VISIONARY LEADERSHIP
IN DEVELOPING MADRASAH COMPETITIVENESS
AT MAN 2 PONDOK PESANTREN DARUL ULUM REJOSO JOMBANG

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Abstract

Leadership is visionary leadership. Visionary leadership is leadership whose main work is focused on engineering a challenging future. With the visionary leadership of the madrasah head, he is able to color Islamic educational institutions so that Islamic education experiences an increase in realizing progress so that it is able to compete strictly, even being able to outperform the progress achieved by other educational institutions. This research uses a qualitative approach with a case study type with a multi-case design. The research location chosen was MAN 2 Pondok Pesantren Darul Ulum Rejoso. The results of the study state that the head of the madrasa is a leader in increasing competitiveness, namely by elaborating the vision into missions so that the objectives of the madrasa are achieved, formulating goals and targets for the quality of the madrasa to be achieved, analyzing opportunities, challenges, strengths and weaknesses of madrasah diniyah, being transparent in the use of the budget, in decision making, applying visionary leadership. Focus on a challenging future, a superior change agent. organizational direction. professional trainer in his leadership he head of the madrasa describes a visionary leader who is able to become a professional trainer. This is realized from literacy programs and moving classes, which translate into institutional success. The visible indicators of madrasah competitiveness are: the number of applicants exceeds the capacity of the available study rooms. Therefore, the greater the number of registrants at the madrasa, the higher the competitiveness of the madrasa. Have academic or non-academic achievements,
Keywords: visionary leadership, competitiveness

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PENDAHULUAN

The discussion of leadership, especially leadership in education, is an issue that is always interesting to discuss and study because, education involves the interests of many people, complex, dynamic in accordance with the developments that occur in society. Leadership in educational institutions, used as the main reference to measure the extent to which the educational institution is good or not, advanced or not, quality or not cultured or not and so forth. Leadership issues in educational institutions really need to be addressed wisely and wisely. Therefore, although there have been many theories about leadership, the issue of leadership is still a very broad field to be explored.

It is still possible to explore and find the best way to be a leader. Recently, experts have successfully developed and launched various leadership models or styles in improving the management of educational institutions. One of the leadership styles that is contextually relevant to the current world of education is visionary leadership.

In this era of globalization, it is necessary to develop visionary leadership that can accommodate the needs and demands of education for empowerment and independence. The power of leadership with a vision will certainly produce a variety of policies and operationalization of work that is guided by the vision as the basis for achieving its goals. A vision that is carried out consistently is more oriented towards. the quality of both the process and the results of education. Thus the important thing that positions itself as a component that provides an increase in the development of a good school culture in the current era is *Visionary Leadership*. Visionary leadership is a leader who has and is always oriented to the future, what is to be realized in the future of the reality being faced. For leaders

Leaders who have agility, speed and are able to adapt in carrying out the course of the organization have an important role in dealing with organizational conditions that are constantly changing. Because, organizational flexibility is basically the work of people who are able to act proactively, creatively, innovatively and unconventionally. It is individuals like this who are needed as organizational leaders today. A leader is an inspirer of change and a visionary, who has a clear vision of the direction in which the organization will be taken, therefore leadership has a decisive position in the organization. Despite the importance of leadership above, experts point out that the role of leadership in education in Indonesia has received less attention and not a few leaders of education karbitan or amateur who do not have a clear vision and mission of the

educational institution or school he leads.[1]

Visionary leadership is leadership whose main work is focused on a challenging future, being a superior agent *of change* and being a determinant of organizational direction that knows priorities, being a professional trainer and can guide other personnel towards the expected work professionalism. A leader with vision is a requirement for leadership in the present, where the organization must display its strengths and cultural characteristics towards the expected quality of education..[2]

The formation of vision is influenced by life experience, education, professional experience, interaction and communication, scientific discovery and intellectual activities that form a certain *mindset* Vision is the bullet for visionary leadership. Vision plays a role in determining the future of the organization if implemented comprehensively. Thus, vision is formed from a combination of inspiration, *insight* imagination, information values, knowledge and *judgment*.

Visionary leadership is the art and ability to create and articulate a realistic, believable, and compelling vision of the future of an organization that continues to grow and evolve. Visionary leaders are able to see challenges and opportunities before they happen while positioning the organization to best achieve its goals.[3]

Visionary leaders are leaders who have a clear view of the vision and mission in the organization, visionary leaders are very smart in observing an event in the future and can describe the vision and mission clearly. He can arouse the spirit of his members by using his motivation and imagination, to make an organization more alive, moving all the components in the organization, so that the organization can develop.[4]

Based on the definition of leadership above, leadership is a process of influencing someone without coercion, creating a vision and turning it into action, and motivating others, as well as being responsible for realizing the vision to achieve common goals that have been set.

Visionary leadership is the ability of leaders to create, formulate, communicate and implement the thought of all components of the organization

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[1] E. Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara,2013), 17.

[2] E. Mulyasa, Manajemen Kepemimpinan Kepala Sekolah. (Jakarta: Bumi Aksara. 2013), 30

[3] Susiloningsih, E., Hendrajaya, H., Luturmas, Y., Akbar, M., & Suroso, A. (2023). The Analysis Effect of Organizational Communication and Self Development Program on Teacher Performance. Journal on Education, 5 (4), 14181-14186

[4] Gusli, dkk. "Kepemimpinan Visioner Kepala Madrasah" dalam Jurnal Ilmu Pendidikan, Vol. 3 No. 5 . (2021) 20

that must be realized together[5]. Visionary leaders are leaders who lead with passion and always have the spirit to be oriented to the future, what they want to realize in the future. have the spirit to be future-oriented, what he wants to realize in the future from the reality he faces today. the future of the reality he faces today. For visionary leaders, when they see stone for example, they have the desire to build a large and magnificent house in their mind. in their minds. Visionary leaders are important in determining the life and death of an organization. [6]

Meanwhile, according to Seth Kahan explained that visionary leadership involves extraordinary ability, ability, expertise to offer success and glory in the future. A visionary leader is able to anticipate all events that may arise, manage the future and encourage others to act in appropriate ways. Leadership in the world of madrasah is also very important, especially in this age of globalization, madrasah is the second choice after high school. In Indonesia, the number of MAs is quite large.

Research on visionary leadership certainly already exists, such as research with the title The Effect of Visionary Leadership and School-Based Management on Teacher Performance and its Implications for the Quality of PAUD, by Furtasan Ali Yusuf, Basrowi Basrowi, then Increasing Innovativeness through Achievement Motivation Visionary Leadership and Organizational Climate, by Increasing Innovativeness through Achievement Motivation Visionary Leadership and Organizational Climate by Dewi Rexar Giri Kusumah, and Visionary Leadership in Character Education by Ervin Aulia Rachman. Some of these studies have discussed visionary leadership, but have not discussed visionary leadership that can shape madrasah competitiveness. Therefore, researchers take the other side, which of course is an important thing to research.

The number of Madrasah Aliyah (MA) in Indonesia in 2022 reached 9,180 madrasah, East Java is the region with the most MA. The increase in the number of madrasahs shows that education under the auspices of the Ministry of Religion also has a considerable share in advancing education in Indonesia. With such a large number, the competition is getting tighter, not only with SMA or SMAN, but also with neighboring MAN or MAS. Some have fallen into

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[5]Titik wijayanti, Hidayatullah, Benny Prasetiya, The Influence of isionary Leadership and Managerial Accountability towards Competitive Advantage, Al-Tanzim : Jurnal Manajemen Pendidikan Islam Vol. 06 No. 04 October (2022) : 1117

[6] Asih Widi Lestari, Febianus Angga Saputra dan Firman Firdausi, Kepemimpinan Visioner dalam Menentukan Arah Kebijakan Pemerintah. Jurnal Aplikasi Administrasi Vol. 26 No. 1 Mei 2023, 20

decline due to the lack of competitiveness that can be highlighted. Current conditions, according to severe education experts, the condition of madrasahs is still alarming, not being able to compete with other educational institutions (public schools), especially in terms of the quality of graduates, unlike MA 2 Rejoso. Although a madrasah, this institution has competitiveness with other madrasah institutions, even high schools or SMAN. This means that it is still a priority choice for students.

METODE

This research is a qualitative research with the type of case study. This research data collection technique uses observation, interviews, and documentation. While data analysis techniques use data reduction, data presentation and data verification.

HASIL DAN PEMBAHASAN

The Nature of Visionary Leadership

Leadership is an important factor that distinguishes success from failure, victory or defeat, glory or lethargy among people in organizations or countries. Ismail Noor says that without visionary or strategic leadership, many do not succeed or even survive. Nanus also said that visionary leadership is crucial for *top management* as well as urgent for *lower management.*[7]

Along with the development and progress achieved by the world of education, especially the development of increasing the quality of education towards a better direction, visionary leadership is considered capable of accommodating the needs and demands of education for empowerment and independence, towards a better future quality of education. Visionary leadership is leadership whose main work is focused on engineering a future full of challenges. Then, a superior change agent and a determinant of organizational direction who understands priorities, becomes a professional trainer, and can guide other personnel towards the expected work professionalism.[8]

Visionary leadership is the ability to create and articulate a realistic, believable and compelling vision of the future of an organization or organizational unit that continues to grow and

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[7] Hadari Nawawi dan Martini Hadari, *Kepemimpinan yang Efektif* (Yogyakarta: Gadjah Mada University Press, 2012), 9.

[8] Baharuddin dan Moh. Makin, *Manajemen Pendidikan Islam Transformasi Menuju Sekolah atau Madrasah Unggul* (Malang: UIN-Maliki Malang Press, 2016), 68.

improve compared to the present[9]. According to Rivai and Ariyan, visionary leadership requires leaders who have imagination, adequate knowledge, sensitivity, have foresight and are able to move all the power and potential of the company towards a definite direction in accordance with mutual agreement on the direction and form of the future that is aspired to together and can be accounted for.[10]

Four transformational components: idealized influence transformational leaders live their lives to be admired, respected and trusted by their followers. These leaders motivate and inspire others by offering meaning, optimism and enthusiasm for a vision of the future state. The intellectual stimulation of transformational leaders encourages followers to be more creative and innovate in solving problems in new ways and to not make assumptions. Individually transformational leaders consider and actively pursue their followers' potential by generating new opportunities for development and consistently coaching, mentoring, and attending to followers' needs and wants, rather than monitoring their efforts.[11]

Visionary Leadership Characters

There are several opinions from experts about the characteristics possessed by visionary leaders. Sashkin mentions that visionary leaders have three characteristics, namely: Thinking into the future, building and describing a clear vision, developing methods to achieve the vision.[12]

Nanus emphasized that visionary leaders are effective leaders who have characteristics such as:

1. Always have a plan.
2. Completely results-oriented.
3. Adopt new visions that are challenging, necessary and achievable.
4. Communicating the vision.
5. Influence others to gain support.
6. Eager to utilize resources to realize the vision.

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[9] Yusuf Dwi Hadi, ―Kepemimpinan Visioner Kepala Sekolah dalam Meningkatkan Mutu Pendidikan‖, *Jurnal Dinamika Penelitian: Media Komunikasi Sosial Keagamaan*, Vol. 7, No. 2 (November 2019), 192

[10] Kompri, *Manajemen dan Kepemimpinan Pondok Pesantren* (Jakarta: Prenadamedia,2018), 169.

[11] Hifza Hifza Dkk, Kepemimpinan Pendidikan Islam Dalam Perspektif Interdisipliner, Jurnal Nidhomul Haq, Vol 5 No 1 Tahun 2020, 17

[12] Muh Hanbali, *Kepemimpinan Visioner Madrasah*, Universitas Maulana Malik Ibrahim Malang, vol. 5, No. 1, Juli-Desember 2012, 9.

Aan Komariyah and Cepi Triatna say that visionary leaders have characteristics:

1. Focus on the future and be able to navigate a challenging future.

2. Become an excellent agent of change.

3. Be an organizational direction-setter who understands priorities.

4. Become a professional coach.

5. Guiding people towards expected work professionalism[13]

Meanwhile, John Adair suggests that visionary leadership is the same as quality leadership with characteristics, namely:

1. Have personal integrity.

2. Has enthusiasm for the development of the institution he/she leads.

3. Develop the warmth, culture and climate of the organization.

4. Have peace of mind in organizational management.

5. Firm and fair in taking institutional actions/policies.

From some of the opinions of the experts above, there are several points of similarity and complementary tones. Therefore, the author draws conclusions about the characteristics of visionary leaders which are divided into:

1. Visionary and able to deal with the future. Insight is *future oriented* because visionary leaders always lead with a vision for the entire life cycle of the organization they lead. Vision is used as a signpost that has the power to inspire action and help shape the future.

2. Strategic Thinkers and Planners. As strategic thinkers, visionary leaders have the ability to formulate a clear, inspiring and evocative vision. As strategic thinkers, visionary leaders plan ahead to make the best moves. Strategic planning means creating an action plan with a specific strategy in mind.

3. Innovative and risk-taking. Visionary leaders have the ability to think fast when solving problems because their thinking is broad and systematic, looking at the big picture, the whole system, and he then makes innovative strategies that are ready with risks to realize the vision.

4. Imaginative. Visionary leaders are able to make leaps, optimistic and enthusiastic. Visionary leaders have a strong sense of purpose, have a lot of control, and believe that success is

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[13] Muhammad Subhan, *Kepemimpinan Islami dalam Peningkatan Mutu Lembaga Pendidikan Islam*, *Tadris*, 1 (Juni 2013), 128.

mainly down to me.

5. Employee empowerment. Visionary leaders view others as valuable assets to be taken care of and develop their professionalism through education and training.

6. Good communication. Visionary leaders through effective communication with employees and the community both verbal and nonverbal means building good relationships and can motivate all stakeholders to build a culture of teamwork and make changes.

Institution Competitiveness

Griffin-Pierson1 defines competitiveness as the desire to win in interpersonal situations, while Ryckman, et al. suggest that competitiveness is an attitude that values the enjoyment and process of the task beyond winning. Meanwhile, Brehn and Kassin suggest that competitiveness is built on a set of skills and competencies. Competence is represented as an individual's knowledge, skills, and abilities that are actively displayed.

Competitiveness itself comes from "the word power in the sentence competitiveness means strength, while the word competitiveness itself means the power to try to be superior in certain matters carried out by a person, group, or institution.[14]. An educational institution has competitiveness because it understands that *knowledge* must be managed because it must be planned and implemented. In an effort to improve the competitiveness of an organization or institution, knowledge management must be required, in addition to the management of skills that are competent, according to the needs of the organization or institution.[15]

Competitiveness that exists in a process of educational institutions is very important to carry out the function of organizational operations that are oriented inward (internal) and also outward (external), or by being able to answer the target market[16]. The dimensions of the competitiveness of a company or educational institution as stated by Muhardi cited by Luh Komang Candra Dewi consist of cost, quality, delivery time, and flexibility[17]. The four dimensions are further explained by Muhardi quoted by Luh Komang Candra Dewi complete with indicators as follows:

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[14] Muhamad Faizul Amirudin, "Hubungan Pendidikan dan Daya Saing Bangsa," BELAJEA: Jurnal Pendidikan Islam 4, no. 1 (2019): 40.

[15] Ismail Nawawi, *Manajemen Pengetahuan*, (Bogor; Ghalia Indonesia, 2012). 23

[16] M Munir, "Strategi Membangun Brand Image Lembaga Pendidikan," INTIZAM: Jurnal Manajeman Pendidikan Islam 5, no. 2 (2022): 38–39

[17] Luh Komang Candra Dewi et al., Entrepreneurial Marketing, Customer, Relationship, Inovasi Produk, dan Daya Saing (Bandung: Media Sains Indonesia, 2021), 64

1. Cost is a dimension of operating competitiveness that consists of four indicators, namely production costs, labor productivity, use of production capacity and inventory.

2. Quality as intended by Muhardi is also a very important dimension of competitiveness, which includes various indicators including product appearance, product acceptance period, product durability, speed of resolving consumer complaints, and product conformity to design specifications.

3. Waktu Delivery time is a dimension of competitiveness that includes various indicators including timeliness of production, reduction of production time, and timeliness of product delivery. The three indicators are related, the timeliness of product delivery can be influenced by the timeliness of production and the length of production lead time.

4. Flexibility is a dimension of operating competitiveness that includes various indicators, including the variety of products produced, and the speed of adjusting to environmental interests.[18]

In practical terms, the indications of madrasah competitiveness are: *First*, the number of applicants exceeds the capacity of the available learning space. Therefore, the greater the number of applicants to the madrasah, the higher the competitiveness of the madrasah. *Second*, it has championship achievements every year, both in academic or non-academic fields, at the lowest city / district level, and the highest achievement at the international level. [19]

The competitive ability of a school can be measured using the "seven plus one" competitiveness measurement tool or also called the "7in1" Competitiveness Indicator to assess the organization's competitive ability to serve customers and stakeholders. The measure of school/madrasah success using the "7in1" *Competitiveness Indicator* is as follows[20]:

1. Sales. One of the goals of schools/madrasas is to sell educational services because the turnover of sales of educational services is the "blood flow" of the liquidity of their schools/madrasas. Education services sales turnover is obtained by conducting pull selling and push selling activities. Pull selling activities of educational services are carried out by providing a series of promises (through educational promotions or campaigns and

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[18] Luh Komang Candra Dewi et al., Entrepreneurial Marketing, Customer, Relationship, Inovasi Produk, dan Daya Saing (Bandung: Media Sains Indonesia, 2021), 65

[19] Asep Jihad, Wati Susilawati dan Ridha Abdullah, *Pengembangan Model Daya Saing Global Madrasah Ibtidiyah* (MI), (Bandung: Pusat Penelitian dan Penerbitan UIN SGD 2016), 27

[20] David Wijaya, Pemasaran Jasa Pendidikan (Jakarta: Bumi Aksara, 2016), 62

educational brand management) that become the dreams of educational service customers in order to attract the buying interest of educational service customers. Education services push selling activities are carried out through the education services sales infrastructure and education services distribution channels.

2. Market share. Market share is the ratio between the sales turnover of education services and the size of the education services market in the national education services sector. The market share of education services reflects the market mastery of schools/madrasas over their competitors. The higher the market share of education services, the higher the mastery of schools/madrasas over the educational environmentKesadaran pelanggan (customer awareness).

3. Customer awareness. If customers of educational services do not recognize schools/madrasas, the possibility that occurs is that buyers of educational services will be low. Therefore, many schools are competing to introduce educational service products. (Siti Aminah, 2018) Therefore, many schools are competing to introduce educational service products or school/madrasah brands through educational promotions in order to gain high customer awareness.[21]

4. Customer image. Image itself is an impression obtained in accordance with the knowledge and understanding and information received by someone about something. Therefore, it is important for an educational institution to continuously provide information to educational customers or the public in order to form a good image.[22]

5. Customer satisfaction (customer satisfaction) Education customer satisfaction must be realized by the customer himself. Educational service customer satisfaction is a process that starts from the planning of educational service products, educational service seller services, services during the sales process of educational services, to educational service seller services.

6. Customer loyalty. Nowadays, attracting customers for education services is increasingly expensive. Therefore, efforts to retain existing education service customers are the main task of education service marketers. Loyal education service customers are often less sensitive to the price of education services and can become a broad sales force for education

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[21] Siti Aminah, "Komunikasi Pemimpin dalam Strategi Positioning Guna Meningkatkan Daya Saing PTI," Indonesian Journal of Islamic Communication 1, no. 1 (2018): 33–34.

[22] Juhji et al., Manajemen Humas Sekolah (Bandung: Widina Bhakti Persada Bandung, 2020), 24.

services.

7. Value for stakeholders (stakeholders value) The work of education competition can be measured by the success of schools/madrasas in providing value to stakeholders. This value for stakeholders is the difference between the benefits of educational services and the total costs that are borne by school/madrasa stakeholders.

Visionary Leadership in Improving Institutional Competitiveness at MAN 2 Pondok Pesantren Darul Ulum Rejoso Jombang

Kiai leadership has distinctive characteristics which adopts the pattern of leadership patterns of the premodern[23]. Visionary leadership at MAN 2 Jombang, researchers investigated that the head of MAN 2 Jombang had shown several visionary leadership attitudes. The things that indicate that the head of MAN 2 Jombang has a visionary leadership attitude are as follows:

Focus on the future

This attitude of the headmaster shows an effort to bring the institution to focus on the future, this can be seen from the vision and mission set together. Although MAN 2 Jombang is a government work unit (SATKER) that is bound by standard regulations in the management of institutions, especially the human resources (HR) of educators both in staffing rules and their development. The process of planning, implementation and reporting refers to government regulations because all operational funding is authorized by the government. However, as a madrasah located and originating from a boarding school, it must still pay attention to and follow *local wisdom*, including in matters of determining the vision and mission of the madrasah and the visionary policies of the madrasah head by not ignoring the regulations that apply to state madrasas.

The results of interviews with school principals: "in terms of management, we focus on the vision and mission set by the Institute, by focusing and being consistent with the vision and mission we can bring the Institute to high progress and competitiveness."

The same thing was also conveyed by the religion teacher: "in this institution, the

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[23] Hasyim Ari Asyari, Kepemimpinan Karismatik Kh. Moh. Hasib Wahab Di Ponpes Bahrul Ulum Tambakberas Jombang , Jurnal Nidhomul Haq, Vol 5 No2 Tahun 2020, 17

leader focuses on the vision and mission, so all activities must be in the step of realizing the vision and mission or synergy with the vision and mission."

The focus on the future can be seen from the vision and mission, MAN 2 Rejoso Jombang, has a clear and firm vision in carrying out educational programs and activities that have been formulated, namely: Vision: Knowledgeable, charitable, accomplished, devoted and noble. Mission: Carry out learning and guidance effectively, so that students can develop optimally. Encourage, motivate and facilitate students to master Arabic and English towards the era of globalization. Fostering a spirit of excellence intensively to all madrasa residents. Developing appreciation for religious studies, especially in the field of morals. Increasing student discipline in acts of worship and piety to Allah SWT.

The madrasah principal also always communicates and explains the vision to teachers and employees in building student learning motivation so as to achieve quality education. He also always tries to move, influence, guide, teach and direct students to continue to progress and develop. From the vision and mission, the head makes several programs to realize the vision and mission, namely the literacy program, the life skills program, and the moving class program, from the moving class program, many students have academic achievements and are accepted at favorite state universities. From the literacy program, many students love to write and create works and ultimately bring this madrasa to become a research madrasa based on Directorate General Decree no 6757 of 2020, MAN 2 Jombang is designated as a Research Madrasah. From this, the image of the institution becomes better and the interest of students to enter the institution.

Becoming an Excellent Agent of Change

As a Research Madrasah, our flagship program is Library research, with adequate teaching human resources and facilities. With the decree as a research madrasah and the commitment built, it shows that the head of the madrasah continues to innovate. MAN 2 Jombang created a digital library. In general, school libraries are still manual, but MAN 2 Jombang has created a digital library that can be accessed by its members from anywhere.

This makes a change in the way students learn and literacy. In this change, the head conducts structural deliberations and then deliberations with the foundation to discuss improving the administrative system and increasing human resources. Conducting coaching through various means, improving non-human resources such as facilities, learning methods

and learning media. Formulating new programs that are oriented towards science and technology. Providing encouragement and motivation for students to study harder and be more enthusiastic in achieving achievements. For example, the head of the madrassa in dealing with

> The results of the interview with the school principal: "This institution strives to be an agent of change, namely by instilling thoughts in students to change, by learning literacy. As a Research Madrasah, our flagship program is library research, with adequate human resources and facilities. With the decree as a research madrasah and the commitment built, it shows that the madrasah head continues to innovate. MAN 2 Jombang created a digital library. In general, school libraries are still manual, but MAN 2 Jombang makes a digital library that can be accessed by its members from anywhere."

This is in line with the results of observations, namely the library looks not manual, meaning that it already uses an automation system. For example, the head of madrasah in facing the development of science and technology in the current era, MAN 2 Jombang always follows the flow of development, one of which is completing facilities and infrastructure, one of which is increasing LCD Projector facilities in each classroom used for learning and teaching, as well as increasing internet network access, besides that it will also add one computer laboratory room to support exam preparation. Equipping students with science and technology. Teachers are also required to be digitally literate, even book learning has begun to use digital.

Be an organizational direction-setter who understands priorities

In addition to communicating the vision and mission, the head also provides coaching and direction. He is a motivator who always inspires, always sets an example. From this figure, it shows the leadership that determines the direction of the organization.

Become a professional trainer

The head always carries out maximum empowerment of madrasah residents such as guiding and involving them in advanced professional programs such as workshops, seminars, mgmp and training. inviting all elements of the school community to jointly realize the vision by carrying out all the rules of policy and order that have been set. In this case the head made several breakthroughs by collaborating with Nyalanesia (Pt Nyala Masadepan Indonesia) is a

company that develops integrated school literacy programs, which facilitates students and teachers to publish books, get training and competency certification with the breath of sharing economy. From this result, students have competitiveness, they have the ability in journalism. The result is a lot of student work in the field of literacy. Starting from books, synopses, anthologies of poetry, short stories and so on.

Based on the results of the discussion above, it is evident that the visionary leadership of the head of MAN 2 Rejoso Jombang has been implemented. The madrasah head has fulfilled the parameters of visionary leadership with the emergence of the following four important points: focusing on the future and being able to deal with a challenging future; being an agent of change, being a determinant of organizational direction who understands priorities, being a professional trainer. In this case, it is in line with the theory of Aan Komariyah and Cepi Triatna, who said that visionary leaders have characteristics: focusing on the future and being able to deal with a challenging future, being a superior change agent, being a determinant of organizational direction who understands priorities, being a professional coach, guiding people towards the expected work professionalism[24]. From the results of this collaboration, many student works emerged, a culture of writing was formed, so that many competitions related to literacy were won by MAN 2 Jombang. This proves one of the indicators of competitiveness, namely having championship achievements every year, both in academic or non-academic fields, at the lowest city / district level, and the highest achievement at the international level.

KESIMPULAN

The madrasah head as a leader in increasing competitiveness is by translating the vision into a mission so that the goals of the madrasah are achieved, formulating madrasah quality goals and targets to be achieved, analyzing opportunities, challenges, strengths, and weaknesses of the madrasah, being transparent in the use of the budget, in decision making, applying visionary leadership. Focus on a challenging future. superior change agent. determinant of organizational direction. professional trainer in his leadership, the madrasah head describes a visionary leader who is able to become a professional trainer where he is able to encourage all elements of the school community to jointly realize the vision by carrying out all the rules, policies and arrangements that have been set and mobilizing and involving in various activities. from the

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[24] Muhammad Subhan, *Kepemimpinan Islami dalam Peningkatan Mutu Lembaga Pendidikan Islam*, *Tadris*, 1 (Juni 2013), 128.

madrasah competitiveness indicators, what is seen is: the number of applicants exceeds the capacity of available learning spaces. Therefore, the greater the number of applicants to the madrasah, the higher the competitiveness of the madrasah. Having championship achievements every year, either in academic or non- academic fields.

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