foster creativity, communicate effectively, motivate and empower staff, exhibit emotional intelligence, manage change, serve as a role model, and understand the organizational climate (Molina, 2018). This training module aims to equip principals with the skills and knowledge necessary for effective leadership in the educational sector. Given the growing recognition of visionary leadership as a critical success factor in education, this module is intended to support principals in their quest to elevate educational standards and outcomes. Through the application of this training, principals are expected to drive significant improvements in the quality and effectiveness of education provided in their schools.

Table 3. Visionary Leadership Map for High School Principals

No	Competence	Indicator	Time
1	Understanding the organizational climate, and visionary leadership competencies in the industrial era 4.0 in implementing the vision. Organizational climate with critical thinking, good communication, and organizational climate with computer information systems.	Visionary leadership, the advantages and disadvantages of visionary leadership, characteristics of visionary leadership. Formulating the school's vision in the industrial era 4.0 in the formulation of a vision, formulating a vision with critical thinking, formulating a vision with communication, formulating a vision with a computer information system. criteria of good vision, bad vision.	• 1 JP
2	The principal can make decisions.	Understanding decision making, decision making indicators, industrial era 4.0 decision making in vision formulation, decision making with critical thinking, decision making with communication, decision making with computer information systems.	• 1 JP
3	The principal has good creativity.	Understanding creativity, Creativity in the industrial era 4.0 in the formulation of vision, creativity with critical thinking, creativity with communication, creativity with computer information systems.	• 1 JP
4	The principal can communicate a good vision.	Understanding communication, Communication of visionary leadership in the industrial era 4.0 in vision transformation, communication with	• 1 JP

		critical thinking, good communication, communication with computer information systems.	
5	The principal can motivate his subordinates .	Understanding motivation, the motivation of school principals in the industrial era 4.0 in the transformation of vision. motivation with critical thinking, good communication motivation, motivation with computer information systems.	• 1 JP
6	The principal can empower members.	Understanding empowering members, empowering members of the industrial era 4.0 in the transformation of vision. empowering members with critical thinking, empowering members of good communication, empowering members with computer information systems.	• 1 JP
7	Principals can perform high emotional intelligence.	Understanding intelligence, emotional intelligence in the industrial era 4.0 in the transformation of vision. emotional intelligence with critical thinking, emotional intelligence with good communication, emotional intelligence with computer information systems.	• 1 JP
8	The principal can carry out school change management.	Understanding change management, visionary leadership competence of the industrial era 4.0 in implementing the vision. change management with critical thinking, good communication change management, change management with computer information systems.	• 1 JP
9	Principals can do role models in life.	Understanding role models, role models in the life of the industrial era 4.0 in the implementation of the vision. role model with critical thinking, good communication role model, role model with computer information systems.	• 1 JP
10	The principal can understand the school's organizational climate.	Understanding of organizational climate, visionary leadership competence of the industrial era 4.0 in implementing the vision. organizational climate with critical thinking, good communication organizational climate, organizational climate with computer information systems.	• 1 JP

The scope of the material discussed in this module is material that is expected to help visionary leadership at the head of senior high school (SMA) in Labuhan Batu which includes table 4 below:

Table 4. The Scope of the Material Discussed in the Module

No	Competence	Indicator
1	Principals can apply visionary leadership in formulating school vision	Visionary leadership, the advantages and disadvantages of visionary leadership, characteristics of visionary leadership. Formulating the school's vision in the industrial era 4.0 in the formulation of a vision, formulating a vision with critical thinking, formulating a vision with communication, formulating a vision with a computer information system. criteria of good vision, bad vision.
2	The principal can make decisions.	Understanding decision making, decision making indicators, industrial era 4.0 decision making in vision formulation, decision making with critical thinking, decision making with communication, decision making with computer information systems

3	The principal has good creativity.	Understanding creativity, Creativity in the industrial era 4.0 in the formulation of vision, creativity with critical thinking, creativity with communication, creativity with computer information systems.
4	The principal can communicate a good vision.	Understanding communication, Communication of visionary leadership in the industrial era 4.0 in vision transformation, communication with critical thinking, good communication, communication with computer information systems.
5	The principal can motivate his subordinates.	Understanding motivation, the motivation of school principals in the industrial era 4.0 in the transformation of vision. motivation with critical thinking, good communication motivation, motivation with computer information systems.
6	The principal can empower members.	Understanding empowering members, empowering members of the industrial era 4.0 in the transformation of vision. empowering members with critical thinking, empowering members of good communication, empowering members with computer information systems.
7	Principals can perform high emotional intelligence.	Understanding intelligence, emotional intelligence in the industrial era 4.0 in the transformation of vision. emotional intelligence with critical thinking, emotional intelligence with good communication, emotional intelligence with computer information systems.
8	The principal can carry out school change management.	Understanding change management, visionary leadership competence of the industrial era 4.0 in implementing the vision. change management with critical thinking, good communication change management, change management with computer information systems.
9	Principals can be role models in life.	Understanding role models, role models in the life of the industrial era 4.0 in the implementation of the vision. role model with critical thinking, good communication role model, role model with computer information systems.
10	The principal can understand the school's organizational climate.	Understanding of organizational climate, visionary leadership competence of the industrial era 4.0 in implementing the vision. organizational climate with critical thinking, good communication organizational climate, organizational climate with computer information systems.

The utilization of the visionary leadership training module for high school principals is designed to be flexible, accommodating different scenarios and settings in which principal training activities occur. The module's application can vary from fully in-person sessions to a blended In-On-In model, where learning occurs through a mix of in-person, online, and integrated sessions. This adaptability ensures that the training can be effectively integrated into the principals' schedules and learning preferences.

The In-On-In model typically starts with an in-person introduction to the module, followed by an online phase where participants engage with the content remotely, and concludes with another in-person session to consolidate learning and discuss practical applications. This hybrid approach allows for a comprehensive learning experience, combining the benefits of direct interaction with the flexibility of online learning. The specific sequence and content of the training in each meeting are tailored according to the particular objectives and activities outlined in the module scenario. This ensures that each session is focused and aligned with the overall training goals, providing a structured yet adaptable pathway for the professional development of high school principals.

4. CONCLUSION

The outcomes of this research demonstrate that the visionary leadership training module developed for high school principals effectively addresses key leadership competencies. These competencies include the ability to articulate a clear vision, make sound decisions, exhibit creativity,

communicate effectively, motivate and empower staff, demonstrate emotional intelligence in managing change, serve as a role model, and understand the organizational dynamics. The evaluation of the module for SMA Negeri Labuhan Batu indicated a very positive reception, with principals responding favorably to the initiative. The training module's success is attributed to its comprehensive design, which encompasses essential aspects of visionary leadership tailored for the educational sector. Its high effectiveness across various domains of educational leadership suggests that it could serve as a benchmark for leadership development programs. The optimistic feedback from the principals of SMA Negeri Labuhan Batu signifies the module's potential to significantly enhance the leadership capabilities of high school principals. Consequently, this visionary leadership training module is anticipated to play a pivotal role in driving educational improvements and fostering a higher standard of quality in education.

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