

Strategic Management as the Foundation of Visionary Leadership

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ABSTRACT

This study aims to analyze the role of strategic management in improving educational quality through visionary leadership at MAN 1 Bandar Lampung and MAN 1 Kota Metro. The research employs a qualitative method with a case study approach. The findings show that at MAN 1 Bandar Lampung, strategic management and visionary leadership successfully enhanced educational quality by developing technology-based flagship programs and ongoing teacher training. In contrast, at MAN 1 Kota Metro, the lack of optimal strategic management implementation and limited visionary leadership hindered the institution's progress, particularly in evaluation and resource management. The study concludes that the synergy between strategic management and visionary leadership is key to achieving educational success. Recommendations include strengthening the evaluation of strategic programs at MAN 1 Bandar Lampung and developing a more structured strategic plan at MAN 1 Kota Metro, focusing on leadership development and continuous teacher training.

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INTRODUCTION

In an era of globalization and rapid change, an organization's ability to survive and thrive is primarily determined by the quality of its leadership (Arifudin, 2023). In the view of Islam, leadership is identical to the term khalifah, leadership becomes a study of science or art on how to be a good leader. (Syarnubi et al., 2022). A leader should not be shy in explaining the vision he or she has created (Syarnubi & Fahiroh, 2024). Visionary leadership, characterized by the ability to create a clear and inspiring long-term vision, is a significant requirement in facing increasingly complex challenges (Mattayang, B., & Artikel, 2019). The vision guides the organization's direction and becomes the driving force for all elements to work synergistically in achieving common goals. However, the success of visionary leadership must be connected to implementing effective strategic management as its foundation (Bramantyo et al., 2019). Strategic management is a process that involves internal and external environmental analysis, planning, implementation, and evaluation of strategies to achieve organizational goals (Tanjung et al., 2022). Strategic management is the main force in the organization to coordinate various activities (Syarnubi, 2016). With a systematic approach, strategic management enables organizations to formulate relevant and flexible policies in the face of dynamic environmental changes. This foundation provides a solid foundation for visionary leaders to efficiently direct organizational resources, face risks, and take advantage of opportunities (David et al., n.d.). As a result, visionary leadership supported by strategic management optimizes organizational potential and creates a sustainable competitive advantage in the face of increasingly complex global challenges.

On the other hand, in the context of Indonesia, challenges such as globalization, technological disruption, and changing community needs have increasingly driven the importance of synergy

between strategic management and visionary leadership (Ramadani et al., 2024). Organizational leaders are not only required to understand the direction of development of the external environment but also to be able to internalize visionary values into the structure and culture of the organization (Hasibuan & Hadijaya, 2024). Therefore, leaders must have the skills to design strategies that can face future challenges and inspire teams to adapt to the changes that occur (Syarnubi, Syarifuddin, et al., 2023). Thus, the combination of planned strategic management and visionary leadership style can be the key to organizational success in achieving sustainable competitiveness. This synergy allows organizations to remain relevant and competitive despite increasing uncertainty in a dynamic global era.

Facing the challenges of the 21st century, humans need skills and competencies to compete in an era of rapid technological development (Syarnubi, 2019a). Technology is now an integral part of life, and in this digital world, humans must adapt and utilize it optimally (Aulia, 2021). In this context, education plays an important role as a learning process and an effort to develop personal potential (Syarnubi et al., 2021). 21st-century education emphasizes the mastery of relevant skills, which support the transformation of human life in facing the challenges of an increasingly dynamic and competitive era.

This research examines how strategic management can be the foundation for visionary leadership in creating positive change and organizational sustainability (Subni, 2024). Using conceptual and empirical approaches, it will explore the key elements of strategic management that support the achievement of vision and its impact on organizational performance. The results of this study are expected to make theoretical and practical contributions, especially in the development of leadership strategies relevant to the challenges of the modern era.

Strategic management is a systematic process that involves planning, implementing, and evaluating strategies to achieve organizational goals effectively and efficiently (Kautsar & Julaiha, 2023). In the context of education, strategic management has an important role in supporting visionary leadership, which not only focuses on achieving short-term targets but also on creating a vision and mission that can sustainably direct the institution's development. Effective visionary leadership requires a solid strategic management foundation to identify opportunities, face challenges, and formulate strategic steps that suit the organization's needs (Nirmayanthy, 2023).

Education is a structured and systematic teaching and learning process, which emphasizes the development of theoretical knowledge, intellectual skills, and critical thinking skills (Syarnubi, 2024). Strategic management in education focuses on achieving short-term academic results and building the organization's capacity to grow and adapt to changes in the external environment. The role of strategic management in education is to ensure that all elements of the institution move towards a clear vision, considering the competitive advantage that can be gained from implementing innovative strategies (Tsuraya et al., 2024). Thus, visionary leadership will more easily direct educational institutions to achieve sustainability and relevance amid evolving challenges (Syarnubi et al., 2024).

Madrasah as an Islamic educational institution functions to maintain old values that are still good and can be maintained and take something new in science, technology, and economics that are beneficial to the lives of Muslims, while the content of the madrasah curriculum is generally the same as education in pesantren coupled with general sciences (Syarnubi, 2020). In Madrasah Aliyah Negeri 1 Bandar Lampung, the implementation of strategic management has proven to impact the institution's development significantly. Based on field data, this institution has succeeded in increasing the quality of education by 25% in the last five years, as shown by an increase in the average national exam score, growth in the number of students admitted to leading universities, and increased student activities. This achievement is supported by structured strategic planning, such as strengthening teacher competencies through continuous training and developing technology-based flagship programs. In contrast, Madrasah Aliyah Negeri1 Metro City faces different challenges (Aulia, 2021). Despite its great potential, this institution still needs to improve its consistency of strategy implementation, especially in evaluation and resource management. This is reflected in the stagnation of students' academic achievement levels and the need for more innovation in learning activities. The ineffectiveness of strategic management implementation at Madrasah Aliyah Negeri 1 Metro City is a significant obstacle to achieving the institution's vision as one of the leading madrasahs in the region (Silviani et al., 2024).

This condition confirms that the role of strategic management as the foundation of visionary leadership is vital to creating positive transformation in educational institutions. This study aims to analyze how the implementation of strategic management in Madrasah Aliyah Negeri 1 Bandar Lampung and MAN 1 Metro City can be the foundation of visionary leadership that can bring significant changes and identify supporting and inhibiting factors in the process. The findings of this study are expected to provide strategic recommendations for both institutions to strengthen their role in producing quality and highly competitive generations. Madrasah Aliyah Negeri 1 Bandar Lampung and Madrasah Aliyah Negeri 1 Metro are two excellent educational institutions in Lampung Province that strategically produce a highly competitive young generation and Islamic character. As educational institutions under the auspices of the Ministry of Religious Affairs, these two madrasahs are not only faced with the challenge of meeting the quality standards of national education but also must be able to respond to global dynamics, technological developments, and the changing needs of society (Homer et al., 2025).

In facing these challenges, visionary leadership becomes crucial, where madrasah leaders are expected to formulate a clear long-term vision, inspire all stakeholders, and ensure that all elements of the organization move synergistically to achieve common goals (Tsuraya et al., 2024). The better the management in an education, the better the future generation will be (Syarnubi, 2019b). However, the success of this visionary leadership is highly dependent on the implementation of solid, planned, and adaptive strategic management. Strategic management provides a framework that enables madrasahs to identify opportunities and challenges, design strategic measures, and ensure effective and sustainable implementation (Muhsinin et al., 2023). In addition, as an Islamic educational institution, Madrasah Aliyah Negeri 1 Bandar Lampung and Madrasah Aliyah Negeri 1 Metro are also responsible for balancing academic achievement, character building based on Islamic values, and adaptability to global changes. Therefore, this study examines how strategic management can be a strong foundation for visionary leadership in these two madrasahs, including the key elements that influence its effectiveness and impact on improving education quality. Through this study, strategic recommendations are expected to emerge that can strengthen the role of Madrasah Aliyah Negeri 1 Bandar Lampung and Madrasah Aliyah Negeri 1 Metro as models of excellent madrasah in Indonesia.

METHODS

Type of Research

This research is intended to get an in-depth picture of Visionary Leadership (Study at Madrasah Aliyah Negeri 1 Bandar Lampung and Madrasah Aliyah Negeri 1 Metro) by using a qualitative approach. The qualitative approach is defined as an approach that aims to understand the phenomena (Syarnubi, Fauzi, et al., 2023). This research includes *ex post facto* research. *Ex post facto* is research that aims to find possible causes of changes, symptoms or phenomena caused by an event, behaviour, or things that cause changes that have occurred (Sugiyono, 2018). *Ex post facto* is research tracing back to an event or event, then tracing back to find out the factors that can cause the event. Data and facts are collected from a natural setting in depth with the hope of obtaining a holistic and in-depth picture of the development of madrasah values in the three public madrasah locations in Lampung Province, namely at MAN I Bandar Lampung and Madrasah Aliyah Negeri I Metro.

Data Source

Data is information or accurate material used to study, analyze, or draw conclusions. The data to be sought in this study is on visionary leadership, teacher performance and education quality. The data is obtained from several sources, such as actions, words, and documents related to the focus of the research to be studied through observation, interviews, and documentation. The data includes data on the characteristics of visionary leadership of madrasah principals so that it is realized, namely in Madrasah Aliyah Negeri I Bandar Lampung and Madrasah Aliyah Negeri I Metro. The following is a table of research data that will be sought based on the research focus and its indicators.

Data Collection Technique

In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources, and more data collection techniques, namely 1) non-participant observation (non-participant observation), in-depth interviews (in-depth interviews), 3) documentation

(Sugiyono, 2013). This data processing such as checklists or checklists, interview guidelines, and observation/observation guidelines (Suharsimi Arikunto, 2010).

Data Analysis Technique

The data analysis technique in this study uses inductive qualitative analysis, which is an analysis based on the data obtained, and then a specific relationship pattern is developed. According to Fred M. Kerlinger, data analysis is a process of categorizing, structuring, manipulating, and summarizing data to obtain answers to research questions. Data analysis is a systematic process of searching and compiling the results of interviews, field notes, and other collected data to make it easier for researchers to explain to others what has been found. This data analysis aims to make the data communicated to others and summarize the data to produce conclusions (According to Miles & Huberman, 1992).

FINDINGS AND DISCUSSION

Effective strategic management can provide clear direction for the entire organization, so that all efforts are focused on the same goal (Syarnubi, 2023). This research shows that implementing effective strategic management is an important foundation for visionary leadership in improving the quality of education, especially in Madrasah Aliyah Negeri 1 Bandar Lampung and Madrasah Aliyah Negeri 1 Metro City. In Madrasah Aliyah Negeri 1 Bandar Lampung, structured strategic management has succeeded in increasing the quality of education by 25% in the last five years, which is reflected in the increase in the average national exam score, the increasing number of students accepted in top universities, and the development of technology-based flagship programs. Ongoing teacher training programs and consistent strategy implementation support this success. In contrast, at Madrasah Aliyah Negeri 1 Metro City, the implementation of strategic management was less than optimal, especially in evaluation and resource management, which led to the stagnation of student academic achievement and the lack of innovation in learning. This difference in results confirms that the effectiveness of strategic management is highly dependent on the leader's ability to internalize the vision into the organizational culture.

Visionary leadership at Madrasah Aliyah Negeri 1 Bandar Lampung shows the ability to formulate a clear long-term vision, inspire all elements of the organization, and create synergy in implementing strategies. Leaders can identify opportunities and challenges appropriately and ensure that all elements work towards a common goal (Purwokerto, 2018). In contrast, at Madrasah Aliyah Negeri 1 Metro City, limitations in formulating and communicating the vision are the main obstacles to achieving positive transformation (Nisa et al., 2021). Challenges such as technological disruption, limited resources, and lack of continuous evaluation further emphasize the importance of synergy between strategic management and visionary leadership.

The results of this study indicate that the combination of well-planned strategic management and effective visionary leadership can significantly improve the competitiveness of educational institutions. Therefore, strategic recommendations are given, namely strengthening the strategic program evaluation process at Madrasah Aliyah Negeri 1 Bandar Lampung to maintain the sustainability of achievements and encouraging Madrasah Aliyah Negeri 1 Metro City to develop a more structured strategic plan and provide visionary leadership training to its leaders (Rachman et al., 2023). Thus, both madrasahs can strengthen their role as excellent educational institutions that are adaptive to global changes and able to produce high-quality and highly competitive young people.

Novelty findings that make new contributions to the understanding of the relationship between strategic management and visionary leadership in Islamic educational institutions, especially in Madrasah Aliyah Negeri 1 Bandar Lampung and Madrasah Aliyah Negeri 1 Metro City. One of the main new findings is the application of technology in strategic management that supports the effectiveness of visionary leadership in Islamic education institutions (Istikaroh, 2019). In Madrasah Aliyah Negeri 1 Bandar Lampung, integrating technology into the learning process and strategic management has significantly improved education quality. In addition, the use of technology as a learning and administrative tool also allows for more efficient tracking of student progress, which directly impacts national exam scores and the number of students admitted to top universities. This

research shows that the appropriate use of technology, supported by continuous training for teachers, improves teaching skills and motivates students to participate more actively in learning activities.

Another novelty finding is the importance of synergy between visionary leadership and organizational culture in supporting the implementation of strategic management. At Madrasah Aliyah Negeri 1 Bandar Lampung, the madrasah head could internalize the long-term vision and communicate it well to all stakeholders, teachers, staff, and students to create a work culture toward achieving common goals. This success is seen in academic achievement and the improvement of overall organizational performance, with better collaboration between parts of the institution. In contrast, at Madrasah Aliyah Negeri 1 Metro City, although the leadership vision already exists, implementing and internalizing the vision in the organizational culture is still less effective (Istikaroh, 2019). This causes a mismatch between the planned strategy and its implementation in the field, thus affecting the academic achievement and the success of superior programs (Suto et al., 2025).

Furthermore, this study also found that visionary leadership in both madrasahs has an important role in creating policies relevant to global changes and the dynamics of community needs. Leadership that is adaptive to technological developments and global challenges is an important factor in creating effective strategies (Han et al., 2025). At Madrasah Aliyah Negeri 1 Bandar Lampung, madrasah leaders who can respond to global changes by developing a technology-based curriculum and Islamic values have proven to be more successful in producing highly competitive young people. This shows that visionary leadership in Islamic educational institutions requires understanding academic education and balancing academic achievement and character-building based on strong moral and spiritual values (Chau et al., 2025). It can be said that moral and spiritual values are a compass that guides through life, shapes character, inspires action, and gives meaning to existence (Syarnubi, 2022).

A dynamic and relevant learning atmosphere is learning that is interesting, involves students actively and the learning material presented has a direct link to students' daily lives, so they can see the benefits (Fauzi, M., Lestari, A.R.S., & Ali, 2023). This research also reveals the importance of continuous training for educators in creating a dynamic and relevant learning atmosphere. The consistent training program at Madrasah Aliyah Negeri 1 Bandar Lampung positively improved the quality of teaching and teachers' understanding of more effective classroom management (García-López et al., 2025). In addition, the training also created an atmosphere that supported collaboration between teachers and madrasah heads in formulating strategic measures to face increasingly complex educational challenges. In Madrasah Aliyah Negeri 1 Kota Metro, on the other hand, the lack of continuous training is a significant obstacle in updating learning methods to meet the demands of the times, thus affecting the level of motivation and the quality of teaching there (Varajão et al., 2025).

Overall, the findings provide a new contribution to the field of education management, particularly regarding how planned strategic management and continuous training can support visionary leadership in creating positive change and sustainability in Islamic education institutions. This research confirms that the success of visionary leadership in educational institutions is not only determined by the ability to formulate a clear vision but also by the ability to integrate the vision into adaptive strategies, involve all stakeholders, utilize technology and develop teacher competencies on an ongoing basis (Bramantyo et al., 2019).

Table 1.1

Comparison of Strategic Management Implementation and Visionary Leadership in Madrasah Aliyah Negeri 1 Bandar Lampung and Madrasah Aliyah Negeri 1 Metro City

No	Aspects of Discussion	MAN 1 Bandar Lampung	MAN 1 Kota Metro
1	Implementation of Strategic Management	Structured with a 25% increase in the quality of education in 5 years, reflected in the increase in national exam scores and the	Less than optimal, especially in evaluation and resource management, leads to academic achievement stagnation.

		number of students admitted to top universities.	
2	Visionary Leadership	A clear long-term vision inspires all elements of the organization and creates synergy in strategy implementation. Leaders can identify opportunities and challenges well.	Limitations in formulating and communicating the vision become an obstacle to achieving positive transformation.
3	Use of Technology	Technology integration supports learning and strategic management, resulting in improved education quality. Technology helps track student progress and makes administration more efficient.	The lack of technology utilization results in a lack of innovation in learning and management.
4	Internalize Vision in Organizational Culture	Leadership can internalize the vision and create a work culture to achieve common goals.	Internalizing the vision is less effective, leading to a mismatch between the planned strategy and its implementation.
5	Continuing Training for Teachers	Consistent training programs that improve teaching quality and collaboration between teachers and madrasah leaders.	Lack of ongoing training hampers updating learning methods relevant to the demands of the times.
6	Adaptive Policy to Global Change	Madrasah leaders are responsive to technological developments and global changes, producing technology-based curriculum and Islamic values that support the competitiveness of the younger generation.	Leadership is less responsive to global changes affecting curriculum development and educational strategies.
7	Synergy between Leadership and Management	The synergy between visionary leadership and a strong organizational culture strengthens academic achievement and organizational performance.	Lack of synergy between leadership and organizational culture, resulting in a mismatch between strategic planning and implementation.
8	Recommendation	Strengthen the evaluation of strategic programs to maintain the sustainability of achievements.	Encourage more structured strategic planning and visionary leadership training.

Based on Table 1.1, this research compares the implementation of strategic management and visionary leadership in Madrasah Aliyah Negeri 1 Bandar Lampung and Madrasah Aliyah Negeri 1 Metro City. In Madrasah Aliyah Negeri 1 Bandar Lampung, well-structured strategic management has succeeded in improving the quality of education by 25% in the last five years, as seen from the increase in national exam scores, the number of students admitted to top universities, and the development of technology-based programs. This success is driven by visionary leadership that can formulate a clear long-term vision, inspire all elements of the organization, and internalize the vision into a work culture oriented towards achieving common goals. In addition, using technology in

learning and administration has made it easier to track student progress and improve the quality of teaching. Continuous training programs for teachers also play an important role in creating a dynamic and relevant learning atmosphere.

In contrast, at Madrasah Aliyah Negeri 1 Kota Metro, the implementation of strategic management was less than optimal, especially in evaluation and resource management, which led to stagnation in student academic achievement and a lack of innovation in learning. Although the leadership there already had a vision, internalizing the vision in the organizational culture could have been effective, resulting in a mismatch between the planned strategy and its implementation in the field. Limitations in the utilization of technology and the need for ongoing training for teachers also hinder the updating of learning methods that align with the times, which impacts the quality of teaching and student motivation. This research confirms the importance of synergy between strategic management and visionary leadership to create educational institutions that are adaptive to global changes and produce quality and highly competitive young people.

Overall, the findings of this study make a new contribution to understanding the relationship between strategic management, visionary leadership and the use of technology in Islamic education. Madrasah Aliyah Negeri 1 Bandar Lampung showed success in integrating technology and building a strong organizational culture, while Madrasah Aliyah Negeri 1 Metro City needs to improve its strategic management implementation, introduce leadership training and utilize technology to strengthen its competitiveness and educational quality.

CONCLUSION

This study concludes that effective strategic management is an important foundation for visionary leadership in improving the quality of education in Madrasah Aliyah Negeri 1 Bandar Lampung and Madrasah Aliyah Negeri 1 Metro City. At Madrasah Aliyah Negeri 1 Bandar Lampung, the implementation of structured strategic management is proven to improve the quality of education, with the development of technology-based flagship programs and continuous teacher training. In contrast, at Madrasah Aliyah Negeri 1 Kota Metro, the lack of optimal implementation of strategic management hinders the institution's progress, especially in evaluation and resource management.

Visionary leadership at Madrasah Aliyah Negeri 1 Bandar Lampung was able to formulate and communicate a clear vision, which encouraged synergy and achievement of common goals. At Madrasah Aliyah Negeri 1 Metro City, limitations in this regard led to ineffectiveness in achieving the vision and academic achievement. The research findings show that the synergy between strategic management and visionary leadership and the appropriate use of technology are the keys to success in creating positive change and sustainability in educational institutions. The resulting recommendation is to strengthen the evaluation of strategic programs at Madrasah Aliyah Negeri 1 Bandar Lampung and develop a more structured strategic plan at Madrasah Aliyah Negeri 1 Metro City, focusing on developing visionary leadership.

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