
The Role of the Principal as a Visionary Agent of Change in Educational Development

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Abstract

The purpose of writing this scientific work is to determine the role of principals as visionary agents of change in current educational development. This research uses literature review research, namely a comprehensive literature review method by taking information from various sources such as scientific journals, textbooks and research reports. Analysis is carried out descriptively by identifying main themes, summarizing various information, and interpreting various findings to draw conclusions. The result of this research is that the role of the principal in providing direction, guidance and change is very important for educational development, through the formation of values and norms in school. The principal's appropriate leadership strategy for realizing educational development can be seen through the principal's way of working, implementing the school's vision, as well as his responsibilities for various matters related to changes in developing education. The data obtained shows that as agents of change, principals have an important role, namely building and growing awareness of change for the better and developing and creating a vision and mission of change for educational development.

Keywords

Principal, Agent of Change, Visionary Leadership, Educational Development



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INTRODUCTION

The role of the principal is crucial in providing direction and guidance to achieve educational goals and development. Visionary leadership is essential for progress in education. A principal with a visionary character is considered capable of driving positive change in educational development. Change is crucial because it can impact professional and personal development, shaping values and norms within the school (Husni 2015).

The role of a visionary principal has four indicators, one of which is as an agent of change, Rasto 2003. The principal as a visionary leader in his role as an agent

of change must be able to be responsible for creating change in the internal environment. As an agent of change in developing education, a principal as a leader in an educational organization must have an ideal (vision) of change so that education can be created while having a clearer change of direction and goals (Widodo, 2017).

Visionary leadership is defined as a principal who has the concept of becoming an agent of change, supported by customary values within his or her work culture as a driving force to achieve existing ideals and goals, defined in a vision formulated and outlined in a mission (Aan, Cipi 2005). Educational development is a challenge that must be faced wisely. Educational development is crucial for schools to remain abreast of developments. A principal who adheres to the principles of visionary leadership must be able to improve the quality of their teachers' performance, as teachers are the most important component in the educational process.

The principal's influence significantly impacts teacher performance. A leader's role is to influence followers to follow the direction given to carry out the school's tasks in developing education. The success or failure of an organization depends largely on the leadership of the principal (Hardono, 2017).

From several works such as Zahro et al (2018) the role of the principal of Malang National High School as an agent of change in improving educational development is (1) being a visionary principal, namely a principal who is able to invite and embrace teachers to determine a shared vision and mission to achieve predetermined goals, (2) the principal who has responsibility for all existing activities and programs, (3) the principal as a locomotive, namely the first person to set an example for implementing new programs, (4) the principal must be able to be a motivator by providing motivation and support for school residents to be enthusiastic about making changes, (5) the principal must be able to be a working partner with the school residents to carry out existing programs. The purpose of writing this work is to find out a general picture of how the role of a principal as a visionary agent of change in educational development.

METODE

To examine the role of school principals as agents of visionary change in educational development, this work utilizes a literature review, a comprehensive literature review method that draws on various sources, such as scientific journals, textbooks, and research reports. Relevant information will be collected and analyzed

in depth to draw conclusions regarding the role of school principals as agents of visionary change in educational development.

Various data sources covered related information, such as online access to scientific journals, several books on visionary principals, and various research reports from educational institutions. Furthermore, data was drawn from an analysis of documentation related to the principal's role as a visionary change agent.

The analysis results are interactive, carried out from summarizing and recording to drawing conclusions. All data is used to identify key themes and interpret findings to form a strong conclusion.

RESULTS AND DISCUSSION

The Role of the Principal as a Visionary Agent of Change in Developing Education

The principal is the driving force and determines the direction of policy goals towards a better school. An organization must have visionary leadership to achieve the vision. A vision can only be realized if the leader is able to create, communicate, and implement ideas that originate within the leader as the organization's ideals. Such leadership is what is known as visionary leadership. A visionary principal's leadership must be able to develop the outside world, socialize the vision and interests that impact the school's development. Furthermore, the principal must possess communication skills to communicate ideas, thoughts, and writings, conveying concerns regarding the implementation of the school's vision.

The role of visionary leadership has four indicators, one of which is as an agent of change. Leaders who play a role in influencing and making decisions according to their wishes are called agents of change. The principal's leadership as an agent of change is an effort to create change in an organization (Winardi 2005). To develop an education, an agent of change is needed.

The principal plays a crucial role in education as an agent of change in educational development. He is the primary influence on the success or failure of educational development. A principal can be considered an agent of change, a professional who has received professional education and training and must be able to act as a motivator (providing encouragement and motivation to teachers and students), a facilitator (facilitating teachers in their performance and competence to provide quality and professional service to students), and a mentor in determining the potential of each teacher and student in line with current developments, as the world of education continues to experience unavoidable developments.

As an agent of change, a principal has several roles. The principal's first role is

to design and determine the vision and mission that the school wishes to realize. In formulating the vision, mission, and goals, a principal must involve all members of the school community. For change, the principal's role is as a creator capable of carrying out the task of creating and developing the school's vision and strategies to achieve it (Andriani 2008). The principal must have a responsible attitude and involve all members of the school community in all existing activities and programs. Furthermore, the principal also plays a role as a locomotive, where a principal must be a role model for the school community towards change. Wibowo (Supriyanto 2009) argues that the principal must be an example for the school community they lead. To bring about change, the principal acts as a facilitator by providing support in the form of change ideas in accordance with the established vision (Andriani, 2008). The principal acts as a motivator towards change by encouraging the school community to find new ideas and innovations to develop education. The principal must be able to be a working partner for the school community they lead in implementing existing programs at the school.

Factors that support the principal as a visionary leader in realizing educational development from within the school itself (internal) are a principal who always encourages his school community to always have new innovations to create change. One of the driving factors that can influence change is the mindset of a principal as a leader himself (Robbins in Wibowo 2012). Meanwhile, supporting factors for change that come from outside the school (external) are the many parents of students who want to send their children to school to a higher level but are hampered by the cost of schooling. According to the opinion of Robbins in Wibowo 2012, the factor of organizational change is from competition with other organizations. To be able to survive among the competition, schools must be able to make changes and find new innovations so that their existence remains.

The Principal's Influence on Teachers as Agents of Change in Educational Development

The principal has the responsibility to provide guidance and direction to the school to achieve changes focused on educational development. As a leader, the principal must provide guidance and direction to the school community. In the field of education, change should be oriented towards improving educational development (Husni, in Wibawani et al. 2019).

The principal is the leader of his subordinates, especially teachers. Teachers are the most important component influencing the educational process. They are the

motivators of student learning. Therefore, teachers with high-quality performance and responsibility are essential for change in educational development. Teacher performance is the ability and responsibility of a teacher to implement learning and improve student achievement (Supardi, 2013).

The leadership of a principal is crucial for the success of the teachers under their supervision (Siti Nurbaya et al., 2015). Principals play a crucial role in engaging teachers in positive change in educational development. The principal's leadership impacts teachers' professionalism in providing education to students. Therefore, the right leader is essential for change in educational development (Muwahid, 2013).

Educational developments must be approached wisely. As leaders of change, principals must be able to improve teacher performance. Teachers are a crucial component of education. This is crucial because teachers provide guidance and education to their students. Teacher performance development in education and training is essential to improve this. Improving teacher performance will result in positive changes in educational development that align with the established vision.

The principal's leadership is a powerful influence on teacher performance. Therefore, if there is a decline in an educational institution, one of the causes is the principal's inability to adapt to change (Aan Komariah 2005). This is because a principal bears significant responsibility for the educational system under his or her leadership.

CONCLUSION

From the presentation of this work, it is concluded that visionary leadership is crucial as an agent of change in educational development. This is inseparable from the character of the principal, who holds significant responsibility for the school they lead. Furthermore, the strategy for building and realizing educational development is also examined through how the principal communicates his or her vision and mission. Furthermore, it examines how the principal improves teacher performance to maximize the achievement of the school's goals, leading to positive and progressive direction.

Successfully realizing change in educational development is evident in the qualities of a leader who is capable of acting as an agent of change. Support and cooperation within an educational institution are key to the success of a principal's leadership. Therefore, change in educational development must focus on the leadership role of the principal.

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