Building Visionary Leaders through Cognitive Behavioral Therapy

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Abstract:

This study aims to analyze how cognitive behavioural therapy builds visionary leaders so that they can increase the efficacy of the performance of leaders in educational institutions, which refers to the phenomenon of many leaders who lead but tend to have a concept of monotonous thinking without any foresight in improving the quality of the institutions they lead. This study uses a qualitative approach with a type of phenomenology, where researchers use interviews, observation and documentation to obtain data as a medium to describe the meaning and phenomena that occur in the field. The study results show that cognitive behavioural therapy in building visionary leaders is obtained from; role models, environmental culture, building positive habits, and visionary leader commitment. The implications obtained from cognitive behavioural therapy can build the visionary thinking of leaders to improve the quality of their leadership further.

Keywords: *Cognitive Behavioral Therapy, Visionary Leader, Role Model, Commitment*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang bagaimana cognitive behavioral therapy dalam membangun visioner pemimpin sehingga dapat meningkatkan efikasi performa pemimpin pada lembaga pendidikan yang merujuk pada fenomena banyaknya pemimpin yang sekedar memimpin, namun cenderung memiliki konsep berfikir monoton tanpa ada pandangan masa depan dalam peningkatan kualitas lembaga yang dipimpinya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis fenomenologi, di mana peneliti menggunakan interview, observasi dan dokumentasi untuk mendapatkan data sebagai media untuk mendiskripsikan makna dan fenomena yang terjadi di lapangan. Hasil penelitian menunjukkan bahwa, cognitive behavioral therapy dalam membangun visioner pemimpin diperoleh dari; figur panutan, budaya lingkungan, build habits positive, komitment pemimpin visioner. Implikasi yang diperoleh dari cognitive behavioral therapy mampu membangun pemikiran visioner pemimpin untuk lebih meningkatkan kualitas kepemimpinannya.

Kata Kunci: *Cognitive Behavioral Therapy, Visioner Pemimpin, Figur Panutan, Komitmen*

INTRODUCTION

Substantially, leadership aims to streamline an organization (Fadhli, 2018; Lundmark et al., 2022). Leadership means the ability and readiness possessed by a person to encourage, influence, invite, move, guide, direct, and or even force other people or groups to do something towards achieving the goals set in an institution or organization (Bashori, 2019; Lubis et al., 2022). Thus, leadership is a driving factor for the organization in handling change and its management. Hence, the existence of a leader is not only a symbol of whether or not there is organizational development (Low et al., 2020; Kalangi et al., 2021; Chen et al,. 2021)

Advanced institutions depend on the existing management in these institutions; the competence of leaders is very influential in the maximum of an institution in achieving goals (Asiah, 2017). In this case, the involvement of leaders plays a vital role in institutional progress so that it remains stable and even remains a favourite for consumers (Hawkins, 2021). An institution needs a figure who can organize and manage the program to be implemented; this figure is given the title of a leader, where the leader can provide direction and set strategies for the institution's progress (Filho et al., 2020).

Leadership is sensitive to change, and development will empower the organization's potential (Alamsyah, 2017). Such leadership is needed to encourage organizations to continue to learn and be responsive to changes and developments that occur and are increasingly trying to improve organizational performance (Andriani & Wibawanta, 2020; Akdere et al., 2020; Akkaya et al., 2020). Leaders sensitive to the environment for the progress and benefit of the institution are also called visionary leaders; these visionary leaders are very urgent in determining the progress and achievement of organizational or institutional goals (Sarwono et al,. 2020)

Based on the explanations from several researchers about visionary leadership in developing organizational progress in the future, they include; Mukaddamah & Wutsqah (2022) stated that to create quality education, a visionary leader who has a challenging spirit dares to face various kinds of situations and conditions in finding a way out of every problem that is being faced is needed. Furthermore, Adriansyah et al. (2022) said that visionary leadership is the ability of the school principal to predict various things related to the strengths, opportunities, weaknesses, challenges and threats faced, as well as the ability to influence to achieve goals effectively and efficiently. As a sign of visionary leadership, it is stated that there is precise planning in achieving success; the role of visionary leadership is essential to determine a clear direction towards a carefully planned vision, mission, goals and strategies.

Senaja was also expressed by Firdaus et al. (2023) that visionary leaders have the competence and exceed their abilities from others, have skills, and the ability to be introspective, invite, guide, assist, and inspire others. Leaders can provide good direction and innovations during their leadership period; leadership sensitive to change and development will be needed to empower all the potential educational institutions (Alamsyah, 2017).

Visionary leadership teaches a culture of increasing performance in welcoming progress that can be realized with optimism despite many obstacles. Visionary leadership motivates and provides encouragement and courage in facing various kinds and forms of risks that must be faced (Artilah et al., 2022). Visionary leadership is a fundamental concept because it can provide various alternatives to finding solutions faced by institutions, both current and future.

Not all lenders can carry out their duties and obligations as leaders or managers in their journey. Many leaders cannot carry out their duties properly; in fact, they only become symbols in their organizations and educational institutions. The leadership shown could be more varied and have a vision for the future. They become leaders with alternative paths, for example, owners of foundations or institutions, leaders on paper (the condition of a leader who is only in name but does not implement it as a leader), leaders because of practical political paths with transactional principles, as well as new leaders who are not familiar with the world of leadership. However, they were forced to be appointed as a leader for some reason. Things like this make leadership situations less effective due to unpreparedness and the inability of leaders to manage the existing system in an organization or educational institution.

This problem had previously occurred at SMPIT Ar Rasyid, Batulicin, Tanah Bumbu, where the leadership was less able to raise the image of the institution, less able to communicate with partners and the surrounding community, leaders were less able to direct and guide their subordinates, so that they seemed indecisive and not cared for by their subordinates and the inability of leaders to lead institutions to compete with other educational institutions.

In this case, leaders need a robust support system in making decisions in order to maintain the existence of the institution and improve the quality and quality of the institution. Therefore, the SMPIT Ar Rasyid principal tries to innovate and change by asking for advice and input from the founder, the school committee and several people who are considered capable of being a supporting system in leadership activities at school.

The support system adopted by the SMPIT Ar Rasyid principal in overcoming existing inequalities is Cognitive Behavioral Therapy (CBT); This therapy is believed to build visionary leaders. The importance of Cognitive Behavioral Therapy is conveyed by Rizky et al. (2022), who said that Cognitive Behavioral Therapy (CBT) is an approach or therapy centred on training ways of thinking (cognitive) and practising ways of acting (behaviour) by using CBT approaches or therapy can help think more positively and have a broad perspective.

CBT aims to change the cognitive or perception of problems to change emotions and behaviour (Kalmbach et al., 2023). This includes beliefs related to thoughts, emotions and behaviour as a system that is interconnected with one another. With emotions that are managed positively, leaders will be more able to condition themselves to think more positively about the institution's progress (Letlora et al., 2023). Applying this theory in CBT practice teaches someone to learn new behaviours and ways to deal with a disturbing situation by learning specific skills (Rizky et al., 2022).

From various reviews expressed by researchers, it shows that cognitive behavioural therapy is proven to be able to bring about fundamental changes from negative mindsets to positive ones so that the leadership structure, especially in giving self-confidence to leaders to become visionary leaders who innovate in realizing the vision and mission of educational institutions.

Departing from this, it is apparent that this research is new. In contrast, there was no study of visionary leadership alongside psychological aspects in previous research, but other aspects were more dominant. This research is here to complement some of the existing research with a new approach, namely how to build visionary leadership in educational institutions using the Cognitive Behavioral Therapy (CBT) approach so that it is expected to be able to provide maximum results in the leadership system activities shown by the school principal. This research aims to determine how cognitive behavioural therapy builds visionary leaders at SMPIT Ar Rasyid to improve their performance and quality of leadership and have a clear future outlook in running the organization in a better direction.

RESEARCH METHODS

A phenomenology is a research approach that focuses more on a particular concept or phenomenon, and the form of the study is to see and understand the meaning of an experience related to a particular phenomenon and an experience related to a particular phenomenon (Denzin & Lincoln, 2009).

The phenomenological qualitative approach is aimed at analyzing the meaning of Cognitive Behavioral Therapy (CBT) for visionary leaders at SMPIT Ar Rasyid, Batulicin, Tanah Bumbu, South Kalimantan in improving the performance and quality of leadership so that they have a clear view of the future in running the organization in a positive direction.

The description of the meaning is generated based on the results of data collection in the field, which is carried out through several stages; first, interviews using the purposive sampling technique, in which researchers conducted interviews with several informants who were considered to have vital information related to the theme being studied so that the information was complete, accurate and reliable. There were nine informants: school principals, vice principals, teachers and employees. Second, researchers made observations of various leadership activities in schools. This is intended to understand what occurs and is written in managerial activities at school. Third, researchers carry out documentation activities, such as collecting supporting data related to the research theme and analyzing the documents obtained.

Data analysis in this study began when data collection took place and after data collection was completed in a certain period. Activities in data analysis are carried out continuously at each stage until it is complete, and the data is saturated. In this case, the researcher conducted data reduction, display and conclusion drawing. The data reduction process summarises, looks at the main things, and focuses on the essential things from the themes and patterns. Data display presents data in narratives, tables, graphs and the like. While drawing conclusions and verification are making initial conclusions and are temporary and will change if more substantial evidence is found.

RESULTS AND DISCUSSION
Role Model
Leaders must become the inspirational motivation for all people in the school. However, if the leader needs to gain self-confidence, the leader must find solutions to foster inspiration. Role models become cognitive behavioural therapy for leaders who lack confidence in making decisions. Looking for a role model to be admired and who has good character to emulate to generate positive feedback (Puspitasari & Resmalasari, 2022). Most role models or role models are people who provide positive motivation for someone, such as a teacher, leader or motivator (Ifadah & Utomo, 2019).

Lisda Liana, the principal of SMPIT Ar Rasyid, said that "self-confidence grows when undergoing cognitive behavioural therapy by looking for role models who can provide positive support. Someone who contributes to providing positive support, namely the spiritual teacher who is also the chairman of the committee at SMPIT Ar Rasyid, with the support and motivation given to us, makes us more enthusiastic about innovating and taking steps for the institution's progress. In addition to spiritual figures, there are other role models, namely several reliable leaders in this area, such as religious leaders. These school leaders can improve the quality of schools and regional government leaders who bring about change. Having role models within the institution inspires us to imitate and modify programs to bring about more positive changes (intv_1LL).

It was also emphasized by Hasriani, the vice principal of the curriculum section, who said that "motivation in the scope of program innovation adopted from several role models modified with leadership skills. The involvement of role models for leaders who are just starting is very effective because these figures can provide support and examples of carrying out reliable and transformative visionary leadership (intv_3HS).

Based on the narrative of several informants, role models greatly influence and become a support system for leadership at SMPIT Ar Rasyid. These role models can inspire and motivate leaders and even all components of the school to achieve unimaginable possibilities, inviting members of educational organizations to view threats as opportunities for learning and achievement. Therefore, role models become cognitive behaviour therapy for all people in an institution, both for leaders, teachers and employees. Having a role model helps provide knowledge and skills that a person will produce positive output; of course, the role model that will be imitated is not a role model that will have a negative impact (Riahmatika & Widhiastuti, 2019).

Positive School Culture
Departing from the word culture, which is related to reason and means a way of life that develops and is shared by a group of people, positive culture at school also means a positive way or behaviour that develops in the school environment. Culture has the characteristics of being carried out continuously. It can be inherited, so positive behaviour in this school is said to be a positive culture if carried out continuously and embedded in everyone's soul (Arif & Handayani, 2020). Environmental culture can provide positive feedback to the

components of the institution; the components in question are teachers, students, student guardians, committees, foundations and the surrounding community (Hermawan et al., 2022).

To improve the quality of education and instil a commitment to fighting spirit, all components at SMPIT Ar Rasyid agreed to form a positive culture in the school environment. This was obtained from Hilmiah's narrative as the vice principal of the student division, who said that "in instilling a positive culture, we and all components of the school started our roles with conditioning and habituation activities. We, as leaders, serve as role models for teachers and employees, as well as teachers as role models for students, starting by good and implementing rules consistently to foster trust and values that can influence behaviour habits in SMPIT Ar Rasyid so that they grow. Become a conscious habit in the school environment to always behave positively. The positive culture that covers the institution becomes cognitive behavioural therapy and supports us to continue improving ourselves to realise educational institutions' goals (intv_2HL).

Jamilatus Syarifah, a teacher at SMPIT Ar Rasyid, said that "to avoid discipline that restrains the principal and all components hold joint meetings and deliberations to produce an agreement which will later be carried out and jointly held accountable. The discipline that is implemented at SMPIT Ar Rasyid has become the responsibility of all components and works hand in hand in its application, indirectly the positive culture that has been running has become cognitive behavioural therapy for all school components and has become a great force for improving school quality and quality" (intv_6JS).

A positive culture that supports increasingly provides space for school principals to rise and become visionary leaders as demanded by schools. With the support of various parties, both directly and indirectly, the school principal is motivated to provide positive feedback from the surrounding culture so that the principal is more careful and has a view of future progress through innovations.

A positive culture is closely related to discipline. Discipline comes from the word discipline, which means learning. Self-discipline makes people explore their potential towards a goal that they value (Zamroni et al., 2021). However, in today's culture, the meaning of the word discipline has changed to something done to gain obedience. Discipline like this tends to be uncomfortable because it does not come from the heart, but because of compulsion, it is different only if it arises from within the achievement of a noble goal.

Habits Positive Building

Still related to the positive culture in schools, the principal tries to provide innovations by being more consistent in building positive habits in the school environment, starting from the character displayed by the principal. Based on an interview with Muhammad Amin, the homeroom teacher, information was obtained that "to build confidence, we try to apply positive build habits (building good habits) to be able to be emulated by subordinates and have an impact on school progress" (intv_5MA).

Based on field observations, SMPIT Ar Rasyid applies discipline such as time discipline, program discipline, administrative discipline and teacher welfare discipline. Based on information from informants, the culture of discipline has become a hereditary habit from previous leadership, so it can be said that the SMPIT Ar Rasyid institution already has the capital to improve quality and quality, it remains only to be a visionary leader who has a myriad of innovations to further increase the capacity and quality of the owned by the school.

Muhammad Idris, a teacher at SMPIT Ar Rasyid, said, "With positive habituation in the institutional environment, it is indeed beneficial for new leaders to take steps and to continue as much as possible in other positive habits. The new leader has also shown several steps to improve the deficiencies of the previous habituation by releasing a good habituation program for teachers, students and all components involved in the school" (intv_8MI).

Some of the steps taken in building positive habits at SMPIT Ar Rasyid can be described as follows;

Figure 1. Building Positive Habits at SMPIT Ar Rasyid

From the picture, it can be explained that the steps to build positive habits carried out by the SMPIT Ar Rasyid principal include; 1) Focusing on the goals you want to achieve, 2) Maintaining a commitment further to improve the quality of yourself and the environment, 3) Increase self-confidence, 4) Eliminate the habit of procrastination, be alert and responsive in doing work, 5) Always try to be productive, 6) Continue to be consistent before it is achieved. 7) Expand relationships with many people to get more opportunities, especially in improving the institution's future to achieve visionary leaders.

Implementing positive build habits to become cognitive behavioural therapists for school principals, the school principal's enthusiasm is more passionate to establish himself as a formidable visionary leader with full support from the school environment in achieving the school's vision and mission.

Visionary Leader Commitment

Visionary leadership requires commitment and integrity so that the vision and mission carried out in an educational institution can run well and produce the desired output. Commitment can be interpreted as an attachment to doing something; commitment describes the meaning of responsibility; commitment is significant to be implemented in institutions so that its components can work responsibly based on this commitment (Muis et al., 2018). Alignments or tendencies can prove commitment because they feel they bond with something, be it a relationship, promise, job, trust, activity, and so on (Suriansyah, 2014).

A visionary leader must be able to create clear visions and goals regarding understanding opportunities in the future. In addition, the leader must be proficient in realizing various efforts to improve quality and quality that is more focused. With the capabilities possessed by visionary leaders, visionary leaders are also required to have a high commitment to realizing the dreams of the institution.

Based on a statement from M Ikhsan, a teacher at SMPIT Ar Rasyid, information was obtained that "to build teacher commitment, the principal always provides an example for all components of the school, maintains the rights and obligations that all components of the school must carry out, facilitates all the needs of the school components, accommodates and accept ideas regarding the progress and improvement of school quality" (intv_9ML).

Istiqomah & Djumiarti (2023) explain that a leader's commitment is an inner attitude, a leader's promise to realize his duties and role to achieve goals that align with organizational values. Leader commitment is how leaders carry out their role to influence others to achieve specific goals. The role means answering what a leader does in his obligations (Lee & Mohd Hamzah, 2023).

Mulyani, a teacher at SMPIT Ar Rasyid, revealed that "from the example shown by our leaders as employees, we also have a responsibility to be committed to improving the institution's quality. Visionary leaders manage all school systems, and we, the supporting components, carry out their duties as well as possible so that there is a balance between leaders and subordinates who can produce successful outputs" (intv_7ML).

Some programs and cultures that have been running in the school environment are maximized to be continuously carried out for the sake of the institution's progress. The leader always oversees all institution components to remain consistent and focused on goals so that the commitment of all components remains firmly entrenched. With commitment, the consistency of institutional progress will be realized; commitment is significant for an institution's progress, especially at SMPIT Ar Rasyid.

A good institution consists of highly committed people. The higher the value of commitment from each individual, the better the institution's achievement. Committed people always give their best for what they are committed to. By enforcing commitments, the individuals within the institution are more likely to establish themselves to stand firm by their initial commitments without being influenced by the outside world or the environment, which will dampen the spirit of the commitments that have been made.

Based on the interview with Muhammad Amin, the homeroom teacher, information can be obtained that "SMPIT Ar Rasyid has leaders who can provide good examples for all components of the institution such as discipline, totality, tolerance, courtesy, nurturing, guiding and directing positive activities. With the gesture shown by the head of the madrasa, all components of the institution work hand in hand to realize the vision and mission of the institution because they make the head of the madrasa a role model for shaping the progress of the institution" (intv_5MA).

The principle of high commitment shown by the head of SMPIT, Ar Rasyid, in maximizing institutional programs can stimulate all aspects of the madrasa component to follow in the principal's footsteps. With firm commitment, achieving the vision and mission that the madrasa wants to achieve will be easier. Commitment in the institution is an attitude or behaviour shown by proving loyalty to achieve the institution's vision, mission, values and goals. This loyalty is formed because of mutual trust, emotional closeness, and harmony of expectations between subordinates and leaders (Sunarsi et al., 2020; Ahmad et al. 2020). Therefore, all components have a strong bond, bound and even a sense of belonging with the influence of commitment.

Visionary leaders are committed to contributing to the application of cognitive behavioural therapy so that a leader is more firm and firm in making decisions and acting. The benefits resulting from the strength of the visionary leader's commitment, namely; totality at work, initiatives that will give birth to many innovations, a dynamic work environment that makes the atmosphere not monotonous or boring, a high level of solidarity, both among members and between departments, to create an atmosphere that works hand in hand, the institution becomes a place to be longed for, the institution develops rapidly because the people in it are happy and responsible, the members feel comfortable. Hence, they feel happy, and finally, the institution's members are willing to do their best for its progress.

CONCLUSION

The leader becomes the most crucial figure in the progress of an educational institution. Therefore the leader must have a proactive attitude, where the visionary leader can cover institutional inequality and improve the institution's progress system, but not everyone can become a visionary leader; therefore, a prospective leader must have the provision to become a leader of an organization or educational institution. SMPIT Ar Rasyid requires visionary leaders to improve the institution's quality, so the solution chosen is the application of cognitive behavioural therapy.

The application of cognitive behavioural therapy has real implications by motivating leaders to be more active, innovative and future-oriented by implementing several supports, including; First, including a role model that can be used as a role model in action. Both positive school culture supports the environment that most influence the leader's performance. Third, build positive habits that are applied with sincere discipline. The four commitments of visionary leaders are to maintain a commitment to stay focused and continue on goals. That way, the application of cognitive behavioural therapy in building visionary leaders is included in the success category in school. However, the conditions at SMPIT Ar Rasyid cannot be generalized to those of other institutions. Therefore the researcher hopes that there will be further researchers who will perfect this research.

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