

# The Influence of Visionary Leadership and Interpreneur Competence of Madrasah Heads on the Formation of School Wellbeing in MTs. Wahid Hasyim 02 Dau Distric Malang

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## **Abstract:**

A good school is a school that is expected to be able to provide the best experience for its students so that a sense of love and pride in the school grows. The condition of the learning environment experienced by students at school can affect almost all aspects for the optimization of student functions at school. The concept of comfort, satisfaction and happiness will be able to prosper students, so that students can consciously follow the learning process well and enjoyably. This study uses a descriptive quantitative approach that aims to explain, (1) knowing the magnitude of the influence of visionary leadership on school well-being. (2) knowing the magnitude of the influence of the entrepreneurial competence of the head of the madrasah on school well-being, and (3) knowing the significant influence between visionary leadership and the entrepreneurial competence of the head of the madrasah on the formation of school well-being in MTs. Wahid Hasyim 02 Dau. The method used is a correlation carried out with the distribution of questionnaires. The results of the research obtained are (1) There is a significant influence between visionary leadership and the formation of school well-being in MTs. Wahid Hasyim 02 Dau is 0.020 less than the error level of 10%, (2) There is a significant influence between the entrepreneurial competence of the head of the madrasah and the formation of scholl well-being in MTs. Wahid Hasyim 02 Dau of 0.019 is less than the error rate of 10%, (3) There is a significant influence between visionary leadership and entrepreneurial competence of madrasah heads on the formation of school well-being with rosio odds values of 4,610 and 5,015 greater than the lowest category. The conclusion of the study, that an optimally developed leadership style can affect the level of student welfare. The concept of school well-being designed at MTs.Wahid Hasyim 02 Dau has been adapted to the religious culture of the community so that the madrasah gets support from the community.

**Key Word:** *Visionary Leadership, Entrepreneur Competencies, School Well-Being*

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## 1. INTRODUCTION

The school according to Ki Hajar Dewantra is a "Tri Center for Education", which means that the school is second only to the family as a place to learn and obtain education. The school turned out to provide a lot of support for some aspects of intelligence possessed by students. Greater stability can be obtained by students in school to be better prepared and able to adjust to the transition period to go through various levels of formal education

from elementary to high school<sup>1</sup>. In fact, there are still many schools that close or go out of business because they are not in demand by the community even because of acts of violence in the school environment. There are many reasons as a trigger, one of which is a school that has not been able to provide maximum service to its students by fostering a conducive, comfortable and enjoyable learning environment. The condition of the learning environment experienced by students at school can affect almost all aspects for the optimization of student functions at school<sup>2</sup>. The fact that 84% of children in Indonesia experience violence at school was recently released by the Indonesian Child Protection Commission (KPAI) from the results of a survey by the International Center for Research on Women (ICRW). This fact is one proof of problems that must be addressed seriously so that schools really become second only to families who are able to provide services and comfort for students in learning.

School is defined as an organization that becomes a forum for a group of individuals who interact with each other. Individual groups themselves can be a means of learning various dimensions both knowledge and social<sup>3</sup>. This means that the school is an educational institution in which there is a system that aims at education and teaching. The school acts as a forum for an influential learning environment in the educational process. The learning environment is expected to provide comfort and satisfaction to students. The concept of comfort, satisfaction and happiness will be able to prosper students, so that students can consciously follow the learning process well and can develop their potential optimally.

To create such an environment, the principal must be equipped with the competency standards that are required for the position. The position of school principal has been standardized by the government in accordance with the regulation of the minister of the Ministry of National Education contained in Permendiknas No. 13 of 2007 (Kemendikbud RI Year 2014) and Permendikbud No.6 Year 2018 (Kemendikbud RI Year 2018)<sup>4</sup> which regulates the competency standards of school principals. A school principal must have five competency standards, namely: personality, managerial, supervision, social, and entrepreneurial. In addition, the principal must also have attitudes, values and skills that allow him to move his shoulders as a form of responsibility in carrying out basic management duties<sup>5</sup>.

From the results of T. Novi Poespita Candra's research with participants involving 30 children, 30 parents, and 30 teachers from 3 types of schools (public, private, nonreligious, and private Islam) in Yogyakarta Province, it was found that the education system in Indonesia has not been able to bridge "how schools are able to promote *children's wellbeing*" optimally and evenly which is much coveted, even though it has been widely offered<sup>6</sup>. Though *children's wellbeing* is very important because schools are expected to provide comfort and happiness for students in order to provide a high level of satisfaction. Why? Because some children spend more than 50% of their productive time in school, their experiences and life at school will greatly affect their mental health after they are adults. Educational institutions that can provide the best and superior educational services to their students will be included in the category of effective schools. The concept of *school well-being* directly involves all school residents, ranging from the principal, teachers, students and parents in forming a safe, comfortable and healthy school environment outwardly and mentally.

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<sup>1</sup> Santrock, J.W. (2007c). *Adolescent*. Volume 2. Jakarta: Erlangga.

<sup>2</sup> Smith K.M et al. 2010. *Learning and Teaching Theory Measures Your Success in Teaching and Learning with World Educational Psychology*. Yogyakarta : Mirzan Media Library.

<sup>3</sup> Aini, et al. (2015). The influence of the family environment and self-efficacy on entrepreneurial motivation in students of the Faculty of Economics, State University of Jakarta. *Journal of Economic & Business Education* No 1,vol 3

<sup>4</sup> Ministry of Education and Culture (2018). *Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6* concerning the Assignment of Teachers as School Principals. Ministry of Education and Culture pp.1–21.

<sup>5</sup> Nuridin, Maerani, I.A, Soleh, M.M.A, & Anwar, K. (2019). Improving the Competence of Private School Principals in Semarang based on Permendikbud No.6 th 2018. *Journal of Comunity services*, 1(2), p 165

<sup>6</sup> Candra, Poepita T.(2021). School Concept that Promotes Well-being Based on the Voices of Children, Parents, and Teachers in Indonesia. *Journal of Integrative Psychology Vol 9, No 1, 2021 Pages 76-94*

In line with the research conducted by T.Novi Poespita Candra, Aziz et al, in their research on developing *self-efficacy, mattering*, and general welfare through community-based education in rural areas, it was found that there is a higher motivation in learning if the environment is supportive and more prosperous obtained from the community and from the educational institution itself<sup>7</sup>. The two studies above, illustrate that schools that have safe, comfortable, and healthy conditions become an expectation of the community at large. In addition, educational services with a good level of satisfaction are also the expectations of today's society. From the existing background, it is necessary for the author to research further about the formation of a school environment condition with the title "**The Influence of Visionary Leadership and Entrepreneurial Competence of the Head of Madrasah on the Formation of School Well-being in Madrasah Tsanawiyah Wahid Hasyim 02 Dau Malang**".

## 2. Literatur Review

### 1. Visionary Leader

Gary Yukl, stated that visionary leaders are characterized by having foresight in the form of a vision to be achieved. A visionary leader will always think optimistically and believe in the ideas he comes up with despite the many challenges to make them come true<sup>8</sup>. Daniel Goleman defines visionary leadership as a pattern of leadership that seeks to move people toward dreams along with the most positive emotional climate impact and is best used when change requires a new vision or when it is needed in a clear direction<sup>9</sup>. This means that visionary leaders are leaders who truly have and put forward brilliant ideas to achieve the ideals of the institution according to the progress and challenges of the times.

According to Goleman, visionary leaders will articulate a goal that for them is a true goal and aligns with the shared values of the people they lead, they believe in that vision, they can guide people toward that vision decisively<sup>10</sup>. Visionary leaders have four roles that must be carried out in carrying out their leadership, namely: *First*, the role of *direction setters*. This role is a role where a leader presents a vision, convinces the target or goal of an institution, so that it becomes an achievement in the future by involving all its members. *Second*, as an agent of *change*. Change agents to hold the mandate so that the institution they lead advances and brings the organization well received so that it still exists in the community. *Third*, the *spokesperson*<sup>11</sup>. This means that visionary leaders have a role to introduce and market their institutions according to the vision made by highlighting the advantages they have so that they have selling points or have the appeal of the wider community. *Fourth*, visionary leaders as leaders must be able to coordinate and collaborate with subordinates in order to realize the vision that has been made by building trust and providing hope in a brilliant future. The four dimensions of visionary leaders can be illustrated in the following chart:



**Chart 2.1 Dimensions of Visionary Leadership According to Golemen 2007**

<sup>7</sup> Aziz, dkk. (2022). Developing self-efficacy, mattering, and general well-being through community-based education in the rural area. *International Journal of Evaluation and Research in Education (IJERE)*. Vol. 11, No. 1, hal. 272~279

<sup>8</sup> Yukl, Gary. (2005). *Leadership in Organizations*. Fifth edition, PT. Index. Jakarta, p 339

<sup>9</sup> Goleman, Daniel. 2007. *Emotional Intelligence*. Jakarta : PT. Gramedia Main Library p 67

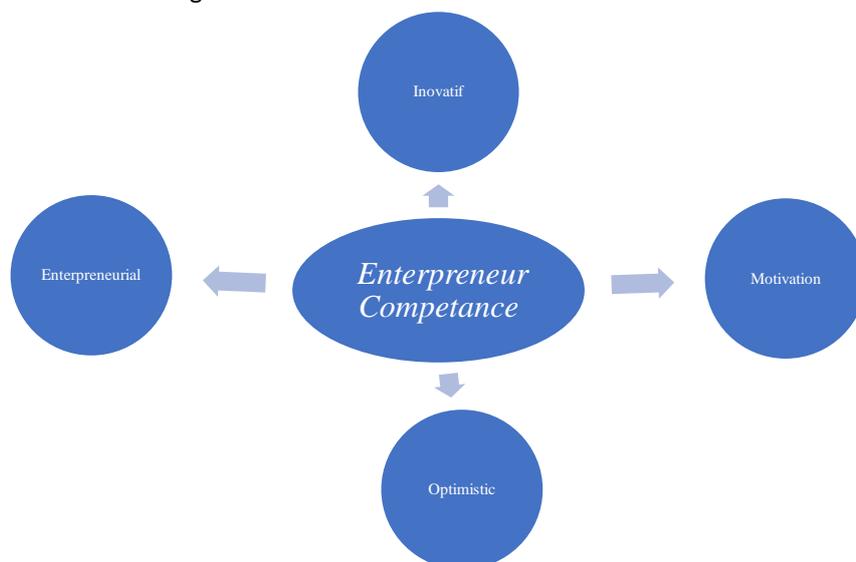
<sup>10</sup> Goleman, Daniel. 2007. *Emotional Intelligence*. Jakarta : PT. Gramedia Main Library p 56

<sup>11</sup> Nanus, Burt. (2001). *Visionary Leadership*, Jakarta: Prenhalindo, pp. 15-18

From the results of research conducted by Ning Safiya et.al conducted on the head of kindergarten in the Pekalongan area, it was found that there is a significant relationship and influence between visionary leadership and entrepreneurial competence, on the quality of education in Pekalongan Regency<sup>12</sup>. From some of the research above, it shows that visionary leaders play a role in being able to develop and advance educational institutions to be able to compete healthily and wisely.

## 2. Competence of Madrasah Head Entrepreneur

The most fundamental thing in *entrepreneurial* competence is: a) by identifying, assessing and exploiting existing opportunities; b) by coming up with new ideas and/or updating existing ones by creating more dynamic conditions; and c) by encouraging success according to objectives through innovation, competence, creativity to improve the general welfare. The dimensions of *entrepreneurial* competence that need to be developed by a school principal as a leader of an educational institution as referred to from the Principal Empowerment and Development Institute (LPPKS) in 2014 are as follows; (a) creating innovations for the development of madrasahs, (b). work hard to achieve the success of madrasah as an effective learning organization, (c). have a strong motivation to successfully carry out the main duties and functions as a madrasah leader and never despair in facing existing challenges and obstacles, and (d). Have an entrepreneurial instinct in managing madrasah production/service activities as a source of learning for students. The dimensions of *entrepreneurial competence* can be illustrated in the following chart:



**Chart 2.2 Entrepreneur Competencies Based on LPPKS 2014**

The chart above explains that it is a necessity and responsibility of a madrasah head to develop and cultivate an *entrepreneurial* spirit for the madrasah he leads. Aan Komariah in Wiyatno also explained that the role of school / madrasah leaders who have an *entrepreneurial* spirit reflects several attitudes such as innovative, creative, hardworking, never give up, highly motivated to excel, active and dare to take risks, and creative to always find the best solution for the school<sup>13</sup>.

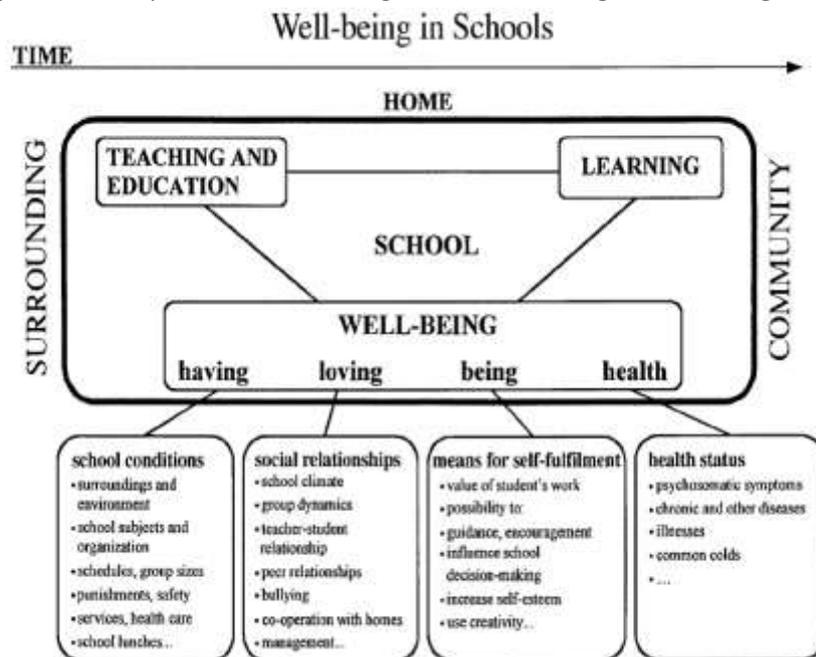
## 3. School Well-Being Concept

School well-being *programs* are important to be implemented in schools in this era, because healthy students will feel comfortable, safe, happy and prosperous in following the learning process so that learning goals can be

<sup>12</sup> Ning Safiya, (2022). The Effect of Entrepreneurial Competence and Visionary Leadership of Kindergarten Heads on Quality, *Journal of Obsession : Journal of Early Childhood Education*, Vol. 6 (6) Pages 6850-6862

<sup>13</sup> Wiyatno, M. (2013). The Role of Principal's Entrepreneurial Competence in Improving the Quality of Education at SMP N 3 Jetis, Bantul. *Journal of Accountability for Education Management* 1(1), pp. 162-174.

more effectively achieved. More broadly, the concept can be the power of a school to form a thriving and developed community. In the dimensions of *loving (social relationships)*, and *being (means for self-fulfillment)*, emphasize the social psychological field rather than the physical. While the dimensions of *having (school conditions)* and *health status* emphasize the physical conditions that can be observed in the school environment. The *school well-being* model characterised by the UK Department of Health, at Duckett et.al. in 2010 is that students in a school environment can create schools based on mental health and social behavior as supporting factors for effective instruction, which improve long-term health attainment. *School well-being* has a positive impact on application in the school environment because students who are healthy, feel happy and prosperous in attending class lessons, can learn effectively and make a positive contribution to the school and more broadly to the community<sup>14</sup>. The concept of *school well-being* can be seen through the following chart:



**Chart 2.3. School Well-Being Model According to Konu & Rimpela (2002)**

Some factors that can affect *students' school well-being* according to Keyes and Waterman are social relationships, friends and leisure, volunteering, social roles, personality characteristics, self-control and optimistic attitudes, and goals and aspirations. There are social relations factors from some of these factors to produce good and superior learning. There are four indicators of good and superior learning, namely: (1) can serve all students; (2) all students get an optimal and equitable learning experience; (3) creative and innovative learning processes according to the child's ability level; and (4) able to realize very significant changes (results) in *cognitive, affective, psychomotor* and *skill aspects*.

From the results of research conducted by Asmadi Alsa in 2015 at SMAN Yogyakarta on grade 11 students, to see the success of the *school wellbeing* concept using five effective variables. One of the ways used is to predict mathematics learning achievement in students of that class<sup>15</sup>. The results showed that of the five independent variables used, it turned out to affect comfort conditions on mathematics learning achievement by 13.3 percent. Individually, only the independent variable "classroom climate" had an insignificant correlation with mathematical achievement. This means that further studies still need to be carried out that emphasize other dimensions of the concept of *school wellbeing* with the variables in it. A high sense of care for students can foster welfare in their learning environment. Conversely, when a learning environment in it lacks a sense of care

<sup>14</sup> Ni Made Sukma (2020). *School Well-being Model as a Prosperous School Order for Students*. Scientific Bulletin of Psychology Faculty of UDAYANA. Volume 1 No.3 pp 146-156

<sup>15</sup> Asmadi, Alsa et.al. (2015). Develop an Efficient and Effective Model of *School Wellbeing* Dimensions to Predict Mathematics Learning Achievement. *Journal of psychology* volume 42, no. 1, april pp: 15 – 33

for others, it will be far from the welfare or comfort of the situation when learning. This means that the concept of *school well-being* that will be formed should instill two things, namely interpersonal mattering and social problems. Interpersonal is defined as a person's perception of being valued specifically by others (teachers, parents, and friends), while social problems are defined as a person's perception of being valued by society as a whole, (outside of his learning environment or residence).

The conceptual model of *well-being* is a sociological tradition that is defined as a condition in the form of satisfaction of individuals with various basic needs both material and nonmaterial. *Well-being* is a welfare concept that includes *levels of living and quality of life*, which means the condition of increasing the quality of one's life. categorized into four, namely having (*school conditions*), loving (*social relationships*), and being (*means for self-fulfillment*) and health<sup>16</sup>. The four categories above are the basis for the school *well-being* dimension applied to date.

### 3. RESEARCH METHODS

This research is quantitative research with a descriptive approach that aims to explain, improve various conditions, various situations, or various variables that arise in society that are the object of research that can be based on a condition, situation or variable<sup>17</sup>. The research process begins with observation, problem identification, literature review, conceptual elaboration of the frame of mind, identification and definition of variables, hypotheses and research questions / statements. The method used is a correlation carried out with surveys, which are carried out on large and small populations, but the data studied is data from samples taken from these populations.<sup>18</sup> Sampling of the population by using questionnaires as a data collection tool.

Data analysis using *Ordinal Logistic Regression* (RLO). According to Hosmer and Lemeshow in 2000, ordinal logistic regression is one of the regression analyses used to analyze the relationship between response variables and predictor variables, where response variables are polychotomus using ordinal <sup>19</sup>scales. In RLO analysis, there are no cases of multicollinearity, which means that between independent variables in the model there can be no significant correlation. The total study population was 357 students with a sampling of 15% and 54 students were obtained as a sample. The subjects in this study were the Head of Madrasah and Students of Private Tsanawiyah Madrasah Wahid Hasyim 02 Kucur Dau sub-district in Malang regency. The study was conducted on odd semsters of the 2023/2024 academic year.

### 4. RESULTS AND DISCUSSION

Data from the distribution of questionnaires that have been distributed to all respondents as many as 54 students. The deployed instruments have been revised according to the results of the trials obtained. The data from the measurement of the variables used are described as follows:

#### 1. Data distribution of answers for each variable

The following table will explain the three variables used in the measurement, namely the visionary leadership variable has a minimum value of 2.12 and a maximum value of 4.80 while the average value of the principal visionary leadership variable is 3.510 with a standard deviation of 0.594. The variable of visionary leadership of the head of the madrasah has a minimum value of 2.12 and a maximum value of 4.78. While the average value of *the entrepreneur competency* variable is 3.590 with a standard deviation of 0.652. Furthermore, *the school well-being* variable has a minimum value of 2.12 and a maximum value of 4.76. While the average value of the variable formed *school well-being* 3.68 with a standard deviation of 0.612.

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<sup>16</sup> Konu, A. I., & Rimpelä, M. K. (2002). *Wellbeing in School A Conceptual Model*. Health Promotion International, 17(1)

<sup>17</sup> Anas Sudjiono, *Introduction to Education Statistics*, (Jakarta:Raja Grafindo, 2000).p. 4

<sup>18</sup> Sugiyono, *Quantitative Research Methods*, (Bandung: Alfabeta, 2010), p. 12.

<sup>19</sup> Hosmer and Lemeshow, (2000) *Complete Explanation of Ordinal Logistic Regression Analysis* - Exsight

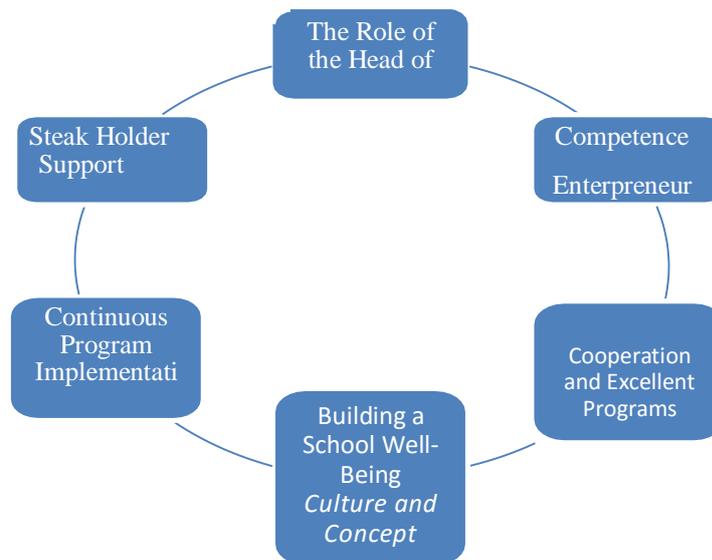
Table Descriptive Variables

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Average Visionary Leadership	54	2.12	4.80	3.510	0.594
Average Competence of Madrasah Head Entrepreneurs	54	2.12	4.78	3.590	0.652
Rerata School Well-Being	54	2.10	4.76	3.680	0.612
Valid N (listwise)	54				

Source: Analysis results using SPSS 26.0

From the results obtained, it can be seen that the largest average value of the three variables is shown by the *school well-being variable*.

The concept of a prosperous school to be achieved originated from the high public interest in madrasahs. The community around the madrasah which is a religious community and most of them are Nahdhiyin residents prioritizes religious education and the formation of religious character values inherent in the daily behavior of their children. From here, the head of the madrasah strives to create various programs that are able to foster religious character values in his students. The head of the madrasah together with the teacher tried to form an Islamic environment and adapted to the culture of the local community. Implementation of



**Program Implementation Chart that Supports School *Well-Being Concept***

One of the efforts to form a comfortable, safe, enjoyable and healthy madrasah in accordance with the concept of *school well-being*, the madrasah created a Qur'an-based welfare school program. The establishment of this prosperous madrasah began by increasing religious activities and worship within the madrasah. Teachers who are competent in the field of religion and the Qur'an are given full responsibility in nurturing students, so that character is formed that reflects the values in the Qur'an.

## 2. Uji Wald

**Tabel Parameter Estimates**

		Estimate	Std. Error	Forest	df	Say.	90% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Y = 2]	3.319	2.755	1.451	1	.228	-1.213	7.850
	[Y = 3]	6.453	2.738	5.556	1	.018	1.950	10.956
Location	X1	1.239	.533	5.405	1	.020	.362	2.115
	X2	1.301	.563	3.858	1	.019	.212	2.391

Link function: Logit.

The results of the Wald Test in the table above explain that the visionary leadership variable ( $X_1$ ) has a significant influence on the formation of *school well-being* with a significance value of 0.020 smaller than the alpha value with an error rate of 10%. For the variable of *entrepreneur* competence ( $X_2$ ) has a significant influence on the formation of *scholl well-being* with a significance value of 0.019 smaller than the error level of 10% in students at MTs. Wahid Hasyim 02 Dau Malang<sup>20</sup>.

## 3. Suitability of Research Results with Predictions

From the overall data results that have been analyzed using the SPSS-22 spv calculation tool<sup>21</sup> can be translated and described according to statistical language that with the estimate parameter test or Wald Test which serves to obtain data with a minimum error rate in research has shown how far the influence of the independent variable is partially in explaining the dependent variable<sup>22</sup>. To find out the value of the Wald Test (t-test), the significance level of 10% must be in accordance with the conditions: If the calculation >  $f_{table}$  and (P-Value) < 0.10 then  $H_0$  is rejected and  $H_1$  is accepted. However, if the calculation < the table and (P-Value) > 0.10, then  $H_0$  is accepted and  $H_1$  is rejected, meaning that the independent variable simultaneously does not affect the dependent variable, and the results obtained are in accordance with the provisions in the statistical calculation.

## 5. CONCLUSION

After conducting research and data analysis of results related to the influence of visionary leadership and competence *entrepreneur* Head of Madrasah against the formation of *school well-being* in MTs. Wahid Hasyim 02 Dau Malang regency can be concluded, namely:

1. There is a significant influence between visionary leadership and the formation of *school well-being* with a significance value of 0.020 equal to an error rate of 10%.
2. There is a significant influence between the entrepreneurial competence of the head of the madrasah on the formation of *scholl well-being* with a significance value of 0.019 smaller than the error level of 10%
3. There is a significant influence of the two dependent variables ( $X_1$  and  $X_2$ ), visionary leadership and *entrepreneurial* competence of the head of the madrasah on the independent variable (Y), the formation of *school well-being* by 37.1% and the rest is influenced by other factors.
4. The rosio odds score obtained showed that visionary leadership had a smaller influence of 3.47 on the category of prosperous students while the competence of *entrepreneurs* had a much greater effect on the same category with a score 3.54 times higher for students who felt unprosperous. This means that the success of the *school well-being concept* that has been implemented is influenced by the visionary

<sup>20</sup> Hosmer and Lemeshow, (2000). *Ordinal Logistic Regression (RLO)*

<sup>21</sup> Sugiyono, (2010). *Educational Research Methods Quantitative, Qualitative and R&D Approaches*, (Bandung: Alfabeta), p. 14.

<sup>22</sup>Ghozali (2018), *Learning and Understanding RLO*, Alfabeta. p 98

leadership style of the head of the madrasah, but the greater influence is on the entrepreneurial competence factor owned and developed by the head of the madrasah.

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