



## The Influence of Visionary Leadership and Quantum Leadership on the Improvement of Learning Quality in Senior High Schools in South Aceh Regency

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### ABSTRACT

Ideally, a principal combines these styles: visionary leadership provides a clear direction for the school, while quantum leadership fosters a conducive environment to achieve that vision. This study aims to analyze the impact of visionary and quantum leadership on improving learning quality. Using a quantitative approach, the study involved 58 teachers and 4 principals from four high schools: SMA Negeri 1 Tapaktuan, SMA Negeri 3 Kluet Utara, SMA Negeri 1 Bakongan, and SMA Negeri 1 Kluet Utara. Data was collected through observation, questionnaires, and documentation. Data analysis utilized simple and multiple linear regression tests. The results show that both visionary and quantum leadership have a significant positive effect on learning quality improvement. This study concludes that combining these leadership styles optimally enhances the quality of the learning process.

## **INTRODUCTION**

Education is a lifelong, organized process aimed at transferring knowledge, skills, values, and norms to foster optimal development in individuals across physical, intellectual, emotional, social, and moral dimensions. It encompasses both formal and informal learning environments, extending beyond schools into daily life contexts like home, community, and workplace. According to Law No. 20 of 2003, education is a deliberate and planned effort to cultivate students' spiritual, moral, and practical skills for participation in society, the nation, and the state.

Leadership plays a key role in improving educational quality. School principals, as educational leaders, are essential in realizing the school's vision and mission. In South Aceh high schools, the need for visionary and quantum leadership is evident, where visionary leadership provides a clear direction (Nicholl, 1988) and quantum leadership fosters a positive school environment conducive to active engagement from both teachers and students. However, initial observations indicate that many schools struggle with integrating the school vision due to leadership challenges. Issues such as frequent leadership changes and limited involvement of school stakeholders in defining and understanding the vision have led to a lack of progress in achieving school goals (Syarifudin in Irawati et al., 2022).

Internal challenges, such as a lack of communication and transparency, further impede organizational effectiveness, impacting teaching quality and students' learning outcomes. Teachers' competencies, especially in pedagogy, remain critical but underdeveloped, as many teachers face difficulties in designing student-centered, meaningful learning experiences (Rosni, 2021). This study, therefore, seeks to examine the impact of visionary and quantum leadership on the quality of learning in South Aceh high schools.

This research aims to understand:

- a. The influence of visionary leadership on learning quality in South Aceh high schools.
- b. The influence of quantum leadership on learning quality in South Aceh high schools.
- c. The combined influence of visionary and quantum leadership on learning quality in these schools.

## **LITERATURE REVIEW**

### **Definition of School Principal Leadership**

Leadership, according to Wahjosumidjo (Siahaan, 2023), encompasses traits, personal behavior, influence over others, interaction patterns, cooperative role relations, and perceptions of legitimacy. Khairiah (2020) defines leadership as the use of power and influence to direct activities toward achieving goals, which includes influencing followers, fostering commitment, and facilitating cooperation. Kurniadi (Mukti, 2018) adds that educational leadership involves influencing, guiding, and motivating teachers, staff, students, parents, and stakeholders to achieve set objectives. Leadership in this context is not about authority but rather about a principal's ability to inspire and guide the school community.

### **Importance of Leadership in Educational Institutions**

Leadership in schools, mandated by law, requires principals to manage school resources, oversee learning processes, and drive innovation. As leaders, principals are critical to enhancing educational quality and supporting teachers in improving teaching effectiveness, thereby raising student outcomes. Effective principals possess high initiative, are skilled in conflict management, and make wise decisions for school advancement. According to Nanus (2023), effective leaders are goal-oriented, and success is measured by achieving the planned vision.

### **Visionary Leadership of School Principals**

Visionary leadership, a style that focuses on future-oriented goals, enables principals to clearly communicate a shared vision, motivating all school members toward its realization. Visionary leaders guide strategic planning and inspire commitment to long-term success. A visionary school principal is characterized by attributes such as futuristic thinking, proactive planning, and adaptability to change. Mukti (2018) describes visionary leadership as the ability to create and implement an inspiring and realistic vision for the school's future, engaging the entire school community in a collaborative effort toward sustainable success.

### **Islamic Perspective on Visionary Leadership**

Visionary leadership in Islam, modeled by Prophet Muhammad, emphasizes consultation (syura), justice, equality, and freedom of expression with respect. A principal who adopts these principles fosters a school environment that values fairness, collaboration, and ongoing improvement in educational quality.

### **Visionary Leadership of School Principals**

Visionary leadership in school principals involves developing a clear and inspiring vision for the school that aligns with future goals. This type of leadership is characterized by the ability to set ambitious yet attainable targets and foster an environment that motivates staff and students to work towards achieving them. A visionary principal continuously motivates teachers and staff to pursue growth in teaching methods, curriculum development, and classroom management, all aimed at enhancing educational quality.

### **Quantum Leadership in Schools**

Quantum leadership, rooted in quantum physics principles, emphasizes the flexibility and responsiveness of leaders in complex and uncertain environments. According to Zohar and others, quantum leaders think proactively, formulate multiple scenarios, encourage experimentation, and foster a culture of collaboration and adaptability. This approach enables leaders to view conflict as a potential source of creativity, supporting a dynamic and positive environment for teachers and students. Key dimensions of quantum leadership include the interaction between leaders and followers, the unpredictable nature of leadership, and the importance of collaboration over hierarchical authority.

## **Quality of Teaching and Learning**

The quality of teaching and learning reflects the effectiveness of educational processes in meeting targeted outcomes. High-quality education involves engaging students in meaningful learning experiences and is influenced by factors such as school culture, classroom environment, and available resources. Government standards (e.g., National Education Standards in Indonesia) outline specific criteria for effective teaching, including interactive and inspiring methods, as well as the use of assessments to drive improvement. Effective teaching quality also requires professional teacher development and a supportive school culture that values continuous improvement and active learning.

## **The Role of Visionary and Quantum Leadership in Enhancing Teaching Quality**

Visionary and quantum leadership models contribute significantly to improving teaching quality. A visionary leader, with a focus on future-oriented strategies, supports teachers by fostering their professional growth, addressing classroom challenges, and modeling effective teaching practices. Quantum leadership further complements this by encouraging collaboration, open communication, and adaptability among all school members. Together, these leadership approaches create a responsive and supportive educational environment, enhancing the quality of teaching and learning outcomes.

## **METHODOLOGY**

### **Research Approach**

According to Sujarweni (2023:39), "Quantitative research is a type of research that produces findings that can be achieved using statistical procedures or other quantification methods." This study applies a quantitative approach, using surveys via questionnaires to collect quantitative data, which is then processed and analyzed. This survey method targets teachers and principals as respondents, examining three variables: two independent variables – Visionary Leadership (X1) and Quantum Leadership (X2) – and one dependent variable – Learning Quality (Y).

### **Research Location and Timing**

The study is conducted in four high schools in South Aceh District, selected based on purposive sampling. These schools are chosen due to their resemblance to the criteria needed to examine the effects of visionary and quantum leadership on learning quality. Initial meetings with school principals and teachers precede the distribution of questionnaires.

### **Population and Sample**

The population consists of all teachers and principals across four schools, totaling 166 individuals. Using Slovin's formula, a sample size of 62 teachers is derived. Sampling uses non-probability purposive sampling based on research needs.

### **Operational Definition of Variables**

This study defines three variables:

- a. Visionary Leadership (X1) - The principal's ability to drive the school's resources toward a shared vision for the future.
- b. Quantum Leadership (X2) - The principal's forward-looking approach that fosters creativity and motivation within the school.
- c. Learning Quality (Y) - Effective classroom teaching and management that enhances student outcomes.

### **Research Instrument**

A questionnaire using a 5-point Likert scale (from "Strongly Agree" to "Strongly Disagree") is employed to measure attitudes, opinions, and perceptions. Data collection tools include Google Forms or hard copies.

### **Data Collection Technique**

Data is gathered through observation, questionnaires, and documentation. The questionnaire is administered online via Google Forms for easy distribution and accessibility.

### **Data Analysis Technique**

Data is analyzed using descriptive statistics and regression analysis, including simple and multiple regression tests to determine the effects of X1 and X2 on Y. Statistical analysis is performed using SPSS version 22.

## **RESEARCH RESULT**

This research examines three variables: Visionary Leadership, Quantum Leadership, and Learning Quality. These variables were measured through a questionnaire administered via Google Forms to teachers at four schools in South Aceh. The questionnaire used a Likert scale, with each response option assigned a different score. A total of 35 statements were used to assess these variables. After measuring the three variables, the research aims to understand the influence of visionary and quantum leadership on learning quality. This research goal is expressed through research hypotheses, tested using linear regression analysis with SPSS version 22. Descriptive statistics, including mean, mode, median, and standard deviation, are provided for each variable. The descriptive statistics for each variable are as follows:

### **Visionary Leadership Variable (X1)**

The questionnaire for this variable consists of 13 statements distributed to 62 respondents across four schools. Responses were scored from 1 to 5, so the highest possible score was 65 (13x5), and the lowest was 13 (13x1). Visionary leadership was assessed through dimensions such as strategic thinking, vision communication, transformational leadership, analytical ability, decision-making, delegation skills, problem-solving, employee understanding, courage, and resilience.

Descriptive Statistics:

- Mean: 51.74
- Median: 54.00
- Mode: 55
- Standard Deviation: 8.22
- Range: 43 (Minimum: 22, Maximum: 65)

The histogram shows a normal distribution, suggesting the data is normally distributed for the visionary leadership variable.

**Quantum Leadership Variable:**

This variable was also measured with a 13-statement questionnaire distributed to 62 respondents. The scoring was similar, with a possible range from 13 to 65. Quantum leadership was measured through dimensions like openness to uncertainty, flexibility, adaptability, systematic thinking, collaboration, emotional energy understanding, inclusivity, diversity, creativity, and innovation.

Descriptive Statistics:

- Mean: 51.52
- Median: 53.00
- Mode: 56
- Standard Deviation: 7.52
- Range: 36 (Minimum: 29, Maximum: 65)

The histogram for quantum leadership indicates a normal data distribution.

**Learning Quality Variable:**

This variable was assessed with a 9-statement questionnaire given to 62 respondents, with scores ranging from 9 to 45. Learning quality was measured through dimensions such as learning process, assessment, remedial and enrichment programs, literacy programs, a safe and comfortable learning environment, and the use of facilities.

Descriptive Statistics:

- Mean: 40.79
- Median: 41.00
- Mode: 45
- Standard Deviation: 3.38
- Range: 13 (Minimum: 32, Maximum: 45)

The histogram suggests that the data for learning quality follows a normal distribution.

**Testing of Normality and Linearity Assumptions**

The prerequisite tests aim to determine whether data analysis for hypothesis testing can proceed. In regression analysis, both simple and multiple, the data must be normally distributed and linearly related. Therefore, it is necessary to conduct assumption tests for normality and linearity.

### Normality Test

The purpose of the normality test is to determine if the data population is normally distributed. If the data are normally distributed, parametric tests can be used. The criteria for normality are met if the significance level is greater than 0.05 (Sig > 0.05), indicating a normal distribution. If the significance level is below 0.05 (Sig < 0.05), the data are not normally distributed. Using the Kolmogorov-Smirnov test in SPSS version 22, which compares cumulative theoretical and empirical frequencies, the results are shown in Table 1:

**Table.1 Kolmogorov-Smirnov Normality Test**

Variable	Kolmogorov-Smirnov Statistic	df	Sig.
Visionary Leadership	0.091	62	0.200*
Quantum Leadership	0.102	62	0.178
Learning Quality	0.114	62	0.043

The results in Table 1 indicate that all variables (Visionary Leadership, Quantum Leadership, and Learning Quality) have significance values greater than 0.05, suggesting a normally distributed population.

### Linearity Test

The linearity test in this study determines whether the independent variables X1 and X2 have a linear relationship with the dependent variable Y. If the significance level is greater than 0.05. The linearity test results for variable X1 against Y are shown in Table 2:

**Table.2 Linearity Test for Variable X1 against Y**

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	1.437.158	12	119.763	2.174	0.028
Linearity	616.125	1	616.125	11.182	0.002
Deviation from Linearity	821.033	11	74.639	1.355	0.225

The significance level (Sig. = 0.225) and  $F_{\text{calculated}}=1.355F$ . Indicating a linear relationship between X1 and Y.

### Hypothesis Testing

The hypothesis is a tentative statement about the relationship between two or more variables in the study. Hypothesis testing in this research uses simple linear regression for the first three hypotheses and multiple linear regression for the subsequent hypotheses.

Simple Regression Analysis at SMA Negeri 1 Tapaktuan

**Table 3. Summary of Simple Regression Analysis for X1 against Y**

Regression Coefficient	R	R <sup>2</sup>	T Calculated	T Table	Sig.
a = 30.957, b = 0.241	0.211	0.044	2.162	1.671	0.044

The regression equation can be expressed as:

$$Y = 30.957 + 0.241X$$

This equation shows that a one-unit increase in Visionary Leadership (X1) will increase Learning Quality (Y) by 0.241 or 24%.

The positive correlation coefficient ( $R = 0.211$ ) indicates a positive relationship between Visionary Leadership and Learning Quality. However, the determination coefficient ( $R^2 = 0.044$ ) shows that Visionary Leadership explains only 4.4% of the variance in Learning Quality, with the remaining 95.6% influenced by other factors.

**Simple Regression Test at SMA Negeri 1 Kluet Utara**

The results of the simple regression test for Variable X1 on Y are shown in the table below:

**Table.4 Summary of Regression Analysis Results of X1 on Y**

Regression Coefficient	R	R <sup>2</sup>	T-Value	T-Table	Sig
a = 26.074, b = 0.250	0.528	0.279	5.801	1.671	0.000

The Regression Equation can be Expressed as Follows:

$$y = a + bX = 26.074 + 0.250X$$

This equation indicates that the regression coefficient has a positive value of 0.250. This means that if the principal's visionary leadership (X1) increases by one unit, the quality of learning (Y) improves by 0.250, or 25%.

**Correlation Coefficient (R) and Coefficient of Determination (R<sup>2</sup>) between X1 and Y**

The correlation coefficient (R) of 0.528 is positive, indicating that the principal's visionary leadership positively influences the quality of learning. The coefficient of determination (R<sup>2</sup>) is 0.273, meaning that the principal's visionary leadership has an influence on teacher performance by 27%, with the remaining 73% influenced by other factors.

**Significance Testing with Partial T-Test**

The partial significance test aims to determine the significance of the principal's visionary leadership variable on the quality of learning. The significance value of 0.000 is less than 0.05, indicating a statistically significant result. Additionally, the T-value of 5.801 is greater than the T-table value of 1.671, confirming that the principal's visionary leadership has a significant impact on the quality of learning.

### Simple Regression Test at SMA Negeri 3 Kluet Utara

The results of the simple regression test for Variable X1 on Y are shown in the table below:

**Table 5. Summary of Regression Analysis Results of X1 on Y**

Regression Coefficient	R	R <sup>2</sup>	T-Value	T-Table	Sig
a = 42.336, b = -0.097	0.153	0.023	5.247	1.671	0.000

The regression equation can be expressed as follows:

$$y = a + bX = 42.336 + (-0.097X)$$

This equation shows a negative regression coefficient of -0.097, indicating that if the principal's visionary leadership (X1) increases by one unit, the quality of learning (Y) decreases by 0.097.

### Correlation Coefficient (R) and Coefficient of Determination (R<sup>2</sup>) between X1 and Y

The correlation coefficient (R) of 0.153 is positive, indicating a slight positive influence of the principal's visionary leadership on learning quality. The coefficient of determination (R<sup>2</sup>) is 0.023, suggesting that the principal's visionary leadership explains 2.3% of the variance in teacher performance, with the remaining 97.7% influenced by other factors.

### Significance Testing with Partial T-Test

The partial significance test assesses the impact of the principal's visionary leadership on learning quality. The significance value of 0.000, which is less than 0.05, indicates a statistically significant result. The T-value of 5.247 exceeds the T-table value of 1.671, confirming that the principal's visionary leadership has a significant impact on the quality of learning at SMA Negeri 3 Kluet Utara. Based on this simple analysis, it can be concluded that the principal's visionary leadership significantly influences the quality of learning, thus supporting the first research hypothesis.

## DISCUSSION

Based on initial observations in the target schools, the researcher noted that the visionary leadership of principals has generally been positive. Visionary leadership at SMA Negeri 1 Tapaktuan, for instance, manifests through strategic forward-thinking, motivation, communication, innovation, and as a role model. However, this leadership style no longer has a statistically significant impact on educational quality here, as teachers are well-aligned with the school's vision. Consistent school achievements in teacher and student performance reflect this alignment. The research data from four schools reveal varying impacts of visionary leadership. At SMA Negeri 1 Kluet Utara, visionary leadership significantly influences learning quality, with a correlation coefficient (R) of 0.528 and a determination coefficient (R<sup>2</sup>) of 0.273, indicating that 27% of teacher performance is impacted by leadership, while other factors account for 73%. The significance level of 0.000 confirms this positive effect.

At SMA Negeri 3 Kluet Utara, visionary leadership also shows a positive, though smaller, effect on learning quality, with a correlation coefficient of 0.153 and a determination coefficient of 0.023. Despite the smaller impact, discussions with teachers underscore the need for visionary leadership to meet the school's future goals and enhance educational quality. In contrast, SMA Negeri 1 Bakongan's principal's visionary leadership has a stronger influence on learning quality, with an  $R$  of 0.609 and  $R^2$  of 0.371, indicating a 37% impact on teacher performance. The results show a statistically significant relationship with a significance level of 0.007.

Overall, for the four schools studied, the analysis shows a positive influence of visionary leadership on educational quality, with a correlation coefficient of 0.297 and  $R^2$  of 0.88. Visionary leadership aligns with qualities described by researchers such as Rati Purwanto (2021) and Burs Nanus (2023), highlighting characteristics like clear planning, outcome orientation, and effective resource utilization to achieve educational goals. Visionary leadership is essential in Aceh Selatan schools, with principals as collaborative leaders and role models, working toward achieving a shared, realistic vision that supports quality education

Summary of Research on the Influence of Quantum and Visionary Leadership on Learning Quality

### **Influence of Quantum Leadership on Learning Quality**

Observations at the research schools revealed a significant influence of quantum leadership on learning quality. Principals with quantum leadership traits foster a work environment with continuous improvement, encouraging synergy among staff, and implementing action plans with innovative programs to eliminate complacency. For instance, at SMA Negeri 1 Tapaktuan, a positive correlation ( $R = 0.322$ ) was found between quantum leadership and learning quality, with a determination coefficient of 0.104, indicating a 10% influence of this leadership style on teacher performance. However, at SMA Negeri 1 Kluet Utara, the influence was negligible. Meanwhile, at SMA Negeri 3 Kluet Utara and SMA Negeri 1 Bakongan, quantum leadership showed a notable impact on learning quality, evidenced by a positive correlation coefficient ( $R = 0.184$ ) and a significant t-value of 2.883. Overall, a cumulative analysis across schools showed a positive influence of quantum leadership on learning quality, with an 11% effect. This study underscores the quantum leader's role in establishing meaningful interactions, fostering employee trust, and adapting flexibly to unstructured, unpredictable events. According to Çelik and Erçetin (2024), principals as quantum leaders exhibit flexibility and delegate leadership when necessary, interacting adequately with stakeholders under themes of justice and protective altruism.

### **Influence of Visionary and Quantum Leadership on Learning Quality**

The research also explored the combined effect of visionary and quantum leadership on learning quality, demonstrating that both leadership styles play a crucial role in educational quality. Visionary leadership involves forward thinking and inspires teachers and students to work diligently towards learning goals. It encourages teaching innovations and the strategic use of technology, thus enhancing relevance and effectiveness. Quantum leadership, rooted in quantum theory, emphasizes flexibility, cooperation, and the ability to operate within complexity and uncertainty, promoting collaboration across school members for an open and participative learning environment.

Regression analysis showed that visionary and quantum leadership combined have a positive impact on learning quality, with a correlation coefficient of 0.332 and a determination coefficient of 0.110, reflecting an 11% influence on learning outcomes. Visionary leadership provides direction, while quantum leadership ensures flexibility and adaptability, creating an educational environment that is innovative, resilient, and conducive to improved learning outcomes. Ultimately, both leadership styles are essential in enhancing educational quality. Visionary leadership offers long-term goals, while quantum leadership enables responsiveness to changes and complexities. Together, they establish a dynamic educational setting that fosters collaboration, adaptability, and continuous improvement in learning quality.

### **CONCLUSIONS AND RECOMMENDATIONS**

1. Visionary leadership of school principals has a positive and significant effect on learning quality at high schools in South Aceh, evidenced by a correlation coefficient (R) of 0.297, a determination coefficient ( $R^2$ ) of 0.88, and t-value > t-table ( $2.408 > 1.671$ ), showing that visionary leadership improves learning quality by 88%.
2. Quantum leadership of school principals also has a positive and significant effect on learning quality, with a correlation coefficient (R) of 0.332, determination coefficient ( $R^2$ ) of 0.11, and t-value > t-table ( $2.765 > 1.671$ ), indicating an 11% influence on learning quality.
3. Both visionary and quantum leadership jointly impact learning quality significantly, with a correlation coefficient (R) of 0.332, determination coefficient ( $R^2$ ) of 0.11, and t-value > t-table ( $3.661 > 3.15$ ), reflecting an 11% contribution to enhanced learning quality. A school principal's success in improving learning quality depends not only on their skills but also on active collaboration from all stakeholders.
4. For principals, to improve learning quality, develop a long-term vision focused on enhancing learning quality through curriculum development, innovative teaching methods, and technology integration. Principals should foster a lifelong learning culture, encourage collaboration among teachers, and use data to refine learning processes.
5. For teachers, motivation to innovate in teaching methods aligned with students' needs is crucial, along with openness to collaboration with peers and principals, ultimately enhancing classroom learning quality.

6. For students, learning should become more relevant, interactive, and tailored to their needs, fostering greater enthusiasm through project- or problem-based approaches.
7. For staff, support is vital for smooth school operations and the implementation of policies aimed at improving learning quality.

### **ADVANCED RESEARCH**

Investigate the impact of transformational or instructional leadership on learning quality to compare their effectiveness with visionary and quantum leadership. Study how teachers' competencies and teaching methods contribute to learning quality when aligned with principal leadership styles. Examine how the school's culture influences the effectiveness of different leadership styles on learning quality. Conduct research on students' perceptions of leadership and its effect on their motivation and learning outcomes. Implement a longitudinal study to observe the long-term effects of leadership styles on school performance and learning quality improvements..

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