

The Influence of Visionary Leadership and Managerial Accountability towards Competitive Advantage

Titik wijayanti¹, Hidayatullah², Benny Prasetya³

^{1,2}Islamic Educational Management Department, Universitas Muhammadiyah Sidoarjo, East Java, Indonesia

³Islamic Education Department, Sekolah Tinggi Agama Islam Muhammadiyah Probolinggo, East Java, Indonesia

Email: wijayantitik1985@gmail.com¹, hidayatullah@umsida.ac.id², prasetiyabenny@gmail.com³

DOI: <http://doi.org/10.33650/al-tanzim.v6i4.3227>

Received: 12 January 2022; Received in Revised Form: 08 July 2022, Accepted: 22 July 2022, Available online: 13 September 2022

Abstract:

This research is essential to measure the effectiveness of the factors that determine the competitive advantage of educational institutions. This study aims to determine the effect of visionary leadership and accountability toward competitive advantage at an educational institution. The research method used a survey; meanwhile, multiple regression tests were used to examine research hypotheses. The research samples were as many as 42 employees consisting of teachers and staff. The results of this research conclude that there is a significant influence between the visionary leadership of the headmaster and the ability to conduct accountability to competitive advantage. The coefficient score of determination shows that 88, 7 % of competitive advantage is determined by the pattern of visionary leadership and accountability. The competitive advantage of an educational institution is influenced by the principal's visioner, leadership, and accountability. The implication of this study is finding the concept that competitive advantage is influenced by visionary leadership and accountability.

Keywords: *Visionary Leadership, Competitive Advantage, Accountability*

Abstrak:

Penelitian ini penting dilakukan untuk mengukur sebuah efektifitas faktor-faktor yang menentukan keunggulan bersaing lembaga pendidikan. Tujuan penelitian ini untuk mengetahui pengaruh kepemimpinan visioner dan akuntabilitas terhadap keunggulan bersaing. Metode penelitian menggunakan metode survey. pengujian hipotesis penelitian menggunakan Uji regresi berganda. Sampel penelitian sebanyak 42 guru yang terdiri dari guru dan karyawan. Hasil penelitian ini menyimpulkan bahwa terdapat pengaruh yang signifikan antara kepemimpinan visioner kepala sekolah dan kemampuan melakukan akuntabilitas terhadap keunggulan bersaing. Besaran koefisien determinasi menunjukkan bahwa 88, 7 % keunggulan bersaing ditentukan oleh pola kepemimpinan visioner dan akuntabilitas. Implikasi dalam penelitian ini menemukan konsep bahwa keunggulan bersaing dipengaruhi oleh kepemimpinan visioner dan akuntabilitas.

Kata Kunci: *Kepemimpinan Visioner, Keunggulan Bersaing, Akuntabilitas*

Please cite this article in APA style as:

Wijayanti, T., Hidayatullah, H., & Prasetya, B. (2022). The Influence of Visionary Leadership and Managerial Accountability towards Competitive Advantage. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(4), 1115-1125.

INTRODUCTION

The previous studies acknowledged that the leadership of the headmaster could affect the improvement of the education and teaching qualities in an educational institution (Nguyen et al., 2017; Mehdinezhad & Mansouri, 2016; Arokiasamy et al., 2014; Aunga & Masare, 2017; Hartinah et al., 2020). One of the elements that can encourage effective leadership in an educational institution is visionary leadership (Diyah, 2017; Sarwono et al., 2019; Herminingsih, 2021) and managerial accountability (Goinpeace, 2019; Meutia & Daud, 2021; Dariyanto et al., 2020). As a manager and motivator, the headmaster is very influential on the school development progress and requires highly committed and flexible administrative management in carrying out his or her duties. The commitment of educational institution management in creating strategic planning is expected to put the school in an optimal position within an increasingly competitive educational environment.

The headmaster, as a leader plays a role of a driver of human resources; hence he or she should be able to effectively mobilize resources in educational institutions (Aunga & Masare, 2017; Sun & Henderson, 2017; Handayani & Rasyid, 2015). The role of the headmaster's leadership will significantly influence the performance of his or her people. The progress of the industrial revolution 4.0 requires educational leaders to own the competence of the 21st century, which is the capability of collaborative and innovative critical thinking.

Visionary leadership alone is insufficient in developing education in the heart of industrial revolution 4.0 challenges. However, the mindset of an educational leader should be urgently developed not only to formulate a vision of the future but also to provide optimal service to the users of educational institutions. Visionary leadership in Total Quality Management (TQM) and accountability concepts seek to provide the leadership concept that can formulate goals for the future and is accompanied by activities that accommodate customer satisfaction through continuous improvement.

Research on the study of the influence of visionary leadership and managerial accountability toward competitive advantage has not been discovered by researchers. The existing studies are merely theoretical research regarding the role of Visionary leadership, managerial accountability, and advantages of competing with different constellation variables. However, it has been quite a lot of research about the importance of visionary leadership (Handarini, 2019; Hidayah et al., 2015; Diyah, 2017), the importance of managerial accountability in educational institutions (Goinpeace, 2019; Fajri, 2021; Handayani & Rasyid, 2015), and the competitive advantage that the school must own (Wibowo et al., 2019; Ermaya, 2020).

This study aims to determine the effect of visionary leadership and accountability on competitive advantage. The results of this study are expected to know the extent of the contribution of visionary leadership to competitive advantage and the contribution of accountability in educational institutions to a competitive advantage over other educational institutions.

The theoretical study linking this research is a study of visionary leadership, managerial accountability, and competitive advantage. Visionary

leadership is the ability to articulate an honest, reliable, and exciting vision for the organization's future. One of the signs of visionary leadership is the ability to formulate a clear vision so that the designated objectives can be observed from the institution's development (Darmaji et al., 2018; Sarwono et al., 2019). The headmaster is a visionary leader who provides quality time to staff and students (Abid, Hussain; Saghir, Ahmad; Ayesha, 2017).

Visionary leadership is the ability of leaders to create, formulate, communicate and implement the thought of all components of the organization that must be realized together (Baharun, 2017). Visionary leadership in the era of education 4.0 must formulate strategic steps outlined in the ability to formulate proper vision thoroughly. A vision of the future is a comprehensive overview of how the organization will anticipate future conditions. Developing a shared vision is essential to appreciate every human resource in the school. Leaders develop and maintain collaborative relationships that encourage individual contributions (Prestiadi et al., 2019).

Visionary leaders have the competence in decision-making and directing their subordinates during the process of achieving the vision. In the context of nationalism, leadership means a visionary leader with a vision of improving the nation in the future. Kahn (2002) explains that a visionary leader has the ability, competence, and additional expertise to support future progressive initiatives. According to Nanus (1992), there are four roles of visionary leadership competence of visionary leaders. They are; 1) Determining the direction; a leader must be able to ensure the subordination of the target or goals of the organization; 2) Agents of change; visionary leaders must have the ability to meet the interests of stakeholders regarding environmental changes or public needs; 3) Spokesman; visionary leaders must be confident and able to express the organization's vision to people outside or inside the organization. It is not only to ensure that the message is delivered but also to ensure that others understand the meaning effortlessly; 4) Coach; a visionary leader should become an effective coach for his or her subordinates or other persons. They have to coordinate any activity in the group and make everyone involved in their group activities. According to these four roles of visionary leadership, Nanus (1992) develops a measurement of the behavior of visionary leadership that consists of 4 dimensions (Herminingsih, 2021)

Accountability is the assignee's obligation in the form of responsible actions; it is to present, report, and reveal each activity to the assignor." Both definitions assert that accountability is a liability for any actions performed by the leader or institution that exerts authority. Accountability is also the principle that ensures that each activity of an organization or individual can be amenable to the public (Goinpeace, 2019). Accountability is an obligation to provide responsible actions or to answer and explain the performance and actions of a unit leader of the organization or institution to assignors or those who may request their responsible actions (Fajri, 2021).

Competitive advantage is the specific activities developed by educational institutions to become exceptional compared to their competitors through a strategy of differentiation, as a competitive advantage is caused by the choice of

strategy of educational institutions to seize market opportunities (Aditia, 2020). Competitive advantage also conveys the ability of an institution to create a product or service offer that customers more value compared to competitive institutions. (Noe et al., 2010). In institutional activities, competitive advantage grows from the values created for the buyers and the higher cost of capital that the organization must incur. Superior value is derived from offering lower prices than the competitor's price with an equivalent benefit or unique benefits that exceed the rates (Hifza et al., 2020).

Meanwhile, Kotler (1995) provides three elements required to create a marketing strategy: 1) Target market strategy decides which market segment will be aimed at. A market segment may be focused on a group where demand exceeds supply. In this case, the school needs to divide the education market according to students' demographic characteristics, psychographics, and behavior. Thus, schools can more easily determine the strategy of educational services marketing by the characteristics and needs of the market; 2) Competitive position strategy, according to the provision of the privileges and relative strength possessed by the institution, may ensure competitive levels; 3) A mixed strategy identifies certain elements that the organization can promote. The mixed strategy consists of four essential components called 4P, namely: product (Product), location (Place), price (Price), and promotion (Promotion). However, for the services sector, the components would be added with 3P, namely: person (Person), process (Process), and proof (Proof) (Aditia, 2020).

Therefore, the school should have a competitive advantage to remain sustainable. Schools that have a competitive advantage is an institutions that can create loyalty for the stakeholders. In other words, a high-quality school is not only able to provide short-term satisfaction but also able to create loyalty in the long term for all stakeholders (Ermaya, 2020).

RESEARCH METHODS

This study is categorized as descriptive exploratory research (Creswell, 2010). He indicates the exploratory study could be the most promising research when "the topic and the population has not been much written and scrutinized about ."The target population in this research was 43 academic staff at SMAN 1 Maron. In this study, the quantitative method was used to collect the data from the headmaster population. The samples were the entire members of the target population. Because the value of the research sample in the population is less than 100, the entire population is the sample in this study. The sample was used by all members of the population in the study; using a survey instrument, quantitative data were collected from 43 teachers as respondents. The questionnaires were divided into three parts. Part A measured the level of visionary leadership owned by the headmaster. Part B measured the accountability of the headmaster. Part C was a competitive advantage. A panel of experts determined the cover's validity and the instrument's contents. In addition, the Cronbach alpha is used to measure the internal consistency and is calculated through the statistical package SPSS 25.0. Cronbach alpha coefficients for this scale were the Scale of Visionary Leadership=0.721, the Scale of the

Headmaster's Accountability=0.812, the Scale of Competitive Advantage=0.76

It determines the correlation or linear influence using simple regression independent variable (X) to the dependent variable (Y). The formula is:

$$Y = \alpha + bX.$$

Y : dependent variable

X : independent variable

α : number of constants

b : linear regression directional coefficient

It is used to determine the correlation or linear influence of both independent variables (X1 and X2) to the dependent variable (Y). the formula is:

$$Y = \alpha + b_1X_1 + b_2X_2$$

Y : dependent variable

X1 : first independent variable

X2 : second independent variable

α : number of constants

b1 : first linear regression directional coefficient

b2 : second linear regression directional coefficient

RESULTS AND DISCUSSION

This research used a two-test analysis; they were analysis pre-requisite test and hypothesis testing. The pre-requisite test was used before conducting a hypothesis test to measure the data obtained from the respondents. It ensured that the data were qualified on the normality, linearity, and Multicollinearity tests. The second stage of the research consisted of conducting the multiple regression test to discover the effects of the independent variable on the dependent variable.

Normality Test

Researchers used the formula Kolmogorov-Smirnov for normality test. The data could be assumed as "normal distribution" if asymp.sig (2-tailed) 0,05. The results of the calculations in this study were obtained as follows:

Table 1: One-Sample Kolmogorov-Smirnov Test

		Visionary Leadership	Accountability	Competitive Advantage
N		42	42	42
Normal Parameters ^{a,b}	Mean	38,5714	31,8810	40,5476
	Std. Deviation	7,09222	6,65602	5,76026
Most Extreme Differences	Absolute	,092	,111	,098
	Positive	,092	,111	,098
	Negative	-,079	-,103	-,093
Test Statistic		,092	,111	,098
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Linearity Test

In conclusion, the data in this study could be assumed to have a "normal distribution" based on the Value of asymp.Sig (2-tailed), namely $0,200 > 0,05$. The linearity test is used to determine whether the independent variable and the dependent variable have a linear relationship. A reliable regression model is one with a linear relationship between its independent and dependent variables. The linearity test in this study was performed using Anova Table and SPSS version 25; it produced the following:

Tabel 2: ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Competitive Advantage * Visionary Leadership	Between Groups	(Combined) Linearity	1272,238	18	70,680	18,438	,000
		Deviation from Linearity	1207,220	1	1207,22	314,92	,000
					0	7	
	Within Groups		65,018	17	3,825	,998	,493
	Total		88,167	23	3,833		
			1360,405	41			

In table 2, the sig of the Deviation of linearity is 0,493. The acquisition shows a more excellent score than the value of 0.05 ($0,493 \geq 0,05$). This value showed that the variables (X1, X2) of Visionary Leadership and Accountability) had a positive correlation to the y variable (Competitive Advantage).

Multicollinearity Test

The purpose of the multicollinearity test is to observe the correlation between the independent variables. When the value of Tolerance is > 0.10 , and the VIF value is 10.00, a good Regression model does not show multicollinearity. The following results were obtained:

Tabel 3: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11,236	2,125		5,287	,000		
	Visionary Leadership	,766	,044	,943	17,390	,000	,981	1,020
	Accountability	-,007	,047	-,009	-,158	,875	,981	1,020

a. Dependent Variable: Keunggulan Bersaing

Based on Table 3, the result from the value of tolerance was $0,891 > 0,10$. This value showed no symptoms of multicollinearity in this study. The VIF value can also show the regression model, $1,020 < 10.00$. This value also showed no symptoms of multicollinearity.

Hypothesis Testing

Further testing will be administered to discover the regression model for this study. After testing using SPSS version 25, the results were obtained:

Table 4: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,942 ^a	,887	,882	1,98124

a. Predictors: (Constant), Accountability, Visionary Leadership

b. Dependent Variable: Competitive Advantage

According to the Table, the coefficient of determination can be seen in this regression equation. The coefficient score is the number that shows how big the variable of Visionary Leadership (X1) and Accountability (X2) may influence the variable of Competitive Advantage (Y). The value of R 0,942 shows a strong or essential correlation between the independent and dependent variables. The determination coefficient is 0,887, or 88.7%. This demonstrates that his or her visionary leadership and accountability in carrying out his leadership determine 88.7% of the competitive advantages owned by the headmaster. Meanwhile, the rest of 11.3% is influenced by elements that have not been studied.

This study strengthens some of the previously performed studies. It also highlights that competitive advantage is determined by the headmaster's organizational and leadership patterns (Ermaya 2020; Bustanul Arifin 2019; Ansar, Marzuki, and Tolla 2019; Abid, Hussain; Saghir, Ahmad; Ayesha 2017). The leadership of the headmaster has a vital role in increasing the school's competitive advantage through education services. Improving the quality of educational services makes the need for management that focuses on the learning quality necessary. Thus, Total Quality Management (TQM) is the answer to those needs (Septiadi, 2019; Bukhari, 2012).

The hypothesis in this study stating that visionary leadership and accountability influence the competitive advantage in SMAN 1 Maron is true. This strengthens the argument that visionary leadership teaches cultures regarding performance improvisation, increasing motivation, enriching encouragement, and the courage to compete in the face of various problems for the organization's progress.

According to Porter (1998:1), "Competitive Advantage is to search specific and favorable position to compete in an industry, as an arena for competition." Further, the competitive advantage aims to determine a profitable and sustainable position against the forces that determine industry competition. This understanding expressed by Porter illustrates an extensive meaning and long-term orientation of the concept. By calling it 'extensive,' competitive advantage is defined as the search for a competitive position. It is how an organization seeks to put itself in the industry with distinguished superior or better values than its competitors. Thus with these superior values, an

education institution would gain a distinguished status that demonstrates and shapes a good image in the minds of their targeted society. (Ermaya, 2020)

The leadership of the visionary leaders of educational institutions is necessary to evaluate the institution's quality performance for their advancement in a sustainable manner (Darmaji et al., 2018; Handarini, 2019). Referring to the opinion, the success of the school in achieving the goal is highly dependent on the headmaster's leadership, who can mobilize all the resources that belong to the school effectively and efficiently with his or her applied process management.

The headmaster's visionary leadership will support the teacher in setting their life goals themselves and stimulate the growth of the leadership of the self (self-leadership). The impact of visionary leadership is expected to build a healthy psychological environment for subordinates and to plan, organize, and mobilize the resources to make changes to the vision and mission of the organization (Darmaji et al., 2018; Rukmana, 2019).

The visionary leadership of the headmaster is measured through four dimensions: the guide in defining the school's direction, the agents of change, a spokesman, and a coach who shows a high level of the category (Handarini, 2019). Entering the 21st century, visionary leadership is a fundamental concept because it provides various alternatives in measuring an educational institution's success for competitive advantage over other institutions.

CONCLUSION

The results of this research conclude that there is a significant influence between the visionary leadership of the headmaster and the ability to conduct accountability towards competitive advantage. The score of the determination coefficient shows that 88, 7 % of competitive advantage is determined by the pattern of visionary leadership and accountability. Recommendations in the study that further research be carried out on several variables that were not examined in this study to find the main contribution related to competitive advantage.

AKCNOWLEGMENT

The researcher would like to thank all who have helped and provided suggestions in this research so that it can be published in the journal. Furthermore, further research can be carried out with different variables on aspects that affect competitive advantage in educational institutions to produce findings on the effectiveness of competitive advantages in education management.

REFERENCES

- Abid, H. Saghir. (2017). Principals ' Leadership Styles and Teachers ' Job Satisfaction: A Correlation Study at Secondary Level. *Bulletin of Education and Research*, 39(3), 45-56.

- Aditia, F. M. (2020). Strategi Pemasaran Program Pendidikan dalam Meningkatkan Citra Madrasah. *Al-Idarah: Jurnal Kependidikan Islam*, 10(1), 74–82. <https://doi.org/10.24042/alidarah.v10i1.6203>
- Ansar, Marzuki, K., & Tolla, I. (2019). Transformation Leadership of Headmaster to Improving Teacher Learning Performance in SMP Islam Al-Azhar Makassar City. *International Conference of Primary Education Research Pivotal Literature and Research*, 303, 99–102. <https://doi.org/10.2991/icpeopleunnes-18.2019.20>
- Arokiasamy, A. R. A., bin Abdullah, A. G. K., & Ismail, A. B. (2014). Correlation between Cultural Perceptions, Leadership Style and ICT Usage by School Principals in Malaysia. *Turkish Online Journal of Educational Technology*, 13(3), 27–40. <https://doi.org/10.1016/j.sbspro.2015.01.478>
- Aunga, D. A. O., & Masare, O. (2017). Effect of Leadership Styles on Teacher's Performance in Primary Schools of Arusha District Tanzania. *International Journal of Educational Policy Research and Review*, 4(4), 42–52.
- Baharun, H. (2017). Total Moral Quality: A New Approach for Character Education in Pesantren. *Ulumuna*, 21(1), 57–80. <https://doi.org/10.20414/ujis.v21i1.1167>
- Bukhari, A. (2012). Kepemimpinan Transformasional Pendidikan berbasis Total Quality Manajement (TQM). *Jurnal Dinamika Ilmu*, 12(2), 1–14.
- Bustanul Arifin. (2019). Strategi Pengembangan Lembaga Pendidikan Islam di Daerah Minoritas Muslim dan Kawasan Elite. *Falasifa*, 10(2), 1–19. <https://doi.org/10.36835/falasifa.v10i2.193>
- Creswell, J. W. (2010). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Pustaka Pelajar.
- Dariyanto, M, & Wulandari, F. (2020). School Leadership to Improve The Education Quality of Madrasah (A Case Study at State Madrasah Tsanawiyah Sragen Indonesia). *European Journal of Molecular and Clinical Medicine*, 7(7), 411–419.
- Darmaji, H., Sumarsono, R. B. (2018). Kepemimpinan Visioner dalam Bidang Pendidikan. *Seminar Nasional - Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang Revitalisasi Manajemen Pendidikan Anak Usia Dini (PAUD) Di Era Revolusi Industri 4.0*, 38–45.
- Diyah, Y. S. (2017). Improvement of Visionary Leadership for The Headmasters of Private Madrasah Aliyah Diniyah. *Proceeding International Conference on Islamic Education (ICIED) "Innovations, Approaches, Challenges, and The Future*, 12–26.
- Ermaya, S. K. (2020). Analisis Aspek-Aspek Keunggulan Bersaing di Sekolah Dasar Swasta Nugraha Bandung. *Ilmiah Manajemen*, 11(1), 61–68.
- Fajri, D. dan R. N. (2021). Akuntabilitas dan Transparansi Keuangan di Yayasan Pendidikan dan Dakwah Islam Wihdatul Ummah Qurrata A'Yun Batusangkar. *Jaksya: Jurnal Akuntansi Syariah*, 1(1), 12–25. <https://doi.org/10.31958/jaksya.v1i1.2733>
- Goinpeace, H. T. (2019). Pengaruh Budaya Organisasi terhadap Akuntabilitas Kepala Sekolah. *Jurnal Administro (Jurnal Kajian Kebijakan dan Ilmu Administrasi Negara)*, 1(1), 28–34. <https://doi.org/10.36412/jan.v1i1.998>

- Handarini, S. N. (2019). Pengaruh Kepemimpinan Visioner Kepala Sekolah dan Kinerja Mengajar Guru terhadap Efektivitas Sekolah. *Jurnal Administrasi Pendidikan*, 26(1), 175–183. <https://doi.org/10.17509/jap.v26i1.19859>
- Handayani, T., & Rasyid, A. A. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, dan Budaya Organisasi terhadap Kinerja Guru SMA Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 264–277. <https://doi.org/10.21831/amp.v3i2.6342>
- Hartinah, S., Suharso, P., Umam, R., Syazali, M., Lestari, B. D., Roslina, R., & Jermisittiparsert, K. (2020). Teacher's Performance Management: The Role of Principal's Leadership, Work Environment and Motivation in Tegal City, Indonesia. *Management Science Letters*, 10(1), 235–246. <https://doi.org/10.5267/j.msl.2019.7.038>
- Herminingsih, A. (2021). the Role of Visionary Leadership in Quality Culture Development Through the Implementation of Internal Quality Assurance System as a Mediation (An Empirical Study in Indonesian Private Higher Education). *Dinasti International Journal of Education Management And Social Science*, 2(3), 427–439. <https://doi.org/10.31933/dijemss.v2i3.754>
- Hidayah, N., Sule, E. T., Wirasasmita, Y., & Padmadisastra, S. (2015). How to Develop Strategic Leadership in Higher Education Institution? *International Journal of Economics, Commerce and Management*, 3(5), 1164–1175.
- Hifza, J., Palapa, A., & Maskur, A. (2020). The Strategic Foundation for Competitive Excellent Development in Integrated Islamic Primary Schools in Indonesia. *Int. J. Adv. Sci. Technol*, 29(12), 1747–1753.
- Mehdinezhad, V., & Mansouri, M. (2016). School Principals' Leadership Behaviours and Its Relation with Teachers' Sense of Self-Efficacy. *International Journal of Instruction*, 9(2), 51–60. <https://doi.org/10.12973/iji.2016.924a>
- Meutia, I., & Daud, R. (2021). The Meaning of Financial Accountability in Islamic Boarding Schools: The Case of Indonesia. *International Entrepreneurship Review*, 7(2), 31–41. <https://doi.org/10.15678/IER.2021.0702.03>
- Nguyen, T. T., Mia, L., Winata, L., & Chong, V. K. (2017). Effect of Transformational-Leadership Style and Management Control System on Managerial Performance. *Journal of Business Research*, 70, 202–213. <https://doi.org/10.1016/j.jbusres.2016.08.018>
- Prestiadi, D., Zulkarnain, W., & Bambang Sumarsono, R. (2019). Visionary Leadership in Total Quality Management: Efforts to Improve the Quality of Education in the Industrial Revolution 4.0. *4th International Conference on Education and Management (CoEMA 2019)*, 381(CoEMA), 202–206. <https://doi.org/10.2991/coema-19.2019.40>
- Rukmana, A. (2019). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja Guru terhadap Kinerja Guru. *Coopetition: Jurnal Ilmiah Manajemen*, 9(1), 81–98. <https://doi.org/10.32670/coopetition.v9i1.54>

- Sarwono, J., Jusuf, D. I., & Sumarto, S. (2019). The Roles of Visionary Leadership and Organization Culture Toward the Response of Changes in Higher Education Institution (Survey at International Women University). *3rd International Conference on Research of Educational Administration and Management (ICREAM 2019) The*, 400(44), 189–196. <https://doi.org/10.2991/assehr.k.200130.167>
- Septiadi, W. (2019). Tinjauan Total Quality Management (TQM) pada Lembaga Pendidikan Islam. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4(1), 34–51. <https://doi.org/10.31538/ndh.v4i1.105>
- Sun, R., & Henderson, A. C. (2017). Transformational Leadership and Organizational Processes: Influencing Public Performance. *Public Administration Review*, 77(4), 554–565. <https://doi.org/10.1111/puar.12654>
- Wibowo, D., Utami, E., & Nasiri, A. (2019). Perencanaan Strategis Sistem Informasi Untuk Meningkatkan Keunggulan Bersaing Sekolah Swasta Inklusi. *It Cida*, 4(1), 1-10. <https://doi.org/10.55635/jic.v4i1.76>