

Visionary Leadership of The Head of *Diniyah Madrasah* in Improving The Quality *Santri*

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Abstract

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This article aims to analyze: 1) the concept of the visionary leadership of the head of *Madin* (Madrasah Diniyah) in improving the quality of students (santri) at the Al-Khoirot Islamic boarding school, 2) the process of the relationship between the head of *Madin* and its members in improving the quality of students at the Al-Khoirot Islamic boarding school, 3) the results of achieving the quality of students carried out by the head of *Madin* Al-Khoirot. This article uses a qualitative approach with the type of case study. The data collection technique is done by interview, observation, and documentation. While the data analysis uses data condensation, display data, and make conclusions. The results showed: 1) The concept of the visionary leadership of the *Madin* Al-Khoirot head includes: a) the formulation of the vision based on the provisions of *Madin* graduates. b) make changes and innovations that advance. c) conduct training and monitoring of *Madin* teachers. d) build cooperation with pesantren. 2) the process of building good relations is carried out by holding regular meetings with all *Madin* residents. 3) the results of quality achievement are shown by the success of *Madin* Al-Khoirot graduates being accepted in foreign Islamic educational institutions.

Kata kunci:

*Kepemimpinan Visioner,
Mutu Pendidikan, Kualitas
Santri, Madrasah Diniyah*

Abstrak

Artikel ini bertujuan untuk menganalisis: 1) konsep kepemimpinan visioner kepala Madin dalam peningkatan mutu santri di pesantren Al-Khoirot, 2) proses hubungan kepala Madin dengan anggotanya dalam peningkatan mutu santri di pesantren Al-Khoirot, 3) hasil pencapaian mutu santri yang dilakukan oleh kepala Madin Al-Khoirot. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan datanya dilakukan dengan wawancara, observasi dan dokumentasi. Sedangkan analisis datanya menggunakan kondensasi data, display data dan membuat kesimpulan. Hasil penelitian menunjukkan: 1) Konsep kepemimpinan visioner kepala Madin Al-Khoirot meliputi: a) perumusan visi belandaskan bekal lulusan Madin. b) melakukan perubahan dan inovasi yang memajukan. c) mengadakan pelatihan dan monitoring guru Madin. d) membangun kerjasama dengan pesantren. 2) proses membangun hubungan baik dilakukan dengan mengadakan pertemuan rutin bersama semua warga Madin. 3) hasil pencapaian mutu ditunjukkan dengan adanya lulusan Madin Al-Khoirot berhasil diterima di lembaga pendidikan Islam luar negeri.

INTRODUCTION

In the realm of educational institutions, improving the quality of education is not a foreign term to hear, because improving the quality of education is an obligation that must be carried out consistently by managers of educational institutions, both informal and non-formal institutions. Improving the quality of education itself has the aim to produce output high quality and professional education in the field is practiced. Quality education is a big hope that is always wanted by stakeholders of education and the community. Everyone certainly wants to gain knowledge and put their children in quality educational institutions.

Quality education is believed to be able to lead a nation to progress in the future. Improving the quality of education will be easily achieved through the holding of innovations and changes that are always oriented towards the quality of education, with the hope that these innovations and changes will be able to deliver every individual in the educational institution environment towards the process of achieving quality education. (Wibawani et al., 2019, p. 182)

Muhaimin explained that in this world nothing is eternal other than change. Every year educational institutions will experience changes because people's tastes will also change over time. To that education, managers must be able to innovate and deliver relevant changes by the needs of society to give satisfaction and results output in the desired education community and stakeholder education today. (Muhaimin, 2009, p. 65)

Making, innovation, and change in educational institutions is not an easy thing. Therefore, educational institutions need a great mover or leader as an agent of change who can direct and guide all its members towards change that is oriented towards achieving the quality of education. Kasali, quoted by Muhaimin, explained that there are four elements of the process that a leader must out to be called a great leader, including vision, courage, reality, and ethics. (Muhaimin, 2009, p. .31). Of the four elements above, great leaders are required to have clear directions and goals for the institutions they lead and dare to provide change and innovation in their institutions to realize the goals that the institution wants to achieve in the future. So that with such a great leader, it is hoped that there will no longer be the term that the dreamer leads only as a mere formality (Heriyono et al., 2021).

Seeing the fact that not a few principals or madrasa heads are appointed not because of their achievements and competencies, but because of cause and effect or special goals from officials or regional heads (Nurulloh et al., 2020). So that it causes the leader in carrying out his leadership duties only as a formality or as a structural position holder, without a high commitment and desire to be able to realize the vision of the institution he leads into real work. (Harapan, 2016, p. 134). Visionary leadership is a solution to the above problems. Seeing visionary leaders who can formulate and socialize the vision of their organization clearly and can turn the vision they want to achieve into a work. So that the direction and goals of educational institutions can be identified. (Bustari, 2019, p. 84)

The important role and success of visionary leadership in realizing quality education that is by the expectations of today's society is very much needed. Seeing visionary leadership capable of analyzing the challenges he will face now or in the future. Visionary leaders are also considered as leaders who know what they must strive for the progress of their institution in the future. (Hartono & Priyanti, 2014, p. 03)

The great influence of the role of visionary leadership in improving the quality of educational institutions is shown by the results of research that explain that the existence of

visionary leaders has a major influence on the effectiveness and effectiveness of teaching and learning activities in schools because they have an active role as direction setters, change agents, spokespersons, and coaches for all its members (Irwana, 2015, p. 115).

In line with the explanation above (Wibawani et al., 2019, p. 181) revealed that visionary leadership plays an active role in being able to move all its members towards changes that are aimed at the quality of education through curriculum improvement innovations, increased discipline, and giving the direction of policies to be implemented in education. Considering that innovation in curriculum improvement is the main key to being able to bring educational institutions to be always relevant to the changes that occur.

The active role of visionary leadership is a major milestone to be able to bring the institution he leads to progress in the future. Because the failure of an educational institution will reflect the lack of success of the role of a leader in bringing the progress of the educational institution he leads. Vice versa, the success of an educational institution will reflect how a leader succeeds in carrying out his role as a determinant of direction in the educational institution he leads. (Bustari, 2019, p. 84). All the explanations above define visionary leadership as a leader who has clear directions and goals. towards the institution, he leads, as well as being a solution for educational institutions to be able to realize the achievement of quality and progress in educational institutions in the future through their ability and commitment to turn their vision into real action.

LITERATURE STUDY

Visionary Leadership

M Ngalm Purwanto defines leadership as an art, technique, or an ability to make followers or members they lead willing to obey what a leader wants. So that they will be enthusiastic about each other or even willing to sacrifice to realize what is desired by the leader to achieve organizational goals. (Purwanto, 2003, p. 26). Educational leaders must guide, motivate, manage all existing resources in the organization they lead to continuing to move by the goals to be achieved. Leaders are also responsible for the implementation of a conducive and effective teaching and learning process through collaboration with teachers, staff, and all citizens in educational institutions in educating students so that they can achieve the expected education achievement.

While visionary leadership is defined as the ability of a leader to create, describe the future and socialize and apply them through creative and innovative ideas, whether they come from the leader himself or from other people who are believed to be ideas to be able to realize the ideals of the organization today or in the future. Future. ,(Andriansyah, 2015, p. 30)

Visionary leadership is also defined as the figure of a leader in carrying out his duties always has a clear direction and purpose where his organization will be taken and it is a picture of the future of his organization which is to be realized through high commitment with its members. (Rival & Arifin, 2009, p. 480). According to Robbin, quoted by Donni, defines visionary leadership is the ability possessed by leaders in creating a real and clear vision and is believed to be able to provide an attraction for the organization so that it can lead to greater organizational growth. better than before. (Priansa Juni, 2014, p. 213).

Meanwhile, Nur Mukti defines visionary leadership as the ability of a leader to clearly describe the vision and socialize that vision through creative and innovative ideas, whether it is the result of interactions obtained from the agreement of organizational members or

stakeholders and is believed to be the hope to be achieved by an organization in the world. (Mukti, 2018, p. 81).

Looking at the opinion above, it can be explained that visionary leadership is a skill possessed by a leader in leading his organization to progress in the future, by formulating and translating the organization's vision into a work. real, as a means to be able to arouse the commitment of its members to want to work together in realizing the hopes that an organization wants to achieve in the future.

The practice of visionary leadership in the eyes of Islam was exemplified directly by the Prophet Muhammad during his life. As his ideas in thinking, he is always insightful into the future even far beyond the time when he was still alive. In his leadership, he is integrated into three leadership concepts needed by current leaders, including vision, value, and vitality. All the explanations above define the characteristics of visionary leadership who in every step and work is always focused on the progress of the organization in the future. So that the visionary leader will be able to analyze the challenges he will face and clearly describe the vision that his organization wants to achieve in the future through a high commitment in guiding and directing all its members to jointly realize the vision into real action.

The Concept Visionary Leadership

leadership is a leadership style that always has a vision of working towards four pillars, including First, being able to determine the direction of the organization. Second, understand the expectations that the community wants. Third, become a driving force for its members to turn their vision into action. Fourth, become agents of change who are always insightful to the future of their organization. (Komariah & Triatna, 2010, p. 181).

Nasir in Hamid (Hamid & Andriyani, 2017, p. 273) explains that visionary leadership has the following characteristics: 1) Having insight into the future, means that a visionary leader must have a clear plan and plan for what he wants to achieve. 2) Having a confident attitude and daring to bear the consequences that will be faced, a visionary leader must be able to analyze carefully what is happening in his organization. 3) Visionary leaders must be able to invite all members to be able to jointly realize the vision. 4) Visionary leaders must be able to formulate the vision and mission to be achieved and have a high commitment to be able to make it happen. 5) Able to turn the vision into real work by applying the vision into a mission which becomes a program of activities and policy references to be determined. 6) Have the ability to build good relationships with its members by building good communication within the institution they lead. 7) Visionary leadership always has creative and innovative ideas in building progress in the institution.

The concept of visionary leadership is inseparable from the insight of a leader who is based on insight into the future. Every step and work of visionary leadership is always focused on the vision of the organization that he wants to realize. Visionary leadership also has a high commitment to being able to realize the vision of the organization into a real action seen from its ability to socialize the vision and ability to become an agent of change in the organization that is being led.

Four concepts that visionary leaders must have in their leadership: 1) the ability to formulate and create a clear vision. 2) able to be an agent of change in the institution he leads. 3) positioning itself as a determinant of direction as well as a guide for its members. 5) able to display knowledge based on their experience and professionalism. (Beddu, 2016, p. 194)

Visionary Leadership Steps and Strategies

The important role of a leader in educational institutions becomes the central point to be able to realize quality education. Because the role of a leader in carrying out his leadership duties will affect the success or failure of educational institutions in realizing quality education. Therefore, a leader does not necessarily carry out his role, without first preparing mature and appropriate steps and action strategies, so that his roles and duties can be carried out to the fullest.

Good quality education is the main factor that must be implemented to create a successor to the struggle for quality education in the future. The formation and success in creating a quality generation cannot be separated from the existence of leaders who have a major influence in improving the performance or behavior of their members to be able to achieve quality education. (Marantika & Dahlan, 2019, p. 139)

Therefore, leaders must be able to determine steps and strategies in every action they will take, especially the steps how a leader can maximize in moving his subordinates to realize the vision into real work. Whether it's with a good institutional management strategy step in the form of maximizing the existing management functions or with other efforts such as providing guidance, motivation, and support to all its members.

Sapto Nugroho argued that in every step and action visionary leadership must have at least a series of basic abilities such as the ability to anticipate, speed, intelligence, and perception to be able to face an era of rapid change. (Nugroho, 2014, p. 48). Anticipation means the ability of a person to leaders to always have a proactive sensitivity in observing the surrounding environment to find any negative or positive changes where these changes will also have an impact on changes in their organization.

Just as when a leader detects changes in his organization, the leader must actively support his members so that they are always ready to face these changes. If necessary, direct it so that it can turn existing changes into positive changes by making it an innovation that builds the progress of the institution.

In directing its members towards positive change, the leader must always have, innovation and scenario for the future to anticipate changes that are contrary to the expectations that educational institutions want to achieve, then discuss them with their members to be able to find solutions in dealing with unwanted changes. Speed is the ability of a leader to act and move quickly to respond to consumers, namely the community. In this case, the leader is required to always have the ability to how the institution can meet the needs of the community by the changes and developments of the times.

Quality of Education

Regarding the quality of education, there are many opinions in its definition. In the Indonesian dictionary, quality is defined as a measure of whether or not an object is good, level, level, or degree (intelligence, intelligence, etc.) (Great Indonesian Dictionary, 2008, p. 945). Meanwhile, in terms of terms, Crosby quoted by Hasan Baharun in his book defines quality as a result achieved through the inclusion or conformity that becomes the standardization of quality itself. (Baharun & Zamroni, 2017, p. 63).

In other terms, the quality of education is defined as the results obtained by an educational institution by meeting the compatibility between the needs of consumers or the community with the services provided by the manager of an educational institution to gain trust

and satisfaction from the community towards educational institutions. (Umar & Ismail, 2018, p. 16).

Conclusions from the above definition The above is, an educational institution will be said to be of high quality if the institution has met the criteria and standards of education itself, starting from its curriculum, process, and assessment which will be a reference in carrying out every activity when the teaching and learning process takes place. Of all the definitions related to the quality or quality of education, several points become the central point of the definition of quality itself, including: 1) Quality is more of an effort to be able to meet the satisfaction and expectations desired by consumers. 2) Quality can include the results obtained by the product, people, environment, and processes. 3) Quality is always changing. This means that what is considered quality now may not be considered quality in the future. Therefore, quality must follow the direction of the current developments.

Education Quality Indicators Education

Quality indicators are a benchmark to be able to see and assess from which side we can know that the institution has a good quality education and is it appropriate for the institution to be declared a quality institution. Most people in Indonesia in determining quality education or not, always refer to the theory that quality in educational institutions can be seen by comparing the targets and outputs produced with the educational standards that have been set. Do the results of the output have conformity to educational standards or vice versa.

In Indonesia, the benchmark of educational institutions is said to be of high quality and must meet the educational standards set by the Ministry of Education and Culture and it can be seen by the existence and making of national curriculum standards both from content standards, assessments, competencies and national exams which become a reference standard curriculum for all institutions. education in Indonesia as well as provide an overview of the goals to be achieved by education in Indonesia. (Kuntoro, 2019, p. 92).

Amrullah Aziz (Aziz, 2015, p. 02) states that there are three indicators to see whether the institution has a good quality of education or not, namely: First, it is indicated by the interest and the large number of students enrolled. to the institution, because it indicates the public's view and satisfaction with the institution. Second, often get achievements. Third, graduates who are relevant to exist educational standards.

However, it should be noted that a large number of students in an educational institution does not always indicate that the institution has good quality. As described by Pure Yanto and Irwan that an educational institution to be declared qualified to be covering three aspects: the quality of the inputs, the outputs, and outcomes. (Yanto & Fathurrochman, 2019, p. 126) input Educational can be declared of quality if in the implementation of the educational process it can provide an atmosphere of effective teaching and learning activities so that a conducive atmosphere will be built and provide comfort for students and educators. output is Educational said to be of high quality if students can get a lot of achievements, both in academic and non-academic fields. Outcomes can be said to be of high quality if the graduates produced can enter the world of work, are recognized by other institutions and there is an acknowledgment of satisfaction from the community.

RESEARCH METHOD

This research uses a qualitative approach with the type of case study research because it aims to be able to reveal the behavior and actions of visionary leadership in improving the quality of students at Al-Khoirot Islamic Boarding School Malang. Lexy J Moleong (Moeloeng, 2007, p. 6) defines qualitative research as research that aims to understand phenomena experienced by research subjects such as forms of behavior, perceptions, actions, localized to, there. Then it is described through clear language with a special natural context and in its description using various natural methods.

The data collection technique was carried out by conducting interviews direct with informants who were believed to know the object to be studied correctly. Observations were carried out at Madin Al-Khoirot with a focus on the behavior of the Madin head, daily activities, and activities during the teaching and learning process. Documentation in the form of archives of activities or documents related to leadership and improving the quality of students. While the data analysis uses data condensation, then presents the data and data that have been presented. Checking the validity of the data is carried out through persistence of observation, triangulation, credibility, dependability, and confirmability. Informants in this study were the head of Madin Al-Khoirot, staff, and teachers of Madin Al-Khoirot.

RESULTS AND DISCUSSION

The Visionary Leadership Concept of the Head of Madrasah Diniyah in Improving the Quality of Santri at Al-Khoirot Islamic Boarding School

. Visionary leaders are creative and innovative leaders in formulating and communicating the vision to all their members. So that what the organization wants to achieve will be achieved. (Rozi, 2016, p. 89). The concept of leadership carried out by the head of Madin Al-Khoirot is divided into four concepts: First, the ability to formulate and socialize the vision to be achieved. This is done through the formulation of a clear vision for the future. In the practice of formulating a vision, the head of Madin Al-Khoirot does not only focus on the personal qualities of the students but also hopes to achieve the quality of Madin Al-Khoirot graduates who are beneficial to all ummah in the future.

According to Sudarwan (Danim, 2006, p. 71), a good vision is a vision that is formulated simply but can provide clarity to the actors of the vision and can provide a clear picture of the goals to be achieved by an organization, which include: 1) the vision must at least able to have its charm for all elements, especially the implementer of the vision itself. 2) the formulation of the vision must at least be able to build togetherness in the organization so that it can grow professionally. 3) the content in the vision must be able to eliminate individual selfishness. 4) the vision must be able to embrace all elements to have one goal or be in harmony in realizing the vision. 5) the vision becomes the basis for all members in determining whether or not activities are effective.

The vision that was sparked in Madin Al-Khoirot was created because of the desire of the head of Madin and all Madin Al-Khoirot teachers in producing graduates who can master and understand classical book literature so that they can give birth to generations who can provide solutions to religious problems that exist in the world. public. This desire is the driving force for all elements to be able to make it happen together. Seeing the ability to master classical books is currently decreasing due to modernization. So that most people in searching for

answers to religious problems prefer the instant ones rather than referring directly to the source of the original book.

The vision that has been formulated needs to be communicated or socialized to its members because it will be the main factor in realizing an organization so that it can run effectively and efficiently. A leader will be able to carry out his duties properly if he has a clear vision and is known by all members of his organization where that vision will lead them to achieve organizational goals. (Wahyudi, 2009, p. 18) The

Head of Madin Al-Khoirot always emphasizes the citizens of Madin through deliberation forums or outside deliberation so that every step taken at Madin Al-Khoirot is always based on the vision that has been set together. This emphasis is a form of socialization to, instill a spirit of harmony and cooperation in the success of achieving the vision at Madin Al-Khoirot. According to Cunningham and Cordeiro (Mulyono, 2009, pp. 133–134) in communicating the vision, it will be more effective if a leader appears with a character who is honest, wise, always open, and aware of every mistake he makes. This theory is a theory that is practiced by the head of Madin Al-Khoirot in communicating the vision he wants to achieve by giving direct examples to his members by being an example and showing his humble attitude to all members.

The concept second is to become an agent of change in the institution he leads. Change is a real situation where the situation can motivate and encourage everyone to be able to change themselves differently from before through stages that can occur at any time. (Wibowo, 2012, p. 2) The change will occur if a leader innovates because he has a special goal to be able to change a bad situation to be better than before.

In carrying out his role as an agent of change in his institution, the head of Madin Al-Khoirot made many changes and innovations in the form of procuring new activity programs such as the Al-Miftah method program which is a new method held to support the reading quality of santri books, the Ummi method as supporting reading quality. Al-Qur'an fluently and the Madin night program as a support for students who have not been maximized in achieving their learning outcomes during the first semester. Then another change is to include alumni to help teach at Madin Al-Khoirot, make class classifications according to the acquisition of students' scores to facilitate monitoring and have an open attitude with suggestions from alumni for the advancement of Madin Al-Khoirot.

Roger, mentions several characteristics of innovation, (Suharsaputra, 2016, p. 25), namely: a) relative advantage, a person will be able to accept an innovation if the innovation can lead to better changes than before. All residents of Madin Al-Khoirot have benefited a lot from the changes or innovations made by the head of Madin Al-Khoirot. These innovations can create learning and teaching activities that are more effective than before and can produce quality graduates who master literacy in reading classical books. b) compatibility, the existence of conformity between innovations made with the expectations of the community or organization. The changes and innovations made by the head of Madin Al-Khoirot were able to provide answers to the wishes of all the guardians of students who housed their sons in the Al-Khoirot Islamic boarding school to be able to deepen their religious knowledge.

The concept third, as a coach and mentor for its members, a visionary leader has a role as a coach as well as a mentor to be able to improve the quality and professionalism of his subordinates. Either through programs held or direct guidance in the form of direction and motivation from a leader to its members. Leaders are also required to always build good

communication with their members and develop the vision they adhere to. (Fitriah & Rahmah, 2020, p. 132).

According to visionary leadership theory, visionary leaders must be able to maximize existing resources in educational institutions to be invited in one direction in realizing the achievement of the expected educational vision. Leaders must be able to motivate and trust those they lead through a vision that has been mutually agreed upon. (Priansa Juni, 2014, p. 215) The head of Madin Al-Khoirot as a leader as well as a coach and mentor for its members always strives to provide the best for all citizens Madin Al-Khoirot. Many efforts have been made by the head of Madin Al-Khoirot in carrying out his duties as a coach and mentor. One of them is by continuously improving the quality and professionalism of Madin Al-Khoirot teachers through the training held by him and he also often motivates a form to encourage his members.

The meeting with the homeroom teacher is also a form of training provided by the head of Madin Al-Khoirot in providing direction and guidance for every homeroom teacher who has problems in his class. Guidance and direction are not only carried out in official forums but outside Madin, hours and discussion are also always ready to provide training and guidance for teachers who need it.

The concept fourth, Spokesperson in visionary leadership is one of the important roles in leading. A leader is not only required to convince members of the vision that has been determined together through socialization and building good communication between members. However, leaders are also required to be able to socialize the advantages and vision they have to parties outside the organization as a support for the progress of their organization in the future. (Mukti, 2018, p. 81).

The ability of the head of Madin Al-Khoirot as a spokesperson in the institution he leads is shown by his ability to harmonize all its members to achieve the quality of students in reading books. The existence of harmony from these members is due to the ability of the head of Madin Al-Khoirot in convincing all Madin Al-Khoirot residents of the vision he wants to achieve. Another ability is shown by the presence of the head of Madin Al-Khoirot who has succeeded in building cooperation between the pesantren and Madin in harmonizing the activities in the pesantren.

The Process of Relationships between the Head of Madrasah Diniyah and Its Members in Improving the Quality of Santri at Al-Khoirot Islamic Boarding School

Process of building good relationships within the organization is a must for a leader in carrying out his leadership duties to be able to build existing resources in the organization to work well together. Therefore, visionary leaders must realize that to realize the ultimate hope of their organization, they are required to build harmonious relationships both internally and externally. (Mukti, 2018, p. 84)

Maddux, (Maddux, 2011, p. 11) states there are nine efforts that a leader must make in realizing productive teamwork: 1) have a vision that all members in the organization want to achieve. 2) behave towards its members with an attitude that shows a passion for working through teamwork and always inspires in building an environment that supports each other. 3) make other people equally involved in the goals to be achieved. 4) looking for other people who want to be invited to work together. 5) put the solution in every problem as the responsibility of all members. 6) always build good and open communication. 7) mediate when there is a difference of opinion between fellow teams. 8) always strive for individual and team progress to

be recognized at the right time and at the right time. 9) together have a high commitment to what the organization wants to achieve.

Referring to the opinion above, the process of building teamwork is practiced by the head of Madin Al-Khoirot by continuing to build good relations and communication within his institution. The implementation is carried out through the provision of facilities such as holding meetings and making WhatsApp groups for Madin teachers and Madin Al-Khoirot staff. The goal is to avoid miscommunication among the team because they rarely establish good communication.

Meanwhile, other efforts in building good relations in Madin Al-Khoirot are carried out by always paying attention to the balance that exists in its members. The sense of caring for and understanding each other has always been instilled by the head of Madin Al-Khoirot towards all its members. As in making a policy, the impact that will be felt by others must first be considered. This is evidenced by the attitude of the head of Madin Al-Khoirot in establishing communication through the facilities that he made, which came from considerations for Madin's teachers whose homes were far from the location of Al-Khoirot's pesantren to make it easier for them to communicate with Madin.

Mukti said that a visionary leader must be able to build good relations with anyone without having to distinguish between members of the same organization. Because visionary leaders always prioritize a harmonious approach compared to an authoritarian attitude towards all their members. (Mukti, 2018, p. 85)

Quality Achievement Results Performed by the Head of Madrasah Diniyah Al-Khoirot

A leader has an active role to always improve quality in institutions that led. One reference indicator of the success of educational leaders can be seen from the quality in the madrasa through three indicators of the quality of education, namely: input in the form of professional teachers and other supports, the process of activities that will have an impact on the effectiveness of teaching and learning activities and output educational in the form of good results. obtained from the input and process stages.

Educational input is the support that supports the achievement of an effective learning process. (Harapan, 2016, p. 135) The input that the head of Madin is trying to do is apply learning methods that have been proven to be effective in supporting the teaching and learning process in Madin and provide training to Madin teachers to have professionalism in teaching. Recruitment of alumni as Madin teachers is also one of the major inputs for Madin Al-Khoirot in realizing quality students because by recruiting teachers from alumni, the quality produced by students every year will always be consistent.

The educational process is the ability to change something by integrating existing inputs in the madrasa to create fun, effective, and efficient learning. The curriculum that focuses on deepening the reading of the book is one of the ways that the head of Madin Al-Khoirot does in creating effective teaching and learning activities. Because with a clear curriculum, Madin's students and teachers will be more focused on the targets that must be taken.

Syafaruddin said that to achieve educational goals, a learning process using a clear curriculum is needed. The curriculum is the core of the field of education and has an important role in the running of all educational activities. Therefore, education stakeholders in preparing the curriculum should not be done carelessly. Curriculum development must consider the outputs that will be produced by educational institutions. (Syafaruddin, 2005, p. 64). output

Educational the result of performance obtained from the passage of input maximum and educational processes to produce a quality that meets established educational standards.

The output produced by the head of Madin Al-Khoirot was not only achieved in the internal sphere but also in the external sphere. This success is evidenced by the existence of Madin Al-Khoirot graduates who are accepted in Islamic educational institutions abroad, the success of improving the quality and professionalism of teacher resources at Madin Al-Khoirot through training held and increasing the quality of reading the santri books. through innovative programs that are held as well as a curriculum that is focused on deepening reading of the book.

CONCLUSION

The concept of visionary leadership carried out by the head of Madin Al-Khoirot includes a) the formulation of the vision is always based on the outputs that will be produced in the future. b) transforming the vision into real work by always socializing the vision and mission through regular deliberation and direct action in the form of program activities held. c) making changes and innovations that advance in the form of recruiting alumni as Madin Al-Khoirot teachers, making student monitoring books, and providing quality support programs for students. d) always be a mentor and trainer for its members through providing training for Madin teachers, as well as providing motivation. e) build cooperation between Madin and pesantren to improve the quality of students. The process of the relationship between the head of Madin Al-Khoirot and its members in improving the quality of students is carried out by holding regular meetings with all Madin teachers, staff, and institutions under the auspices of the Al-Khoirot Islamic Boarding School foundation.

The results of the quality achievement obtained by the head of Madin Al-Khoirot are the acceptance of Madin Al-Khoirot graduates in Islamic educational institutions abroad. Success in improving the quality and professionalism of teacher resources in Madin Al-Khoirot through the training held.

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