



## Visionary Leadership on Transforming Organizational Change in the Era of Disruption

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### **Abstract**

The research aimed to find out the visionary abilities of a principal in advertising in organizations. For transforming organizational change, the school need visionary leadership in leading the organization. The article proposes an institutional framework of visionary leadership in the era of disruption and suggests that vigorous visionary leadership among deans is required in order to generate a unique school identity and reputation. The paper concludes by outlining steps principal can take while shaping their vision in order to create a unique organizational identity. This research uses descriptive qualitative approach by a case study in Secondary Schools At-Taubah in Jakarta, Indonesia. The informants are the principal, teachers, administration staffs, all employees and students, taken according to the assignment or reference of the previous job perform assessment. Data collection technique uses observation and interview. Principals must act as agent of positive change by creating a caring and trustful atmosphere; enhance team spirit; involve teachers in planning and making teaching materials.

**Keywords:** *Visionary Leadership; Organization Change; Era Disruption*

### **Introduction**

Organizations cannot be separated from leadership, because this is related to someone who has the highest authority in making decisions. Related to this, leadership will determine the development of the organization it leads (Nwachukwu et al., 2017). Talking about leadership, everyone has their style in leading the organization. This is commonplace and basic human nature in leading. Organizations need leadership that is compatible with their needs. So that each of these organizations has many differences in leading but still able to achieve goals well. Organization cannot control the environment around it, otherwise the organization must always be adaptive to changes in the surrounding environment.

Facing these changes, the school must be more competitive and more flexible. Organizations must abandon their management policies and practices it is hierarchical and functional, and is shifting to new practices in the field more flexible management. Flexibility is now an important requirement for organization, because flexibility in the organization allows the organization to be more innovative, and adaptive in responding to fast changing environments.(Almog-Bareket, 2012)

Seth Kahan (Siswanti & Rahatmawati, 2014) explained that the visionary leadership involves the willingness, ability, skill to offer success and glory in the future. A visionary leader able to anticipate any incidents that may arise, manage the future and encourage others to do the best (Darsono, 2002). It means, visionary leaders able to see every challenges and opportunities to encourage organizations to achieve a purpose. The visionary leadership is leadership whose focus on a future's challenges and encourage (Hobbs, 2010). Member of organizations to improve their spirit. A leader must be able to have the ability to design an organization to adapt to the circumstances. Thus, organizational change is very necessary and the only leaders who can do this are the metal leaders who always offer new ideas about the future of the organization. This step is said to be visionary leadership because it determines the vision of the organization. In practice, not all organizations have visionary leaders. This is because organizational leaders are not sensitive to the changes that are around them, even tend to be allergic to change. Huang et al. (Nwachukwu et al., 2017) opine that empowering followers by involving them in decision making process results in commitment to the vision and the organization.

Vision-based leaders understand that they cannot turn their visions into reality alone, Kantabutra & Avery (Kantabutra, 2006). They need help and support from their followers. Vision-based leaders therefore empower their followers by assigning tasks that lead to successively greater positive experiences and heightened self-confidence, thus persuading followers of their own capabilities and creating an environment of positive emotions and heightened excitement, Lussier & Achua (Kantabutra, 2006). In giving power to followers to perform tasks, there is a need for common direction or purpose that can be provided by a guiding vision. Knowing the organization's central purpose and objectives helps followers determine what behavior is appropriate, important, or trivial. Therefore, whether and how followers use the vision to guide their work could affect both individual and collective performance outcomes. Vision guiding was defined in this study as the extent to which employees use their store manger's vision to guide their daily operations (Kantabutra, 2006).

It can be seen in At-Taubah Secondary School, Pulo Mas Street, Jakarta, principal's role is important for the school improvement, teachers' performance, relation between co-workers and teachers' achievement. If the principal are not able to grow teachers' spirit by guiding and supervising the teachers then teachers will not have spirit to improve their ability and performance. Through the observation that conducted by the researcher, the principal of At-Taubah Secondary School were less in doing supervision and supporting the teachers to improve their performance. It was shown by the principal who never came to the class for evaluating and observing the teachers' performance. If the principal did not do the observation to the teachers it will make the teachers never have a willing to improve their ability and performance because there is no maximal supervision and evaluation by the principal. Whereas, the leadership style gives significant effect to the teachers and school improvement. If the principal is not active in expressing opinions and share information, then there is no new ideas in discussion received by the teacher, there is no challenge to improve their spirit, in order to improve teacher confidence to take the risk to achieve the purpose of the school, and prepare for future changes.

### **a. Visionary Leadership**

Leaders need to help organizations develop a greater sense of purpose by linking efforts to successful results. Visionary leadership, a form of transformational leadership, offers the opportunity to grow the capacity of an organization to meet the needs of its constituents. Waldman et al. (Nwachukwu et al., 2017) argue that effective communication is used by visionary leaders to change subordinates' attitudes and outputs which lead to organizational transformations. Visionary leadership is a type of leadership aiming to give meaning to work and efforts done together by members of a company by giving direction and meaning to work and efforts done according to a clear vision (Marsha, 2016)

This occurs creatively, albeit at times of complexity and uncertainty, by providing a framework that can serve as a touchstone for goal-setting; determine priorities; aligning structures, policies, and beliefs with principles; and assess progress. Visionary leadership has been defined as the ability to create and articulate a vision that provides meaning and purpose to the work of an organization (Nanus, 1992; Visionary leaders develop themselves personal visions then combine them into a shared vision with their peers. Vision communication is what empowers people to act. When people don't act, it tends to be because visions haven't been communicated; people spend their time trying to figure out which direction to go, which makes them tired and unresponsive (Heath and Heath, 2010). Dhammika (2016) asserts that visionary leadership focuses on creating and communicating an inspiring vision among subordinates to achieve and sustain superior performance. Visionary leadership focuses on creating and articulating clear visions, providing meaning and purpose to the work of an organization (Nanus, 1992; Sashkin, 1992).

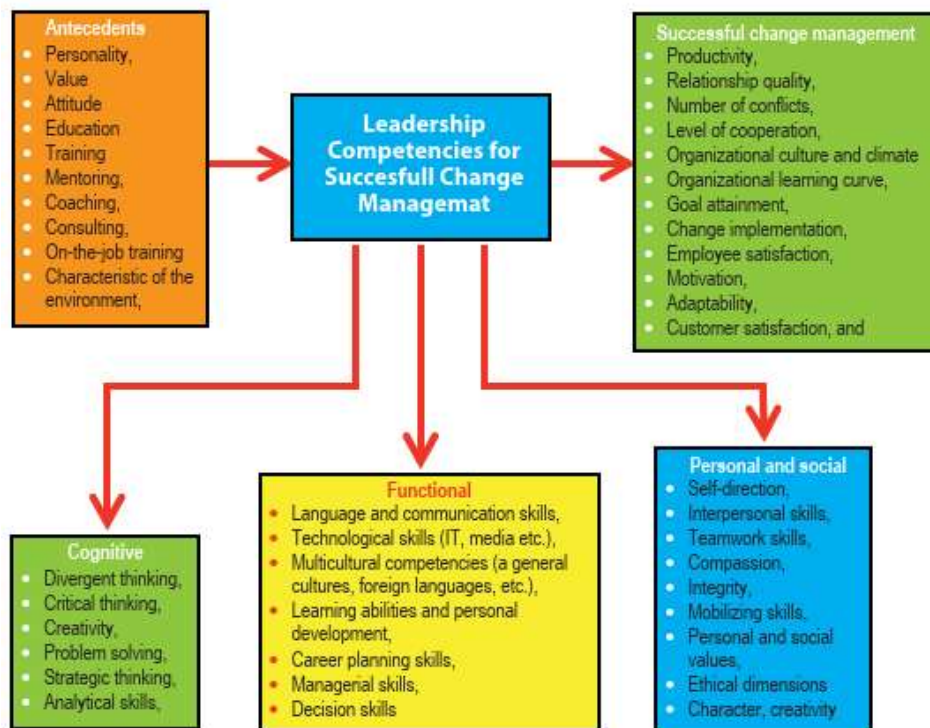


Figure of Leadership Competency Model (Pagon et al., 2008)

Pagon et al. (2008) stated leadership requires competence, namely individuals independent, cognitive, functional, and personal and social. Individual competence is attributes attached to a leader. Individual competencies, for example, education, have a strong influence on cognitive competencies. Cognitive competence provides the foundation for mastery of general knowledge, laws, theories, and concepts. Competence functional is the mastery of skills for problem-solving in daily activities. While social competence is a need for coaching relationships with individuals or socially. According to Nugroho Iwan (2010), all competencies must be combined with the character of the intermediate organization other vision, mission, values, and goals. A mix of competences leadership and organizational character will result in success in change management. According to Bass (1996), transformational leadership assists leaders in creating an atmosphere that enhances follower performance beyond personal interests. Visionary leadership, a form of transformational leadership, offers an opportunity to grow an organization's capacity to meet the needs of its constituents.

Change management in an organization can be defined as an approach to dealing with change in two different fields - organizations and individuals, with individuals and organizations as a whole

adapting to change at their own pace and style (Rouse, 2014). According to (Hritz, 2008) making organizational changes is not easy, this is related to the time required for the change management process in an organization, it is difficult to determine, because of the differences in the ability of each employee to adapt to these changes, because of the individual abilities in the organization. some may quickly accept change, while others may take longer to engage in change.

From the various concepts above it can be concluded that organizational change is important, it's just that there will be constraints on the ability of organizational members to follow changes. In managing change according to the model approach, there are eight steps, (1) Creating a sense of urgency so that changes need to be made (2) Forming a coalition of supporters of change (3) Creating a vision and strategy for change (4) Communicating the vision for change (5) Empower members to take action change (6) Achieve short term wins (6) Consolidating the results of the changes that have been achieved and continuing the subsequent changes (7) Establishing new approaches that have been achieved into the organizational culture.

### **Method**

This research uses qualitative research methods with a descriptive approach. (Arikunto, 2019) stated that the data collection techniques used in this study are as follows: Interview, Observation, study document, and Documentation. Suggests that in data analysis through three stages, namely: data education, data presentation, and verification. This research uses descriptive qualitative approach by a case study in Secondary Schools At-Taubah in Jakarta, Indonesia.. The informants are the principal, teachers, administration staffs, all employees and students, taken according to the assignment or reference of the previous job perform assessment. Data collection technique uses observation and interview.

### **Results**

The research was conducted at At-Taubah Islamic Secondary School, where the existence of the new Principal of the school initially encountered obstacles and opposition from several teachers who were basically in a comfort zone position. As stated by the figures above, the change will be difficult if members of the organization are not in line with that there will be changes.

Based on the results of interviews with the leadership of the foundation, the principal is appointed directly by the foundation. Thus, that the foundation certainly has consideration in determining its principal. In the interview, it was explained that the principal who is currently in office is very appropriate for a school that is currently not in good condition. Or the school needs repair. So the leadership of the foundation decided that this school principal could be said to be capable of solving problems and bringing change to the organization.

Then the foundation further emphasized that the current principal has good experience, so there is no doubt in leading the school, what else is the junior high school level. Then the next interview with the teacher concerned that the teacher initially rejected the new school principal. Because there are new regulations that are not the same as the work habits of the previous teachers. This is what underlies the rejection of the school principal. However, over time the school progressed steadily. This is based on the interview that the principal patiently works even though many oppose it. This patience shows that his leadership experience in transforming organizational change has been very successful.

The following changes are 1. The work patterns of teachers which were initially not good administratively but experienced changes. 2. There are school programs that are no less drastic, with

activities that lead to character education for students. So that the school also has good trust from the community who will send their children to study.

### ***Discussion***

The following changes are 1. The work patterns of teachers which were initially not good administratively but experienced changes. 2. There are school programs that are no less drastic, with activities that lead to character education for students. So that the school also has good trust from the community who will send their children to study. Lasting organizational improvement and effective leadership blossom in climates of compassion, trust, and productive relationships. The authors describe the key to true organizational transformation in the one-on-one conversations and relationships that take place in a school. Personal transformation, one person at a time, is the key to building a team of educators who are heading in the same direction for the best interests of students, teachers, and administrators. This exploration of the Humane Dimension of school leadership illustrates the lasting effects of transformed school cultures. "Transforming the Culture of School Leadership" melds research, theory, and the spiritual aspects of educational leadership to demonstrate how to encourage personal transformation. (Giancola & Hutchison, 2005)

Disruption brings fundamental changes in almost all aspects of life, changes are made by small institutions that are more agile and distributed, taking over the role of incumbents established. Disruption in education is defined as a new way that shifts the old way that is less relevant, such as technology, perspectives, approaches, teaching processes, instructional media, forms of classrooms and others. The reality of change creates a state of VUCA (Volatile, Uncertain, Complex and Ambiguous) where the world is very dynamic and difficult to predict (Wulansari & Ma'mun, 2020). The old form of leadership is no longer able to deal with current changes, new leadership characteristics must be developed to face the future, addressing the needs and problems that arise from the uncertainty and ambiguity of the current situation. It also provides an overview of future leadership and provokes the birth of thoughts on leadership issues, especially in the field of education. The result show that the characteristic of future leadership are social and digital smart, collaborating, agile, adaptable, transformative, adept at technology, flexible, initiative, innovative, humble, free thinking, visionary, able to evaluate, think differently, and distributed leadership. This means that future leader must disrupt the role, disrupt the identity, and disrupt the meaning. Future educational leadership needs to be developed as an effort to deal with a volatile, uncertain, complex and unclear environment or VUCA environment.

### ***Conclusions***

From the results of this study, it can be said that in every organization there needs to be a change, and changes in the organization will be realized if each member realizes the importance of these changes and participates in doing so. Change in the organization will not be realized if every member of the organization is not involved in it. A good organization will be sensitive to existing changes and be able to predict changes in the organization at any time.

Change in an organization requires a leader who is visionary in his leadership. Because one of the factors in the occurrence of organizational change is the desire and motivation of the leader in realizing his vision and mission. The task of a leader is to transform the vision and mission into the goals and achievements of an organization. Only a leader who understands the concept of the future can transform organizational change.

From the results of research conducted at Islam At'Taubah Pulomas secondary school, East Jakarta, it can be concluded that one's previous experience in leading a school organization greatly determines changes in the organization. Why is this so, this is obtained from the finding that the At'Taubah Pulomas Islamic secondary school has made such good progress, such as progress in terms of school programs, work arrangements in school administration, resulting in increased public trust. In this case, the principal with visionary abilities can transform the vision and mission of organizational change.

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