

ISLAMIC EDUCATIONAL LEADERSHIP MODELS: TRANSFORMATIONAL, VISIONARY AND SITUATIONAL

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Abstrak

Tujuan dari penulisan artikel ini adalah untuk mengetahui model kepemimpinan yang tepat untuk diterapkan di lembaga pendidikan. Permasalahan pendidikan Indonesia saat ini adalah kualitas yang belum optimal dan merata. Untuk dapat mewujudkan lembaga pendidikan yang berkualitas, diperlukan berbagai macam usaha. Hal ini dikarenakan lembaga pendidikan memiliki banyak variabel yang terkait di dalamnya. Sarana dan prasarana, kompetensi guru, kurikulum dan pembelajaran, dukungan masyarakat dan pemerintah serta kepemimpinan. Metode dan jenis pengumpulan data dalam penelitian ini adalah penelitian kepustakaan (library research) dengan mengumpulkan buku-buku, jurnal dan hasil penelitian terdahulu yang mendukung tema penelitian, termasuk literatur tentang kepemimpinan yang meliputi model kepemimpinan transformasional, visioner dan objektif. Hasil penelitian ini menunjukkan bahwa variabel kepemimpinan merupakan variabel yang paling penting dan urgen dalam upaya menciptakan/mewujudkan pendidikan yang berkualitas. Oleh karena itu para pemimpin pendidikan perlu memahami berbagai model kepemimpinan yang dapat diimplementasikan dan berimplikasi pada peningkatan mutu lembaga pendidikan. Model-model kepemimpinan pendidikan telah banyak diungkap oleh para peneliti, namun model kepemimpinan transformasional, visioner dan situasional merupakan model yang paling banyak dikaji dalam bidang pendidikan, mulai dari pendidikan dasar hingga pendidikan tinggi.

Kata Kunci: Model Kepemimpinan, Transformasional, Visioner, Situasional.

Abstract

The purpose of writing this article is to find out the right leadership models to be implemented in educational institutions. The current problem of Indonesian education is that quality is not optimal and evenly distributed. To be able to realize a quality education institution, a variety of businesses are needed. This is because educational institutions have many variables related to it. Facilities and infrastructures, teacher competencies,

curriculum and learning, community and government support and leadership. The method and type of data collection in this study is library research by collecting books, journals and the results of previous studies that support the research theme, including literature on leadership which includes transformational, visionary and objective leadership models. The results of this study show that the leadership variables are the most important and urgent variables in an effort to create/ realize quality education. Therefore education leaders need to understand various leadership models that can be implemented and have implications for improving the quality of educational institutions. Educational leadership models have been widely exposed by researchers, but the transformational leadership, visionary and situational models are the most studied in the field of education, ranging from basic education to higher education.

Keywords: Leadership Models, Transformational, Visionary, Situational.

1. Introduction

Leadership is considered the variable that has the most influence on the progress and decline of organizations, both profit and non-profit organizations. Leadership that has ability, competence and especially commitment is really needed by organizations. First, you need to know the definition of leadership. If you analyze various books and articles about the meaning of leadership, there will be many experts who provide their own definitions.

According to Robbins and Coulter leadership is *“a process of leading a group and influencing that group to achieve its goals. It’s what leaders do”* (Robbins & Coulter, 2018). Then Williams defined leadership *“the process of influencing others to achieve group or organizational goals”* (Williams, 2017). Likewise, Griffin defines leadership *“as a process, the use of noncoercive influence to shape the group’s or organization’s goals, motivate behavior toward the achievement of those goals, and help define group or organizational culture; as a property, the set of characteristics attributed to individuals who are perceived to be leaders”* (Griffin, 2016).

From the three definitions above, there are several important components for understanding leadership, namely: 1) to define leadership, experts often use the term "influence" as an inseparable part of leadership. Griffin made a deeper assertion that the influence referred to here is non-coercive influence. 2) apart from that, leadership is implemented in groups or organizations, 3) finally, leadership helps individuals and their groups/organizations to achieve goals.

According to Noonan (2003), a leader must have at least three main components to be able to successfully build his organization, namely: 1) *their capacity to lead and contribute* (memiliki kapasitas untuk memimpin dan dapat berkontribusi), 2) *their intentions, actions and credibility* (memiliki tujuan, tindakan dan kredibilitas), and 3) *their performance and its effects on others, the situation, and the future* (memiliki kinerja dan efeknya pada orang lain, situasi, dan masa depan).

The role of leadership is very important at all levels, types and types of organizations. In Islamic educational organizations/institutions, the leadership role of school principals is also highly expected to be able to improve the quality of education (Tabrani, 2012). Rosyada explained that to improve the quality of education, school principals are required to have:

- 1) the principal is required to have creativity, namely the ability to transform ideas and imagination as well as big desires into reality, 2) the principal as a manager is

very complex, not only managing the curriculum and textbooks, but also the human resources of teachers, administrative staff and also manage and develop assets and manage institutional finances, 3) the principal must also have personal intelligence, namely being able to accept other people, respect other people, and always respect all teachers, all parents of students and even educational figures in the community. around the school, 4) the principal must have managerial intelligence, namely having big ideas for the progress of the school, being able to organize all his staff to carry out programs that have been determined as an annual work plan, being able to motivate all academic and non-academic staff, and always appreciate all the staff (Rosyada, 2015).

However, in reality the quality and competence of school principals in Indonesia is still very low. This is based on data from the 2015 school principal competency test, and the average school principal competency test score was still at 45.92% (Wurinanda, 2016). These results are certainly very worrying amidst the important role of a leader in educational institutions in trying to improve their quality. Therefore, there must be efforts to develop the capacity and competence of school principals in a systematic and structured manner by related parties such as the Ministry/Education Service and the Ministry of Religion (Tabrani, 2011).

In the modern era, many theories, types and models of leadership have emerged and developed. This development occurred because organizational managers became aware of the importance of leadership in an organization. Studies in the field of leadership continue to be carried out to solve and anticipate new problems in the organization.

Bush and Glover stated that there are at least nine models of leadership in education that are alternative and sometimes competing, namely: *instructional leadership, managerial leadership, transformational leadership, moral leadership, authentic leadership, distributed leadership, teacher leadership, system leadership, contingent leadership* (Bush & Glover, 2014). Furthermore, according to research conducted by Dhammika (2014), visionary leadership involves developing organizational members both in the private sector (profit organizations) and also in the public sector (non-profit organizations). This research means that visionary leadership is also something that needs to be implemented in educational institutions.

Then, according to Eric (2016), who conducted research in Japan, he discovered "*the result is the creation of a new framework based on existing team teaching and situational leadership models to better understand and improve on working relationships of team teachers*". The situational leadership model produces a new framework to better improve and understand teamwork relationships among teachers.

From the various explanations above, it can be seen that there are many leadership models that exist and have been practiced in educational institutions. However, there are three leadership models that are most popular today and most frequently implemented, namely: transformational leadership, visionary leadership and situational leadership. These three models often become material for academic studies so that they can then be implemented. However, it is necessary to know the intersection of these three leadership models.

2. Methods

The method and type of data collection in this research is library research by collecting books, journals and previous research results that support the research theme, including literature on leadership which includes transformational, visionary and

situational leadership models. *Library research* interprets data using descriptive analysis (Walidin et al., 2015). The data analysis technique for this research uses a descriptive analysis approach. The stage begins with reducing data from library sources, then organizing and presenting the data, carrying out verification then ending with summarizing the data to answer the problem formulation (Masrukhin, 2015).

3. Results and Discussion

Transformational Leadership Concept

Burns was the first expert to introduce the concept of transformational leadership in 1978. The presence of this transformational leadership model actually began because of dissatisfaction with the transactional leadership model. Transactional leadership is considered too pragmatic and unable to develop the organization. As Nahavandi (2015) explains, transactional leadership is only based on the concept of exchange (reciprocity) between leaders and members. Leaders provide members with resources and rewards to increase work motivation, work productivity and effectiveness in their work. This concept is certainly not appropriate to implement in all/types of organizations, especially in non-profit organizations such as educational institutions (Idris & ZA, 2017).

Transformational leadership exists to change, complement and improve the transactional leadership model. According to Avolio and Bass (2008), transformational leadership "*motivate others to do more than they originally intended and often even more than they thought possible. Such leaders set more challenging expectations and typically achieve higher performances*". Avolio and Bass' opinion is that transformative leaders are able to motivate their subordinates to be willing and able to do their jobs better than their own subordinates believe. Leaders like this set more challenging expectations and usually achieve higher performance. True transformative leaders increase maturity, morale, transform their followers into leaders. Motivate their peers, colleagues, followers, clients, and even superiors to put group interests ahead of personal interests. Transformative leaders increase followers' self-esteem and commitment by involving followers in decision making.

Richard L. Daft (2015) explains transformational leadership is "*characterized by the ability to bring about significant change in both followers and the organization*". Daft believes that transformative leaders have the main task of bringing change not only to the organization but also to every individual in the organization to develop for the better. Then Robert N. Lussier (2010) stated that the function of transformational leadership is to change the status quo by articulating to organizational members the problems in the organizational system and then creating a vision that is able to convince the organization's capabilities.

Visionary Leadership Concept

The meaning of visionary leadership is of course very closely related to the term "vision" owned by the organization. every organization that has the desire to progress must have a good vision. A good vision must be created together with all members of the organization and led by a leader. Therefore, leaders in organizations must have a vision and be able to communicate it.

Visionary leadership has a positive effect on the performance of organizational members, resulting in high trust in the leader, high commitment to the leader, and high overall organizational achievement. Therefore, it can be assumed that visionary leadership behavior will create a trusting leader-member relationship and create higher member commitment (Dharmika, 2016).

Robbins and Coulter (2018) define visionary leadership as “*the ability to create and articulate a realistic, credible, and attractive vision of the future that improves upon the present situation*”. Meanwhile Williams (2017) explained “*visionary leadership creates a positive image of the future that motivates organizational members and provides direction for future planning and goal setting*”. Goethals et al (2004) defines visionary leadership as “*ability to plan or form policy in a far-sighted way*”. These three definitions have two main components, namely: 1) the ability to create. Visionary leaders are required to have the ability to create appropriate visions and help the organization to achieve optimal goals, 2) future-oriented. Visionary leaders must have a vision that is oriented towards the future of the organization, meaning they must be able to read organizational opportunities and threats for a brilliant future for their organization.

Concept of Situational Leadership

Situational leadership theory was developed by Paul Hersey and Kenneth Blanchard (1969) based on the situational leadership theory they developed regarding leader behavior. They identified four leadership behaviors, namely: *telling, selling, participating, and delegating*, as measured by the LEAD (leadership effectiveness and adaptability description) instrument¹⁹. This theory predicts that leadership effectiveness depends on the maturity/ability of subordinates to complete tasks and their psychological maturity (Goethals et al., 2004).

Situational leadership is rooted in leadership theory developed by Ohio State and is based on surveys conducted with leaders and subordinates. This survey focuses on two elements of leadership, namely: (1) *consideration or relationship behavior of leaders toward their subordinates, and (2) initiating structure or task behavior of leaders and how their roles are defined and structured* (English, 2006). Situational leadership considers the behavior of the leader's relationship with members of the organization and has a clear task structure between the leader and subordinates so that it is easy to understand in a structured manner.

Situational leadership theory is the latest development of leadership theory. This theory assumes that effective leadership depends on the level of maturity of organizational members and the leader's ability to adjust their goals (Riduwan, 2010). Situational leadership uses certain leadership models and theories that are based on the competencies and psychological factors of followers. This means that the better the competencies possessed by members of the organization, the smaller the coaching will be through the task structure. Subordinates' task maturity is measured using factors such as ability, education, and experience, while subordinates' psychological maturity is measured using factors such as willingness, self-esteem, and motivation (Goethals et al., 2004).

Situational leadership is characterized by flexibility in determining and using the appropriate leadership style or model tailored to the situation and conditions and needs of the organization. In situational leadership, a leader must be able to identify and recognize the capabilities of each individual subordinate. Leaders must continue to improve the competence of their subordinates to continue to develop by giving them freedom to create and innovate. Leaders provide facilities for these development efforts.

Analysis of the Relationship Between Transformational Leadership and Visionary and Situational Leadership

The leadership models that exist today and which are most often the subject of study both in research and seminars/other scientific meetings are transformational,

situational and visionary. However, these three models have very basic differences and also have many differences.

According to Northouse, transformational leadership has several advantages, namely: 1) transformational leadership is a leadership model that has been widely studied from various perspectives, 2) transformational leadership has an intuitive appeal because transformative leaders support change in the organization and its members, 3) transformational leadership is a process that occurs because there is a good relationship between organizational members and leaders, 4) transformational leadership has a broader scope and complements other leadership models, 5) transformational leadership emphasizes the needs, values and morals of organizational members, 6) transformational leadership is an effective form of leadership (Northouse, 2016).

Transformational leadership currently has many characteristics/characteristics that mark it. However, transformational leadership has four main characteristics known as 4I (Avolio & Bass, 2008), namely:

- a. *Idealized Leadership*. A transformative leader has a personality that makes him a role model, admired, respected and trusted by other members of the organization
- b. *Inspirational Motivation*. Transformative leaders have behavior that motivates and inspires by increasing team spirit. Able to communicate hopes and a good future to organizational members while demonstrating commitment to shared goals and vision.
- c. *Intellectual Stimulation*. Transformative leaders provide stimulation so that organizational members become more innovative and creative with new techniques and approaches in solving problems and are able to stimulate creativity. Provide opportunities for members to come up with new ideas and creative problem solving solutions.
- d. *Individualized Consideration*. Transformative leaders act more as guides/mentors for the development of individuals in the organization so that they are able to achieve their highest potential. The appropriate method used usually creates opportunities for continued learning, the creation of a supportive climate, recognizing individual differences (some employees are motivated more, some have less supervision, and so on).

The main characteristics of transformational leadership aim to improve not only organizational performance but also individual performance in the organization (Figure 1). For this reason, transformational leaders must be able to realize the characteristics of transformational leadership.

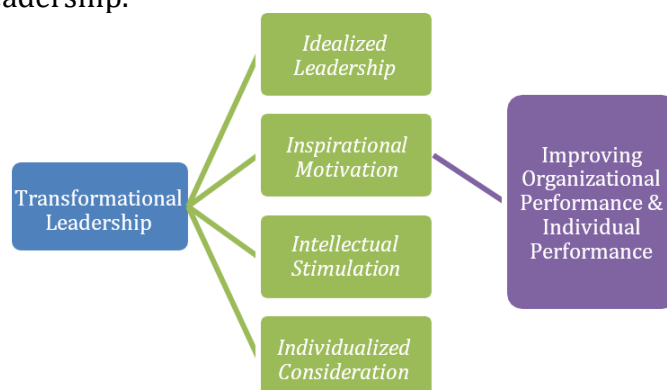


Fig. 1. Transformational Leadership Process and Goals

Other characteristics of transformational leadership were developed by Nahavandi as follows: 1) convincing and building optimism for the achievement of goals and abilities of members, 2) having a clear vision, 3) encouraging creativity through empowerment, appreciation, and tolerating minimal mistakes, 4) building high expectations and creating a supportive environment (climate and culture), 4) establishing closer personal relationships with members (Nahavandi, 2015). Furthermore, Lussier, a transformative leader, has the following characteristics: 1) as an agent of change, 2) visionary and has a high level of trust in his organization, 3) dares to take risks, but is not reckless, 4) is able to articulate organizational values through his behavior, 5) has cognitive skills good and careful consideration before making decisions, 6) trusting members and caring sensitively to their needs, 7) flexible and open and willing to learn from experience (Robert N. Lussier, 2010).

Based on the situational leadership model, there are several strengths that situational leadership has, namely: 1) leaders can better determine the level of performance of organizational members, 2) it allows leaders to effectively influence staff based on their style and behavior, 3) situational leadership emphasizes leadership flexibility that allows leaders to adapt their styles to respond to subordinates' needs, and 4) the organization improves as the level of development and performance by staff increases (Cote, 2017).

Then Lynch in his research found the advantages of situational leadership, namely: 1) Situational leaders are able to diagnose subordinate performance, 2) increase follower competence and commitment, 3) are flexible in leadership style and become partners with subordinates to improve subordinate performance, 3) are able to bring subordinates to develop through development of a conducive climate and environment (Lynch, 2015).

As stated previously, the results of a study conducted by Hersey and Blanchard found four main characteristics of situational leadership, namely:

- a. **Telling** (S1) is leadership behavior with high tasks and low relationships. This style is characterized by one-way communication, the leader plays a role and says what, how, when and where the task must be carried out.
- b. **Selling** (S2) is behavior with high tasks and high relationships. Most of the direction is still carried out by the leadership, but they have tried two-way communication with socio-emotional support to offer decisions.
- c. **Participating** (S3) is high relationship and low task behavior. Leaders and followers both contribute to making decisions through two-way communication and those who are led are capable and experienced enough to carry out the task.
- d. **Delegating** (S4) is low relationship and task behavior. This style gives those who are led the opportunity to carry out their own tasks through general delegation and supervision. The person being led is someone who is mature in carrying out their duties and is also psychologically mature (Riduwan, 2010).

Meanwhile, Richard L. Daft (2015) explained that there are four characteristics of situational leadership, namely:

- a. *Directing* (S1) reflects high concern for tasks but low concern for members. Leaders describe goals in detail and give explicit instructions about how tasks should be completed by subordinates.
- b. *Coaching* (S2) is based on high concern for relationships and tasks. With this approach, the leader provides task instructions and support personally, explains decisions, and gives members the opportunity to ask questions and gain clarity about the tasks.

- c. *Supporting* (S3) is characterized by high relationships but low task behavior. Leaders encourage participation, consult with followers, and facilitate decision making.
- d. *Entrusting* (S4), reflects low concern for both tasks and relationships. Leaders provide little direction or support because full responsibility for decisions and their implementation is handed over to followers.

To better understand the details of the characteristics of situational leadership, see

Figure 2 below:



Fig. 2. Stages of Situational Leadership

The success of situational leadership practices is very dependent on the competence of the members of the organization. The better the abilities of organizational members, the greater the possibility of achieving organizational goals.

The visionary leadership model is a leadership model that is quite popular today. This is because this model has advantages in practice. Goethals et al., (2004) identified at least eight advantages of visionary leadership, namely:

- a. *Role modeling*. Visionary leaders serve as examples for organizational members in working towards the vision. He is also a symbol of the members of the organization.
- b. *Empowerment*. Visionary leaders have a sense of optimism and confidence in the abilities of organizational members by empowering them to work towards the vision. Visionary leaders convince members to prioritize a shared vision rather than their own personal agendas. High expectations from leaders will contribute to high member performance.
- c. *Image building*: Visionary leaders build a positive image of themselves for members. Visionary leaders reflect their vision in work, personal life, clothing, and attitude.
- d. *Risk taking*: Visionary leaders dare to take risks, but carefully and evaluate all decision alternatives. Risk-taking serves to promote change and innovation and to challenge existing assumptions.
- e. *Supporting*, an effective visionary leader supports members by giving them group and individual considerations according to their needs. Leaders provide emotional support in difficult times or when followers are frustrated. Next, leaders train and mentor members to facilitate their development.
- f. *Adapting*, responding to a changing environment is another visionary leadership behavior. Visionary leaders display a flexible or versatile problem-solving style.

They are effective in collecting, processing, and distributing information to their organizations so that informed decisions can be made.

- g. *Intellectually stimulating*: Visionary leaders must stimulate followers to challenge assumptions and see the world in new ways. The leader's ideas may differ from members' perceptions but a visionary leader can persuade followers to implement his ideas. This can be done because of the high trust and commitment shown by visionary leaders.
- h. *Developing the organization*. A leader can be said to be a visionary if he is able to create organizational conditions that enable members to pursue the vision. Change the organizational structure that is too bureaucratic and hinders the achievement of the vision. They select, train, and acculturate followers who are willing and able to work toward the vision. They also develop reward and punishment systems to motivate followers towards achieving the vision.

Visionary leadership is a new offer in the concept of leadership. In this era of increasingly uncertain and unpredictable global flows, it can become a threat to the continuity and existence of an organization. Visionary leaders are able to read/predict and then bring development to the organization. Figure 3 below makes it easier to understand the aspects that a visionary leader must have and achieve.

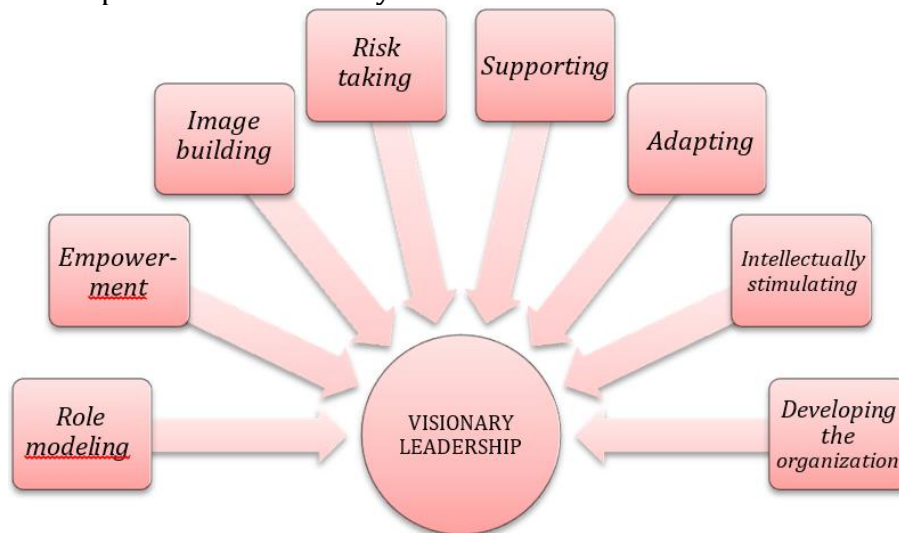


Fig. 3. Components that form Visionary Leadership. Characteristics of Visionary Leadership

Brown in Rasto proposes 10 visionary leadership competencies which are the main characteristics, namely: *Visualizing, Futuristic Thinking, Showing Foresight, Proactive Planning, Creative Thinking, Taking Risks, Process alignment, Coalition building, Continuous Learning, Embracing Change* (Rasto, 2003). Each leadership model has its own advantages. To become a successful educational leader and be able to comprehensively improve the quality of education, you must be able to master various leadership models (Tabrani, 2014). Even though there are differences between leadership models, all of these models are related to one another. For example, in the aspect of influencing members, each model has similarities.

4. Conclusions

Based on the explanation above, it can be concluded that transformational leadership has the main task of bringing change not only to the organization but also to

every individual in the organization to develop for the better. Visionary leadership has two main components, namely: 1) the ability to create. Visionary leaders are required to have the ability to create appropriate visions and help the organization to achieve optimal goals, 2) future-oriented. A visionary leader must have a vision that is oriented towards the future of the organization, meaning that he must be able to read the organization's opportunities and threats for a glorious future for his organization. Situational leadership is characterized by flexibility in determining and using the appropriate leadership style or model tailored to the situation and conditions and needs of the organization. In situational leadership, a leader must be able to identify and recognize the capabilities of each individual subordinate. Leadership theories and models will continue to be born, grow, develop and then theories will emerge that will replace them. This means that there are no leadership theories and models that will continue to be relevant in use. There will not be one leadership model that can be used or implemented in all types and types of organizations. It all depends on the situation and conditions of the organization.

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