

VISIONARY LEADERSHIP IN IMPROVING THE QUALITY AND COMPETITIVENESS OF PRIVATE ISLAMIC PRIMARY SCHOOLS

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Abstract

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This research is motivated by the increasing competitiveness potential of private Islamic elementary schools in Indonesia. Competition in the education sector is characterized by the relevance of community needs, oriented to modernity with the principle of mutual justice, and substance oriented in harmony with global cooperation and competition. Educational competitiveness requires leadership support in improving and developing the quality of education (Waruwu et al., 2022). However, little is known about the support of visionary leadership and improving the quality of school competitiveness. This study aims to explore the support of visionary leadership and the quality of education on the competitiveness of schools. This study uses descriptive quantitative research methods to determine the average of each variable and continues with the correlational method. The instrument was a closed questionnaire distributed to 59 Islamic elementary schools in East Jakarta. The respondents are teachers and parents who are members of the school committee management team. A total of 481 respondents consisted of 222 teachers and 259 representatives of parents. The results showed that visionary leadership support, quality improvement, and school competitiveness were in the high category at private Islamic elementary schools in East Jakarta, Indonesia. All variables partially have a significant effect on school competitiveness. This study recommends that principals and stakeholders are committed to continuously improving schools' quality to match global competitiveness. Therefore, visionary leadership skills are needed so that school principals are able to think far ahead and are global so that challenges can be faced and competition can be conquered.

Keywords: School Quality Improvement, School Principal, School Competitiveness, Visionary Leadership

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1. INTRODUCTION

Globalization is a big issue that has an impact on increasing the competitive climate in society (Norouzi & Ataei, 2021). Competition is not limited to the economic sector but also in the education sector to improve its relevance and management in accordance with the needs of the community. Competition in the education sector is an effort by schools to meet consumer demand by creating high-quality schools and producing outstanding graduates (Belfield & Levin, 2002).

The challenges of this globalization competition require the education world to increase its contribution in the effort to produce quality human resources that are creative, innovative, productive, and able to compete in the international world. One form of contribution to improving the quality of human resources is through effective education management by all stakeholders and oriented to modernity with shared fair principles, and substance oriented in alignment with cooperation and global competition (Almubarq et al., 2020).

The problem of competition in schools is related to efforts to produce highly competitive human resources and face the challenges of competition in the future. The high competitiveness of educational outcomes is one of the human development indexes that is taken into account by the world. Education is one of the benchmarks for the human development index and the human development paradigm. But in the operational realm, this competitiveness results in various excesses such as cheating, sabotage, exploitation, and bullying (Butera et al., 2022).

A visionary leadership role is needed to raise the level of school competition in values that are upheld together. The principal becomes a guard for the competition that occurs because, in his/her capacity, he/she is able to influence the school's competitive advantage (Wijayanti et al., 2022). The competitive ability that is affected by visionary leadership does not only focus on determining the school's future, but in the short term, it continues to improve the quality of schools from time to time.

Recently, leadership researchers and practitioners have paid more attention to aspects of competitiveness after realizing that global engagement in leadership is a determinant of a better quality of education (Waruwu et al., 2022). Previous research found a positive correlation between visionary leadership and competitive advantage (Mutohar et al., 2020; Herdayati et al., 2020). Competitive advantage is determined by visionary leadership. However, competitive advantage is determined jointly by visionary leaders and school quality is still not clearly defined in the past three years. Previous research explains that there is the influence of visionary leadership on school quality, organizational climate, performance, and competitive advantage (Komariah & Triatna, 2019; Prestiadi et al., 2019; Waruwu et al., 2021). However, visionary leadership and the quality of schools for competitive advantage are still not found specifically.

By looking at this gap, this study aims to find a better way to increase competitive advantage which is influenced by visionary leadership and

quality. This study focuses on analyzing how visionary leadership affects school quality and competitive advantage.

The question is, how much can visionary leadership and improving the quality of schools affect the competitiveness of schools so that schools have high competitiveness while still upholding morality in education?

This study aims to determine the effect of visionary leadership and the improvement of school quality on competitive advantage. The results of this study are expected to know the extent of the contribution of visionary leadership to the improvement of school quality and to competitive advantage in private Islamic primary schools to a competitive advantage over other educational institutions.

For this reason, theoretical support is needed for visionary leadership, quality improvement, and school competitiveness. Visionary leadership departs from the principal's ability to formulate a vision with organizational capabilities and is future-oriented to develop strategies to achieve the vision that has been set (Kurniady et al., 2020). Meanwhile, quality improvement is a planned and continuous effort to follow up on deficiencies and develop programs based on the school's strategic plan (Thahir et al., 2022). Creating excellence is a must for schools that can be realized based on a human resource-based and market-based view (de Haan, 2015).

This article begins with an introduction describing the challenges faced by visionary leadership, considered a trigger for the desire to improve school quality, an aspect required to enhance schools' competitive advantage within Indonesia. The section also proposes the urgency and objectives of the study as well as presents a theoretical explanation of the study's variables. While the literature review section describes each variable synthesized from the varying literature used which is relevant to the present study. Literature review refers to theories studies and proposed by previous reputable researches disseminated through academic publishing in form of journal articles and books. The literature review section discusses the concepts of visionary leadership, school quality, and competitive advantage, and also other descriptions regarding the study and helps to explain the existence of the study variables that have been presented. For instance, in this section, operational definitions and indicators of each variable have been determined as well as the instrument, which was used in the study, was determined based on the said section.

Conclusively, this paper is presented in six sections comprised of the introduction in Section 1, the literature review in Section 2, and the methodology in Section 3. The results are presented in Section 4, the discussion is in Section 5, and finally, the conclusion is in Section 6. The sections have been presented logically, with the aim of systematically describing the situation of visionary leadership and the improvement of school quality in Indonesia as one way of improving the country's education system competitiveness globally.

2. LITERATURE REVIEW

2.1. School competitiveness

Competitiveness, from a psychological point of view, is the desire to win, an appreciation of pleasure and a process of a task beyond victory, a set of skills and competencies represented as actively displayed knowledge, skills, and abilities (Sakti & Ariati, 2014). Competitive advantage has innovation, reputation, relationship architecture, and strategic asset characteristics. Kay and Alder (1998) note that there are three categories of relationship architecture which are internal, external, and further network relationships that describe opportunities. Innovation implies market focus and organizational position. Reputation is a consequence of stakeholder trust relationships both for development and funding. Strategic assets are the use of managing resources more comprehensively (Matthews & Shulman, 2005). Thus, the competitiveness of schools is the power to strive for excellence by schools in competitive markets that offer the same educational services, to have the ability, performance, talent, or achievement to show better, faster, or more meaningful results than other schools.

According to Hax and Majluf (1996), there are four aspects of competitiveness of an organization, namely:

- 1) unique competencies (asset-backed investment, concentration on specialization, difficulty to imitate, and clear standards);
- 2) sustainability with the pattern of competitive strategy (attracting consumers, withstanding competitive pressure, strengthening an organization's market position, strengthening the organization's market, low-cost leadership, and increasing diversity of needs);
- 3) ability to exploit a potential;
- 4) intelligence to take advantage of opportunities.

According to Chickering and Reisser (1993, as cited in Sakti & Ariati, 2014), there are 7 vectors of competitiveness, namely competence development, emotional management, continuous movement from autonomy to interdependency, development of mature interpersonal relationships, identity determination, goal development, and integrity development. Meanwhile, according to Muhardi (2007), the competitiveness dimension of a company or organization consists of cost, quality, delivery time, and flexibility. While the factors that affect competitiveness are location, price, service, quality or quality, and promotion.

2.2. School quality

Kurniady et al. (2020) reveal that the term "quality" refers to a measure of valuation or reward given or imposed on a particular product and service based on objective considerations of its weight and performance (as cited in Crosby & Taylor, 1983), quality is conformance to customer requirement, while Ishikawa (2005) notes quality as customer satisfaction. Sallis and Hingley (2012) define quality as a concept that is closely related to the degree of success or failure. Something said to be of high quality has high success. Quality is something that satisfies and exceeds the wants and needs of

a customer. Operational quality is determined by two factors: quality in fact and quality in perception. The quality in fact is adjusted to certain specifications while the quality of perception is based on customer satisfaction. Similarly, Kurniady et al. (2020) define quality as a state that exceeds the expectations of the customer so that the customer gets satisfaction.

Engkoswara and Komariah (2019) state three main criteria for assessing the quality of services: outcome-related, processes-related, and image-related criteria where all of the processes include six elements: professional and skill, attitude and behavior, accessibility and flexibility, reliability and trustworthiness, recoverability, reputation, and credibility. Meanwhile, according to Parasuraman et al. (1990), there are five determinants of service quality, which are: tangibles, reliability, responsiveness, assurance, and empathy.

However, a quality standard measure based on customer needs is rarely done. Though, the benchmark of good quality is not subjective to the producer one that suits the needs of customers. Therefore, the quality of a school will be good if it presents services in accordance with the needs of its customers (Komariah & Triatna, 2019). Similarly, quality-oriented school management provides satisfaction to customers through guarantees to avoid complaints and errors customers (zero defects), organized, planned, structured, and detailed. This condition is called "Arcaro" (Engkoswara & Komariah, 2019); a total quality school (TQS) consists of 5 pillars: focus on the customer, total involvement, standardized, commitment, and continuous improvement. All these pillars are based on three beliefs of trust, cooperation, and leadership.

Explicitly, Sallis (2002) lists 13 characteristics of a quality school: focus on the customer, focus on problem prevention, investment in human resources, quality achievement strategy, grievance management with reciprocity, having a policy, seeking improvement process, creating and maintaining quality, clarity of work direction, conducting evaluation, sustainability, and creation of work culture. In detail, Engkoswara and Komariah (2019) explain that quality schools are schools that have the right input, high employment, high motivation learning, professional use of time, cost, facilities and personnel, trust of various parties, qualified graduates, outputs relevant to the needs of the community. A system of quality at least includes inputs, processes, outputs, and outcomes (Rohiat, 2012). Educational input includes human resources consisting of organizers, principals, teachers, and students. Software, such as school structures, regulations, job descriptions, and program plans. Guides, such as vision, mission, goals, and objectives. In addition, Hoy and Miskel (2014), state that inputs include tools such as classrooms, books, teaching materials, teachers, and students.

Educational processes include decision-making, institutional management, program management, teaching and learning processes, and monitoring and evaluation processes. Output includes the results of school performance in the form of both academic and non-academic achievements (Aan & Cepi, 2019). While the outcome is long-term output expressed

with customer satisfaction, could be in the form of speed to meet the needs of society, industry, and other needs as expected.

Thus, private schools are organizations that must survive, even compete with competitors; quality besides accreditation is also based on the eight national standards of education. Quality is also oriented to the needs of the customer, which is indicated by customer satisfaction and customer loyalty.

However, creating high-quality schools with high competitiveness is not easy. As Sallis (2002) points out, 85 percent of quality problems are caused by the level of management effectiveness. Many schools or organizations that close or get bankrupt are not caused by a lack of resources or the 7Ms + I (man, money, material, machine, method, marketing, minutes, and information), but because of mismanagement. Mismanagement is mostly caused by the lack of educational management expertise that reflects on educational leadership both in conceptual and practical settings. Similarly, organizational external elements are always changing and demanding responsive, accommodative, appreciative, and participative attitudes in responding to global challenges by utilizing strengths, opportunities, and analyzing weaknesses and threats to become a force for the formulation of a vision, and mission, and educational goals.

Therefore, leadership is believed to be an important factor in influencing people, making the organization famous, developing, and progressing and it has high quality. The causes of the rise and fall in the quality of a school depend on the principal of the school. The principal's leadership is related to the various tasks and functions that must be embodied in the realization of a high-quality and highly competitive school (Supardjoto et al., 2020). Quality leadership is a prerequisite for achieving that goal; the ability of the principal to work with or through the administrative staff and academic staff. The headmaster should be able to cultivate quality work and be able to empower all the potential available to support the desired quality.

Kurniady et al. (2022) mention eight school quality indicators, namely 1) quality of content, 2) quality of teacher and education staff, 3) quality of financing, 4) quality of management, 5) quality of assessment process, 6) quality of the process, 7) quality of facilities and infrastructure, and 8) quality of graduation.

2.3. Visionary leadership

Visionary leadership refers to leaders who understand the future as a fundamental issue of organizational development. Nanus (1992) describes a visionary leader as a leader who always works on four pillars: 1) determinants of direction that exert subordinate behaviors towards the desired; 2) change agents that stimulate a clear and rational environmental change and work agenda; 3) a spokesman convincing people within the internal group to gain access from outside, introducing and socializing organizational advantages and visions that are implicated in organizational progress; 4) trainers who are patient and exemplary to encourage, help their subordinates learn and grow, build confidence, help to improve

their ability to reach the vision constantly. Visionary leadership, according to Yukl (2010), is the force that combines charismatic and transformational leadership to justify sacrifice and hard work; having a clear and useful vision for guiding organizational change, provides continuing meaning for followers by connecting past events and contemporary strategies with a live image of a better future for the organization. While Aan and Cepi (2019) refer to visionary leadership as a leader's ability to create, formulate, communicate, socialize, transform, and implement ideal thoughts derived from him/her as a result of social interactions for the development of the organization.

There are several characteristics that describe the principal as a visionary leader. According to Aan and Cepi (2019), the characteristics of visionary leaders include understanding the concept of vision, understanding the character and the elements of vision, and understanding the purpose of the vision. Visionary leadership typically goes through the following: the creation of a vision, its formation, transformation, and eventually its implementation.

From the above assertions, efforts are needed for the competitiveness of schools and to improve the quality of schools, which contributes to improving the quality of education in general. If this is not done, then the goals of basic education in line with national education may not be realized. Based on the preceding insights and conditions in the field, the authors are obliged to study visionary leadership in improving the quality and competitiveness of Islamic elementary private schools in East Jakarta.

Based on the previous study of the literature above, we develop some hypotheses that analyze severe factors that impact competitive advantage.

H1: Visionary leadership affects school competitiveness.

H2: School quality affects school competitiveness.

H3: Visionary leadership and school quality affect school competitiveness.

3. RESEARCH METHODOLOGY

The study was conducted on private Islamic elementary schools in Region I of East Jakarta with the population comprising all private schools labeled as Islamic totaling 59 schools. Sampling was by probability sampling technique that gives equal opportunity to each element (member) of the population to be selected as a sample (Sugiyono, 2014). Due to limited manpower, funds, and time, the researchers used the sample as the object of study or as a data source. The determination of this sample was by stratified random sampling based on the stratum technique that is tiered, multilevel, or layered Mohamad (2015). The number of sample schools is the same proportion based on accreditation, namely from 59 private Islamic elementary schools. The population that can be used as a sample is 37, with an accreditation rating of A. The respondents consisted of 37 principals; Teacher respondents were 222 teachers and parents' representatives who are members of the school committee management 259 respondents, with a total of 481 respondents. Data were collected by questionnaire as the research instrument. Data

generated from the questionnaires was by ordinal scale measurement considering that the questionnaire was distributed using the Likert scale.

Statistical data analysis to describe the results of the research is descriptive analysis to see the tendency of the frequency distribution of variables and the level of respondent respectively in each variable studied and to see the general description of each research variable of the average score. The technique used was weighted means scored (WMS) from Furqon (2011), the results in the form of an average obtained from calculating the total number of scores divided by the number of respondents.

A hypotheses test was conducted to ascertain the conclusion of the research, the influence of visionary leadership variable, school quality, and together to school competitiveness with a simple correlation test, correlation test of determination, and regression analysis. The hypothesis test was done with SPSS Statistics version 20.

Though the present study, a quantitative research method was applied to understand well the situation of visionary leadership. Future research can try using qualitative research design, basically, the multi-cases research methodology to investigate thoroughly the contribution of visionary school leadership in enhancing a country's education competitive advantages. There is also other not mentioned research that other researchers can find appropriate to conduct a similar study and can still come to an almost similar conclusion or even better solution to challenges faced by visionary leadership.

4. RESEARCH RESULTS

Based on statistical calculations, the results obtained were as in Table 1. Based on the table, the correlation of visionary leadership on private Islamic primary school competitiveness in East Jakarta amounted to 0.766 with the level of significance r -table ($0.766 > 0.344$). This means that there is an influence between Visionary leadership (X_1) to School competitiveness (Y) with strong criteria and positive value. Based on the calculation result obtained, R-square equals 0.587 or 58.7%. This means that the Visionary leadership variable (X_1) to the School competitiveness variable (Y), while the remaining 41.3% is influenced by other factors. Similarly, there is a correlation between School quality (X_2) and School competitiveness (Y) with the significance level of the r -table value ($0.912 > 0.344$).

This means that there is an influence of the Quality of school (X_2) on School competitiveness (Y). Based on the results obtained, R-square equals 0.832 or 83.2%. This means that the Quality of school variable (X_2) and the School competitiveness variable (Y) are 18.7% influenced by other factors.

From the result of the double correlation test between variables X_1 and X_2 together on Y what was obtained was $r = 0.927$. By looking at the benchmark or criterion, the correlation coefficient set the value of r -count as 0.927, which lies at the interval of 0.800-1.000, this indicates a very strong category. It means that there is a very strong correlation between the variables of Visionary leadership (X_1) and School quality (X_2) on School competitiveness (Y).

Table 1. Calculation of results with SPSS Statistics version 20

<i>Influence between variables</i>	<i>Correlation coefficient</i>	<i>Interpretation</i>	<i>Coefficient of determination</i>	<i>Regression</i>
X_1 to Y	0.766 Strong	6.304 > 2.045 Positive significant	58.7 = 41.3	$\hat{Y} = 2.284 + 0.766 X_1$
X_2 to Y	0.912 Very strong	11.786 > 2.045 Positive significant	83.2 = 18.7	$\hat{Y} = 5.516 + 0.912 X_2$
X_1 and X_2 to Y	0.927 Very strong	8.243 > 3.34 Positive significant	85.9 = 14.1	$\hat{Y} = 12.500 + 0.745 X_1 + 0.234 X_2$

Based on calculations obtained F-count ($8.243 > F$ -table (3.34), this means that there is a positive correlation and significance between School visionary leadership (X_1) and School quality (X_2) together with School competitiveness (Y). The coefficient calculation result of Visionary leadership (X_1) and School quality (X_2) together on School competence (Y) is 0.859 or 85.9% meaning that the variables X_1 and X_2 together give an effect of 85.9% on variable Y . While the rest 14.1% is influenced by other factors.

Based on the above calculation, obtained regression amounted to 0.745 for X_1 and 0.234 for X_2 at a constant of 12.500. Thus, it forms a relationship between the two variables by regression equation $\hat{Y} = 12.500 + 0.745 X_1 + 0.234 X_2$. This explains the forecast that an increase of one unit of Visionary leadership will be followed by an increase in the value of the School quality by 0.403 and an increase in the value of School quality will be followed by an increase in the value of School competitiveness by 0.162 units at a constant of 12.500.

Based on the results of data processing in reference to the WMS, the School competitiveness

variable scored 3.95, which is in the high category. This means that the competitiveness of Islamic private schools in East Jakarta City is good. The dimensions that got the highest score were the dimensions of sustainability with competitive strategy, the intelligence of taking advantage of opportunities, then the utilization of potential resources and unique competencies.

As a result of the WMS data processing as a whole, the School visionary leadership condition of Islamic private elementary school principals in East Jakarta got a 4.02 score meaning that they have visionary leadership. Thus, the principals have the vision to conceive elements of basic values, missions, and objectives. Basic values are the philosophy embraced, the mission is the operationalizes of the vision of the organization, and objectives are the main set goals of the organization.

The variable indicating the quality of Islamic private primary schools in East Jakarta based on data obtained from the WMS calculation is overall in the high category of 4.00, this means that the overall quality of Islamic private primary schools in East Jakarta is good.

5. DISCUSSION

5.1. School competitiveness

To be able to survive in the competition, schools must have competitiveness. High competitiveness requires schools to be able to maintain their existence in the midst of competitiveness among schools. One indicator that schools have high competitiveness is a high level of consumer confidence reflected in the number of admissions (Belfield & Levin, 2002). Marginson and van der Wende (2007) connect the term competitiveness in education with the words excellence, reputation, and status. In the field of competitiveness in education, it can be referred to as an attempt to become better or unique, have a good reputation, increase the number of customers (students), be known by the public, and have a wide network. Through research conducted at several educational institutions and universities in the Netherlands, Haan and Yan (2013) concluded that competitiveness in the education sector depends on emendations and improvements in internal values determined by external assessments, such as growth in student numbers and magnitude, ratings, achievements, etc.

Related to that, in big cities including Jakarta, school competitiveness is getting tighter. Schools that cannot improve in quality, especially public schools are slowly being abandoned by parents, and private schools are almost going bankrupt. However, for Islamic religious-based primary schools and Islamic community organizations that are established, managed, and funded mostly by the community, the level of competitiveness is higher, in addition to competing with government-funded government schools; they also compete with private schools that have excellent accreditation and with more resources. The potential number of elementary private school students in Jakarta in 2015-2016 reached 228,244 students or 39.4% of the total 579,142 students, while the number of private schools reached 1,391 schools or 46.1% of the total 3,017 schools.

Ikhsannudin and Pakpahan (2021) mention that the term "competitiveness" means strength, reaching more than others, being different from others in terms of quality, or having certain advantages. This means that competitiveness can mean the power to excel in certain things. Muhardi (2007), explains that competitiveness is the effectiveness of an organization in the competitive market, compared to other organizations offering similar products or services. School competitiveness begins with leadership support that represents and understands schools inclusively (Waruwu et al., 2022).

School competitiveness is the power of schools to strive for excellence; the ability, performance, talent, or achievement to show better, faster, or more meaningful results than other schools. The dimensions of school competitiveness include four aspects: the potential of school resources, unique competencies, the sustainability of a competitive strategy, and the intelligence to take advantage of opportunities. These four aspects are influenced by visionary leadership, as research conducted by Wijayanti et al. (2022) concluded that competitive advantage is determined by the pattern of accountability and visionary leadership of

the principal. This is also proven by Prestiadi et al. (2019) that visionary leadership influences total quality management through efforts to improve the quality of education.

Potential school resources are things owned and utilized by schools in developing and advancing a school (Nuphanudin et al., 2022). The potential resources of Islamic private primary schools in East Jakarta are in the high category. Each school has taken advantage of all the potential of existing schools to develop the school for the sake of the school's sustainability. Nevertheless, researchers found several indicators on the potential school resource dimensions that require more attention, along with the details of each indicator:

1) The schools have strategic locations covering large areas, have easy access to both public and private transportation, and have ample parking spaces. As disclosed in the results of a study by Aydin (2013), location affects students' and parents' choices and its competitive advantage for a school. The location has an important effect on attracting students to a school; a strategic location and large parking area facilitate the community to access the school. Currently, the average count of land and strategic location indicators is 3.84, which means that the private Islamic schools in East Jakarta currently have a large land and have easy access to both private and public transportation. This shows that the location of the school is one of the considerations for parents to choose a school. This shows that there is a power "place" that affects the competitiveness of schools (Cullen et al., 2005).

The third indicator is having competent and professional teachers and educators. A competent and professional educator is one with good competency based on teacher competence test results, has a linear educational background, has teacher certification, and her/his way of teaching is favored by the students. Competent and professional educational staff are qualified personnel who are able to work in accordance with the main task and function, for this case, schools were found to have special staff who handle issues like administrative problems, customer complaints, security, hygiene, and other service personnel. From the results, the competence of teachers and educators scored 3.74 which means that Islamic elementary school teachers in East Jakarta on average are degree graduates, have linear qualifications, and their teaching is preferred by students. The same is with other specialized school staff like in administration, hygiene, security, and other sections.

The mean value of the school management indicators managed professionally is 3.68, which means that the Islamic private elementary school in East Jakarta has a school establishment and operational license, a school's strategic plan, development, and evaluation but does not yet have an integrated management information system. Currently have social networking, but not all have management information systems, a school site, social networking, and a school community. Similarly, in the case of the headmaster, the headmaster of the Islamic private elementary school in East Jakarta has not yet qualified as a special and general headmaster but is transparent, and has the capability and credibility as the principal.

2) The next dimension of the school's potency resource dimension is the increase in student input quantities. As one indicator that schools have high competitiveness is the high level of consumer confidence reflected in the number of admissions (Belfield & Levin, 2002). In this study, the Islamic private primary school in East Jakarta has a score of 4.12. This means that the Islamic private elementary school in East Jakarta increases the number of students' input through the selection and mapping of the ability of prospective students.

The indicator of the sixth school's potential school dimension is the carrying capacity of stakeholders. The carrying capacity of the stakeholders in all support from the government, parents, and community both materially and morally to the existence of the school, in addition to all the school programs supported by all parents of students. The results of this study indicate that stakeholder support capacity is 4.42 means that private Islamic elementary school in East Jakarta has full support from both government and society either financial or nonfinancial and all school programs have full support from parents.

The second dimension of school competitiveness is unique competency. Unique competencies in private schools are specific, distinctive, and characteristic to private schools that distinguish them from other schools. The indicators are that schools have a concentration on specialization; programs are difficult to imitate and have standard program standards. In the context of basic education, students must have core competencies in applying knowledge. The core competencies of applying knowledge include the ability to plan work on the application of knowledge, problem-solving, application of research data, improvement of organizational atmosphere, development of resources, various circumstances, transforming knowledge into concrete actions; and creating substantial workpieces (Afif & Wahyudin, 2020). Schools will gain a sustainable competitive advantage if their competence becomes a source of competitive advantage this is done to achieve competitiveness that is a reflection of the quality of service, differentiation, and satisfaction of school communities.

The uniqueness of the competence of Islamic private primary schools lies in the integration of curriculum that incorporates national and religious education curriculum and other uniqueness not possessed by other schools such as the *tahfizh* program, bilingual program, and even inclusive school program. The calculation result using WMS shows that the unique value of unique competence is 3.69. The details are as follows: concentration on the specialization of 3.34 means that this private Islamic elementary school combines general and religious education curricula and has a *tahfizh* program. Not all schools have bilingual programs and inclusion programs though it has already been done by some private Islamic Primary schools with an integrated elementary Islamic School (SDIT) category.

The second indicator of the unique competency dimension is the standard programming standard including clarity of vision, mission, and program targets, and the standard of the student program, as well as the standard program of its activities.

So, the school has a clear outline of its development. The calculation result that the average value of the standard of 4.05 means that this private Islamic elementary school has a vision and mission and clear and measurable targets, a standard education calendar, and standard operating standards.

The third dimension of the school competitiveness variable is sustainability with competitive strategy. That is, schools can provide attractive programs, withstand competitive pressures in order to keep customers loyal, and may even recommend that others go to school, strengthen organizations in the same competitive marketplace, and multiply the diversity of customer needs. As Hax and Majluf (1996) noted, sustainability with the pattern of competitive strategy (attract consumers, withstand competitive pressure, strengthen an organization's market position, effective leadership, and multiplicity of needs fulfillment).

5.2. Visionary leadership

The detailed description of the visionary leadership of the Islamic private primary school principal in East Jakarta describes the following: The process of creating a principal's vision is reflected in his/her knowledge of future school innovations, hopes, and aspirations, and knowledge of threats, opportunities, and future school challenges, has a feasibility study of the future of his school. From the result of WMS data processing, the dimension of vision creation got a score of 4.15. The principal instrument has been able to create a vision with a variety of careful considerations; it uses knowledge about future threats, disturbances, and challenges to serve as future innovations, hopes, and school goals.

Formulation of the vision in question is the process of making a vision based on the analysis of various possibilities, clarity of targets and ease in achieving the vision, and the involvement of stakeholders as a form of mutual commitment. From the result of data processing, the WMS vision formulation got a score of 4.15. The principal involves stakeholders in the vision creation process getting a score of 4.20 and determining the vision statement score of 4.11. That is, the principal makes a vision based on possible analysis, clarity of targets, and ease in achieving that vision.

Overall, the school principal's visionary leadership transformation received a score of 4.06, indicating that the principal effectively communicated the vision to stakeholders using clear and comprehensible language.

The implementation of the principal's vision as a visionary leader is to become an agent of change, namely, the principal provides directions to teachers before implementing the program, becomes an agent of change which principally involves stakeholders to oversee change, create educational and innovation programs, and be able to solve problems. The head of a private *madrasah* in East Jakarta communicates empathetically and is able to establish good relations with other organizations. The principal as a coach shows that as a coach the principal has a commitment to making the school superior, able to develop a warm and good school climate, able to maintain its vision, strictly enforce rules and pay attention to what school stakeholders want.

5.3. School quality

Input on the variable of quality of Islamic elementary schools in East Jakarta is in the very high category. The input in question is any input that should be available for the sake of the continuity of the teaching and learning process in school. This means that the quality of the school is already very good. This means human resources; these human resources include students, teachers, and principals. Prospective students on average have basic education from kindergarten or early childhood, teachers have requirements in terms of educational background. Similarly, the head of an Islamic private elementary school in East Jakarta has met the general qualifications and special qualifications of the principal. The second indicator is the regulation covering the existing regulations in the school both student regulations, teachers, and education personnel. The third indicator is the environment, environment here means all conditions and situations that are in the school area. This study includes the school environment as a means of infrastructure, curriculum, and social conditions of society.

The second dimension of the school quality variable is the process that is the activity of the implementation of student learning in school, whether in the classroom, in the laboratory, or in the sports field that is carried out actively, creatively, innovative, and fun. This dimension includes three indicators of morale, passion, and resource management.

The third dimension of the quality variable is output. The output in question is not only a result of learning performance but the whole performance of school components. School output is said to be of quality if seen from the number of students who have good achievements in academic and non-academic (Aan & Cepi, 2019). The indicator of this output dimension is academic achievement. This is derived from the average grade results of repetition, examination, and championship in the Olympic race subjects. This is quite apprehensive given the quality of input and the process has been very good. There are several factors that cause this output to be in the category of enough of which there are still some schools that have not been able to achieve maximum value in national examinations, especially for schools accredited under A, in addition to schools that have not focused on academic output orientation.

The second indicator of this output dimension is a non-academic achievement that includes the achievement of students in sports, arts, eclectic and extracurricular activities. This indicator is in the category of sufficient and becomes the lowest category among other dimensions. This is due to the lack of race events that are followed by most schools due to a clash with time and cost. Therefore, schools should be better prepared to follow race activities by giving special attention in terms of non-academic achievement.

The final dimension of the school quality variable is customer satisfaction. Customers in this study are external customers (parents of students). In measuring customer satisfaction, the researcher

uses five indicators, namely tangibility, empathy, responsiveness, reliability, and assurance. From the measurement of the instrument, the level of public satisfaction with the service of Islamic private elementary schools in East Jakarta is in the high category. This means that the existence of a private Islamic elementary school has been trusted by the community in providing educational services. More details of each indicator include:

The first indicator of the dimension of customer satisfaction is tangibility which has an average score of 4.13. This means that the Islamic private elementary school in East Jakarta has high satisfaction from the customer in terms of tangible things because the school has a prime service standard, the appearance of the teacher and the school principal, and the feasibility of school buildings.

The second indicator of the dimension of customer satisfaction is empathy which has an average score of 4.14. This means that Islamic private primary schools in East Jakarta have a high empathy towards customers in terms of friendliness, politeness, and knowledge in providing services to the community and parents of students.

The third indicator of the dimension of customer satisfaction is responsiveness. From the WMS data processing of responsiveness has an average score of 4.19. This means that the Islamic private elementary school in East Jakarta has the speed, alertness, and enthusiasm in providing services.

The fourth indicator of the customer satisfaction dimension is reliability. From the WMS data processing of reliability, it has an average score of 4.06. This means that the private Islamic elementary school in East Jakarta has the reliability in providing services to the community.

The last indicator of the customer satisfaction dimension is assurance. The WMS data processing on assurance has an average score of 4.13. This means that private Islamic elementary schools in East Jakarta provide a good guarantee in terms of providing a sense of security and comfort, a guarantee for students graduating high school graduation, and students are given a guarantee to have good behavior and be able to believe in religion.

However, the problem in schools is that usually the vision is just used as a slogan or school administration requirement for school accreditation. Many schools do not use the school vision as a direction and guidance in determining the direction of school development. Even for years as school switches between school principals, their school vision never changes. So, school activity programs are only limited to routine activities that must be implemented without having clear targets and goals, the principal is just a symbol of the school's legality to satisfy the requirement that the school has a principal. Even the principal is appointed not based on competence, ability, and habits (self-efficacy) but based on kinship relationships or preferences of organizers of institutions/foundations. So, stakeholders end up working without any direction from the principal, they walk alone according to their respective understanding.

6. CONCLUSION

Unique competence is the main indicator of the competitiveness of Islamic private elementary schools in East Jakarta. This can be seen from the indicator of concentration on specialization, the program is difficult to imitate. It can be seen that the competitiveness of schools can become more meaningful if it is supported by the potential resource dimension in the form of infrastructure facilities above the required standard, land and strategic location, professional human resources, increasing the amount of student input and stakeholder support, in addition, school competitiveness driven by the ability of institutions to realize opportunities through flexibility, promotion, and affordability, as well as maintaining the sustainability dimension of competitive strategy by strengthening organizations in the competitive market and increasing diversity of needs.

Implementation of the institution's vision is the main dimension in the visionary leadership of private Islamic elementary school principals in East Jakarta City, especially principals as change agents and spokespersons. A visionary principal is not only required to create and formulate a vision but to implement it if it is to be meaningful; if a vision is supported and nurtured it can transform a school.

The output quality is regarded as the main key dimension in the quality of Islamic private primary schools in East Jakarta. The indicator is a non-academic achievement in the form of extracurricular, artistic, and sports achievements. The quality of this school is more meaningful when accompanied by increased output so as to create customer/community satisfaction supported by the input dimension and maintained by the process of teaching and learning activities in schools.

The visionary leadership of the principal affects positively and significantly the school competitiveness as indicated by the average number of principal leadership instrument scores that have a strong influence on school competitiveness. School quality also positively and significantly affects school competitiveness. This is indicated by the average number of school-quality instruments that have an extraordinarily strong effect on school competitiveness. Visionary leadership and school quality jointly influence positively school competitiveness. That is, the leadership of the principal's visionary can improve the quality and competitiveness of the Islamic private elementary school.

Although this research has been carried out effectively to measure the variables of authentic leadership, school quality, and competitive advantage, it still requires more careful development and measurement of each variable in the broader population scope, not only in religious schools but also in public schools in Indonesia. Every school. Such as early childhood education, secondary education, and higher education. This is because visionary leadership can bring about change in organizations, especially in the field of education, so they are more prepared to face the demands of change.

Due to the rapidly changing technology, job sector, human interactions, and human skills, and with the emergence of the industry four era, there is a need to change the entire education system globally. A change in the education system, education policies, and the way education is conducted requires a change in leadership. This paper proposes the operationization of the visionary leadership concept within the rapidly changing human environment. Visionary leadership is considered the right concept that can ensure increasing the chances of the country's education system to compete effectively.

It should be noted that there is still a lack of understanding and practice of visionary leadership between new and old-school principals, so socialization and equalization of perceptions are needed to be fully implemented in leadership practices in educational institutions. Likewise, the quality and competitiveness of schools are still very diverse, even though the competence and skills of school management are implemented through the application of effective and efficient educational management technology. With the same accreditation, schools with excellent accreditation still require an in-depth study of quality and competitiveness indicators. Therefore, based on the findings of this study, it is recommended that the leadership capacity development of school principals be built based on school management competencies and skills through the application of effective and efficient educational management technology applications.

The research and its results still need to be further developed with more robust methods and analyses, especially in exploring more deeply the visionary leadership practice model for improving the quality of education services using mixed methods.

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