

Visionary Leadership Management in Strengthening Madrasah Quality Culture through School-Based Management Strategy

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ABSTRACT

Strengthening the quality culture of madrasahs is a strategic need in facing the increasingly complex and sustainable demands for improving the quality of education. In this context, the visionary leadership of the madrasah principal plays a crucial role in directing organizational change through planned, participatory, and quality-oriented management. This study aims to analyze and describe visionary leadership management in strengthening the quality culture of madrasahs through the School-Based Management strategy at Madrasah Aliyah Negeri 2 Karawang, East Karawang District. This study uses a qualitative approach with a case study type. Data collection was conducted through in-depth interviews, participatory observation, and documentation studies, involving the madrasah principal, vice-principal, teachers, and education staff as research informants. The results of the study indicate that the visionary leadership of madrasah principals contributes significantly to strengthening the culture of quality through internalization of the vision, participatory leadership, leadership role models, continuous program evaluation, management transparency, teacher empowerment, and collaboration with stakeholders. The School-Based Management Strategy serves as an operational instrument that bridges the leadership vision with madrasah management practices. The implications of this study emphasize the importance of consistent and contextual visionary leadership as a basis for developing policies and practices to improve madrasah quality.

INTRODUCTION

Current developments in global education require educational institutions to focus not only on academic achievement but also on strengthening a sustainable culture of quality. The challenges of globalization, technological disruption, and social change require educational leadership capable of formulating a far-reaching vision and strategically managing change (Mujeeb et al., 2025). Visionary leadership is seen as a key element in ensuring educational institutions remain relevant and adaptive to the dynamics of the times (Sing et al., 2026). In this context, leadership management is no longer merely administrative but also strategic and transformative (Zumitzavan et al., 2025). A culture of quality is a crucial foundation for systemic and sustainable improvement in educational quality (Rahmi & Rassanjani, 2025). Therefore, the study of visionary leadership in strengthening a culture of quality has become a strategic issue in the global education discourse (Hariyani et al., 2025).

Although the importance of visionary leadership in strengthening a culture of quality has been widely discussed, there is a significant gap in its implementation within educational institutions, stemming from a focus on the secular nature of public schools or a lack of attention to the operational instruments of School-Based Management (SBM). This gap has resulted in efforts to improve educational quality failing to proceed in a systematic and sustainable manner. Therefore, this study aims to

analyze the role of visionary leadership in strengthening a culture of quality as a logical solution to this gap, by providing a more operational and contextual approach amidst the challenges of globalization, technological disruption, and social change.

In the context of national education, efforts to improve the quality of education continue to be a government priority (Asadullah et al., 2025). Education policy emphasizes the importance of effective, transparent, and participatory governance of educational institutions (Loretto et al., 2026). Madrasahs, as part of the national education system, play a strategic role in producing superior human resources intellectually, spiritually, and socially (Zuhri & Zakariyah, 2023). However, challenges in managing madrasahs remain related to the consistent implementation of quality management and long-term leadership (Tri et al., 2026). Visionary leadership in madrasahs is expected to integrate Islamic values with the demands of modern educational quality (Hidayah & Java, 2025). Therefore, strengthening a culture of quality in madrasahs requires leadership capable of synergistically managing vision, strategy, and resources (Izzah et al., 2024).

Madrasahs are faced with the challenge of improving the quality of educational services while maintaining their Islamic character (Badrun, 2024). Implementing School-Based Management (SBM) is one strategic approach to fostering independence and improving the quality of madrasahs (Fahrezi & Abdi, 2024). This approach empowers madrasah principals to manage resources and make strategic decisions (Siagian et al., 2025). However, the effectiveness of SBM is heavily influenced by the principal's leadership capacity (Santoso, 2015; Widodo et al., 2025). Visionary leadership plays a crucial role in translating policies into meaningful institutional practices (Fawzi et al., 2025). Therefore, the success of strengthening a madrasah's quality culture is inextricably linked to the quality of visionary leadership (Farid et al., 2024).

Various education policy reports indicate that improving the quality of madrasahs is determined not only by the availability of facilities and regulations, but also by the quality of leadership and organizational culture (Amiruddin et al., 2024). The results of institutional evaluations of madrasahs confirm that there is still variation in the implementation of quality management and the consistency of work culture. Field findings indicate that some madrasahs have quality planning documents, but these have not been fully internalized in daily practice. Initial observations within madrasahs also indicate that institutional vision is not always the primary reference for strategic decision-making. This condition has resulted in less than optimal strengthening of a comprehensive quality culture. Therefore, a more in-depth study of the role of visionary leadership in this context is needed.

Based on these data, the main issue that emerges is how visionary leadership is managed managerially to strengthen the quality culture of madrasahs. This issue relates not only to the ability to formulate a vision, but also to how that vision is implemented through systematic management strategies. Quality culture is often understood as an administrative program, rather than as collective values and practices (Rachael & Christina, 2025). As a result, the quality strengthening process is partial and less sustainable. Visionary leadership should be the primary driver in building quality awareness throughout the madrasa community. This study focuses on these dynamics (Rohani et al., 2025).

This research was conducted at Madrasah Aliyah Negeri 2 Karawang, a state madrasah with a strategic role in the development of Islamic secondary education. The

location was chosen based on its dynamic institutional characteristics and commitment to improving educational quality. Madrasah Aliyah Negeri 2 Karawang demonstrates efforts to implement School-Based Management (SBM) in institutional governance. The research focused on the principal's visionary leadership practices in strengthening a culture of quality. Furthermore, this study also examined the management strategies used in the context of implementing SBM. Thus, this study seeks to explore the actual practice of leadership in the madrasah context.

Theoretically, visionary leadership, as proposed by Nanus, emphasizes a leader's ability to build a vision, inspire, and direct organizational change (Nanus, 1995; Candrasari et al., 2023). Meanwhile, Schein's organizational culture theory positions culture as the result of the internalization of values and practices that are repeated within an organization (Schein, 1983; Tadesse Bogale & Debela, 2024)

However, the integration of visionary leadership and the strengthening of a culture of quality in the madrasah context has not been comprehensively elaborated (Yazid et al., 2024). The School-Based Management approach is often positioned as an administrative framework, rather than as a medium for visionary leadership (Bera, 2023). As a result, the relationship between leadership vision, management strategy, and quality culture has not been fully depicted. This situation indicates the need for studies that integrate these three aspects within a single analytical framework.

Several recent studies have examined educational leadership and the quality of educational institutions, such as Khair's study highlighting strategic leadership (Khaira, 2025), Fitriani et al.'s study on instructional leadership in schools (Fitriani et al., 2024), and Permatasari et al. study on transformational leadership (Permatasari et al., 2023). These studies make important contributions to understanding the role of leadership in improving educational quality. However, most research still focuses on public schools and has not specifically examined the madrasah context. Furthermore, studies linking visionary leadership with a culture of quality through a School-Based Management approach are still limited. The empirical reality in madrasahs demonstrates unique and contextual leadership dynamics. Therefore, this research occupies a crucial position in the development of Islamic educational leadership studies.

This study positions visionary leadership not merely as a leadership style, but as a managerial practice integrated with the School-Based Management strategy. This approach allows for a more in-depth analysis of the process of strengthening a culture of quality as a social construct within madrasahs. The context of State Islamic High School 2 Karawang provides a platform for understanding the practice of visionary leadership within the reality of state madrasahs. This study also integrates perspectives on leadership, management, and organizational culture within a single analytical framework. Thus, this study presents a comprehensive and contextual perspective. The results are expected to provide new insights into madrasah quality management.

This study aims to analyze visionary leadership management in strengthening the quality culture of madrasahs through a School-Based Management strategy. The research direction is focused on understanding the leadership processes, strategies, and practices implemented at Madrasah Aliyah Negeri 2 Karawang. This study also seeks to identify supporting and inhibiting factors in the implementation of a quality culture. This research is important to conduct because it provides theoretical contributions to the development of Islamic educational leadership studies. Furthermore, the research results are expected to provide practical recommendations for madrasah

administrators. The four primary goals of this study are as follows: (1) to examine how the leadership vision is internalized in quality policies at MAN 2 Karawang; (2) to assess how the Madrasah-Based Management (MBM) strategy is being implemented as an operational tool of quality culture; (3) to identify factors that facilitate and hinder organizational culture transformation; and (4) to develop a contextual visionary leadership model for the enhancement of sustainable quality in the madrasah environment.

RESEARCH METHOD

This research uses a qualitative approach with a case study approach. A qualitative approach was chosen because this research seeks to deeply understand the practices of visionary leadership management and the process of strengthening a culture of quality in the madrasah context. Case studies allow researchers to examine phenomena holistically and contextually in a specific location. The research focuses on leadership dynamics, school-based management strategies, and the construction of a culture of quality that develops in madrasahs. This approach aligns with Creswell's perspective, which emphasizes the importance of exploring meaning and social processes in educational research. Therefore, this research is not oriented toward generalizations, but rather toward a deeper understanding of the phenomena under study (Creswell, 2019; Mekarisce, 2020) .

From January to June of 2026, one academic semester, this study was carried out. A participatory observation methodology was put in place to guarantee scientific credibility. This protocol involved the researcher in the daily operations of the madrasah, including teacher coordination meetings, classroom supervision, and monthly program evaluations. To reduce subjectivity and guarantee the consistency of data gathered throughout the study period, the researcher employed structured field notes and observation sheets based on Schein's organizational culture and Nanus's leadership indicators.

This research was conducted at Madrasah Aliyah Negeri 2 Karawang, East Karawang District. The research location was selected based on the consideration that the madrasah has implemented a School-Based Management strategy in its institutional governance. Furthermore, Madrasah Aliyah Negeri 2 Karawang demonstrates leadership dynamics relevant to study in the context of strengthening a culture of quality. This research was conducted over the span of one academic semester to allow researchers to obtain comprehensive data. The research time was adjusted to the madrasah's academic calendar to facilitate the observation and interview process. The determination of the location and time of this research is expected to support the optimal achievement of the research objectives.

The subjects of this study were madrasah principals, the primary actors in visionary leadership management. Research informants included deputy principals, teachers, education staff, and the madrasah quality assurance team. Informants were selected purposively, considering their direct involvement in the management and implementation of a quality culture. Informants were chosen based on their experience, roles, and knowledge of madrasah leadership and management practices. This purposive sampling approach enabled researchers to obtain relevant and in-depth data. This aligns with Patton's opinion, which emphasizes the importance of selecting information-rich informants in qualitative research (Patton, 2002).

Data collection techniques in this study included in-depth interviews, observation, and documentation studies. Semi-structured interviews were conducted to explore informants' views and experiences regarding visionary leadership and madrasah quality culture. Observations were used to directly observe leadership practices, interactions among madrasah members, and the implementation of School-Based Management strategies. Documentation studies were conducted on institutional documents such as the vision and mission, madrasah work plans, and quality assurance documents. The use of various data collection techniques aimed to obtain comprehensive data. This strategy aligns with the principle of triangulation in qualitative research (Miles et al., 2014).

The primary instrument in this study was the researcher herself, who served as data collector and analyst. The researcher was assisted by interview guidelines, observation sheets, and documentation checklists as supporting instruments. The interview guidelines were developed based on the research focus and the conceptual framework of visionary leadership and quality culture. The observation sheets were used to record phenomena related to madrasah management and leadership practices. These supporting instruments are flexible and can be developed according to field findings. This aligns with the characteristics of qualitative research, which places the researcher as the key instrument (Sugiyono, 2023).

Data analysis was conducted interactively from the beginning of data collection until the research was completed. The data analysis technique refers to the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data reduction was achieved by selecting and focusing data according to the research objectives. Data presentation was done in the form of descriptive narratives and a thematic matrix to facilitate understanding of the relationships between categories. Conclusions were drawn gradually and continuously verified throughout the research process. This approach enabled researchers to gain a deep and accurate understanding of the phenomena being studied (Miles et al., 2014).

The validity of the data in this study was ensured through several techniques, namely triangulation, member checking, and observational persistence. Triangulation was conducted by comparing data from interviews, observations, and documentation. Member checking was conducted by confirming research findings with informants to ensure consistency of meaning. Observational persistence was achieved by extending the researcher's involvement in the field. These techniques aim to increase the credibility and trustworthiness of the research results.

The research procedure begins with the planning stage, which includes developing a proposal and obtaining research permits. The next stage is data collection through interviews, observations, and documentation at the research site. Next, researchers conduct data analysis simultaneously throughout the data collection process. The results of the interim analysis are used as the basis for further data collection until data saturation is reached. The final stage of the research is the systematic preparation of a research report. This procedure is designed to ensure the research is structured and meets the stated objectives.

RESULTS AND DISCUSSION

Results

The results of this study indicate that strengthening the madrasah quality culture at MAN 2 Karawang occurs through the practice of visionary leadership managed through managerial means. Field findings demonstrate a strong integration between the madrasah principal's leadership vision and the implemented School-Based Management strategy. A common pattern that emerged was consistency in institutional direction, involvement of the madrasah community, and the practice of continuous evaluation. This pattern was identified through observational persistence, whereby the researcher engaged in prolonged and focused observation over an extended period, repeatedly attending various school activities, meetings, teaching-learning processes, and daily administrative routines to identify the most relevant characteristics and elements of visionary leadership practices while distinguishing salient patterns from incidental occurrences. The quality culture is evident not only in formal documents but also in daily work practices. Management strategies are utilized as a means to strengthen collective responsibility. Overall, the findings demonstrate a link between leadership, management, and the madrasah quality culture.

The madrasah principal's visionary leadership is reflected in the way he formulates and communicates the institutional vision on an ongoing basis. The madrasah vision is not merely positioned as a normative statement, but also serves as a reference in planning and decision-making. The madrasah principal stated, "*The madrasah vision is our guide; every program must align with the agreed-upon direction.*" This statement was made during an interview regarding the madrasah program planning process. Observations indicate that the vision is frequently revisited in meetings and official activities. The madrasah work plan document also demonstrates alignment between the vision and implemented programs.

Based on the interview results above, the statement indicates that the vision serves as an operational reference in madrasah management. The vision does not stop at the conceptual level but is translated into policies and programs. This practice fosters a shared direction among madrasah members. Observational data shows that the vision is communicated repeatedly on various occasions. Planning documents reinforce the finding that the vision serves as the basis for program development. Thus, visionary leadership is demonstrated through consistent direction and communication of the vision.

However, despite the apparent seamless integration of the vision into daily management practices, observational and interview data also revealed several inhibiting factors that occasionally challenged its full realization. For instance, some teachers reported occasional resistance to new programs aligned with the vision due to heavy workload and limited resources, while external policy changes from the ministry sometimes required rapid adjustments that created temporary misalignment between the long-term vision and short-term operational demands. As noted in a study on visionary leadership implementation, "regulatory changes, resource limitations, and varying levels of adaptability among teachers act as inhibitors". These challenges highlight that while visionary leadership provides strong directional guidance, its implementation is not without friction, requiring ongoing negotiation and adaptation by madrasah members to maintain momentum. Another study on transformational

leadership in madrasah further confirms that principals “still face various challenges... such as limited competency, lack of leadership training, and a conservative work culture in some madrasas”.

Furthermore, supporting factors such as active stakeholder collaboration and repeated internal communication helped mitigate these issues. Yet the study also uncovered disconfirming instances where the vision’s translation into programs was perceived as somewhat aspirational rather than fully grounded in daily realities, particularly during periods of resource constraints or staff turnover. This thick description of both enabling and constraining elements underscores the dynamic nature of visionary leadership in madrasah settings, where consistent communication alone may not suffice without addressing contextual barriers to ensure sustained quality culture. As Liliana (2025) emphasizes, one major challenge is “reconciling vision with reality,” because “an overly ambitious vision without adequately considering the organization’s actual resources... can lead to unattainable ambitions and demoralized personnel.”

Visionary leadership is also evident in the madrasah principal's efforts to foster participation and a sense of shared responsibility. The madrasah principal provides space for teachers and other educational staff to be involved in the planning and evaluation process. One teacher stated, *"We are always involved, so we feel like we have ownership of the program being implemented."* This statement was obtained from interviews with teachers regarding the implementation of the madrasah program. Observations indicate that the deliberation forum is routinely used for discussion and evaluation. Meeting minutes document the involvement of various elements of the madrasah.

From the statement above, it can be understood that visionary leadership is implemented through an inclusive leadership pattern. The involvement of the madrasa community fosters a sense of ownership in programs and policies. This practice strengthens collective commitment to implementing quality programs. Observational data shows that participation occurs in a structured manner. Meeting documents reflect the division of roles and responsibilities. This indicates that visionary leadership contributes to strengthening the madrasa's collective work.

Table 1. Visionary Leadership Focus Findings

Indicators	Focus/Subfocus	Implementation Method	Data Sources
Madrasah Vision	Consistency of direction	Vision as the basis for the program	Interviews, Documents
Participation	Citizen involvement	Regular deliberations and meetings	Interviews, Observations
Decision-Making	Collective	Forum-based decisions	Documents, Observations

Strengthening the quality culture at State Islamic Senior High School 2 Karawang is carried out through the implementation of a School-Based Management strategy that emphasizes continuous evaluation and improvement. This quality culture is reflected in the habit of regularly reviewing program implementation. The vice principal stated, *"We always evaluate every activity, and the results become the basis for subsequent improvements."* This statement was obtained from interviews regarding the program's evaluation mechanism. Observations indicated the existence of a periodic evaluation

schedule at the end of each activity and semester. Evaluation report documents support this finding.

Based on the interview results above, the statement indicates that evaluation is part of the madrasah's work habits. Evaluation is not positioned as a formality, but as a process of shared reflection. This practice demonstrates a focus on continuous quality improvement. Observation data indicates that evaluations are conducted systematically. Evaluation documents document follow-up actions taken on assessment results. Thus, the School-Based Management strategy supports the strengthening of a culture of quality.

In addition to evaluation, a culture of quality is also reflected in the transparency of program and resource management. The madrasah principal provides access to information related to programs and activity accountability. One education staff member stated, "*We are aware of the ongoing programs and activity reports.*" This statement was obtained from interviews regarding madrasah governance. Observations revealed the existence of accessible information boards and activity reports. Administrative documents support this practice of transparency.

From the statement above, it can be understood that transparency is part of the madrasah's work culture. Open information promotes clarity of roles and responsibilities. This practice strengthens trust among madrasah members. Observational data shows that transparency is implemented consistently. Administrative documents demonstrate a structured reporting system. This demonstrates that School-Based Management contributes to strengthening the madrasah's culture of quality.

Table 2. Findings of Madrasah Quality Culture Focus

Indicators	Focus/Subfocus	Implementation Methods	Data Sources
Evaluation	Continuous Improvement	Routine Program Evaluation	Interviews, Documents
Transparency	Accountability	Reports and Information Boards	Observations, Documents
Work Culture	Consistency	Quality Assurance	Observations

The integration of findings demonstrates a link between visionary leadership and School-Based Management strategies in strengthening a culture of quality. Visionary leadership establishes direction and shared commitment among the madrasa community. School-Based Management strategies provide a mechanism for program implementation and evaluation. A culture of quality develops through habits of participation, evaluation, and transparency. Leadership and management practices reinforce each other within the institutional dynamics. This pattern forms a directed and sustainable madrasah work system.

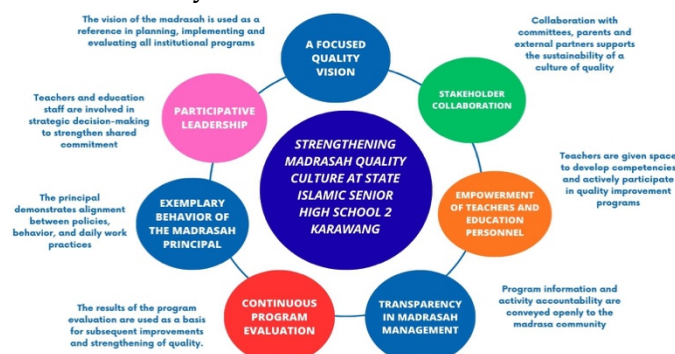


Figure 1. Structure of Research Findings

Coordination between units has improved, as Tables 1 and 2 demonstrate; however, the results of the interviews indicated a number of important obstacles. According to key sources, "teachers' heavy administrative workload" and "resistance to digital change" are significant barriers to continuously internalizing quality values. These challenges demonstrate that leadership's vision tends to stay on paper without having the best possible influence on day-to-day operations in the absence of bureaucratic streamlining.

The results of this study indicate that strengthening the quality culture of madrasahs at Madrasah Aliyah Negeri 2 Karawang occurs through visionary leadership practices integrated with School-Based Management strategies. The madrasah principal plays a role in establishing direction, participation, and consistency in work. The quality culture is reflected in the habits of evaluation, transparency, and collective work. Management strategies are utilized as a means of implementing the institutional vision. The findings of this study have answered the focus and formulation of the established problem. The description of these results serves as the basis for further discussion in the next chapter.

Discussion

This study found that the visionary leadership of madrasah principals plays a strategic role in strengthening a culture of quality through the consistent implementation of School-Based Management. Key findings indicate that leadership vision does not stop at the normative level but is translated into managerial practices that involve the entire madrasah community. Participatory and transparent leadership patterns are the most prominent trends in the quality strengthening process. Furthermore, a culture of discipline and continuous evaluation emerge as interrelated supporting elements. The implementation of School-Based Management (SBM) serves as an instrument that bridges the leadership's vision with the madrasah's operational practices. Overall, this study confirms that madrasah quality is shaped through a structured and long-term leadership process.

The findings of this study indicate that visionary leadership works effectively when the vision is internalized by all members of the madrasah community. This occurs because the vision is not only communicated formally but also practiced in decision-making and program management. This process fosters a sense of ownership and collective responsibility for the quality of the institution. Participatory leadership enables teachers and education staff to feel substantively involved, not merely administratively. This fosters a collaborative work culture that supports the achievement of the madrasah's goals. Thus, visionary leadership serves as a driving force for organizational change.

Strengthening a quality culture in this context is also influenced by consistent evaluation and transparent management. Continuous evaluation creates a systematic cycle of improvement, preventing quality from being incidental. Transparency in management strengthens internal trust and reduces resistance to leadership policies. Furthermore, teacher empowerment demonstrates that quality is determined not only by structural policies but also by the capacity of implementing actors. Collaboration with external stakeholders broadens support for madrasah programs. This overall process demonstrates that a quality culture is formed through the interaction of leadership, systems, and participation.

The findings of this study align with the visionary leadership theory proposed by Nanus, which emphasizes the importance of vision as a driver of organizational change. These findings also support Putra et al.'s view of transformational leadership, which emphasizes the leader's influence in building collective commitment and motivation (Putera et al., 2024). Furthermore, these findings reinforce the concept of School-Based Management, as proposed by Riduansyah et al., which emphasizes autonomy and participation as factors for quality improvement (Riduansyah et al., 2025). A study by Sudarto et al. showed that effective leadership contributes significantly to a positive school culture (Sudarto et al., 2025). In this context, this study not only confirms the theory but also demonstrates how its principles are operationalized in madrasas. Thus, the results of this study expand the application of leadership theory in the context of Islamic education.

Compared to previous research that focused on principal leadership administratively, this study demonstrates a stronger practical dimension. Kurma's study emphasized that educational leadership is often trapped in managerial aspects, while the findings of this study demonstrate an integration between vision and practice (Kurma, 2024). Ratu et al.'s research on school culture emphasizes the importance of shared values, which in this study are manifested through the instilling of discipline and continuous evaluation (Ratu et al., 2025). These findings also complement Mulyasa's research, which emphasizes the principal's role as a motivator and innovator (Warman et al., 2024). Thus, this study does not contradict previous studies but rather enriches understanding of the dynamics of visionary leadership in madrasas. The local context of madrasas provides a unique empirical contribution to the discourse on educational leadership.

The results of this discussion indicate that the research problem formulation has been systematically answered. The analyzed visionary leadership process is able to explain how quality culture is strengthened through the School-Based Management strategy. The research objective of understanding the role of leadership in strengthening madrasah quality is achieved through the identification of leadership patterns, work culture, and evaluation mechanisms. Each research focus is logically connected to the findings obtained in the field. The relationship between leadership vision and managerial practices is proven to be key to strengthening quality. Thus, this study provides a complete picture of the dynamics of leadership and quality culture at Madrasah Aliyah Negeri 2 Karawang.

The implications of this research indicate that visionary leadership needs to be developed as a core competency for madrasah principals. These findings provide a practical contribution to madrasah management in integrating vision with the School-Based Management system. For theoretical development, this research strengthens the relevance of visionary leadership in the context of Islamic education. Institutionally, the results of this study can serve as a reference for formulating policies to improve madrasah quality. Teachers and education personnel can utilize these findings to strengthen a collaborative work culture. Thus, this research has complementary theoretical and practical implications.

This research is limited by its scope, which was conducted in only one madrasah. The findings cannot be broadly generalized to all madrasahs with varying characteristics. Furthermore, this study focused on the madrasah's internal perspective, thus failing to fully explore the views of external stakeholders. Therefore, further

research is recommended to involve more locations and a comparative approach. Future research could also combine qualitative and quantitative approaches to strengthen the findings. This way, the development of a more comprehensive study of visionary leadership and quality culture can be conducted.

Furthermore, this study reveals the unique and contextual dynamics of visionary leadership in the madrasah environment, where the distinct Islamic character of the institution creates a culturally embedded leadership practice that differs significantly from mainstream models. In this context, leadership is not merely a managerial function but a moral and spiritual endeavor deeply intertwined with the religious identity of the madrasah community (Tamsiyati et al., 2025).

The Islamic character of the madrasah specifically shapes the observed participatory leadership patterns through fundamental values such as *shura* (consultative decision-making), *amanah* (trustworthiness and responsibility), and *ukhuwah Islamiyah* (Islamic brotherhood and solidarity). These values transform participation from a structural requirement into a spiritual and moral obligation, fostering genuine collective involvement, shared ownership of the vision, and dialogic decision-making processes that align with Qur'anic principles of consultation while strengthening community cohesion (Tamsiyati et al., 2025; Manaf et al., 2025).

Consequently, the integration of these religious values provides a distinct motivational foundation for the quality culture that markedly differs from the extrinsic incentives and rational accountability mechanisms commonly found in secular School-Based Management (SBM) literature. Within the madrasah, quality is perceived not only as an administrative target but as a form of *ibadah* (worship), *ihsan* (excellence), and collective religious responsibility. This faith-based motivation generates stronger intrinsic drive that tends to be more sustainable and emotionally resonant compared to secular SBM approaches (Khatib & Mudaris, 2025; Tamsiyati et al., 2025).

CONCLUSION

Based on the research findings above, it can be concluded that the visionary leadership of madrasah principals plays a central role in strengthening the madrasah's quality culture through the implementation of a planned and participatory School-Based Management strategy. Key findings indicate that a consistently internalized leadership vision can foster a culture of discipline, responsibility, transparency, and collaboration among madrasah members. Leadership supported by exemplary behavior, continuous evaluation, and teacher empowerment ensures that quality is understood not as an administrative target but as a continuous organizational process. Thus, the research objective of analyzing and describing the role of visionary leadership in strengthening the madrasah's quality culture has been systematically and comprehensively achieved. Scientifically, this research contributes to the development of Islamic educational leadership studies by emphasizing the relevance of visionary leadership in the madrasah context. Practically, the results of this study can serve as a reference for madrasah principals and policymakers in designing quality improvement strategies based on the institutional context. Future researchers are advised to expand the research focus to include several madrasas with different characteristics to obtain a more comprehensive and comparative picture. Furthermore, a mixed-method approach could be considered to strengthen qualitative findings with quantitative data. On a practical level, other madrasas can adopt two specific managerial practices that have

been successfully implemented at MAN 2 Karawang to transform quality documents from mere formalities into living collective reflections. These practices include scheduling monthly vision reflection meetings involving all madrasah elements (principals, vice principals, teachers, and administrative staff) to jointly review program achievements based on the madrasah's vision, and explicitly integrating the madrasah's vision into academic supervision instruments and teacher performance appraisals so that every teacher and program coordinator is required to develop their annual work plans with direct reference to the elements of the vision.

Due to the geographical limits of this study, which only includes one public madrasah (MAN 2 Karawang), it is advisable to use caution when extrapolating the research findings to private madrasahs or madrasahs in areas with distinct socioeconomic features. In order to investigate differences in the efficacy of visionary leadership, it is advised that future researchers compare madrasahs that apply MBM independently with those who do so through foundations. Additionally, to statistically examine the impact of visionary leadership on educational service satisfaction at the national level, quantitative or mixed-methods approaches with a larger sample size are required.

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