Visionary Leadership in the Process of Change in Effective Schools: A Multicase Study in Three Primary Schools

Isnada Waris Tasrim

Faculty of Teacher Training and Education, Halu Oleo University, Kendari, Southeast Sulawesi, Indonesia

Abstract: *This present study investigates visionary leadership in the process of change at effective schools which involves three research problems, namely: (1) visionary leadership in creating the statement of vision, (2) visionary leadership in transforming the vision, and (3) visionary leadership in implementing the vision. This research conducted in three private primary schools. They are Christian, Islamic and Public schools. Using a qualitative approach with a multicase design. Research data is descriptive which obtained from interview, documentation analysis and observation. Data analysis employed individual and cross-case data analysis, while trustworthiness of data was conducted through three phases, namely: (1) credibility done through triangulation of data source, method, and member checking, (2) dependability, and (3) confirmability. This study results some findings. First, visionary leadership in creating the vision conducted by the founders of organization and the principals as organizational leaders. In creating the vision, the leaders of organization develop their own personal vision as well as personal vision of organization based on their personal values and core values of organization, all at once they determine the clear direction of organization based on some certain considerations. Second, visionary leadership in transforming the vision conducted through articulating and communicating the vision, mission and objectives of organization to entire components that involved in running the organization by using various ways of communication. The transformation of vision also done through transforming the concept of vision, mission and objectives of organization into a series of programs and activities as well as identifying the areas of change which improved and developed through restructure. Third, visionary leadership in implementing the vision conducted by giving motivation and opportunities to all staff in order to develop their expertise through many kinds of professional activities inside and outside their own organization. An organizational leader as a model for organizational community should have strong integrity and commitment toward cultural system that matching with the vision values in organization. Based on the findings of this study, some suggestions recommended to related parties. They are to Ministry of National Education and Culture, principals, teachers and further researchers*

Keywords: visionary leadership, change process, effective school, school vision

1. Introduction

Leadership has a strategic position in organizations even it influences organizational performance. Therefore, it is rational that the decrease of education caused by leadership performance which could not adapt with a change and does not make educational strategies which adapted with the change as well. One of the factors which makes the decrease of national education is the absence of strategic vision that positions the education as a leading sector. This indicates that educational vision strongly influences an educational performance. Vision as a trigger of spirit to reach an educational superiority. Vision could drive an emptiness away, build up spirit, improve performance, even reach an educational achievement. Nanus (2001) stated that Visionary leadership works on four essential pillars, as the direction guide, agent of change, spokesman and trainer of vision.

Visionary leadership became a popular term to characterize principals since 1980s. In their function as an instructional leader, problem solver, sources provider, and many other roles, principals are expected to manage and communicate their vision to all teachers, students and communities (Brown & Anfara, 2003). Murphy (1990) gave his opinions concerning visionary leadership. He concluded that effective principals have a clear understanding the directions of their schools and they also could articulate it clearly. Those principals percieve and transform their understanding into specific and ambitious learning objectives which focused on students (Wimpelberg, 1986), and emphasize on students'

achievement (Brookover & Lezotte, 1977).

Visionary leader is a leader who creates, articulates and develops action plans for the change of organization (Brown & Anfara, 2003). Visionary leaders own firm commitment in leading a process of change to achieve the intended organizational objectives (Brock & Grady, 2004; Colton, 1985). As stated by Portin, Schneider, DeArmond, and Gundlach (2003) that the capability to comprehend and convey to reach the objectives relied on school leadership. Principals have to be able to diagnose challenges and determine the best solution on the problems based on organizational strengths and its human resources as well. These kind of leaders must own a clear picture of their organization which is formulated in the vision (Bennis & Nanus, 1985; Brock & Grady, 2004; Lunenburg & Irby, 2006). Ercetin (2000) suggested that a school vision must become a strong guide in making decisions. Lunenburg and Irby (2006) similarized a vision as a compass which guides us to our destination. One of the actions of visionary leader is to analyse the areas of organization which are necessary to be improved (Brown & Anfara, 2003). A visionary school leader is a person who facilitates discussions with stakeholders about challenges encountered by the schools (Brock & Grady, 2004; Brown & Anfara, 2003).

The school success depends so much on the ability of principal to lead with a vision (Clark & Clark, 1990; Lunenburg & Irby, 2006). A visionary leader knows everything best for students, school, and school

communities, and makes his decisions based on his belief he used when developing the vision. To develop a school vision should involve some considerations about students at school and their expectations in larger communities outside school environment (Brock & Grady, 2004; Lunenburg & Irby, 2006; Starratt, 1995). After being formulated, the vision should be articulated and communicated to all stakeholders by the visionary principals (Clark & Clark, 1990; Lunenburg & Irby, 2006).

Visionary leaders deeply comprehend the direction and objectives of school (Lunenburg & Irby, 2006; Murphy, 1990), and all decisions about future plans decided on the basis of school vision (Brown & Anfara, 2003). They have strong beliefs about students and school and they solidly defend their belief (Brock & Grady, 2004; Clark & Clark, 1990; Drake & Roe, 2002; Lunenburg & Irby, 2006). They are persons who inspire and empower people on all levels in organization while they lead the process of change (LeSourd & Grady, 1991). They fulfil different roles in leading their schools to reach the formulated goals in vision (Lesourd & Grady, 1991; Lunenburg & Irby, 2006).

Before the change process begins, visionary leaders do not only know and understand their beliefs and values but they also develop their goals toward organization based on their beliefs and values (Brock & Grady, 2004; Drake & Roe, 2002; LeSourd & Grady, 1991; Lunerburg & Irby, 2006). Ercetin (2000) stated that the first thing should be done by visionary leaders is that they must evaluate their personal goals and dream toward their organization and determine how the goals could be reached. Such reflection considers the current existence of school and to which direction the school will go (Lunenburg & Irby, 2006) and demand leaders create a clear picture of the schools objectives (Mendez-Morse, 1992) while support their commitment to reach the goals. (LeSourd & Grady, 1991; Sergiovanni, 2006). Personal vision of a school leader as a starting point for discussions concerning a change which is done with teachers, staff and stakeholders. Discussions about the change as a guide to create a shared vision (Lunenburg & Irby, 2006; Mendez-Morse, 1992). Visionary leaders have competencies using school objectives to develop and revive the vision (Hoyle, 1995) by cooperation with stakeholders to discuss certain agendas and create conducive learning environment for all students and teachers (Pasi, 2003). Pasi (2003) declared that the process of developing a school vision also designing objectives and expectations toward culture, programs and policies. Visionary leaders ensure that the created vision should be focused on involvement of all teachers and understand their vital roles in organization (Hoyle, 2005). Another aspect of visionary leaders is that giving a support to teachers in understanding how to provide a productive instruction which could motivate their students to learn higher learning content (Hale & Moorman, 2003).

Visionary leaders are also experts in facilitating discussions with all stakeholders to create a shared vision (Brock & Grady, 2004; Mendez-Morse, 1992), inspire and persuade everyone working to realise a better future while developing colleaguelike and collaborative relationship among personnels involved. To facilitate such kind of discussions might be more difficult caused by different belief of

personnels, a visionary leader deeply understands the problem, he takes a part in the process of change and solves the problem positively and productively. He knows how important to have teaching and learning philosophy at schools (LeSourd & Grady, 1991; Sergiovanni, 2006). Throughout school vision development, visionary leaders use their own personal vision to go forward to the shared vision with stakeholders (Brock & Grady, 2004; Lunenburg & Irby, 2006; Mendez-Morse, 1992). The facilitated discussions result a shared school vision with teachers and principal on the basis of their values and belief (Brock & Grady, 2004; Mendez-Morse, 1992). This participative approach allows the teachers and staff giving contribution to the shared vision and supports the objectives than accepting the principal's vision and do not support the objectives (Bush & Glover, 2003). Before initiating the discussions with all stakeholders, a visionary leader has to know everything about the school current condition (Lunenburg & Irby, 2006; Mendez-Morse, 1993). To ensure the current and future success and growth, discussions concerning designs, implementation and sustainability need more stakeholders as possible (Pasi, 2003). The ability of a visionary leader to facilitate and develop colleaguelike and collaborative relationships becomes a vital case for the systemic growth of school (Sergiovanni, 2006).

Visionary leaders are figurised as innovative decision takers, risk takers, and problem solver (Drake & Roe, 2002) although in disorganized condition happens (LeSourd & Grady, 1991). The goal of visionary leaders is to create culture for sustainable change, initiate new ideas and take risks to activate school to better future (Pasi, 2003). Creating culture and atmosphere to change means to motivate and persuade entire teachers and staff to be courageous in taking risks (LeSourd & Grady, 1991), apologise them on their failures, mistakes and attitude above growth reasons (Pasi, 2003). Pasi stated that visionary leaders know that together with a group of people could utilize their creativity and imagination to be integrated with broad knowledge in solving problems and build the solutions toward challenges which trapped schools in the past. Visionary leadership could show many challenges to the leader in order to be effective since stakeholders participate in formulating the school objectives. Therefore, there must have authentic interests for the success of school (Pasi, 2003).

During the process of change, visionary leaders must be effective planners (Drake & Roe, 2002; LeSourd & Grady, 1991) who clearly communicate the vision (Drake & Roe, 2002) also persuade, empower, and motivate all stakeholders to play their roles in reaching the vision (Brock & Grady, 2004; Mendez-Morse, 1992). They regularly guarantee scheduled time to plan and think how to achieve school objectives and the share vision as well (Brock & Grady, 2004; LeSourd & Grady, 1991). They also arrange the time through productive ways to support the goals achievement. Visionary leaders do not only have skills in communicating the shared vision anytime (LeSourd & Grady, 1991; Pasi, 2003), but they also know that they have to articulate the vision to keep the stakeholders remain inspired and continuously work to realise the shared goals (Pasi, 2003). To the visionary leaders, communication is the key to describe current situation and integrate commitment towards

the better future (Brown & Anfara, 2003; Drake & Roe, 2002) and activate people to play their roles in reaching objectives of the shared vision (Mendez-Morse, 1992).

The role of visionary leader is a vision guard. To be the vision guard, a visionary leader must protect a clear direction by using the shared vision as a guide (Brock & Grady, 2004; LeSourd & Grady, 1991; Lunenburg & Irby, 2006). The shared vision provides a direction for principal, entire students and teachers (Brock & Grady, 2004; Mendez-Morse, 1992). Visionary leaders understand that goals of the shared vision establish a focus for professional development of teachers and staff which absolutely to increase learning achievement of entire students. By using the data of students' achievement and knowledge about learning process for adults, objectives and sources of teachers and staff development could be decided (*SREB Leadership Initiative, 2002*). To a visionary leader, teachers and staff development aims to support students learning and determine an assessment which reflect the result of students' learning (Guskey, 2003).

Visionary leadership approach focused on school's growth where flexibility and sustainable improvement become a prime aspect for the success of school (Pasi, 2003). Furthermore, Pasi (2003) stated that visionary leaders surrounded by supporters of the shared vision who work to ensure the development of vision above any personal preliminary ideas. Nanus (1992) said that a vision is not a galore but it is a need; without a vision, people work in perplexity and deterioration then deviate from the intended goal. A visionary leader is also an instructional leader acted as a problem solver*,* sources provider, spokeman with many roles in managing the vision which activate school to better future (Brown & Anfara, 2003). Principals who lead their schools with a vision are not afraid to say:"This is what I strongly believe; this something could be completed by school in one year, five years and ten years". Vision is a powerful activator which guide, tempt, direct, and facilitate accomplishment (Chance, 1992).

The relationship between leadership and effective schools spoken by many authors that leadership is a primary aspect in school system. Most leadership experts explicitly describe that leadership as an important characteristic of effective schools. Scheerens (1992) declared that effective schools have strong leadership, Mackenzie (1983) identified three characteristics effective education and leadership on the first rank, Edmonds (1979) mentioned five characteristics of effective school, one of them is leadership and principal's attention to the quality of instruction, and Haneveld (1992) perceived that an effective leadership becomes a characteristic of effective school (Komariah & Triatna, 2005). Many researchers carried out studies on the importance of leadership as a key of school success (Arifin, 1998; Asrin, 2006; Kusmintardjo, 2003; Teske & Schneider, 1999; Leithwood & Jantzi, 2000; Brown &Anfara, 2003)

In spite of many studies on school effectiveness have been investigated, but none of the studies focused on principal leadership in the process of school change towards effective schools, whereas none of a school which changes from one condition to be intended condition happens naturally, but it always happens by design, that is through a change process (Bafadal, 1995). According to Collins (2001), transformation from good condition towards best condition affected by a cumulative process – step by step, action by action, decision by decision – which the combination of them produces sustainable and spectacular result. Collins (2001) added that any transformation or change could be occured whenever and does not depend on how big the organization is. This motivates the current researcher to deeply investigate 'how' not 'what' (MacBeath & Mortimore, 2001), not just what is the change process, but how the process happens at schools. Therefore, this research focused on visionary leadership in the process of school change towards effective condition. The issues of effective school, visionary leadership and process of change becomes the basis why this problem is urgently investigated. Based on the issues of school effective from the previous studies and the data obtained from preliminary investigation to determine the school investigated, the researcher found the three chosen schools in this study indicated some uniqueness and interesting features which motivated the researcher to deeply investigate.

2. Methodology

This current research focuses on investigating visionary leadership of principals in the change process at effective schools. Specifically, it aims at how visionary leaders change their schools to be effective schools through visionary leadership actions, namely formulating, transforming and implementing their school visions. This is a qualitative research with a multicase research design.

2.1 Data Source

The data source consists of two kinds; human and non-human sources. Human sources functioned as a key informants while non-human sources are certain documents which are relevant to the research problems, such as pictures, photos, minutes, or any kind of written media related to the focus of research. Purposive sampling technique used to guide the data collection which suitable with research necessity by selecting the informants who deeply understand the research problems so that they could provide information and be credible informants as a source of data. The researcher also used snowball sampling technique to develop the data obtained from the key informants of each school

2.2 Data Collection

To gain the data holistically and integratively, in collecting data of this study, the researcher used three techniques, namely: (1) in depth interview, (2) participant observation, and (3) study of document. The three techniques are the basic techniques in data collection of qualitative research which agreed by many researchers or authors of qualitative study (Bogdan & Biklen, 1982., Nasution, 1996., Sonhadji, 1994).

2.3 Instrument and Participants

In this qualitative research, the researcher acted as a key instrument. As a single instrument, the researcher provided an interview guide, field notes, tape-recorder and camera which used to record all data and phenomena related to the focus of this study. Certain informants who involved in this study at each school investigated. They are the founders of schools, principals, vice principals, and teachers.

2.4 Data Analysis

Individual data analysis was done interactively (Miles & Huberman, 1994). The display, reduction, verification of data and data conclusion done simultaneously. Meanwhile, cross-case data analysis done by comparing and integrating the individual findings of each case to obtain the final conclusion which becomes the findings of this research. Since this study combined the process of data collecting and data analysis also involved various data sources, so that Comparative-Constant Method was used from the beginning up to the end of this research (Bogdan & Biklen, 1998).

2.5 Data Trustworthiness

Trustworthiness becomes one of the strengths of qualitative research. Trustworthiness determines whether the research findings are accurate from the eyes of researcher, participants or readers of research report (Creswell & Miller in Creswell, 2009). Trustworthiness of the data employed in this study based on three criteria, namely: (1) credibility, (2) dependability, and (3) confirmability (Moleong, 1994).

3. Result

1) Individual Case Findings

Individual-case findings indicated that in formulating the vision, the founders of schools base their statement of vision on their personal values and belief and core values of organization. In Christian School, the founder bases his vision on his personal belief and values which are sourced from Bible that he believes as a Christian. The three values are leadership, creativity and character. The same case found in Islamic School, The Holy Book, Al-Qur'an is a main source of his personal and organizational vision statement formulated by the founder. The values are nationality, intellectuality, and independency. Meanwhile, in the third case, it is a public school. The founder formulated the school vision based on his personal values and belief as a lecturer. The values mostly influenced by the university values where the founder and principal work as lecturers. The core values are philosophical, pshychological, sociological and historical values. For the subfocus two, the three cases determine the direction of school development based on some considerations. On the first case, based on potencies of Indonesia as a nation, the weaknesses of educational system in Indonesia shown in schooling practices, it is also based on the values and existence of rational and realistic vision. On the second case, it has the same consideration, but history of nation and the core values of vision also put into consideration. While the third case based on the function of three obligation of higher education in Indonesia and the analysis of strengths and weaknesses of school.

For the second research focus, transforming the vision on the three cases done in two ways, namely articulating and communicating the school vision, mission and objectives; and restructure of organization. On the first case, articulating and communicating the school vision, mission and objectives aimed to influence people, change paradigm and as a proses of inheritance. This activity intensively done in personal meeting among leadership team, teacher group meetings, morning pray, in school conferences, in back to school night and retreat. The school vision, mission and objectives are articulated and communicated to teachers, staff, parents and students. The change process through restructuring in this first case based on the ideas that learning process, development and improvement are naturally and sustainable happened in human life cycle and organization. Some changes done in organizational structure especially on top leadership level, teachers' replacement, competencies sequence and learning objectives in school curriculum. Instructional approach, learning hours and subject status are also changed.

On the second case. Intensity of communicating the school vision also done in meeting and conference, through invitation, connecting book, and real actions in administering school excellent programs. These efforts aimed at growing togetherness, shaping good behavior, crystallizing values, creating shared comprehension, and building state of unity. Articulating and communicating the vision in this case also addressed to all people involved in operating and supporting the school.

The idea of restructuring done in this school based on point a view that the change to the better and perfect direction is a dynamic thing in human life and whatever the change must be based on the core values of vision. The changes in this school related to the status of organization and statement of vision, structure of organization based on short-term and long-term programs, changing in subjects status as well as on period of learning and rest time in order to be efficient and effective.

On the third case, articulating and communicating the vision addressed to provide understanding, grow spirit, modelling, and implant values. The target of articulation and communication similar to the first and second cases. Different aspects from the first and second cases in restructuring are related to management of organization and name of school which affect the changes in vision, structure of organization, strategies and approaches in learning, curriculum, additional subjects and learning hours.

For the third focus, implementing the vision in the three cases also done in two ways; professional development for teachers and building school culture. On the first case, professional development for prospective and new teachers start from the recruitment phase involving application submission, administrative selection, interview, and microteaching; second phase is acceptance and the third phase is placement in three different grades as a teacher assistant; fourth phase, following intensive education and training given by school leadership team. For the senior teachers, they have internal training instructed by leadership team and teachers as trainers as well as inviting a

professional to deliver update education topics. In addition, they develop their competencies by participating in various professional forum outside the school, formal and informal supervision by principal and vice principal and also to improve teachers' qualification by continuing their formal education to higher level. For the subfocus 2, building school culture agrees with the core values of vision and direction of school development. It begins by building commitment among the principal, teachers and staff to be strong, solid, cooperative, and consistent in defending shared principles. After building the commitment, they shape the system of culture involving rules, procedures, consequencies and rewards. The final phase is to socialize the system of culture through orientation with practices and simulation. On the second case, professional development for prospective and new teachers also done in several phases; (1) recruitment: application, interview, written test, microteaching in lower and upper grades, three-month tryout (performance observation, evaluation and training), and contract agreement. Same as in the first case, developing senior teachers through internal and external trainings, continues formal education to higher level, also formal and informal supervision. For the subfocus 2, developing culture firstly done with building commitment, consistency, providing a model and integrity of all school components in maintaining principles which are based on the core values of vision. Then, create the system of rules for both classroom and school, socialization and practices through orientation of the culture system. On the third case found that professional development for teachers carried out through local and national activities such workshop, training, seminar, and international activities such as conference, online tutorial, and international certification for teachers. Supervision and internal training also done for developing and revising teaching materials, curriculum development, making instructional model and teaching team. To develop school culture begun by providing a model: principal as a motivator and teachers as a model who are followed by students. Then, construct strong system of culture which directed to build awareness, instructional system, negation of punishment and written rules, and develop contextual learning.

2) Cross-Case Findings
a) Research finding of focus 1: formulating the vision
The basic values of formulating vision:
- Personal values of the leader
- Core values of organization

Considering the direction
- History of nation
- Potency of nation
- Strengths and weaknesses of education system and schooling practices
- The core values of vision
- The existence of rational and realistic vision

b) Research finding of focus 2: Transforming the vision
Articulating and communicating the vision
- Articulating and communicating the vision aimed at building spirit of togetherness and integrity, giving strong influences, shaping good behavior, modelling, and understanding, also changing paradigms, internalizing and crystalizing values as well as a process of inheritance

- Transforming the vision also done orally both personally and in groups; writtenly and through certain concrete actions in administering school programs.
- Articulation and communication of the vision addressed to all school components which involve in operating the schools.

Restructuring the school organization
- The change process through restructure of the organization based on the assumption that any development and improvement towards better condition regarded as natural and dynamic process in human life cycle, and the process should be relied on the core values of vision which support the accomplishment of the vision.
- Restructuring in these schools involves the changes in the status, management, name of organization, and also the statement of vision, mission and main goals of organization.
- Restructure of organization on leadership and staff levels based on capabilities and development fields in accordance with strategic plans and organizational improvement programs which are aimed to ensure delegation, authority, job description, tasks and functions in order that learning process sustainable going on.
- Restructuring also carried out on learning program and management that involve period of learning, learning strategies and approaches, subject status, curriculum, and classroom management, all aimed at making the learning process goes effectively.

c) Research Findings of Focus 3: Implementing the Vision
Professional Development for Teachers
- Professional development for teachers carried out from the recruitment process through several phases: application submission, interview to know the prospectives' readiness and introduce the vision values, written test to know how deep the prospectives' horizon in education, *micro teaching,* 3 months tryout, and placement as a teacher's assistant, trainings, contract agreement based on the progress, dedication and loyalty achieved.
- internal training given by management of organization, inviting speaker, and teachers' empowerment; external training through sertification and teachers' involvement in professional program outside their own schools.
- supervision program by principals or organization leaders both formally and informally. The objective of this program is to measure teachers understanding on materials given in trainings, to evaluate the strengths and weaknesses of teachers and ensure the application of teaching standards in instructional process.
- increasing teachers' qualification by continuing their formal education to higher level.

School culture development
- Developing school culture begun by building commitment, providing a model, consistency, and integrity in strongly maintaining cultural principles in

accordance with the direction of school development and the vision values.

- School culture development done in three ways. First, arrange system of culture involving rules, procedures, consequences and rewards. Second, construct strong system of culture which directed to build awareness, instructional system, negation of punishment and written rules, and develop contextual learning. Third, orientation of the system of culture through socialization and practices.

The summary of cross-case findings shown in the following table.

Table 3.1: Summary of Cross-Case Findings

Visionary Leadership in The Process of change at Effective Schools		
Formulating Vision	*Transforming Vision*	*Implementing Vision*
Basic Values: Personal values of the leader and Core values of organization **Considering the direction:** History and potency of nation, Strengths and weaknesses of education system and schooling practices, the core values of vision and the existence of rational and realistic vision.	**Artikulation & communication of vision, mission & school objectives**: Goals Intensity Target **Restructure of organization:** The change process based on strong ideas. Changes in status, name, & management of organization, leadership and staff levels, management & instructional programs	**Professional development for teachers:** Start from recruitment process, internal & external trainings, supervision and continue formal education to higher level. **Developing school culture:** Building commitment to the principles of culture, Developing system of culture. Socialization of the culture system

4. Discussion

A. Visionary Leadership in Formulating the Vision

1) Basic Values of Vision

Basic values in formulating the vision of effective schools rely on beliefs and values of organization. Formulation of the vision firstly comes from values and beliefs of the organization founders and school principals as leaders. The belief and values then enlighten into a set of values which is believed to be the core values to achieve the vision.

According to many experts of visionary leadership that the essential of personal vision represents a dream of a leader concerning what will be shaped by a school. Uniquely, the personal vision is belonged to the one who firstly shape it and unlimited by the realities of the organization. That vision is a sight of unique future which directly reflects the personal belief and values. A research about beliefs and values indicated that strong personal values constitute a key for the whole development of better personal vision (Bennis & Nanus, 1985; Manasse, 1982; Rutherford, 1985; Shieve & Shoenheit, 1987).

The personal values of organization reflect what the leader wants concerning anything that would be achieved and completed by organization or school which also reflects his own personal values of the vision. Both building personal vision of a leader and personal vision of organization start with identification toward attributes of effective schools and focuses on specific targets which would be reached by the schools (Chance, 1992). Based on the above descriptions, it can be concluded that the three research cases have similarity in formulating the vision, since the founders together with principals do not only develop their personal visions but also the schools personal visions begun with identification of charerecteristics of effective schools and they determine the direction or focus would be reached by the schools.

2) Considerations of School Development Direction

Considering the focus of vision constitutes an important part in the process of formulating vision. Nanus (1992) said that a vision must have a clarity and focus so that it can be communicated correctly to where direction addressed by an organization in order that this focus of vision has to be considered accurately. Furthermore, he stated that how far forwards the vision must be focused, it depends on the time needed to realise changes. On the three research cases, determining the direction of organizational development based on some considerations: history and potency of the nation, strengths and weaknesses of educational system and schooling practices, the values of vision, and existence of rational and realistic vision.

According to Chance (1992), considerations in determining of school development direction based by strengths and weaknesses of school, external factors, ideality of school, personal vision, freedom, and anticipated completion. These considerations have similarities with the findings in the three research cases that the strengths and weaknesses of school, school ideality, the values of vision and the existence of rational and realistic vision become the factors in determining the focus of school development, while external factors involve history and potency of the nation, strengths and weaknesses of educational system. Meanwhile, freedom and anticipated completion do not include as considerations

B. Visionary Leadership in Transforming the Vision
1) Articulation and Communication of the Vision, Mission and Objectives of School

Having formulated the vision and considered the direction of school development in three research cases, the next step is to articulate and communicate the vision so that it becomes the shared vision af all people in schools, Chance (1992) said that the process of vision constitutes a sequence of system which begins with personal assessment towards the development of personal and organizational vision, and then involving all people in the whole statement of vision, afterwards communicate the vision in various ways inside and outside of school environment.

A visionary leader owns a strong principle in leading a process of change to reach the intended objectives of school (Brock & Grady, 2004; Colton, 1985). To become a shared vision of school, the articulation and communication in the three schools investigated aimed to grow the spirit of

togetherness and unity, give influence, shape behavior, provide a model and comprehension, change thinking paradigm, as an introduction and crystallization of values also as a process of inheritance.

The objectives of articulating and communicating the vision above explicitly describe that the efforts to communicate the vision are a vital aspect in the success of vision process. Therefore, capacity to empower, trust, and communicate becomes an essential instrument for the visionary leader during the process of planning and articulating the vision. All people in organization must know that the vision can be articulated and published according to their own ways. They need to listen, understand, and accept the vision before they can support it (Rutherford, 1985). In the process of vision, the leader of organization has to review different responsibilities of each leader in groups including to guide, facilitate and manage behaviors and group focus under his leadership, also communicate clearly to the members of groups. After that, everyone shares own concept of communication with others in subgroups which consist of three until five people (Chance, 1992).

In accordance with the articulation techniques of vision, Manasse (1985) refers to development as a thing which represents what will be achieved by an organization, he menations as the future vision since it symbolizes the better future of organization. The focus of such communication strategy is that "to accomplish anything possible rather than maintain something has been existed". Metaphorical statements, symbols, models become means to communicate a vision. For examples, the statements like *"Striving for Excellence," Excellence and Equity"* and *"A Time for Greatness"* show enthusiasm and direction for an organization (Chance, 1992). Metaphorical statements and symbols were also found in the three research cases. On the first case, a slogan *"The Most Superior",* written on the school bus and sung by the students everyday and the symbol of school 1 x 1 meter in size displayed in the school office, it shows the school ideal and builds enthusiasm. The same thing found in the second case, there are also a school symbol and slogan: *"Shaping Future Leaders"* both written on the school bus with big letters indicate the direction of the school will go. On the third case, the metaphorical statements such as "show the different" dan "find the lost boys" meaning that "independent learning community" that will be created by the school. Pasi (2003) states that the process of school vision development designs objectives and expectations toward culture and atmosphere, programs and policies as a real step in transforming a vision.

From the three research cases, the targets of articulation and communication of vision, mission, and objective of schools are addressed to all components involved in operating the schools. According to Rutherford (1985) that a vision must be communicated to all people who want to listen. The involvement of diversed people in all programs will create people who have strong commitment that believe the main goal which is stated in the vision. (Chance, 1992)

Concerning visionary leadership in articulating and communicating the vision also spoken by other researchers of visionary leadership. They said that visionary leaders do

not only have skills in communicating the school shared vision everytime (LeSourd & Grady, 1991; Pasi, 2003), but also know that they must always articulate the vision to maintain the stakeholders remain inspired and sustainable work to realise the shared objectives (Pasi, 2003). To the visionary leader, communication is a key in articulating the current situation and integrate commitmnet for the better future (Brown & Anfara, 2003; Drake & Roe, 2002) and empower people to play their roles in achieving objectives of the shared vision (Mendez-Morse, 1992).

2) Restructure the School Management
The change process through resctructure is on the basis of considerations that development and improvement towards the perfect condition are a natural and dynamic process in human life cycle, and the process of change should be based on the values of vision and support to the achievement of vision

The process of change by restructure was described by Conley (1993) that a basic nature of systemic and fundamental of a change must be restructure. The successful school improvement obliged a clear development of educational vision and shared missions of organization, know how good the school accomplishes the missions, identify scopes of improvement, develop plannings to changes in activities and education programs, and implement the palnnings and new programs effectively.

To manage school improvement and changes constitutes the complicated job for school leadership. As Fullan (1993) and Sparks (1996) figure out that school leaders need to understand the process of change to direct and cope the changes and improvement endeavors effectively. They must learn to solve any obstacles and manage confusions which occur naturally during the complexity of change process (Fullan & Miles, 1992). A visionary leader's objective is to create culture and sustainable change ambience to bring up new ideas and take risks to activate schools forward (Pasi, 2003). To create culture and change ambience mean to motivate and persuade all staff to be courageous in taking risks (LeSourd & Grady, 1991). Furthermore, restructure is addressed to the changes in system of rules, roles, relations, times, knowledge, and technologies that used and placed appropriate with plannings (Brandt, 1993).

Restructure done in the current research cases related to the system of rules, roles, knowledge and relations. It is also related to the big wheel change since it involves the changes in statement of visions, missions, objectives and programs of schools that influence school culture and practices. The changes need a group decision taking which represents a school as a unit (Brunner & Hopfenberg, 1992). In addition, the change through restructure in the research cases also done toward the organizational structure and many kinds of school activities and programs to be aimed at effective learning for all students.

C. Visionary Leadership in Implementing the Vision
1) Professional Development for Teachers
Professional development for teachers as a way to implement the vision on the three research cases conducted in various kinds of activities and programs, that is begun

from recruitment phase of prospective and new teachers. The phase involves some steps, namely application, interview to know the prospective readiness and introduce the values of vision, written test to know the prospectives' point a view of education, microteaching, tryout and three-month placement as teacher's assistant, training and agreement contract based on achieved dedication and loyalty; internal trainings delivered by management team of organization, inviting speakers, and teachers empowerment as trainers; external trainings through sertification program, teachers involvement in professional forums outside their own organization and continue their study to higher level of education either educational or non-edducational major. Professional development also done through both formal and informal supervision programs by the principals. The objectives of supervision program are to measure teachers' understanding of materials given during training sessions, evaluate the strengths and weaknesses of teachers in instructional process and ensure the use of teaching standards which is determined by the school.

The experts of visionary leadership promote about the role of visionary leaders in developing their staff is to support them in deeply comprehending how to provide productive teachings which will motivate entire students to learn higher learning content (Hale & Moorman, 2003). Visionary leaders know that the objectives of shared vision determine the focus of sustainable staff development is absolutely increasing the achievement of students entirely. By using the data of students' achievement and knowledge related to learning process of adults, the objectives and staff development sources can be confirmed (SREB Leadership Initiative, 2002). In the view of visionary leaders, staff development objectives is that to support students' learning and establish an assessment that reflects students' learning results (Guskey, 2003).

Furthermore about this professional development, in the AASA Monograph, Challenges for School Leaders (Chance, 1992), identifies two important components to facilitate an implementation of vision. The first aspect is periodically absolve school leaders from administrative tasks so that an improvement can be conducted to them by involving them in workshops, conferences or visiting some effective organizations which have strong visions about the future. The second aspect by providing opportunities for administrative staff to evaluate strategic plans of organization and further plans to actualize the vision. On these three research cases, the policy of professional development for teachers based on short, middle and long terms of school strategic plans.

2) School Culture Development.

Culture development in the three research cases involves three phases. Firstly, building commitment to the principles of culture that harmonize with the values and direction of school development; secondly, establishing the system of culture; and thirdly, socializing the system of culture. Developing commitment in maintaining the principles of culture constitutes a beginning process of beliefs to the basic values, so that the beliefs reflected in attitudes which suitable with the values that have been formulated by the founder and principal of school. In the context of school

education, cultural development for students starts with establishing commitment, consistency, integrity and provide a model from the school leader as a model for teachers and teachers as a model for students. The second phase is building the system of culture and the third phase is socializing the system of culture which is done in the first school day when the students registered as a student in schools.

According to Robbins (1993), shaping organizational culture involves three phases. First, begins with the philosophy of an organization founder; second, criteria for selection, this is related to the criteria in recruiting employees determined by top management of organization; third, socialization. Based on the procedures of cultural building found in the three research cases and those are proposed by Robbins (1993), it can be concluded that there is a difference between cultural development in corporate organization and effective school. On the second phase, selection criteria, in the development of organizational culture emphasized on intended criteria of organization in recruiting employess and the criteria come from the philosophy of organization. Meanwhile, the second phase, in building school culture emphasized on a system of culture which is based on the beliefs and values of school vision.

In addition to the function of culture in schools proposed by school culture authors that school culture functions as a base for long-term school change and improvement (Mitchell & Sackney, 1998). Fullan and Stiegebauer (1991) percieve that the key of successful change does not only changes in the structure of organization but the most important thing is changes in culture. To lead changes and create sustainable school improvement, cultures must be maintained by school leaders who involve collaboration, empower teachers and students, and motivate in such a way to make sure all people in schools utilize the school culture (Mitchell & Sackney, 1998; Fullan & Hargreaves, 1991; Valentine et al, 1997). Sergiovanni (2006) suggests that school culture influenced both formally and informally by direct or indirect effects by school leaders who expect the change. Leithwood and Jantzi (1999) emphasized an inluence of school leader as someone who could give a direct effect through some actions that establish norms, values, and attitudes among the staff. Schein (1992) also supports the influence of leaders in shaping organizational culture where the leaders create, modify and manage the culture absolutely defining their leadership. Teske dan Schneider (1999) stated that an effective school principal defines school culture, builds higher standards and integrates all the standards into the school missions.

5. Conclusion

The whole vision process based on the research findings reflects visionary leadership that play roles as the creator of vision, determiner of direction, agent of change, trainer of vision and professional guide (Nanus, 1992 & 2001). Visionary leadership in shaping the vision conducted by the founder of organization and school principal as the leaders of organization. In the process of formulating the vision, the leader of organization develops his personal vision and personal vision of organization based on his own personal

values and basic values of organization, all at once determining the clear direction for organization which is based on some considerations.

Visionary leadership in transforming the vision conducted through articulation and communication the vision, missons and objectives of organization to the whole components involved in operating the organization. The articution and communication done in various ways. This process of transforming the vision also conducted in some efforts such as elaborating the vision, missions and objectives into a series of programs all at once identifying areas of changes that need to be improved and developed through restructure.

Visionary leadership in implementing the vision carried out by the leader of organization by motivating and giving chances to all staff to develop their expertise by following various kinds of professional activities both in and out of organization or school. the leader of organization as a model who followed by all communities in organization, must have strong integrity and commitment toward the system of culture that established in organization appropriate with the values of vision.

Eventually, it comes to theoretical conclusion that the whole process conducted in visionary leadership practices involving formulation, transformation and implementation of the vision aimes to lead the change. In other words, core business of visionary leadership is leading change.

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