Visionary Leadership and Its Influence on School Culture

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Abstract

A weak school culture often becomes an obstacle in achieving sustainable educational quality. The problems that arise include low teacher participation, weak collaboration among school members, and the lack of visionary leadership capable of inspiring all elements within the educational institution. This study aims to analyze the role of visionary leadership in strengthening school culture, particularly how a leader's vision, values, and exemplary behavior influence the formation of an educational organization's character. The method used is a Systematic Literature Review (SLR) by examining various previous studies relevant to visionary leadership and school culture across different educational contexts. The findings indicate that visionary leadership has a significant influence on improving teachers' work ethic, collaboration, and innovation, as well as contributing to the creation of a positive and adaptive school culture. The implication of this study emphasizes the importance of strengthening visionary leadership capacity among school principals to build an organizational culture that is characterized, participatory, and oriented toward sustainable educational quality

Keywords

Visionary Leadership, School Culture, Innovation, Educational Quality

INTRODUCTION

Education is the fundamental foundation for shaping the character and competence of high-quality human resources(Bestari & others, 2023; Cong, 2025). The success of educational implementation is largely determined by the effectiveness of leadership within educational institutions, particularly by the principal as the highest leader in the school environment(González-Falcón et al., 2020). The principal plays a central role in directing, mobilizing, and supervising all school elements to achieve educational goals(Abbaspour et al., 2024; Asmilasari et al., 2025). In a managerial context, the principal functions not only as an administrator but also as a leader capable of inspiring, motivating, and guiding change(Ariyani et al., 2021; Hashim et al., 2021). The school's success in improving the quality of learning, teacher discipline, and a positive work climate is greatly influenced by the leadership style applied(Puspitadani et al., 2022; Ratnasih, 2017). Therefore, the presence of leaders with a far-sighted vision has become an essential need in modern educational management. Visionary leadership is believed to create a clear direction and purpose for school development.

Visionary leadership is the ability of a leader to create, communicate, and realize a vision that motivates all members of the organization toward meaningful change(Hermawan et al., 2024; Mohammed & Attabi, 2022). A visionary leader is not only focused on the present but also possesses a strategic perspective toward the institution's future(Candrasari et al., 2023a; Daş et al., 2022). In the field of education, visionary leadership requires the principal to have a clear vision for school development, covering academic, character, and innovative learning aspects(Atika et al., 2021; Yulindasari et al., 2020). A visionary principal is able to instill enthusiasm and positive values in all school members to work in harmony with the established vision(Candrasari et al., 2023b; Khaulah et al., 2024). Moreover, such leadership encourages a participatory and transparent culture in decision-making. This kind of leadership serves as the driving force for sustainable change within the school. Thus, visionary leadership plays a crucial role in creating an adaptive and innovative school environment in response to contemporary developments.

School culture refers to the system of values, beliefs, habits, and behaviors that exist within the school environment and serve as a guide for all school members in their interactions and work(Bolat & Korkmaz, 2021). A positive school culture fosters a conducive learning atmosphere, increases teachers' motivation, and cultivates students' sense of responsibility and discipline. Such culture does not develop instantly but is the result of a long process influenced by leadership patterns, policies, and social interactions within the school. In the context of educational quality improvement, school culture becomes an important indicator reflecting the success of an institution in building its character and identity(Anisah, 2023). The principal, as the leader, holds a strategic role in shaping the organizational culture of the school through exemplary conduct, communication, and continuous supervision(Lijun & Te, 2024). Therefore, the relationship between visionary leadership and school culture becomes an essential aspect to study in order to understand how values and vision can be effectively internalized within school life.

However, in reality, many schools still struggle to establish a strong and positive culture due to weak visionary leadership. Some principals do not fully understand the importance of long-term vision in guiding all components of the school. As a result, work programs are often not aligned with the school's core goals and fail to build collective awareness toward achieving the desired educational quality. This condition leads to disorganized work culture, low teacher commitment, and limited participation among school members in policy implementation. A

weak school culture directly impacts the organizational climate, work discipline, and students' learning motivation. These problems highlight a gap between the ideal of visionary leadership and its actual implementation in schools. Therefore, a comprehensive study is needed to examine how visionary leadership influences the formation of school culture.

Previous studies have discussed the relationship between leadership and school culture. For instance, Suryani (2020) found that transformational leadership significantly affects the development of a positive work culture in elementary schools. Similarly, Wibowo (2019) emphasized that leadership oriented toward vision and values enhances collaboration among school members. These findings suggest that leaders with strong visions are able to create clear organizational directions and foster a sense of belonging within educational institutions. Furthermore, Astuti (2021) revealed that consistent communication of the school vision by principals leads to increased teacher participation in school activities. These studies indicate that visionary leadership plays a strategic role in strengthening the identity and organizational culture of schools.

Theoretically, visionary leadership is rooted in strategic leadership theory, which emphasizes the importance of foresight and the ability to inspire organizational members. According to Nanus (1992), a visionary leader is an individual capable of forming and communicating a realistic, credible, and attractive vision for the organization's future. In educational contexts, this theory has been widely applied to evaluate how principals direct their school's vision. Marzuki (2022) stated that a strong school culture cannot be separated from consistent leadership in instilling organizational values. Thus, there is a mutually reinforcing relationship between visionary leadership and school culture. Although many studies have explored these two variables, most have not elaborated in detail on the mechanism through which visionary leadership influences school culture contextually.

Despite the growing body of research on leadership and school culture, there remains a research gap in understanding the dynamics of this relationship across various educational contexts. Many prior studies have examined leadership styles in general without focusing specifically on the visionary dimension as the main variable. Moreover, most studies have been conducted at the high school level, while research at the elementary and junior high levels remains limited. Few studies have investigated how principals build school culture through vision communication, teacher empowerment, and daily role modeling. Therefore, this study is essential to deepen the understanding of the influence of visionary leadership on school culture

more comprehensively. This research aims to fill the existing gap and provide both theoretical and practical contributions to the development of educational management.

Based on the above description, this study aims to analyze the influence of visionary leadership on school culture. Specifically, it seeks to determine the extent to which a principal's vision, communication, and actions contribute to the formation of values, norms, and positive habits within the school environment. The study also aims to identify the factors that strengthen or hinder the role of visionary leadership in cultivating a conducive school culture. Furthermore, this study is expected to provide an empirical picture of the relationship between future-oriented leadership and a productive, collaborative work culture. The findings are anticipated to serve as a reference for school principals in developing more effective leadership strategies. Thus, this research offers both academic and practical contributions to improving the quality of school management.

METHOD

This study employs the Systematic Literature Review (SLR) method as the primary approach to analyze various research findings relevant to the themes of visionary leadership and school culture(Ritterbusch & Teichmann, 2023). The SLR approach was chosen because it provides a comprehensive and in-depth understanding of the existing body of scientific studies(Azarian et al., 2023). Through this method, the researcher collects, selects, and synthesizes literature that is directly related to the research topic. The review process is conducted systematically to ensure that the analysis results are objective and scientifically accountable. The purpose of this approach is to identify patterns, gaps, and research directions regarding the influence of visionary leadership on school culture across different educational contexts.

The implementation stages of the SLR in this study include the identification, selection, and analysis of data from articles published between 2015 and 2025. Data sources were obtained from several academic databases such as Google Scholar, Scopus, and DOAJ, using keywords such as "visionary leadership," "school culture," "leadership," and "school culture." From the initial search results, approximately 85 relevant articles were identified. After a screening process based on topic relevance, novelty, and data completeness, 25 articles were selected for further analysis. Articles that did not meet the inclusion criteria—such as those that did not explicitly discuss the visionary leadership variable or were not based on empirical research—were excluded from the review.

Data analysis was conducted using content analysis, examining the themes, methods, and key findings of each selected article(Kusumastuti & Khoiron, 2019). Each piece of literature was categorized based on its focus, such as the influence of visionary leadership on teacher motivation, organizational climate, and the development of school culture. A synthesis process was then carried out to identify patterns of relationships between leadership vision and the strengthening of positive school culture. The findings from this analysis were used to determine factors influencing the effectiveness of visionary leadership and to identify existing research gaps for further exploration. Thus, the SLR method in this study provides a strong foundation for drawing theoretical conclusions and offering practical recommendations in the context of educational management.

RESULT AND DISCUSSION

RESULT

a. **Visionary leadership**

Visionary leadership is a form of modern leadership that is future-oriented and emphasizes a leader's ability to build a clear, inspiring, and realistic vision for organizational advancement. In the context of education, the school principal as a visionary leader is expected to design a development direction that is not only relevant to current needs but also adaptive to the changes of the times. A visionary leader views the future not as something that happens by chance but as something that must be designed through strategy and commitment. According to Nanus (1992), a visionary leader is someone who has the ability to create and communicate a credible, attractive vision that motivates organizational members to act upon it. In the educational sphere, such a vision typically encompasses the improvement of learning quality, character development, and the cultivation of a positive work culture. Visionary leadership demands clarity of direction, consistency of action, and courage in facing the dynamic changes within the school environment. Therefore, this type of leadership is not merely about administrative capability but also involves spiritual, moral, and intellectual capacity in guiding the institution's potential toward long-term goals.

A visionary leader in education has several key characteristics that distinguish them from other leadership styles. First, they possess a strong, realistic vision accompanied by a high commitment to its realization. This vision is not merely documented formally but internalized in every policy and daily action. Second, visionary leaders have effective communication skills, enabling them to convey enthusiasm and direction to teachers,

students, and staff alike. Third, they are strategic thinkers who can identify opportunities and anticipate future challenges. Fourth, they consistently demonstrate moral integrity and a strong work ethic as reflections of personal integrity. Additionally, they possess the courage to make risky decisions grounded in rational analysis and moral values. In schools, these traits are reflected in principals who act as role models, foster learning innovation, and inspire positive change in the work culture of teachers and students. A visionary principal does not merely manage but also mobilizes and nurtures collective enthusiasm to progress together in achieving the institution's vision.

Visionary leadership plays a strategic role in steering school transformation toward becoming an excellent and adaptive educational institution in the face of global challenges. In an era of constant change, schools must continuously renew their learning systems, improve human resource quality, and foster a culture of innovation. Here, the role of the visionary principal becomes vital—as a change agent capable of creating a dynamic learning environment focused on developing each individual's potential. A visionary leader does not solely concentrate on administrative achievements but seeks to cultivate a lifelong learning spirit among all members of the school community. They promote teacher collaboration, technology-based learning innovation, and the strengthening of character values in every school activity. According to Fullan (2014), visionary leadership serves as a driver of systemic change that integrates intellectual, emotional, and moral dimensions. This means that a visionary school principal is not just a formal leader but also a value-driven change agent who shapes the institution's identity holistically.

In practice, the implementation of visionary leadership does not always proceed smoothly, as it is influenced by various internal and external factors. Internally, challenges often arise from teacher or staff resistance to change, weak vision communication, and limited school resources. Externally, fluctuating education policies, administrative pressures, and high societal expectations often present additional obstacles for principals. However, visionary leaders possess the ability to manage these challenges through collaborative and participatory approaches. They do not impose their vision unilaterally but instead build collective awareness that the vision belongs to everyone. Effective communication processes become key to translating the vision into concrete actions. Visionary leaders also apply a reflective approach—regularly evaluating the progress of their vision to adjust to

environmental dynamics. Thus, visionary leadership is not static but evolves through an ongoing process of organizational learning.

The implications of visionary leadership for educational institutions are extensive, particularly in shaping school culture and enhancing organizational quality. Visionary principals play a vital role in instilling values such as discipline, cooperation, integrity, and innovation among all school members. When a school's vision is deeply internalized, its culture evolves into a living system of values that guides the behavior of the entire educational community. Such a positive school culture ultimately fosters a conducive learning climate, enhances teacher motivation, and improves student achievement. Moreover, visionary leadership encourages schools to become learning organizations that continually adapt to change and seek creative solutions to emerging challenges. This aligns with Senge's (2006) view that organizations with a shared vision are more likely to achieve effectiveness and long-term sustainability. Therefore, it can be concluded that visionary leadership functions not merely as a managerial instrument but as a moral and cultural force that shapes a school's identity as an excellent, character-driven, and future-oriented educational institution.

b. Characteristics of Visionary Leadership

Visionary leadership is a forward-looking leadership style characterized by the ability to create, articulate, and implement a clear vision for organizational progress. A visionary leader possesses foresight, the capacity to anticipate change, and the inspiration to unite members of the organization toward shared goals. In the context of educational institutions, a visionary principal serves not only as an administrative manager but also as an agent of change who fosters innovation, collaboration, and commitment to positive values. Visionary leadership emphasizes the importance of open communication, human resource empowerment, and value-driven, long-term decision-making. Thus, visionary leadership becomes a crucial foundation for shaping an adaptive, dynamic, and quality-oriented organizational culture. The key characteristics of visionary leadership are as follows:

1) The Ability to Formulate and Communicate an Inspiring Vision

One of the most fundamental characteristics of a visionary leader is the ability to formulate and communicate a clear, inspiring vision that mobilizes all elements of the organization. A vision is not merely a series of words written in a formal document, but a depiction of the desired future that serves as a shared direction for all members of the

organization. In the context of education, a visionary principal must be able to interpret social, technological, and cultural changes occurring in society, then translate them into a strategic direction for the institution. Effective communication of this vision takes place through various media and opportunities — such as teacher meetings, student activities, and school operational policies. A visionary leader does not simply convey the vision but embeds it in the hearts and minds of all members of the school community. They use an approach that is inspirational, meaningful, and capable of fostering collective enthusiasm. Thus, the vision becomes not merely a slogan but a moral and emotional force that guides concrete actions in every aspect of school life.

2) Strategic Thinking and Adaptability to Change

The second characteristic of visionary leadership is the ability to think strategically and adapt to dynamic changes. The modern educational landscape demands leaders who can read situations, analyze trends, and design innovative strategies to anticipate future challenges. A visionary principal does not become trapped in administrative routines but possesses a broad perspective on the ever-evolving educational system. They view change not as a threat, but as an opportunity to innovate and enhance institutional quality. This strategic thinking is reflected in the leader's ability to develop long-term plans that are both realistic and progressive. When changes occur—such as digital transformation in learning, curriculum shifts, or the growing demands of 21st-century competencies—the visionary leader responds swiftly, wisely, and systematically. Adaptability becomes the key for schools to remain relevant and competitive amid continuous transformation. Therefore, strategic and adaptive thinking is not merely a technical skill, but also a reflection of the emotional and intellectual intelligence of a visionary leader in sustaining their institution's growth and relevance.

3) Integrity and Moral Exemplarity as a Source of Inspiration

Integrity is the moral foundation that strongly anchors a visionary leader. Without integrity, any vision loses its meaning and driving force. In the context of education, a school principal must serve as a true role model in honesty, responsibility, discipline, and fairness. The moral example of a leader is not measured merely by words, but by consistent actions and daily behavior. A visionary leader demonstrates a deep commitment to ethical values, upholds honesty in decision-making, and ensures transparency in every policy. Integrity also builds trust, which is the cornerstone of

harmonious relationships among leaders, teachers, students, and the community. When trust flourishes, the school's vision can be realized more effectively because every member of the organization believes in the leader's sincere intention to promote the common good. Thus, integrity is not only a moral aspect but also a social energy that drives all elements of the school toward shared goals with dignity and sustainability.

4) **The Ability to Empower and Encourage the Participation of School Members**

Another essential characteristic of visionary leadership is the ability to empower human resources and foster collective participation in achieving the institution's vision. A visionary leader is not authoritarian but rather collaborative and participatory. They understand that a school's success is not determined by a single individual but by the collective effort of all its members. In practice, a visionary principal provides space for teachers to innovate, develop their potential, and actively participate in decision-making processes. The leader also encourages student involvement in self-development and character-building activities, fostering a sense of belonging to the school. Furthermore, empowerment includes efforts to enhance teachers' competencies through training, workshops, and ongoing professional development. By empowering every member of the school community, a visionary leader creates a productive, harmonious, and highly collaborative work environment. The core principle upheld is that leadership is not about authority, but about inspiring and enabling others to grow together.

5) **Commitment to Innovation and Continuous Learning**

The final characteristic that stands out in a visionary leader is a strong commitment to innovation and continuous learning. The world of education is constantly undergoing paradigm shifts from conventional learning toward technology-based, collaborative, and creative learning models. A visionary leader understands that to maintain a school's relevance, innovation must become part of the culture, not merely a temporary project. Such a leader encourages teachers to experiment with new learning approaches, use digital technology effectively, and create engaging and contextual learning environments for students. At the same time, a visionary leader is also a lifelong learner who continuously updates their knowledge, expands professional networks, and remains open to feedback and new ideas. This commitment to innovation not only improves the quality of teaching and learning but also strengthens an organizational culture that is dynamic and responsive. Schools led by visionary leaders evolve into

learning organizations that are unafraid of failure, courageous in trying new ideas, and consistently advancing toward sustainable excellence. Thus, innovation and learning serve as the two fundamental pillars supporting the true character of visionary leadership in the field of education.

c. **School Culture as a Reflection of Visionary Leadership**

School culture represents the values, beliefs, norms, and habits that are lived and practiced by all members of the school community. It serves as the institution's identity that distinguishes it from other schools. In the context of visionary leadership, school culture is not a coincidence but a reflection of the direction, values, and leadership style practiced by the principal. A visionary leader views school culture as a strategic medium for realizing the institution's vision. Through behavior, policies, and role modeling, the leader gradually shapes a culture that supports the achievement of shared goals. According to Deal and Peterson (2016), a strong school culture emerges when the leader's values align with the beliefs of the school community, creating unity of meaning and purpose. A visionary principal consciously instills values such as integrity, hard work, innovation, and collaboration in every academic and non-academic activity. Thus, the school culture becomes a concrete reflection of how deeply the leadership vision has been internalized and implemented by all elements of the educational organization.

School culture does not emerge instantly; it develops through a long process involving social interaction, organizational policies, and the leader's example. The visionary leader plays a central role in this stage as a cultural architect who designs a value system in line with the institution's vision. The formation of school culture begins with the formulation of core values to be instilled, such as discipline, responsibility, and honesty. These values are then translated into real practices through work programs, rules, and daily communication patterns. For example, a principal who emphasizes a culture of collaboration will create team-based teacher forums, organize reflective discussions, and encourage community-based learning innovations. Over time, these habits shape behavioral patterns that become positive school traditions. The process of cultural formation also requires consistency in action and policy, as culture becomes strong only when expressed values align with the leader's actual behavior. Therefore, building a visionary school culture demands consistency, exemplary conduct, and continuous communication of shared values.

Schools led by visionary leaders tend to possess distinctive and progressive cultural values. The first value is a commitment to excellence, which drives all school members to give their best in every activity. The second is collaboration, where each individual feels part of a larger team working toward common goals. The third is innovation and continuous learning, reflected in the willingness to try new things without fear of failure. The fourth is discipline and moral responsibility, which build integrity and trust among school members. The fifth is openness to change, enabling the school to adapt to the evolving times. A visionary leader not only teaches these values verbally but also models them through real actions such as appreciating teachers' new ideas, providing space for instructional experimentation, and recognizing students' achievements. In this way, the school culture evolves into a living value system that fosters intrinsic motivation and strengthens the institution's identity as a dynamic learning community.

A visionary leader does not stop at forming culture but also ensures its continuity and relevance in line with changing times. The visionary principal acts as a guardian of values, ensuring that every policy, program, and interaction within the school aligns with the spirit of the established vision. In preserving school culture, the leader conducts regular evaluations of value implementation and community behavior while adapting to new challenges such as technological advances, curriculum changes, or societal demands. Visionary leaders also actively create spaces for dialogue and reflection so that school members feel a sense of ownership in maintaining this positive culture. Additionally, visionary principals promote parental and community involvement in strengthening school culture—for instance, through joint activities that foster mutual cooperation and social awareness. These efforts show that visionary leadership not only focuses on the school's internal structure but also builds external synergy that enriches the institution's cultural values. Hence, school culture becomes a living system that grows and evolves with environmental changes.

A school culture shaped by visionary leadership has a significant impact on the quality of education and the institution's public image. Schools with strong cultures typically demonstrate high levels of discipline, harmonious interpersonal relationships, and optimal work productivity. Teachers work with enthusiasm, students learn with motivation, and all school activities are carried out in a spirit of strong togetherness. A positive culture also shapes students' character, nurtures social responsibility, and strengthens moral values

within the school environment. In the long term, a visionary culture enhances the school's competitiveness by creating a learning environment that is conducive, creative, and quality-oriented. According to Stolp and Smith (2015), a strong school culture functions as the "soul of the organization," driving all elements toward collective success. Thus, it can be concluded that visionary leadership influences not only policy direction but also the institution's character formation. A school culture rooted in visionary values becomes a valuable legacy that ensures the sustainability, reputation, and excellence of educational institutions in the future.

d. Implications of Visionary Leadership for Strengthening School Culture

Visionary leadership plays a central role in strengthening school culture through clear direction, shared values, and a continuous spirit of change. A visionary leader functions not only as an administrative decision-maker but also as an inspirer who instills meaning and purpose in every action taken by school members. With a strong and communicative vision, the principal is able to guide the entire educational community to work in harmony toward achieving the institution's goals. This type of leadership fosters a sense of ownership, responsibility, and collective commitment to the positive values that form the foundation of school culture, such as discipline, honesty, cooperation, and innovation. When the vision is internalized into daily behavior, the school becomes a living, dynamic organization with a distinctive character that sets it apart from others.

Visionary leadership also has significant implications for a school's ability to face ongoing social, technological, and educational policy changes. A visionary leader encourages an environment that embraces learning, innovation, and continuous reflection, making the school culture not static but adaptive to the challenges of the times. By fostering participatory and collaborative communication, the principal creates a conducive climate for the emergence of new ideas from teachers and students. As a result, the school culture becomes more inclusive, progressive, and oriented toward improving the quality of education. Thus, visionary leadership is not merely an ideal leadership model but a concrete strategy for creating and strengthening a school culture that is characterized, competitive, and sustainable.

1) Implications for the Formation of School Values and Vision

Visionary leadership has a significant impact on the formation and internalization of core values within school culture. A visionary leader acts as an

architect who designs the direction, ideals, and clear institutional identity. A well-formulated vision serves not only as an administrative guideline but also as a source of inspiration for all school members to behave in accordance with the desired positive values. When the school's vision and values are communicated consistently, all elements of the school — from the principal, teachers, and students to the administrative staff — develop a collective awareness to contribute toward achieving common goals. This process of value internalization strengthens the school culture by creating alignment between what is believed and what is practiced in daily activities. Thus, visionary leadership functions as a catalyst that ignites the spirit of change grounded in noble values that shape the character of educational institutions.

2) Implications for Teacher Performance and Work Ethic

Visionary leadership also has a direct impact on improving the performance and work ethic of educators. A visionary leader has the ability to foster teachers' confidence and intrinsic motivation through inspirational communication and appreciation of individual contributions. When the principal demonstrates a strong commitment to the school's vision, teachers tend to emulate that enthusiasm and align their professional behavior accordingly. Visionary leadership emphasizes not only work outcomes but also a humanistic, collaborative, and innovative learning process. Teachers who work in such an environment develop a sense of belonging to the institution, motivating them to work harder and more creatively in designing learning strategies that are relevant to students' needs. Ultimately, a positive work culture emerges as every individual feels part of the school's greater mission.

3) Implications for Participation and Involvement of the School Community

Another implication of visionary leadership is the increased active participation of school members in decision-making processes and the implementation of school programs. A visionary leader understands that a strong culture cannot be built through a top-down approach but rather through synergy between leadership and the entire school community. A visionary principal encourages open dialogue, policy transparency, and cross-functional collaboration so that everyone feels they have space to contribute. When participation is broadened, a shared sense of responsibility toward the school's vision naturally develops. Every policy, activity, and innovation that emerges becomes the result of a collective consensus that reflects a shared commitment. In this context,

school culture is not merely shaped by formal directives but by togetherness and collaboration that are continuously nurtured through visionary and inclusive leadership.

4) Implications for School Innovation and Adaptation to Change

Visionary leadership also has a strong impact on a school's ability to adapt to a dynamic and changing environment. A visionary leader is not only focused on present conditions but also possesses a forward-looking perspective on future challenges and opportunities. Such a leader encourages innovation by creating an organizational climate that supports creativity, experimentation, and continuous learning. When school culture is built upon openness to new ideas, every member of the school community feels safe to experiment and learn from mistakes. This fosters a *learning organization* that is resilient in facing changes in educational policy, technological advancement, and societal demands. Thus, visionary leadership not only strengthens the current school culture but also ensures its sustainability in the future through continuous innovation.

5) Implications for School Reputation and Sustainability

The broadest implication of visionary leadership on school culture is the enhancement of the institution's reputation and long-term sustainability. The positive culture built through visionary leadership creates a productive, harmonious, and quality-oriented environment. Schools with visionary leadership typically possess a strong identity, collective discipline, and a deep commitment to providing high-quality education. This not only increases public trust and strengthens relationships with external stakeholders but also enhances the school's competitiveness in the global arena. The institution's success in maintaining a good reputation reflects a healthy and systemic school culture, in which every individual understands their role in supporting the shared vision. Thus, visionary leadership plays a strategic role in creating a sustainable school culture legacy that serves as an inspiration for other educational institutions.

DISCUSSION

Visionary leadership has been proven to have a significant influence in shaping the direction, identity, and overall culture of educational institutions. A visionary leader not only acts as a policymaker but also serves as a central figure who instills values, meaning, and collective spirit within the school environment. In the context of modern education, characterized by rapid change, visionary leadership becomes a fundamental necessity to maintain the school's relevance and competitiveness. A principal with a clear and

communicative vision is able to mobilize all school members to actively participate in achieving common goals. This type of leadership is transformative, as it not only manages the organizational structure but also transforms mindsets, behaviors, and work motivation among teachers and students. When the institution's vision is internalized into real actions, school culture is formed not through coercion, but through collective awareness and shared commitment to the noble values of education.

A strong school culture is born from visionary leadership that consistently upholds values, norms, and moral exemplarity. In this context, the visionary leader becomes a "mirror" for all school members. The principal's behavior, communication style, and way of handling challenges serve as a model for teachers and students. Integrity, fairness, and moral consistency strengthen the credibility of visionary leadership. When the principal demonstrates honesty in action and firmness in principle, school members are inspired to emulate such qualities. This builds trust and psychological safety within the school environment. Trust becomes the main foundation for developing a collaborative and participatory culture. Teachers, staff, and students will find it easier to cooperate and innovate when they believe that their leader has sincere intentions to bring positive change. Therefore, in the long term, a healthy school culture cannot grow without visionary and highly ethical leadership.

In addition to being a driver of values and morality, visionary leadership plays a crucial role in fostering innovation and continuous learning. A visionary principal perceives change as an opportunity to improve systems, rather than as a threat to institutional stability. In the digital era, for instance, a visionary leader promotes the integration of technology into learning, teacher training based on information technology, and the development of 21st-century competencies among students. Innovation occurs not only in the classroom but also in management, communication, and teacher collaboration. By creating a climate that supports creativity and experimentation, a visionary leader builds the school as a learning organization—an institution that continuously learns, adapts, and grows. This aligns with Peter Senge's (2006) theory, which states that a learning organization can only be formed when there is a shared vision and a strong culture of learning. Therefore, visionary leadership serves as a key catalyst for transforming school culture toward sustainable innovation.

Visionary leadership also has a profound impact on improving the performance of teachers and educational staff. When the institution's vision is communicated in an inspiring manner, teachers feel valued and find meaning in their work. A visionary leader views teachers

not merely as curriculum implementers but as strategic partners in school development. The leader provides space for teachers to be creative, participate in decision-making, and receive adequate professional support. In such an environment, teachers' work ethic and motivation increase because they feel an integral part of the institution's success. Teachers no longer work out of administrative obligation, but out of moral responsibility toward the shared vision. This creates a productive, harmonious, and collaborative work culture. Thus, visionary leadership becomes a determining factor in building an organizational culture that is motivating, results-oriented, and supportive of educational quality improvement.

Active participation of all school members is a direct manifestation of democratic and inclusive visionary leadership. A visionary leader not only leads from the front but also listens from below. They build two-way communication, encourage open dialogue, and create space for all school members to express ideas, criticism, and aspirations. This participatory process strengthens the sense of belonging, as every individual feels that their contribution is recognized. In the context of school culture, high participation fosters social solidarity and strengthens internal cohesion. The school no longer operates on rigid hierarchy but through productive horizontal collaboration. This makes the school culture more flexible, adaptive, and resilient to change. In other words, visionary leadership functions as a social bond that unites various elements of the school within a harmonious and dynamic value system.

Visionary leadership also contributes to enhancing the reputation and sustainability of educational institutions. Schools with strong cultures, high work ethics, and sustained innovative spirit build a positive image in society. The reputation of a school is not only determined by academic achievements but also by the cultural and moral values that grow within it. Visionary leadership that is consistent and long-term oriented ensures that noble values such as honesty, discipline, hard work, and togetherness are continuously passed down to future generations. Such schools produce graduates who are not only intellectually capable but also possess character and integrity. Therefore, visionary leadership can be understood as a strategic force that integrates vision, values, and action into a sustainable leadership system. It is not merely a managerial instrument but a source of moral and cultural energy that guarantees the continuity of schools as excellent and dignified educational institutions.

CONCLUSION

Visionary leadership plays a crucial role in shaping and strengthening school culture through a clear vision, shared values, and a collective spirit that drives positive change. A

visionary leader not only manages administratively but also inspires, fosters participation, and creates an environment that adapts to the changing times. By integrating moral values, professionalism, and innovation, visionary leadership can transform schools into learning organizations that are characterized, productive, and highly competitive. Furthermore, the effectiveness of visionary leadership is strongly influenced by several supporting factors, including teacher commitment, coherent school policies, and a conducive learning environment. When these elements work together, they reinforce the creation of a strong, collaborative, and quality-oriented school culture as the tangible result of consistent, inclusive, and sustainable visionary leadership.

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