THE INFLUENCE OF VISIONARY LEADERSHIP AND THE MODERATION OF SCHOOL CLIMATE ON THE EFFECTIVENESS OF INTEGRATED ISLAMIC SCHOOLS

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ABSTRACT

This study investigates the influence of visionary leadership and the moderating role of school climate on the effectiveness of Integrated Islamic Schools (SITs) in Blitar Regency. Using a quantitative approach with Structural Equation Modeling (SEM), data were collected via questionnaires from 180 respondents at SIT Al-Hikmah Garum and SIT Ibadurrahman Srengat. The analysis revealed a positive but non-significant relationship between visionary leadership and school effectiveness (β=0.156, $p > 0.05$). School climate, however, exhibited a positive and significant relationship with school effectiveness (β=0.345, $p < 0.05$). The moderating effect of school climate on the relationship between visionary leadership and school effectiveness was not significant (β=0.078, $p > 0.05$). These findings underscore the importance of cultivating a positive school climate to enhance educational quality within SITs. A holistic approach integrating visionary leadership strategies with simultaneous improvements in school climate is recommended to maximize effectiveness. Future research should expand the sample, explore additional influencing factors, and refine the measurement of visionary leadership by focusing on indicators such as commitment, clarity of vision, and program alignment. This study contributes to a better understanding of how visionary leadership and school climate can be jointly developed to achieve school effectiveness.

Keywords: **Visionary Leadership, school climate, school effectiveness, Integrated Islamic schools, Blitar Regency.**

INTRODUCTION

Islamic educational institutions continue to undergo renewal by transforming their educational models (Fuadah et al., 2024). One such transformation is through Integrated Islamic Schools (SIT), which, according to Ananda and Thayyibi (2024), represent a modern form of Islamic education aimed at developing holistic students in their intellectual, spiritual, and physical aspects. SIT aims to integrate general education and Islamic education to produce a generation of pious Muslim individuals with leadership qualities and national insight (Roni et al., 2024). With this holistic approach, SIT is expected to significantly contribute to creating a knowledgeable and morally upright society.

Based on the data, the number of schools within the Integrated Islamic School Network (JSIT) in Indonesia has reached 1,926 units. This includes 879 kindergarten units, 723 primary school units, 256 junior high school units, and 68 senior high school units (Frimayanti, 2017; Sukhoiri, 2022). Furthermore, in 2017, there was an increase in the number of schools integrated into JSIT, totaling 2,418 schools and approximately 2,418,100 students, with around 80,000 teachers (Muzayanah, 2020; Zakiyah, 2021). This increase indicates that JSIT continues to grow and enjoys high confidence from the community as a choice for quality education. Blitar cannot be overlooked in the context of significant JSIT development. With the increasing number of schools and rising community confidence, as evidenced by specific data in Blitar Regency, there are 4 Integrated Islamic Kindergartens (TKIT), 4 Integrated Islamic Primary Schools (SDIT), and 2 Integrated Islamic Junior High Schools (SMPIT). Blitar City has 1 TKIT, 1 SDIT, and 1 SMPIT. SIT Al-Hikmah Garum and SIT Ibadurrahman Srengat in Blitar Regency cover educational levels from kindergarten (TK) to junior high school (SMP IT). Therefore, it is important to understand how these schools contribute to improving integrated Islamic education quality in the Blitar region and to identify the best practices and challenges they face. According to Mulyadi et al. (2023), the success of SITs in achieving their goals depends greatly on school effectiveness.

School effectiveness is influenced by various factors, one being the school principal's leadership. Astaryadi et al. (2023) define visionary leadership as the ability of a leader to create and articulate a realistic, reliable, and compelling vision for the future of the organization or unit that continues to grow and develop. The visionary leadership of the school principal is considered a critical factor in improving school effectiveness. According to Azizah et al. (2023), visionary leadership is one of the ways leaders lead an educational institution. A visionary principal can inspire and motivate teachers and staff to collaborate in achieving school goals (Hu, 2024). In addition to visionary leadership, school climate also crucially influences school effectiveness. A positive school climate (Hartini, 2017) can enhance student motivation, improve teacher performance, and create a conducive learning environment, ultimately enhancing overall school effectiveness. School climate reflects schools' physical and psychosocial environment, including relationships among school members, learning atmosphere, and social support (Darling-Hammond & Cook-Harvey, 2018). Indeed, a positive school climate has been shown to reduce levels of emotional exhaustion, feelings of low achievement, and depersonalization among teachers (Grayson & Alvarez, 2008; Zhang et al., 2023).

Studies conducted by Irwana (2015) and Handarini (2019) found that visionary school leadership has a moderately significant influence on school effectiveness. Mariana (2021) suggests that school principals play a crucial role in improving school quality because they serve as leaders, administrators, and managers. Specifically, **Setiawan (2016)** indicates that leadership, school climate, and school effectiveness are generally rated highly, with transformational leadership and school climate contributing 56% to school effectiveness. Different findings were discovered by Fikri and Nasution (2018), indicating that the influence of visionary school leadership on school effectiveness is only 31.4%. This suggests that its impact on school effectiveness is insignificant, indicating inconsistent research findings. Regarding school climate, O'Malley et al. (2015) found that it has a significant moderating effect on the relationship between risk factors and learning outcomes. This means that with a positive and supportive school climate, schools can play a crucial role in enhancing school effectiveness and ensuring the success of all students (Requena et al.,

2024).

Weaknesses of previous studies that create gaps in this research include the inconsistency of findings regarding the influence of visionary leadership on school effectiveness. This can be seen in the differing results of studies by Irwana (2015), Handarini (2019), and Setiawan (2016) compared to Fikri and Nasution (2018). In addition, the lack of research specifically examining the impact of visionary leadership and the moderation of school climate in integrated Islamic schools, especially in Blitar Regency, also represents a significant gap. The insufficient understanding of the mechanisms through which visionary leadership and school climate can influence the effectiveness of integrated Islamic schools indicates the need for more in-depth studies.

However, visionary leadership of the school principal and school climate are important factors that should be jointly developed to achieve school effectiveness so that the synergy between visionary leadership of the school principal and school climate is expected to enhance school effectiveness and make schools effective (Kilag et al., 2024). However, a constraint often encountered in Integrated Islamic Schools, according to Pilo et al. (2024), is that leadership and management tasks are not detailed, resulting in ambiguity of roles and overlap between leadership and management roles on one side and the governance role of the school principal on the other. This is marked by infrequent supervisor visits and a lack of feedback, leading to misunderstandings and miscommunication (Marsukin et al., 2024). Therefore, this study aims to clarify the inconsistency in previous research findings regarding the influence of visionary leadership on school effectiveness. Additionally, this research aims to provide a clearer picture of the influence of visionary leadership and the moderation of school climate in Integrated Islamic Schools in Blitar Regency. By uncovering the mechanisms through which visionary leadership and school climate can affect the effectiveness of integrated Islamic schools, this study is expected to contribute significantly to improving the quality and effectiveness of education in these schools.

LITERATURE REVIEW

Integrated Islamic Schools' (SIT) success in achieving their goals depends significantly on school effectiveness, which is heavily influenced by school principal leadership (Muharom, 2023). Visionary leadership is defined as the ability to create and articulate a compelling vision for the future (Astaryadi et al., 2023), is crucial for mobilizing school resources and inspiring teachers and staff to collaborate toward achieving school goals (Azizah et al., 2023; Hu, 2024). Given the increasing number of SITs in Indonesia (Frimayanti, 2017; Sukhoiri, 2022), understanding how visionary leadership enhances their effectiveness is vital for improving the quality of integrated Islamic education. Visionary leadership is pivotal in advancing educational institutions, particularly by setting clear directions and motivating stakeholders. Several studies highlight how effective education leaders adapt to challenges and inspire their teams to focus on long-term goals. Integrating leadership principles into educational frameworks ensures that institutions remain forward-thinking and responsive to modern demands (Ubaidillah et al., 2019). While visionary leadership sets the direction for the positive school climate enhances student motivation, improves teacher performance, and creates a conducive learning environment (Hartini, 2017), ultimately boosting overall school effectiveness. A positive climate can reduce emotional exhaustion and increase feelings of achievement among teachers (Grayson & Alvarez, 2008; Zhang et al., 2023). The synergy between visionary leadership and school climate is expected to enhance school effectiveness, making schools more effective in achieving their educational objectives (Kilag et al., 2023).

Research exploring the *Merdeka Belajar* (Freedom to Learn) initiative in Indonesia emphasizes the proactive contributions of visionary leaders in improving education quality. These leaders create a more inclusive and dynamic educational environment by fostering stakeholder collaboration. Such integration demonstrates how visionary leadership can be harmonized with regional and national educational policies to address specific challenges (Candrasari et al., 2023). Despite the recognized importance of visionary leadership, challenges often arise in Integrated Islamic Schools due to undefined leadership and management tasks, leading to ambiguity of roles (Pilo et al., 2024). This ambiguity can result in an overlap between leadership and management responsibilities,

infrequent supervisory visits and a lack of feedback (Marsukin et al., 2024). Addressing these issues is crucial for ensuring that visionary leadership can be effectively implemented and that schools can overcome obstacles to achieving their goals.

Another significant aspect of visionary leadership is its impact on character-based education. Studies in West Java, Indonesia, highlight how leaders who effectively integrate their vision into curriculum innovation and resource management achieve better educational outcomes. Effective leadership includes inspiring staff, facilitating student learning, and managing school operations well to achieve optimal educational quality (Candrasari et al., 2023). By focusing on both character development and academic excellence, these leaders ensure a holistic approach to student growth (Ramazan Ertürki & Marcelina Budih Cleto, 2024). Lastly, broader studies examine the alignment of visionary leadership with policy-making processes to address educational regional disparities. Such research provides insight into how leaders influence policy design and implementation, ensuring that the principles of visionary leadership are embedded at a systemic level. This strategic integration not only bridges gaps in education but also promotes equity and excellence across diverse contexts (Rahayu, 2023).

Farhan (2024) states that visionary leadership is a strategic tool for the sustainability and development of organizations. Meanwhile, Cheema et al. (2015) explain that visionary leadership is a type of transformational leadership that can quickly accomplish tasks to meet company standards. These studies provide insights into how district-level policymakers implement visionary strategies to address local educational challenges while maintaining alignment with national objectives. Therefore, visionary leadership is crucial in ensuring that an organization not only survives but also thrives during fierce competition. The organization requires visionary leaders who can project a future vision and motivate their followers to collaborate in effecting change (Elkington et al., 2017; Khan et al., 2023; Smith, 2003). The visionary leadership in policy development, particularly its ability to foster innovation and adaptability in educational institutions, their findings suggest that integrating visionary leadership principles into policy frameworks enhances schools' capacity to meet evolving educational demands. The behavior of visionary leaders may serve as a medium through which intrapersonal cognitive tendencies, such as the Default Mode Network (DMN) activities, can influence the performance of a team's collective role (Kim et al., 2023). Thus, visionary leaders are not only crucial for directing the organization's vision but also for optimizing the team's potential to achieve common goals. In education, the success of schools in achieving their goals relies heavily on the principal's leadership, who can effectively mobilize all the school's resources with efficient management processes (Handarini, 2019).

In the past decade, an issue in education has been how school-based management (SBM) and school effectiveness should link to new paradigms in education (Cheng, 2022). Meanwhile, Kilag et al. (2023) emphasize the importance of visionary leadership in shaping dynamic and effective education systems. These works highlight how national education frameworks can empower school leaders to align their visions with broader policy goals, ensuring systemic improvements in school effectiveness. Certainly, the educational paradigm is aimed at improving the quality of learners. In the context of Indonesia, the concept of Islamic education has developed. Islamic education is the science of education from an Islamic perspective (Wulandari et al., 2024). Ananda and Thayyibi (2024) focus on integrating visionary leadership within the context of Islamic education, particularly Integrated Islamic Schools (SIT). Their studies examine how leadership strategies rooted in Islamic values influence institutional policies and school-level practices, offering a model for integrating religious and general education.

Additionally, integrating religious values into the curriculum (Imamah, 2023) is expected to create a generation that is not only academically intelligent but also has strong moral character (Hastutik, 2024). Therefore, Integrated Islamic Education seeks to apply integration with an approach that combines general education and religious education into a cohesive curriculum (Othman et al., 2017). With Islamic education continuing to undergo renewal by transforming its educational models (Fuadah et al., 2024), school effectiveness is necessary to implement this integrated Islamic education system, integrating religious values into the curriculum. Per Imamah (2023), the approach is expected to create a generation that is not only academically intelligent but also has strong moral

character. Visionary leadership in this context involves not only setting a clear direction but also ensuring that the school's programs align with its mission and prepare students for future challenges while maintaining a focus on character development.

RESEARCH METHOD

Quantitative research is a systematic investigation that uses numerical or statistical data to quantify the problem and determine the relationship between variables. It involves collecting and analyzing measurable data to test hypotheses, identify patterns, and generalize findings to a larger population. This method emphasizes objectivity, control, and statistical techniques to ensure the reliability and validity of the results. Essentially, quantitative research seeks to measure phenomena, providing a structured and empirical approach to understanding complex relationships. While employing a rigorous quantitative approach with SEM, it exhibits limitations in discussing sample representation, survey validation, and robustness testing. These aspects require further attention to strengthen the validity and generalizability of the findings (see Table 1).

Table 1. *Summarizing the Sample Characteristics*

Characteristic	Description
Schools	- SIT Al-Hikmah Garum (Blitar Regency)
	- SIT Ibadurrahman Srengat (Blitar Regency)
Population	All teachers and staff at the two schools (Total N = 180)
Sample Size (N)	180 (Total Sampling: Entire population of teachers and staff from the two schools)
Sample Breakdown	- SIT Al-Hikmah Garum: 108 respondents
	- SIT Ibadurrahman Srengat: 72 respondents
Sampling Technique	Total Sampling (Census) - all members of the defined population were included in the sample.
Potential Limitations	Generalizability may be limited to similar SITs in similar contexts, given the localized sample.
Relevance from Document	The study focuses on Integrated Islamic Schools (SIT) in Blitar Regency, aiming to understand the influence of visionary leadership and school climate on school effectiveness within this specific educational context. The sample is directly relevant to this aim.

Source: Own data research, 2024

Characteristics of Respondents

Of 180 respondents willing to fill out and return the questionnaire, 165 respondents have returned the questionnaire. Although the sample size obtained does not reach the total population, several reasons strengthen the validity and reliability of the research results:

- High Return Rate: This study has achieved a very high response rate with a return rate of 91.67% (165 out of 180). This high return rate indicates good participation from the respondents and can reduce non-response bias.
- Adequate for Statistical Analysis: Although it did not reach 180, the number of 165 respondents is still considered adequate for statistical analysis, including structural equation modeling (SEM), which is commonly used in social research. This number is sufficient to provide reliable and valid results.
- Analysis of Respondent Characteristics: By conducting a thorough analysis of the characteristics of participating respondents, researchers can ensure that the obtained sample sufficiently represents the population. This can strengthen the confidence that the research findings are relevant and can be generalized.

Considering the factors above, although the research sample data did not reach the total population number, the research findings can still be considered valid and reliable. Additional efforts to enhance data quality and sample representation also support the findings' reliability. The characteristics of respondents in terms of gender and age are as shown in the chart below:

Figure 1. *Percentage of Gender*
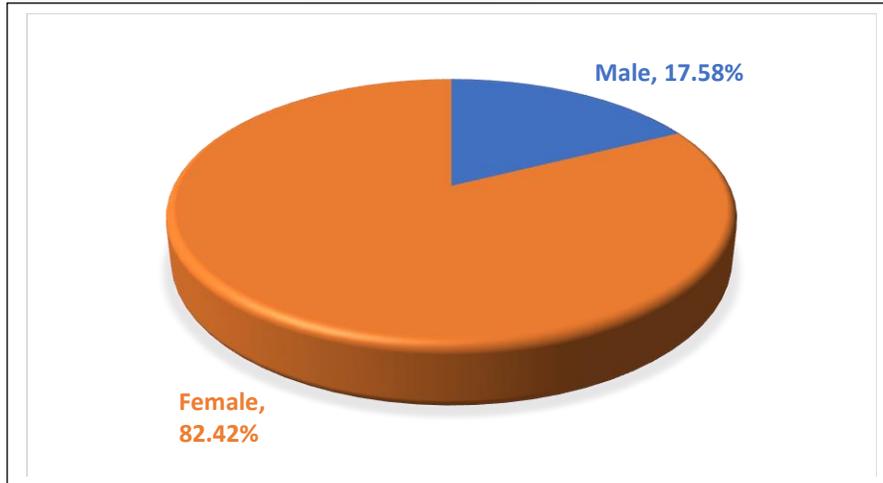
Source: Primary Data 2024

The analysis results in Figure 2 above indicate that out of 165 respondents, 82.42% are female, and the remaining 17.58% are male. This shows that the employees in the schools studied tend to be predominantly female.

Figure 2. *Percentage of Respondents by Age*
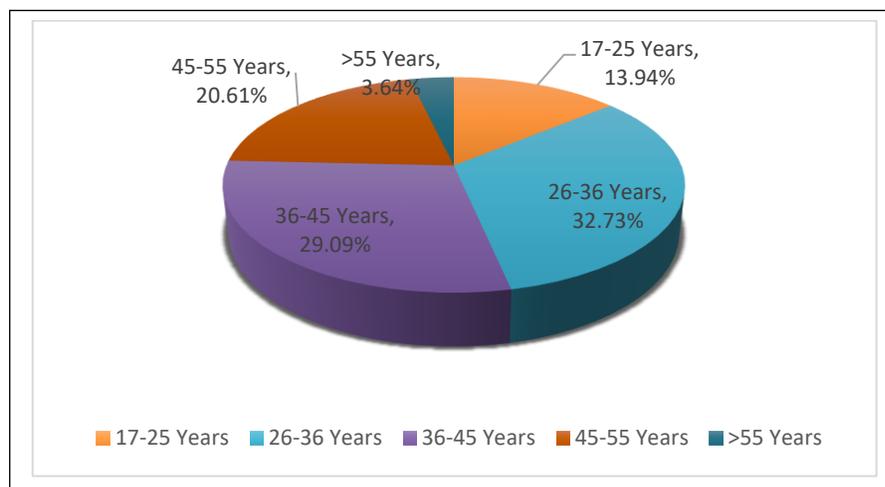
Source: Primary Data 2024

Based on the above figure (Figure 3), it is known that most respondents are in the age range of 26–36 years, accounting for 32.73%, indicating that the average age is young. Meanwhile, the fewest respondents are aged > 55 years, totaling 3.64%, indicating a small number of older employees in the studied school.

Justification of Sample Size

The study's use of a total sampling technique, which includes the entire population of 165 respondents from two Integrated Islamic Schools (SIT) in Blitar Regency, ensures comprehensive data collection within the selected schools. However, this approach presents limitations in terms of sampling representation and generalizability. Since the sample is restricted to two specifics—SIT Al-Hikmah Garum and SIT Ibadurrahman Srengat—the findings may not fully represent other SITs with different characteristics, such as those in urban areas, other regions, or schools with varying organizational structures and resources. This localized focus limits how the results can be generalized to the broader population of Integrated Islamic Schools across Indonesia, encompassing diverse contexts and challenges. Acknowledging these limitations is essential for understanding the study's conclusive scope and guiding future research to include more diverse samples for broader applicability. The selected Integrated Islamic Schools (SIT) in Blitar Regency—SIT Al-Hikmah Garum and SIT Ibadurrahman Srengat—share characteristics that align with the broader SIT population in Indonesia, such as their commitment to integrating general and Islamic education to develop students holistically in intellectual, spiritual, and physical aspects (Frimayanti, 2017; Sukhoiri, 2022).

However, these schools also exhibit unique features that may differ from other SITs across Indonesia. For instance, the schools in Blitar Regency operate within a semi-rural context, which may influence their access to resources, community engagement, and implementation of educational innovations compared to SITs in urban or more developed regions. Additionally, while SITs nationwide are part of the Integrated Islamic School Network (JSIT), which includes over 2,400 schools as of 2017, the relatively small number of SITs in Blitar Regency (10 schools) suggests a localized context with potentially distinct challenges and opportunities. This aligns with the research aim of clarifying inconsistencies in previous findings and providing a clearer picture of the influence of visionary leadership and school climate in integrated Islamic schools (Fuadah et al., 2024). While the sample size may limit generalizability to all SITs across Indonesia, it is appropriate for the study's focus on these particular schools. These differences highlight the need for caution when generalizing findings from this study to other SITs with varying regional, cultural, and institutional contexts, and contextual nuances are essential for accurately applying the study's conclusions to broader educational settings.

Validation and Reliability Test

The collected data's validity and reliability are done through a rigorous process, where survey instruments were developed based on a thorough review of the literature on visionary leadership, school climate, and school effectiveness (Astaryadi et al., 2023; Hartini, 2017). Content validity was established through expert reviews, where educational leaders and experts in Islamic education assessed the relevance and comprehensiveness of the questionnaire items. A pilot test was conducted with a small group of teachers from similar schools to assess the clarity and comprehensibility of the items (face validity), and minor revisions were made based on their feedback. A rigorous process was undertaken to ensure the validity of the survey instrument. First, the questionnaire items were developed based on a thorough review of relevant literature on visionary leadership, school climate, and school effectiveness. The initial draft was reviewed by educational leadership and Islamic education experts to establish content validity, ensuring that the items comprehensively covered the constructs of interest. Furthermore, a pilot test was conducted with a small sample of teachers from similar schools to assess the items' clarity, relevance, and comprehensibility, ensuring face validity. Based on the feedback, minor revisions were made to improve item wording and clarity. Finally, construct validity was assessed using confirmatory factor analysis (CFA) as part of the Structural Equation Modeling (SEM) analysis, ensuring that the items loaded significantly on their respective latent constructs, as indicated by outer loadings exceeding 0.7, and that the constructs demonstrated adequate convergent validity (AVE > 0.50) and reliability (composite reliability > 0.70, Cronbach's alpha > 0.70). Normally, the recommended outer loading value is above 0.7. However, outer loading values as low as 0.5–0.6 are still considered valid in social analysis (Chin, 1998).

Table 2. *Validity Test of Indicator Items*

Variable	Code	Item Indicator Statement	Outer Loading	Description
School Climate	IS1	The principal is very attentive to the needs of the teachers at the school.	0.726	Valid
	IS2	The principal and the teachers respect each other.	0.724	Valid
	IS3	The principal always fosters a creative work ethic to achieve the school's goals.	0.702	Valid
	IS4	The principal is very innovative in developing programs to achieve the school's goals.	0.76	Valid
	IS5	The principal and the teachers share useful information about the progress of the school.	0.701	Valid
	IS6	I always carry out my teaching duties with pleasure.	0.832	Valid
	IS7	I always begin my teaching duties by saying "Bismillahirrahmanirrahim" so that it is considered an act of worship in the eyes of Allah SWT.	0.643	Valid
	IS8	I see that the students are always enthusiastic during the learning process in the classroom.	0.733	Valid
	IS9	I always strive to create a comfortable classroom environment for learning.	0.759	Valid
Visionary Leadership	KV1	The principal has a very clear vision for implementing the school's programs.	0.753	Valid
	KV2	The principal is very meticulous in making decisions.	0.807	Valid
	KV3	The principal has a very good ability to identify the potential of teachers to support school programs.	0.854	Valid
	KV4	The principal implements school programs in accordance with the school's mission.	0.765	Valid
	KV5	The principal always facilitates the development of teacher quality.	0.788	Valid
	KV6	The principal always facilitates the development of employee competencies.	0.782	Valid
	KV7	The principal is very creative in developing school programs.	0.836	Valid
	KV8	The principal is very capable of building relationships among teachers.	0.797	Valid
	KV9	The principal is able to communicate the school's mission very effectively.	0.84	Valid

Variable	Code	Item Indicator Statement	Outer Loading	Description
	KV10	The principal is able to present school programs very effectively.	0.85	Valid
	KV11	The principal is able to communicate information from outside the school to the teachers very effectively.	0.835	Valid
	KV12	The principal is able to rally teachers to collaborate very effectively.	0.835	Valid
	KV13	The principal and teachers have a very strong commitment to realizing the school's vision.	0.77	Valid
	ES1	The school curriculum is very aligned with the goals that the school wants to achieve.	0.656	Valid
	ES2	Every program that is arranged is very suitable for the needs of the students.	0.667	Valid
	ES3	The principal always reminds teachers to conduct home visit programs at the homes of students' parents or guardians.	0.622	Valid
	ES4	The principal pays close attention to the implementation of learning technology in the school.	0.647	Valid
	ES5	Most of the school graduates are accepted into prestigious schools.	0.637	Valid
	ES6	The parents trust the teachers' abilities at the school very much.	0.713	Valid
School Effectiveness	ES7	The knowledge imparted by the teachers is well understood by the students.	0.703	Valid
	ES8	The principal always provides a means for parents to give feedback to the teachers.	0.737	Valid
	ES9	Teachers always contact parents if there is something that needs to be communicated regarding the student.	0.699	Valid
	ES10	I always pay attention to every student during the learning process.	0.677	Valid
	ES11	I always provide more intensive guidance if there are students who get below-average grades.	0.735	Valid
	ES12	I always provide detailed academic progress for each student to their parents during report card distribution.	0.632	Valid
	ES13	I always feel proud when the students I teach show improvement in their grades.	0.723	Valid

Variable	Code	Item Indicator Statement	Outer Loading	Description
	ES14	I always educate students according to their interests and talents.	0.685	Valid
	ES15	I have a very strong desire to educate intelligent students.	0.663	Valid

Source: Primary Data 2024

From the table above, it is known that all statement items in the questionnaire used in this study are valid. Thus, the statement items in the questionnaire represent the variables used in this study. Furthermore, testing research data reliability aims to determine whether the research instrument used can already describe the conditions in the field itself. From Table 3, it can be stated that all research instruments used in this study are reliable, meaning that the research instruments used have depicted the actual field conditions.

Table 3. *Reliability Test*

	Cronbach's Alpha	rho_A	Composite Reliability
School Climate	0.892	0.895	0.912
Visionary Leadership	0.956	0.959	0.961
School Effectiveness	0.917	0.917	0.928

Source: Primary Data 2024

Analysis of Influence Test

The analysis results in Table 4 show that the variable of visionary leadership has a path coefficient of 0.090 with a positive sign, indicating that visionary leadership has a positive relationship with school effectiveness. However, based on the t-statistic value of 1.457, which is less than the standard critical t-value of 1.98, and a p-value of 0.146, which is greater than 0.05, it indicates that the positive effect observed is not significant. The analysis results regarding the influence of school climate on school effectiveness show a path coefficient of 0.447, indicating that school climate positively influences school effectiveness as the coefficient is positively signed. Additionally, the obtained t-statistic value is 5.181, greater than the standard critical t-value of 1.98, and the p-value is 0.000, less than 0.05. Therefore, it can be concluded that school climate has a positive and significant effect on school effectiveness, suggesting that the better the school climate, the better the school effectiveness.

Table 4. *Results of Direct Effects*

	Path Coefficient	T Statistics	P Values
Visionary Leadership → School Effectiveness	0.090	1.457	0.146
School Climate → School Effectiveness	0.447	5.181	0.000

Source: Primary Data 2024

Moderation Analysis

The analytical results in this study indicate that the school climate moderation variable predicts moderation. In the moderation analysis between the school climate and visionary leadership variables, a t-statistic value of 0.627 was obtained, less than the standard t-table value of 1.98, and a p-value of 0.531, greater than 0.05. Therefore, the moderation variable does not significantly affect school effectiveness (See Table 5).

Table 5. *Moderation Analysis*

	Path Coefficient	T Statistics	P Values
School Climate X Visionary Leadership → School Effectiveness	0.336	0,627	0,531

Source: Primary Data 2024

This framework illustrates the relationships between the main research variables, namely visionary leadership, school climate, and school effectiveness.

Figure 3. *Research Conceptual Framework*
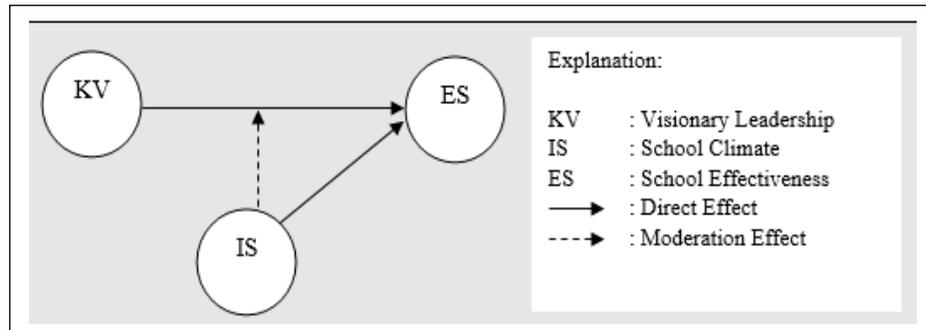
Source: Primary Data 2024

Hypothesis Test

- H1: The hypothesis that visionary leadership positively influences school effectiveness was not supported by the data. While the path coefficient (β = 0.156) indicates a positive relationship, it was not statistically significant (p > 0.05).
- H2: The hypothesis that school climate positively influences school effectiveness was supported. The path coefficient (β = 0.345) indicates a positive and statistically significant relationship (p < 0.05).
- H3: The hypothesis that school climate moderates the relationship between visionary leadership and school effectiveness was not supported. The path coefficient (β = 0.078) indicates a non-significant moderating effect (p > 0.05).

Goodness Fit Model

Table 5 shows the goodness of fit test, based on the results of the evaluation of the criteria on the goodness of fit indices, shows that the majority of model evaluations have good criteria except in three criteria, namely: Chi-Square, Probability Chi-Square, and CMIN/DF which are still in the marginal category. In this study, the RMSEA, GFI, AGFI, CFI and TLI values have met the cut-off value. By using the principle of parsimony, the SEM model in this study can be categorized as suitable and feasible for use so that interpretation can be carried out for further eradication.

Table 6. *Goodness of Fit Testing of Modified Structural Models*

Goodness of fit	Cut-off Value	Model Results	Evidence
Chi-Square (df=165)	140,19	328,997	Marginal mode
Probability Chi-Square	$\geq 0,05$	0,000	Marginal mode
CMIN/DF	$\leq 2,00$	4,556	Marginal mode
RMSEA	$\leq 0,80$	0,080	Good mode
GFI	$\geq 0,90$	0,914	Good mode
AGFI	$\geq 0,90$	0,932	Good mode
CFI	$\geq 0,90$	0,931	Good mode
TLI	$\geq 0,90$	0,903	Good mode

Source: Own data Research, 2024

Model Fit Test

A model fit test is conducted to determine how well the model generated in the SEM analysis performs on visionary leadership, school climate, and effectiveness variables. The better the model is formed, the greater the variance in the variables explained by the model. From the table above, it is found that for path I, an r-square value of 0.777 is

obtained. This indicates that visionary leadership and school climate collectively influence school effectiveness by 77.7%. The remaining 22.3% is influenced by other variables not included in the model. The analysis resulted in a calculation of 0.63, indicating that the analytical model used in this study is reasonably good. (See Table 6)

Table 7. *Model Fit Test*

	R Square	R Square Adjusted
School Climate	0.777	0.769

Source: Primary Data 2024

Structural Equation Modeling (SEM)

Structural Equation Modeling (SEM) is a sophisticated statistical technique used to examine complex relationships among multiple variables. It combines factor analysis and path analysis, allowing researchers to simultaneously assess a model's measurement and structural properties. SEM is particularly useful for testing theoretical models involving latent variables (constructs that cannot be directly measured) and examining direct and indirect effects among variables. By evaluating the fit between the hypothesized model and the observed data, SEM provides insights into the validity of the theoretical framework and the strength of the relationships among the variables within that framework.

Table 7. *Hypothesized Relationships Between Latent Variables and Path Coefficients*

Latent Variable	Observed Variables (Indicators)	Hypothesized Relationship	Standardized Path Coefficient (β)	p-value	Conclusion
Visionary Leadership (KV)	Items measuring the ability of the principal to create and articulate a compelling vision, inspire and motivate staff, facilitate collaboration, and effectively manage school operations to achieve optimal educational quality (measured through questionnaire items adapted from relevant literature).	VL is hypothesized to have a positive, direct effect on School Effectiveness (ES).	0.156	>0.05	Visionary leadership has a positive but not statistically significant relationship with school effectiveness. (Not Supported)
School Climate (IS)	Items measuring the attitudes and feelings of individuals working in the school, the quality of teaching and learning, personal interactions, school organization, physical and emotional safety, and institutional structure (measured	IS is hypothesized to have a positive, direct effect on School Effectiveness (ES). SC is also hypothesized to moderate the relationship between KV and ES.	0.345	<0.05	School climate has a positive and statistically significant relationship with school effectiveness. (Supported)

	through questionnaire items adapted from relevant literature)				
School Effectiveness (ES)	Items measuring student learning outcomes, the quality of management empowerment, the integration of religious values into the curriculum, the creation of a morally upright generation, the ability of school principals to make effective decisions, and the mobilization of school resources (measured through questionnaire items adapted from relevant literature).	ES is the dependent variable, influenced by VL directly and indirectly through the moderation of SC.	0.078	>0.05	School climate does not significantly moderate the relationship between visionary leadership and school effectiveness. (Not Supported)

Explanation of relationships:

- **KV -> ES:** The model proposes that visionary leadership directly contributes to the effectiveness of Integrated Islamic Schools (SIT). The path coefficient (β = 0.156, p > 0.05) indicates a positive but statistically non-significant relationship.
- **IS -> ES:** The model also suggests that a positive school climate directly enhances effectiveness. The path coefficient (β = 0.345, p < 0.05) indicates a positive and statistically significant relationship.
- **KV -> IS -> ES:** Furthermore, the moderating effect of school climate on the relationship between visionary leadership and school effectiveness was found to be non-significant (β = .078, p > 0.05)

The analysis of Structural Equation Modeling (SEM) to investigate the relationships between visionary leadership, school climate, and the effectiveness of Integrated Islamic Schools (SIT). The analysis revealed that visionary leadership has a positive but not statistically significant relationship with school effectiveness (β = 0.156, p > 0.05). However, school climate exhibited a positive and statistically significant relationship with school effectiveness (β = 0.345, p < 0.05). Furthermore, the moderating effect of school climate on the relationship between visionary leadership and school effectiveness was not statistically significant (β = 0.078, p > 0.05). These findings suggest that while a positive school climate directly enhances school effectiveness, visionary leadership, in this context, does not have a significant direct impact, nor is its impact significantly moderated by school climate.

Table 8. *Identification of Model Parameters*

Parameter Type	Number of Parameters	Justification for Identification
Measurement Model		
Factor Loadings (λ)	KV=4 indicators IS= 5 Indicator ES= 6 indicator	Each latent variable (Visionary Leadership, School Climate, School Effectiveness) is measured by multiple indicators (observed variables). Setting the scale of each latent variable by fixing one factor loading per construct

	4 + 5 + 6 = 15 (Number of Indicators for KV + IS + ES)	to 1 allows the other factor loadings to be freely estimated.
Indicator Variances (θδε)	KV=4 indicators IS= 5 Indicator ES= 6 indicator 4 + 5 + 6 = 15 (Number of Indicators for KV + IS + ES)	Each indicator has its own unique variance, which needs to be estimated. These variances are typically freely estimated.
Structural Model		
Path Coefficients (β)	3	These represent the hypothesized relationships between the latent variables: VL -> SE, SC -> SE, and the moderating effect of SC on the relationship between VL and SE. The number of path coefficients corresponds to the number of hypothesized direct and moderating effects.
Structural Error Variances (ψ)	1	This represents the variance in School Effectiveness (SE) that is not explained by the predictors (VL and SC) in the model.
Covariances		
Covariance between Exogenous Variables	0 (or 1)	If VL and SC are allowed to covary, then this would add one parameter. Typically, in models where the predictors are theoretically related, this covariance is estimated. If VL and SC are not allowed to covary, this value should be 0.
Total Parameters Estimated	In this test (assuming KV and IS *do* covary): 15 (Factor Loadings) + 15 (Indicator Variances) + 3 (Path Coefficients) + 1 (Structural Error Variance) + 1 (Covariance) = 35	the number of free parameters to be estimated must be less than or equal to the number of unique elements in the sample covariance matrix [15(15+1)/2]=120, where p is the number of observed variables (indicators). Since 35 (number of parameters) < 120 (number of unique elements), the model is considered identified.

Source: Own data research, 2024

Effect Sizes in SEM (Standardized Path Coefficients - ϐ)
In SEM, the standardized path coefficients (β) serve as effect sizes, indicating the strength and direction of the relationships between variables.

- Interpretation:
    - β values range from -1 to +1.
    - Values closer to +1 indicate a strong positive relationship.
    - Values closer to -1 indicate a strong negative relationship.
    - Values closer to 0 indicate a weak relationship.
    - For test:
        - β = 0.156 (Visionary Leadership → School Effectiveness): A small positive effect.
        - β = 0.345 (School Climate → School Effectiveness): A moderate positive effect.
        - β = 0.078 (Moderating Effect): A very small effect (practically negligible).

Regression Diagnostics and Assumption Testing (Brief Overview)

To conduct a standard multiple regression analysis (which is not the main SEM analysis in this study), the researcher has conducted the following assumption checks:

- Linearity: The relationship between the independent and dependent variables is linear.
- Independence of Errors: The errors (residuals) are independent (no autocorrelation).
- Homoscedasticity: The variance of the errors is constant across all levels of the independent variables.
- Normality of Errors: The errors are normally distributed.
- Multicollinearity: The independent variables (VIF) are not highly correlated.

DISCUSSION

The results of this study found that visionary leadership has a positive relationship with school effectiveness, but the effect is not significant, indicating that the first hypothesis is rejected. This finding is consistent with research conducted by Taylor et al. (2014), who found a significant relationship between visionary leadership and its subfactors and school effectiveness. However, it differs from the study by Sariakin and Fitria (2023), which found that visionary leadership has an average influence on school effectiveness. Influential absence, based on the resource conservation theory, explains the behavior. Although visionary leadership did not significantly impact this study, it is important to consider the role of school climate. The study supports Hypothesis 2, which states that school climate positively relates to school effectiveness. Additionally, school climate positively and significantly influences school effectiveness, indicating that better-formed school climates lead to better school effectiveness. This research finding is consistent with the study by Subandi and Mispani (2022), which found direct and indirect effects of school climate variables and teacher performance on school effectiveness in high schools in Lampung Province.

However, school climate cannot predict the influence of visionary leadership on the effectiveness of integrated Islamic schools, so Hypothesis 3 is rejected. The research results show that the school climate variable cannot moderate the significant influence of visionary leadership on school effectiveness, meaning it cannot strengthen or weaken the non-significant influence of visionary leadership on school effectiveness. This differs from the findings of Özgenel (2020), where school climate predicts school effectiveness. This is because the direct hypothesis findings of visionary leadership do not significantly affect school effectiveness. Therefore, a more holistic approach is needed, where visionary leadership strategies also include simultaneous school climate improvements, allowing them to support each other and strengthen school effectiveness (Fuadah et al., 2024). It is essential to focus on specific, actionable improvements related to key indicators to enhance the visionary leadership's impact on school effectiveness. This includes fostering a strong, shared commitment to realizing the school's vision (Hu, 2024), ensuring the principal articulates a clear and compelling vision for program implementation (Astaryadi et al., 2023), and rigorously aligning all school programs with the overarching mission (Candrasari et al., 2023).

By addressing these specific elements, the school can more effectively leverage visionary leadership to drive positive outcomes (Kilag et al., 2023). The effectiveness of improving integrated Islamic schools in Blitar depends highly on how visionary leadership is implemented in each school (Mulyadi et al., 2023). Principals and teachers committing strongly to the school's vision will create an environment focused on achieving higher educational goals (Hu, 2024). With a clear vision, principals can implement appropriate and relevant programs (Astaryadi et al., 2023), ensuring that the school's mission is well achieved. Programs aligned with the school's mission will enhance consistency and focus in educational activities, ultimately increasing school effectiveness (Candrasari et al., 2023; Kilag et al., 2023). A combination of visionary leadership and strong commitment from all school members is key to creating effective and high-quality integrated Islamic schools in Blitar Regency.

While this study focuses on the school level, it's crucial to recognize that visionary leadership extends beyond the principal and teachers. School administrators, district policymakers, and Department of Education officials all play

a role in creating an environment that supports and integrates visionary leadership into education policy. School administrators can foster visionary leadership by providing resources and professional development opportunities that cultivate innovative thinking and collaborative problem-solving among school staff. Furthermore, district and department officials can promote visionary leadership by establishing policies encouraging experimentation, flexibility, and responsiveness to local needs, empowering schools to adapt and thrive in a rapidly changing educational landscape. To truly embed visionary leadership, education policy must actively support and promote it at all levels. This includes developing leadership training programs emphasizing visionary skills, creating evaluation systems that reward innovative approaches, and establishing funding mechanisms that support schools in implementing their visions. Additionally, district and department officials should engage in collaborative dialogue with schools and communities to ensure policies align with local contexts and needs. By fostering a system-wide commitment to visionary leadership, education policy can transform schools into dynamic, future-oriented institutions equipped to meet the challenges and opportunities of the 21st century.

CONCLUSIONS

This study investigated the influence of visionary leadership and the moderating role of school climate on the effectiveness of Integrated Islamic Schools (SITs) in Blitar Regency. The findings indicate that while visionary leadership is positively associated with school effectiveness, this relationship was not statistically significant within the context of the studied schools. In contrast, school climate demonstrated a positive and significant relationship with school effectiveness, highlighting its critical role in fostering a conducive learning environment. Furthermore, the study found that school climate did not significantly moderate the relationship between visionary leadership and school effectiveness. These results underscore the importance of prioritizing the development of a positive school climate to enhance educational quality within SITs. Future research should explore additional factors that may influence school effectiveness, expand the sample to include a broader range of SITs, and how school climate enhances learning outcomes. It is also recommended to enhance the measurement of visionary leadership by focusing on indicators such as commitment, clarity of vision, and alignment of programs with the school's mission to better capture its potential impact. A holistic approach that integrates strategies to enhance visionary leadership and school climate is essential for maximizing the effectiveness of SITs and promoting excellence in integrated Islamic education.

Contributions to Educational Governance, Leadership Development, and Institutional Reform

This study contributes to educational governance by highlighting the intertwined roles of visionary leadership and school climate in fostering school effectiveness within Integrated Islamic Schools (SITs). Specifically, it emphasizes that while visionary leadership sets the direction, a positive school climate is essential for realizing that vision and ensuring a conducive learning environment. Regarding leadership development, the findings suggest a need for training programs that equip school principals with the skills to not only articulate a compelling vision but also cultivate a supportive and collaborative climate. This may involve focusing on conflict resolution, team-building, and inclusive decision-making. Finally, concerning institutional reform, this research underscores the importance of creating structures and policies that promote visionary leadership and a positive school climate, such as allocating resources for professional development and establishing mechanisms for ongoing assessment and improvement.

Policy Recommendations for Ministry of Education Stakeholders, School District Leaders, and Accrediting Bodies

Policy recommendations to implement visionary leadership at a systemic level: 1) integrating visionary leadership competencies into the standards and accreditation criteria for schools, 2) developing and funding professional development programs that focus on cultivating visionary leadership skills in school principals and administrators, and 3) establishing school climate assessments as a regular part of school evaluations to ensure that schools are creating supportive and inclusive learning environments. Furthermore, it is crucial to encourage collaboration and knowledge-sharing among schools to disseminate best practices in visionary leadership and climate enhancement. Finally, the Ministry of Education should consider incentivizing schools that demonstrate exemplary performance in these areas through recognition programs and resource allocation. By prioritizing these elements, policymakers

can create a more enabling environment for schools to thrive and achieve their educational goals.

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