

PRINCIPAL'S VISIONARY LEADERSHIP IN IMPROVING THE QUALITY OF EDUCATION

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INTRODUCTION

One of the strategic factors that influence the improvement of the quality of education is the leadership of school principals, **especially visionary leadership**.

Principals with visionary leadership are able to inspire school members to continue to innovate and adapt to change, principals are not only administrators, but as **agents of change who encourage the realization of a culture of quality** in the school environment.

According to Gurr and Drysdale (2018), **visionary leadership is significantly related to achieving academic and non-academic quality** through empowering teachers, strengthening a shared vision, and increasing school capacity. Similar findings were presented by Leithwood et al. (2020) which states that **visionary principals can improve teacher motivation and performance** through transformative leadership, thus creating a conducive learning environment and oriented towards improving student learning outcomes. In addition, research conducted by Bush and Glover (2014) emphasized that **visionary leadership is a prerequisite in developing school quality** in the era of 21st century educational complexity.

Based on the description above, it can be concluded that **the visionary leadership of school principals is an essential element in improving the quality of education**. Therefore, this study is important to examine more deeply how visionary leadership is carried out by school principals and its impact on the quality of education in education units, so that it can be a reference in developing effective leadership practices that are oriented towards continuous improvement.

LITERATURE REVIEW

Principal's visionary leadership plays a crucial role in improving the quality of education. Visionary leaders can design strategic changes, improve school and teacher performance, and face educational challenges through innovation (Devita Sindy Nintia et al., 2024).

The character of visionary leadership allows the principal to clearly determine the direction of the institution, motivate staff, and create a solid team to realize the school's vision (Septeria Hariyani & Aksin, 2022).

The implementation of visionary leadership strategies has a significant impact on improving student learning outcomes, teacher professionalism, and school resource management (Taufik Nor & Ahmad Suriansyah, 2025).

Principal's visionary leadership and teacher's teaching performance have a positive effect on school effectiveness, with indicators such as focus on organizational goals, long-term planning, and readiness for change (R. Purwanto, 2021).

METHOD

Research Type: Qualitative

Approach: Field study

Locus: SD Negeri 11 JAMBU

Time: Januari to June 2025

Data Collection Techniques: Observation, interview, documentation

Informants: Educators, education personnel, school committee

FINDING AND DISCUSSION

Principal's visionary leadership was found to have a strong and positive relationship with improving education quality. The results showed that the principals succeeded in formulating **a clear vision, communicating it effectively and involving all school members to realize it**. This vision becomes a guide that motivates teachers, staff and students, creates a collaborative school climate and encourages innovation in the learning process. The real impact can be seen in **the improvement of the quality of the learning process, teacher competence and student learning outcomes, both in terms of academics and character**.

This finding is consistent with existing leadership theories. The leadership style applied by the principal is in line with **the concept of visionary-transformative leadership**, where leaders inspire and empower their followers to achieve common goals. The directly observed improvements in various indicators of education quality confirm that visionary leadership serves as a key catalyst for continuous improvement. Thus, it can be concluded that the implementation of visionary leadership is **a key factor in creating excellent education quality**.

CONCLUSION

The principal's visionary leadership **has proven to be a key factor in improving the quality of education.** Through the ability to formulate and communicate a clear vision, principals successfully mobilize all school members to achieve common goals. Improvements in education quality indicators, such as **teacher professionalism, the quality of the learning process and student learning outcomes,** directly confirm that visionary leadership serves as the main catalyst for continuous improvement and innovation. Thus, it can be concluded that the implementation of visionary leadership is an essential strategy to create a **superior and competitive educational environment.**

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