

Implementation of Visionary Leadership in Improving the Quality of Education at Al-Wahdah Kindergarten in Bandung City

Herlin Novianti

Universitas Pendidikan, Indonesia

herlinnovianti03@upi.edu

Diding Nurdin

Universitas Pendidikan Indonesia

didingnurdin@upi.edu

Nurdin Affandi

Universitas Pendidikan Indonesia

nurdin_adpen@upi.edu

Abstract: The objective of this study is to examine the implementation of visionary leadership in enhancing the quality of education at Al-Wahdah Kindergarten in Bandung City. The present study employed a qualitative approach with a case study method to collect data. In-depth interviews, participatory observation, and document analysis were used to gather information. The collected data were then analyzed using ATLAS.ti software. The findings indicate that the principal plays a pivotal role in establishing direction, facilitating change, serving as a spokesperson, and providing coaching. The principal's actions demonstrate strategic steps such as participative vision formulation, innovation in learning processes, effective communication, and systematic human resource development. A strong participatory vision, teacher commitment, and active parental involvement are all factors that lend support to the concept. Conversely, regulatory changes, resource limitations, and varying levels of adaptability among teachers act as inhibitors. The findings underscore the pivotal role of visionary leadership in enabling educational institutions to adapt and excel in challenging environments, thereby offering practical insights for principals and education policymakers.

Keywords: Leadership; Visionary leadership; Quality of education.

INTRODUCTION

Leadership plays a pivotal role in the operation and administration of organizations (Nugroho et al., 2023; Ambon et al., 2025), and education is not an exception to this phenomenon (Xiang & Rizwan Ullah, 2024). Leadership is defined as how a leader influences subordinates to work effectively and consistently to achieve the goals set by the organization (Dikdik et al., 2024). In the ever-evolving and dynamic world of education, a leadership model is needed

that is not only adaptive to changing times (Aung & Hallinger, 2023) but also firmly rooted in the nation's cultural and religious values (Taqwim et al., 2024). Consequently, the role of leadership within educational institutions should encompass both administrative and visionary aspects. Visionary leadership is an approach that emphasizes the importance of having a clear long-term vision, as well as the ability to guide an educational organization towards that goal in a strategic and inspiring manner (Mustiningsih et al., 2023).

In the context of globalization, digitalization, and rapid social change, educational institutions are compelled to demonstrate ongoing adaptability and innovation. Visionary leadership constitutes a particularly pertinent approach in addressing these challenges. According to Chen et al. (2024), visionary leadership underscores the significance of cultivating a coherent vision that functions as a strategic compass to navigate future uncertainties. This vision is not merely a slogan; rather, it embodies the spirit that permeates all organizational activities.

Furthermore, Amos et al. (2022) explained that visionary leaders can provide direction and meaning for collective work through communicating a clear vision to all school stakeholders. In this case, the principal's role encompasses not only administrative management but also the capacity to function as a transformational leader. This entails the ability to mobilize, inspire, and unify all components of the educational institution around a shared vision. In addition, visionary leaders must possess the capacity to assess circumstances, take calculated risks, and inspire members of the academic community to persist in their pursuit of innovation and academic distinction (Lyanga & Osaki, 2022).

In practice, the concept of visionary leadership in the context of education encompasses a range of dimensions. This encompasses not only the formulation of vision but also the identification of challenges, the development of strategies, and the effective management of resources to achieve educational objectives. Galdames-Calderón (2023) posited that visionary leaders play a pivotal role in enhancing the quality of learning and professional development of teachers. This objective is pursued through a variety of programs, including training, workshops, and the ongoing professional development of educators.

Noviyanti & Education (2025) further posit that visionary leaders must possess the ability to envision strategic outcomes, address societal demands, and navigate the global dynamics that influence the educational sector. Consequently, visionary leadership enables educational organizations to not only endure but also flourish and excel in addressing contemporary challenges. This leadership style has been shown to engender clear direction, collective

motivation, and a spirit of innovation within the school environment (Marwanah et al., 2024).

The quality of education serves as the primary metric for evaluating the efficacy of a nation's educational system. In Indonesia, various challenges persist, including but not limited to subpar teacher competence, inadequate facilities and infrastructure, and unequal access to education (Mulyana et al., 2023). In this context, early childhood education, particularly at the kindergarten level, plays a pivotal role. The fundamental objective of early childhood education is to establish the foundational elements of holistic child development, encompassing the domains of cognition, society, emotion, motor ability, and character formation (Apriyansyah et al., 2024).

By Ministerial Regulation of Education and Culture No. 137/2014 on National Early Childhood Education Standards, kindergarten institutions are obligated to adhere to various quality standards, encompassing the learning process, educators and education personnel, infrastructure, management, and evaluation. The principal's leadership is instrumental in determining the success of early childhood education institutions in providing quality education services, as it is the principal who determines the institution's standards (Noor et al., 2023).

In this context, Al-Wahdah Kindergarten in Bandung City offers a particularly salient example that merits further study. The geographical location of the school is not optimal for several reasons. It is situated in a densely populated area with a high concentration of community activities. Additionally, it is near both traditional markets and temporary disposal sites. Nevertheless, these environmental conditions do not impede Al-Wahdah Kindergarten from providing a quality educational experience.

Preliminary observations indicate that Al-Wahdah Kindergarten is capable of establishing a conducive learning environment, implementing innovative learning methodologies, and demonstrating consistent improvement in teacher competence. This success is inseparable from the role of the principal, who is able to effectively implement visionary leadership. The principal's role encompasses not only administrative management but also the capacity to catalyze change, galvanizing all components of the educational institution to progress towards an enhanced future, despite the constraints imposed.

Despite the extensive discourse surrounding the significance of visionary leadership, empirical studies that specifically underscore the implementation of visionary leadership in early childhood education institutions situated in challenging social and geographical environments remain scarce. This

observation indicates a research gap that necessitates further investigation. The objective of this study is to examine the visionary leadership practices employed by the principal of Al-Wahdah Kindergarten to enhance the quality of education. This examination utilizes visionary leadership theory as a conceptual foundation.

The objective of this study is to comprehend and articulate the implementation of visionary leadership exhibited by the principal of Al-Wahdah Kindergarten in Bandung City. The research focus encompasses three primary domains. The initial step in this study is to provide a detailed description of the implementation of the principal's visionary leadership in improving the quality of learning. Secondly, the principal's role as a direction setter, change agent, spokesperson, and coach in realizing the school's vision must be explained. Thirdly, the objective is to identify the factors that support and hinder the implementation of visionary leadership in the school environment.

From this focus, three research questions were formulated as follows: The primary objective of this study is to assess the efficacy of the principal's visionary leadership in enhancing the quality of education at Al-Wahdah Kindergarten in Bandung City. Secondly, it is imperative to examine the principal's role as a facilitator of change, a catalyst for innovation, a spokesperson for the institution, and a mentor to the faculty and students. This multifaceted role is crucial in actualizing the school's vision and mission. Thirdly, it is imperative to ascertain the factors that either facilitate or impede the implementation of the principal's visionary leadership at Al-Wahdah Kindergarten.

This research endeavors to make theoretical and practical contributions to the understanding of the dynamics of visionary leadership in early childhood education institutions. Moreover, the results of this study are expected to serve as a reference for principals, managers, early childhood education, and policymakers in designing effective and contextual leadership strategies to improve the quality of education amid environmental limitations.

RESEARCH METHODOLOGY

The present research employs a qualitative approach (Charli et al., 2022) and utilizes a case study method (Musara, 2024). This approach was utilized to achieve an in-depth comprehension of the social reality and dynamics of visionary leadership implementation at Al-Wahdah Kindergarten in Bandung City. The case study method enables a comprehensive examination of the phenomenon under investigation by taking into account various contextual factors (Mumcu et al., 2022).

The subjects of the study included one principal as the primary actor in the implementation of visionary leadership, as well as one teacher who was directly involved in the validation process related to the results of the questions asked of the principal. The data collection process involved three distinct methods: in-depth interviews, participatory observation, and documentation studies. A semi-structured interview approach was employed to elicit informants' perceptions and experiences regarding the school vision. The observation phase entailed direct observation of leadership practices in the field, while the documentation phase involved the review of school vision and mission documents, work programs, and activity reports.

In the analysis of the data obtained from interviews, researchers employed the ATLAS.ti software, an application designed specifically for the analysis of qualitative data in the form of unstructured, non-numerical text (Dikdik et al., 2024). The utilization of ATLAS.ti software facilitated the systematic organization and analysis of data by researchers, employing a thematic analysis approach. The tool also facilitates the construction of an analytical framework grounded in the research questions, thereby enabling the coding of salient elements from the interview results (Acharya, 2023).

According to Ngulube (2023), ATLAS.ti is an invaluable tool for novice researchers, as it increases the rigor and depth of their analysis. From this perspective, Kumlu (2024) advocates for systematic coding, theme development, and theory building in qualitative research, rendering it well-suited for studies that investigate intricate leadership practices. Consequently, the data analysis process in this study was conducted in a more efficient, organized, and in-depth manner, enabling the researcher to identify various key factors in the application of visionary leadership in early childhood education settings.

To facilitate the data collection process, the researcher employed a semi-structured interview guide that was developed based on the research questions and thematic focus of the study. The research instrument's blueprint is presented below to ensure transparency and alignment with the research objectives:

Table 1. Research Interview Instrument Blueprint

No	Interview Questions	Objective	Problem Formulation	Indicators/ Subdimensions	Thematic Code
1	How does the principal formulate the vision and mission of the school?	Identify the strategic vision formulation process in the context of education planning	RQ1, RQ2	Strategic Visioning (Directional Indicator)	Strategic vision

2	What is the principal's strategy in socializing the vision to the school community?	Analyze the communication strategy and the dissemination of the vision to the whole school community	RQ1, RQ2	Vision Communication (Directional Indicator)	Socialization of vision
3	What steps does the principal take to improve teacher competence?	Examining the role of school principals in teacher professional development	RQ1, RQ2	Teacher Development (Coach)	Teacher professionalism
4	How does the principal create a conducive learning environment?	Evaluate managerial strategies in creating a learning climate that supports quality	RQ1	School Climate Management (Learning Conditions)	Learning climate
5	How does the principal encourage innovation and adaptation in the school?	Exploring the role of school principals as agents of change in facing the dynamics of education	RQ1, RQ2	Change Agency (Agent of Change)	Innovation and adaptation
6	How does the principal communicate the vision and policies to teachers and parents?	Analyzing the principal's role as an external communicator in building synergy	RQ2	External Communication (Spokesman)	Digital communication
7	What forms of coaching and training do principals provide to teachers?	Identify coaching and mentoring strategies for improving learning quality	RQ1, RQ2	Instructional Leadership (Coach)	Teacher assistance
8	What are the factors that support and hinder the implementation of the vision at school?	Analyze internal and external contextual conditions that influence the implementation of visionary leadership	RQ3	Enabling and Constraining Factors	Support and obstacles

RESULTS AND DISCUSSION

Result

This study provides an overview of the profile and performance of Al-Wahdah Kindergarten in Bandung City and highlights the implementation of

the principal's visionary leadership in improving learning quality. A series of interviews with the principal yielded findings that indicate the crucial role of visionary leadership in the management of optimal resources, the enhancement of teacher performance, and the establishment of a conducive learning environment. The realization of these three aspects is achieved through the formulation of a clear vision and mission, effective communication, and the strengthening of the innovative culture in the school environment. As illustrated in Figure 1, the interview with the principal was the foundation for data collection in this study.



Figure 1. Interview with the Principal (Source: Research Documentation)

As posited by Burt Nanus, the concept of visionary leadership encompasses a series of distinct roles, including the direction setter, the change agent, the spokesperson, and the coach. The four roles in question are identified in the leadership practices at Al-Wahdah Kindergarten, where the principal can manage changes in the development of the quality of education through directed and sustainable strategies. The results of the principal and teacher interviews, as well as the ATLAS.ti software visualizations concerning the implementation of visionary leadership are illustrated in Figure 2 below.

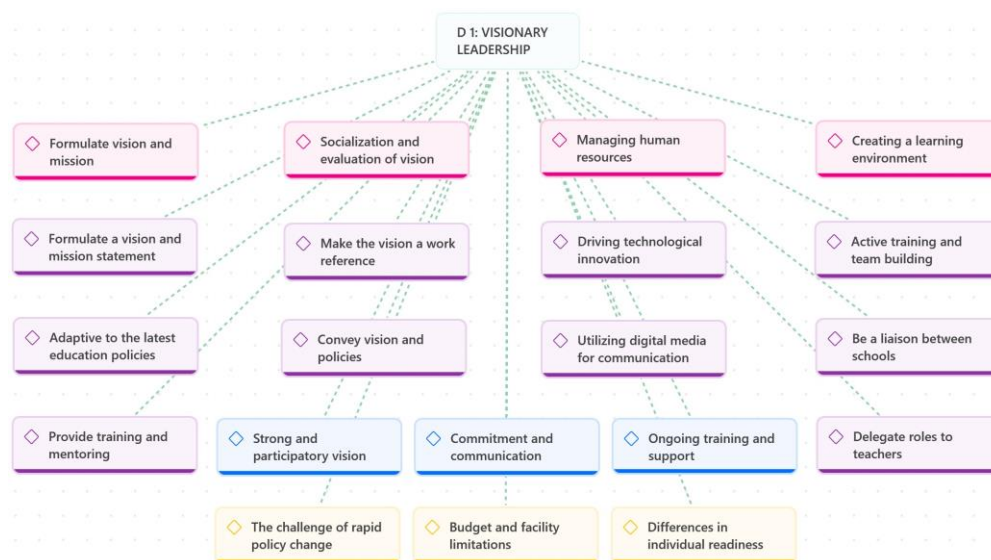


Figure 2. Research Result (Source: Research Results from using ATLAS.ti)

Discussion

A. Implementation of Visionary Leadership in Improving the Quality of Learning

The findings indicated that the head of Al-Wahdah Kindergarten effectively employed visionary leadership to enhance the quality of learning by implementing a range of meticulously designed and methodical strategies. A critical initial step in this process is the formulation of a strategic vision and mission that is grounded in the institution's actual needs. The formulation of this vision and mission was not implemented in a top-down manner; rather, it was developed through a participatory approach that involved teachers and other relevant stakeholders. This finding aligns with the perspective articulated by Judeh et al. (2022), which posits that a vision formulated through collective participation exhibits enhanced potential in fostering commitment and a sense of ownership among organizational constituents.

In addition, the principal is responsible for the regular management of the socialization and evaluation of the vision. The school's vision and mission serve not only as formal documents but also as instruments of socialization, disseminated through various channels such as regular meetings, information boards, and school social media. The implementation of the vision is subject to periodic evaluation to ensure its relevance and the achievement of its goals. This practice aligns with the findings of Marfo et al. (2024), which indicate that

continuous refreshment of vision is imperative for maintaining organizational dynamics that are adaptable to change.

In the context of human resource management, the principal has demonstrated a consistent implementation of a training and professional development policy. Teachers are strongly encouraged to participate in competency improvement training at both the local and national levels. In addition, principals implement internal coaching programs, including workshops that employ innovative learning methodologies. This strategy aligns with the perspective of Borremans et al. (2024), who underscore the significance of teacher capacity development as a fundamental element in ensuring sustainable educational quality.

Furthermore, the establishment of a secure and conducive learning environment is a paramount concern in the implementation of visionary leadership at Al-Wahdah Kindergarten. The principal plays a pivotal role in ensuring that facilities and infrastructure are conducive to a safe and conducive learning atmosphere, thereby motivating students to achieve optimal learning outcomes. The strategy encompasses various components, including classroom arrangement, the provision of educational playground equipment, and attention to environmental safety aspects. This finding lends further support to Mavhandu et al. (2022) proposition that a positive learning environment exerts a substantial influence on enhancing students' learning outcomes.

While the outcomes of this implementation demonstrate numerous laudable achievements, it is imperative to acknowledge that the sustainability of innovations hinges upon the uniformity of evaluation and the capacity to adapt to external shifts, such as alterations in educational regulations and the social transformations within the community. Consequently, school principals must maintain a visionary spirit while demonstrating flexibility in addressing future challenges.

B. The Role Of The Principal In Realizing The School's Vision And Mission

The findings of this study suggest that the implementation of visionary leadership in Al-Wahdah Kindergarten, Bandung City, has a substantial impact on enhancing the quality of learning. As illustrated by the principal's function as a direction setter, change agent, spokesperson, and coach, the aforementioned roles are executed strategically and consistently. The following section provides a detailed exposition of this execution.

1. The Principal as a Leader

The Head of Al-Wahdah Kindergarten has demonstrated a high degree of technical proficiency in formulating a systematic and forward-looking approach to institutional development. The formulation of the institution's vision and mission is a participatory process informed by an analysis of its current needs and projections of future educational challenges.

- a. In the process of developing the vision, the principal, in collaboration with the team and stakeholders, endeavored to establish a shared understanding. This was done so that the vision formulated would not only reflect the long-term aspirations of the institution, but also represent the mutually agreed upon values. To this end, periodic evaluations are conducted to ensure that the formulated vision and mission remain contextual and relevant to the dynamics of change and become an integrated work reference in all institutional activities.

The strategic steps undertaken by the principal entail the identification of the institution's needs, the formulation of a vision that articulates the long-term objectives of the school, and the elaboration of a mission that delineates the operational steps necessary to achieve these goals.

- a. The aforementioned vision has been formally adopted and functions not only as a symbol of strategic direction, but also as a concrete working guideline in the implementation of education. The validation and socialization of the vision and mission are typically conducted regularly for all members of the school community and the surrounding community. These efforts are undertaken to enhance collective comprehension and engagement in achieving the institution's objectives in an environmentally sustainable manner.

The research findings indicate that the principal plays a responsible role in formulating the institution's vision, involving an internal team as well as external elements competent in the field of education. The formulation process is carried out in depth by considering existing conditions, global trends, and projected future challenges. This perspective aligns with the findings of Mustari & Nurhayati (2024), which asserts that the leader's role encompasses the formulation of a vision in collaboration with the team. Visionary leadership is characterized by the capacity to employ strategic and creative thinking to chart the course of the organization in dynamic environments.

In this context, the principal fulfills a multifaceted role encompassing functions such as planning, organizing, leading, and supervising all learning activities and institutional operations (Apriani, 2023). Moreover, he functions as

a manager, facilitator, motivator, administrator, and supervisor, playing an active role in supporting the achievement of educational goals (Hanafiah et al., 2023).

The findings of the study demonstrate that the implementation of visionary leadership by school principals has a positive impact on the enhancement of teacher performance, which, in turn, contributes to the enhancement of the quality of educational institutions. Principals possess the capacity to mobilize, influence, and provide protection for all components of the school, as well as optimally manage potential resources to achieve strategic goals that are aligned with the institution's vision and mission.

2. Principal as Agent of Change

In response to the dynamic changes occurring within the education sector, school leaders need to adopt an adaptive and innovative mindset, underpinned by visionary leadership. The principal of Al-Wahdah Kindergarten demonstrates this through a variety of strategic approaches aimed at maintaining the school's relevance and advancing its quality. These include: (a) driving innovation through the integration of technology and the application of a flexible curriculum that enables teachers to tailor instructional methods and materials according to students' diverse needs and contexts; (b) engaging actively in professional development and team building, which is evident in the principal's ongoing participation in training programs and professional forums, as well as efforts to cultivate a collaborative work culture by involving teachers in decision-making processes and recognizing their contributions; and (c) demonstrating adaptability to the latest education policies by comprehensively understanding new regulations, effectively disseminating them within the school community, and integrating them into strategic planning and school operations.

3. Principal as Spokesperson

The process of conveying directions and goals necessitates effective communication (Rokhman et al., 2024). The principal of Al-Wahdah Kindergarten serves as a spokesperson, charged with articulating the institution's vision, mission, and policies to relevant stakeholders. The principal serves as a liaison between the internal and external parties of the school.

The research findings indicate that the principal of Al-Wahdah Kindergarten routinely conducts monthly meetings. These meetings function as a conduit for the dissemination of various information, including the school's vision and mission, activity planning, and deliberations concerning plans to be implemented. These monthly meetings serve as a formal means to ensure that

all members of the school community have the same understanding of the direction of school development and the policies to be implemented.

To ensure the effective communication of the school's vision and mission, the principal of Al-Wahdah Kindergarten employs various strategic approaches that enhance shared understanding and collective commitment among stakeholders. These include: (a) delivering vision and policy messages regularly through monthly meetings, where the principal engages all school members in discussions surrounding institutional direction, upcoming programs, and collective goals; (b) leveraging digital media for vision communication by utilizing platforms such as the school website, social media, and WhatsApp groups to disseminate key information efficiently to both internal and external audiences; and (c) acting as a liaison between the school and external stakeholders, including the education office, community organizations, and parents, thereby fostering a collaborative network that supports the school's mission and reinforces public trust in the institution.

4. Principal as Coach

The principal of Al-Wahdah Kindergarten exemplifies a visionary leadership style, characterized by an active engagement in the development of a learning ecosystem aimed at facilitating continuous professional development among teaching staff. The principal's role encompasses not only the implementation of policy but also the facilitation of concrete support through training, mentoring, and reflection spaces. This initiative enables educators to systematically assess their pedagogical practices, identify solutions to challenges encountered in the classroom, and cultivate innovative and contextualized teaching methodologies.

The principal of Al-Wahdah Kindergarten consciously delegates several strategic roles to teachers as part of the leadership development efforts in the school environment. By engaging teachers in structural roles such as Head of Curriculum, Student Affairs, and Infrastructure Facilities, the principal fosters an environment conducive to professional fulfillment. This, in turn, enhances teachers' managerial competencies and reinforces their sense of ownership over the institution's vision and objectives.

The following are the points of the Al-Wahdah Kindergarten principal's strategy.

a. Providing training, mentoring, and reflection space for teachers

Principals play an instrumental role in the organization of needs-based training, the provision of mentoring throughout the learning process, and

the establishment of reflection forums. These forums are designed to encourage continuous learning, improvement, and innovation.

b. Delegating roles to teachers for leadership development

By strategically positioning teachers within institutions such as Waka Curriculum, Student Affairs, and Infrastructure, principals facilitate opportunities for teachers to refine their leadership competencies, including communication, time management, and decision-making skills.

C. Supporting and Inhibiting Factors for the Implementation of Visionary Leadership

The findings of the research indicate that the implementation of visionary leadership in Al-Wahdah Kindergarten is supported by several key factors that strengthen the effectiveness of change in the school environment. The initial factor is a robust and participatory vision. The principal formulated a vision that was both clear in its direction and inclusive of all school members in the formulation process. This participatory vision fosters a sense of shared ownership, as emphasized by Tops et al. (2024). Active participation in visioning has been shown to increase organizational commitment to achieving long-term goals.

Furthermore, the commitment and effective communication of teachers have been identified as crucial factors in the successful implementation of visionary leadership. Teachers exhibited a propensity to embrace change and a readiness to align with the principal's strategic directives. The implementation of structured communication, facilitated by regular meetings and digital media, has been demonstrated to accelerate the dissemination of information and fortify collaboration among school members. This finding aligns with the study by Liu et al. (2022), which demonstrated that effective visionary communication fosters trust and collective motivation within educational organizations.

Additional factors that contribute to the success of this endeavor include ongoing training opportunities and the provision of assistance by the parents. The principal plays an active role in providing a variety of professional development programs, and the involvement of parents in supporting school activities further strengthens the successful implementation of the vision. This underscores the significance of external support networks, as articulated by Patompo (2025), in facilitating sustainable educational transformation.

However, the study identified several inhibiting factors that require attention. One such challenge is the rapid implementation of policy alterations. Changes in regulations at the national level frequently compel educational institutions to make adjustments in a brief period, which has the potential to

disrupt the consistency of the implementation of the vision that has been designed. This condition exemplifies the dynamics of uncertainty within the education environment, as articulated by Caduff et al. (2023). To address external changes, educational organizations must cultivate augmented adaptive capacity.

Adequate financial resources and adequate facilities are also significant obstacles. Despite the prevailing spirit of innovation, constrained resources impede the optimization of development programs, particularly in the procurement of contemporary learning facilities that facilitate innovative learning methodologies. This factor underscores the significance of effective resource management in contexts where resources are scarce.

Furthermore, the heterogeneity in individual propensity for change engenders additional challenges. It is important to note that not all teachers demonstrate equivalent levels of adaptability in response to innovation and the transformation of the school vision. This finding aligns with Soelton (2023) assertion that organizational members' readiness and involvement in the change process significantly impact its success.

Consequently, while the implementation of visionary leadership is bolstered by internal and external support, ensuring long-term success necessitates ongoing efforts to cultivate adaptability, optimize available resources, and maintain flexibility in the face of dynamic changes.

The data presented herein are the culmination of in-depth interviews with the principal and one teacher. Visionary leadership is a leadership style characterized by the leader's ownership of a clear and solid vision in the organization, which serves as a framework for carrying out various tasks or activities that are expected to be realized in the future (Ghadi, 2024). Vision can be defined as a realistic, credible, and attractive depiction of the future for the organization. A clear vision is instrumental in determining the direction of an educational institution and serves as the foundation for making strategic decisions. Visionary leadership directs educational institutions towards the future by considering the existing reality and potential that can be developed (Gajayana, 2024).

In addition to exhibiting effective communication skills, a visionary leader is characterized by their ability to engage in strategic planning. Visionary leaders are defined as individuals who possess the capacity to formulate strategies that can foresee future developments (Dey, 2022). As Buss & Kearney (2024) have noted, a visionary possesses an open attitude, perceiving potential opportunities that may be realized, despite the absence of certainty regarding the outcome.

Within the domain of education, visionary leadership of school principals is defined as the capacity of an individual leader to generate, formulate, communicate, socialize, and execute ideas, thereby endowing collective efforts among school members in educational institutions with a sense of purpose and facilitating the realization of predetermined educational objectives. The principal's visionary leadership underscores the pivotal role of vision in achieving educational efficacy (Rashed & Ajmi, 2024).

The enhancement of pedagogical standards at Al-Wahdah Kindergarten is evidenced by the institution's principal, who has demonstrated an adept capacity to formulate a meticulously designed plan for institutional advancement, characterized by its systematic approach, quantifiable objectives, and a forward-looking perspective. Al-Wahdah Kindergarten has achieved several notable institutional accomplishments in recent years. A notable illustration of this success is the designation of Al-Wahdah Kindergarten as Bandung City Innovation School, which signifies the acknowledgement of its pioneering contributions and the implementation of innovative programs within the school.

The award received by the principal, the "Innovative Kindergarten Principal," is an indicator of the success of the visionary leadership style in encouraging comprehensive institutional transformation. Notably, Al-Wahdah Kindergarten was selected as a First Force Mover School, a prestigious national strategic program from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This distinction is reserved only for educational units that have exhibited a strong commitment to enhancing the quality of learning through a learner-centered approach.

The collective accomplishment underscores the efficacy of the visionary leadership implemented at Al-Wahdah Kindergarten. This leadership is not merely symbolic, it has been meticulously actualized, thereby fostering the attainment of sustainable quality education. This is evident in the kindergarten's pedagogical practices, encompassing the inputs, processes, and outcomes of education.

CONCLUSION

The findings of this study demonstrate the efficacy of visionary leadership in enhancing the quality of early childhood education, even in less conducive environments. The novelty of this study lies in its specific contextual focus environmentally challenging area, a subject that has received limited scholarly attention. Furthermore, this study offers empirical validation of the role of the principal as a direction setter, change agent, spokesperson, and coach

in the early childhood education setting. This validation is supported by qualitative thematic analysis using ATLAS.ti. In essence, this study presents a comprehensive leadership framework for kindergarten principals seeking to cultivate sustainable school enhancement through participatory visioning, consistent communication, human resource development, and inclusive stakeholder engagement. In principle, this approach contributes to the extant discourse on visionary leadership by underscoring its relevance to early childhood education institutions. It is recommended that future researchers build upon these findings by exploring comparative models across different regions and expanding the analysis to include the perspectives of parents and students. Furthermore, the development of quantitative instruments grounded in the visionary leadership dimensions identified in this study has the potential to offer additional validation and broader generalizability. This research contributes to the advancement of scientific knowledge in Education Management, particularly in the field of Early Childhood Education.

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