

Transformation of Visionary and Collaborative Leadership Styles in Contributing Publication Innovation of Madrasah Aliyah

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Abstract: This research aims to interpret the transformation of visionary and collaborative leadership styles in madrasah publication innovation. The object of this research is educational consumers MAN 2 Banyuwangi, This research design uses a qualitative approach with a case study method, The source of informants in this study consisted of the head of the madrasa, and teachers. MAN 2 Banyuwangi. Data collection in this study was carried out through in-depth interviews, direct observation, and publication documentation, Data analysis in this study uses an interactive analysis model developed by Miles, Huberman, which includes three main steps: data reduction, data presentation, and conclusion drawing. The results of this study indicate that the visionary and collaborative leadership styles at MAN 2 Banyuwangi are successful in contributing the publication innovation. The collaborative leadership strengthens educational community networks, transformation for resource management and innovation, to increasing Madrasah reputation.

Keywords: Collaborative Leadership, Publication Innovation, Visionary Leadership

A. Introduction

Effective leadership does not only revolve around administrative aspects such as delegating tasks and authority, but must also focus on strategic aspects, namely creating a shared vision. In addition, collaborative leadership can encourage innovation, especially in creating relevant and competitive publications in the midst of global competition. Study conducted by (Ba et al., 2024; Parra-López et al., 2024; Rabelo Neto et al., 2024) asserts that vision and cross-functional collaboration are essential foundations for innovation in an organization. Without an integrated strategic view, it is difficult for a team to produce relevant and competitive outputs. Effective leadership not only prioritizes the delegation of tasks, but also focuses on creating a collaborative shared vision to drive innovation and produce relevant and competitive publications.

The empirical foundation of this study is based on the findings of (Gupta et al., 2024; J.-H. Wang et al., 2024) which state that “Transformation in resource management is

instrumental in driving innovation in the education sector, including madrasahs. This happens through effective resource allocation, digitization of administrative processes, and continuous training for educators to match the needs of the digital generation." Cross-institutional collaboration supports the exchange of ideas, capacity building, and dissemination of best practices that ultimately improve the quality of learning.

Philosophically, the transformation of visionary and collaborative leadership is in line with Islamic principles, especially related to the concept of trust that leaders carry (Rasheed et al., 2024; Rezaei et al., 2022). This refers to the word of Allah in Surah Al-Ahzab verse 72:

إِنَّا عَرَضْنَا الْأَمَانَةَ عَلَى السَّمَوَاتِ وَالْأَرْضِ وَالْجِبَالِ فَأَبَيْنَ أَنْ يَحْمِلْنَهَا وَأَشْفَقْنَ مِنْهَا وَحَمَلَهَا الْإِنْسَانُ إِنَّهُ كَانَ ظَلُومًا جَهُولًا
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(Indeed, We have offered a trust to the heavens, the earth, and the mountains, but all of them were reluctant to take it up and they feared that they would betray it, and man took up the trust. Indeed, man is very unjust and very foolish).

This concept is relevant to the visionary and collaborative leadership style that drives strategic and sustainable change in madrasah.

This leadership style transformation has a juridical basis in Law No. 20/2003 on the National Education System, especially in the article that requires educational institutions to create a system that is adaptive to technological developments and collaboration between institutions. Theoretically, this research is based on the theory of visionary and collaborative leadership described by (Vanlommel et al., 2023; F.-J. Wang et al., 2023; Zia et al., 2024). This theory emphasizes the importance of: Shared Vision, Empowering Collaboration, and Adaptive Leadership.

Research on the transformation of visionary and collaborative leadership styles in madrasah publication innovation has known been carried out by several researchers such as (Sweet, 2023) this has been carried out by several researchers There is little known how the transformation of visionary and collaborative leadership styles can specifically support publication innovation in madrasahs, especially how this is implemented in MAN 2 Banyuwangi. In addition, there is no study that focuses on how the synergy of collaborative leadership with local and regional education communities impacts on the reputation of madrasah. Research related to the transformation of visionary and collaborative leadership styles in madrasah publication innovation has become a widespread concern because of the important role of leadership in driving change and development of educational institutions. This leadership style is seen as capable of creating a clear vision, driving collaboration between stakeholders, and producing relevant innovations to improve the quality and competitiveness of madrasah. It is well known that visionary and collaborative leadership has an important role in education management to create innovation and improve organizational effectiveness. In addition, publication

innovation is also recognized as one of the strategic ways to build the reputation of educational institutions, especially at the madrasah level. Research by (Lassa et al., 2023; Rofiah & Suhendri, 2023) shows that collaboration between madrasah principals, teachers, and administrative staff can produce various publications and programs that are relevant to the needs of the community and have competitiveness at the local and national levels. Research on the transformation of visionary and collaborative leadership styles shows that this approach plays an important role in encouraging publication innovation in madrasahs, increasing program relevance and strengthening the competitiveness of educational institutions with a collaborative leadership strategy that integrates information technology approaches in madrasah publications to expand the network of partnerships and educational communities so that it becomes one of the most advanced practices today, although its implementation is still limited to certain contexts. On the other hand, the novelty of this research is in the disclosure of integrative strategies that connect resource management transformation, collaborative leadership, and publication innovation simultaneously in improving the educational community network and madrasah reputation, with a focus on implementation at MAN 2 Banyuwangi.

This study aims to interpret the transformation of visionary and collaborative leadership styles in madrasah publication innovation. This study aims to interpret the transformation of visionary and collaborative leadership styles because the role of leaders who prioritize vision and cooperation is indispensable in encouraging madrasah publication innovation. According to research (Kekeba et al., 2024; Shaikh & Alam Kazmi, 2022; Suyadi et al., 2022) the application of collaborative leadership style in madrasah increases participation and cooperation between madrasah principals, teachers, and education personnel, resulting in publication innovations that are in accordance with the needs of the community. This study aims to interpret the transformation of visionary and collaborative leadership styles needed to encourage innovation in madrasah publications, in order to create relevant, competitive, and in accordance with the needs of the community.

Visionary and collaborative leadership are in fact leadership styles that focus not only on short-term achievements, but also on building strong networks, effective resource management, and developing institutional reputation. Collaborative Leadership Strengthens Educational Community Networks: Research by (Docherty, 2022; Ma et al., 2024; Nadeem, 2024) shows that collaborative leadership increases trust and communication between various stakeholders in the education community. Studies (Ahmed, 2024; Amri et al., 2022) also found that the implementation of collaborative leadership in madrasahs leads to better cooperation between madrasah principals, teachers and parents, resulting in educational publications and programs that are more relevant to community needs. Transformation in Resource Management to Support Innovation: Research by (Beer, 2023; Re et al., 2024) shows that visionary leadership is capable of generating changes in the managerial way organizations manage resources. In the context of madrasahs, this transformation

includes strategic planning in budget allocation for innovation, capacity building of educators, and the use of educational technology to accelerate the teaching and learning process. Increased Reputation of Madrasahs: Research by (Kazim et al., 2024; Yousef Farhan, 2024) states that organizations led by visionary and collaborative leaders can strengthen their reputation by producing significant and result-oriented achievements. In addition, case studies in Finland published by (Alkhaldeh, 2024; Konadu et al., 2024; Korankye et al., 2024) show that madrasahs that apply this leadership model successfully increase the level of community satisfaction and competitiveness, and contribute to the improvement of reputation in the eyes of the public. Based on the above, the author conducted research to find out how the transformation of visionary and collaborative leadership styles in madrasah publication innovation at MAN 2 Banyuwangi can be well implemented, and how theory and practice support the following findings: Transformation in Resource Management to Support Innovation, Collaborative Leadership to Strengthen Educational Community Network, and Madrasah Reputation Improvement. Thus, this research can contribute to the education management literature by providing a model for the implementation of visionary and collaborative leadership styles that are effective in supporting madrasah publication innovations, providing strategic recommendations for other madrasahs in utilizing resource management and collaboration, and increasing public trust in madrasah through strengthening the institution's reputation.

B. Methods

The object of this research is the publication innovation of MAN 2 Banyuwangi, because it reflects the relevance of strategic issues in the world of modern education. (Haddade et al., 2024) The transformation of visionary and collaborative leadership styles is considered important to answer the challenges of innovation in madrasah, especially in improving the quality of relevant and competitive publications. Publication, as one of the indicators of the progress of educational institutions, requires a touch of leadership that is able to direct the vision and mobilize the cooperation of all stakeholders. In addition, this title integrates key elements such as transformation, leadership and innovation, which are the main focus in the research. With this approach, the research is expected to make a new contribution to scientific studies and educational practices, especially in supporting the development of madrasahs that are adaptive to the needs of society and the times.

This research uses a qualitative approach with a case study method (Johnson et al., 2024) to examine the transformation of visionary and collaborative leadership styles in publication innovation in madrasah. This research involved madrasahs that apply these leadership styles as units of analysis, with the aim of exploring in-depth understanding of existing leadership practices and their impact on publication innovation. Data collection techniques are conducted through in-depth interviews with madrasah principals and teachers, as well as direct observation of activities

related to publications in madrasah. The results of this study are expected to provide insight into effective leadership models to improve the quality of publications in madrasahs and strengthen their competitiveness.

The sources of informants in this study consist of various parties who are directly involved in the implementation of leadership and publication innovations in madrasah. The main informants include the madrasah principal who has a strategic role in formulating the leadership vision, as well as teachers who contribute directly to the learning process and the development of academic publications (Brown, 2022). In-depth interviews with these informants are expected to provide insights into how the applied leadership influences innovation and the improvement of publication quality in madrasah.

Data collection in this study was carried out through various techniques to obtain comprehensive information about the transformation of visionary and collaborative leadership styles in madrasah publication innovation. First, in-depth interviews were conducted with the madrasah principal, and teachers. In addition, direct observation was conducted on daily activities in the madrasah, including the process of creating and disseminating academic publications, to see how leadership is applied in practice. Documentation of madrasah publications was also collected to analyze the extent to which the innovations made have contributed to the quality and competitiveness of these publications. The data obtained from these various sources were then interactively analyzed to identify patterns related to the influence of leadership styles on the innovation of madrasah publications (Waquar et al., 2024).

The data analysis in this study uses the interactive analysis model developed by (Gromis di Trana et al., 2022; Moskvina et al., 2024; Reichardt et al., 2024) which involves three main stages: data collection, reduction, and presentation. In the first stage, data obtained from in-depth interviews, observations, and publication documentation were analyzed continuously. In the second stage, data reduction was conducted by categorizing and arranging the data according to the main themes that emerged, such as aspects of visionary leadership, collaboration, and publication innovation. In the third stage, the results of the analysis are presented in an interactive form that illustrates the patterns that emerge in the application of leadership in madrasah. The final result of this analysis is expected to provide a comprehensive picture of the influence of leadership in creating positive changes in the madrasah environment.

The validity of the data in this study has been carried out by several researchers such as (Given et al., 2023; Kumar et al., 2023; Papavasileiou & Dimou, 2024) and maintained by using a source triangulation technique involving three types of triangulation: source, method, and theory. With this triangulation approach, it is expected that the research results will be more credible and provide an in-depth understanding of the influence of leadership on publication innovation in madrasah.

C. Results and Discussion

Transformation in Resource Management to Support Innovation

Visionary and collaborative leadership are rooted in the ability to drive transformation in resource management aimed at supporting innovation. Visionary leaders set strategic direction by paying attention to managing human, technological and financial resources effectively, while collaborative approaches create a work environment that supports synergy between organizational elements. As stated by the madrasah head, namely: "Visionary and collaborative leadership have a central role in ensuring optimal resource management to support innovation. As a visionary leader, my main task is to set the strategic direction and ensure that human, technological and financial resources are managed effectively for long-term goals. Meanwhile, through a collaborative approach, I create a working environment that supports synergy between elements of the organization. In this way, transformation in resource management can be realized, ultimately facilitating sustainable growth in innovation."

With the transformation in resource management, innovation can grow sustainably and have a positive impact on achieving organizational goals. (Cardiff et al., 2024; He et al., 2024; Nicoletti & Appolloni Andrea, 2024) show that collaborative leadership strengthens the resource transformation process by ensuring the active involvement of various stakeholders, thus creating an effective mechanism to support innovation within the organization. The implementation of AKGTK 2024 is clear evidence that MAN 2 Banyuwangi is a dynamic and future-oriented education center, ready to produce competent and dedicated educational leaders, because it is supported by a madrasah head who supports resource management in an effort to support madrasah innovation through visionary and collaborative leadership styles.



Figure 1. MAN 2 Banyuwangi to host (AKGTK) in 2024

Source: <https://man2banyuwangi.sch.id/>

Based on the picture above, it is the documentation of the Head of TU of the Ministry of East Java which was attended by thousands of teachers to monitor the implementation of AKGTK 2024 at the MAN 2 Banyuwangi location point. From this assessment, a complete madrasah competency profile will be produced as well as a foothold for the directorate in encouraging continuing professional development (PKB) through the work groups it participates in. As expressed by madrasah teachers, namely: "Visionary and collaborative leadership is very important in creating a work environment that supports the transformation of resource management in our madrasah. Visionary leaders ensure that we have clear strategic guidelines, such as prioritizing educator training and utilizing technology in our work processes. Meanwhile, the collaborative approach makes all elements, including administrative staff like me, feel involved in decision-making and policy implementation. This collaboration creates synergies that make it easier to carry out daily tasks, especially in supporting major activities such as the 2024 Assessment of Teacher and Education Personnel Competitions (AKGTK)."

This evidence is one of the findings that visionary and collaborative leadership is not caused by the absence of Transformation in Resource Management to Support Innovation, but by the presence of Transformation in Resource Management to Support Innovation, visionary and collaborative leadership effectively supports the transformation of resource management, which is the main foundation in supporting continuous innovation to achieve organizational goals.

Collaborative leadership strengthens education community networks

Collaborative leadership not only serves as a mechanism to unite internal organizational resources but also plays an important role in strengthening the education community network. With a collaborative approach, a leader can create synergy between various stakeholders such as schools, madrasahs, local communities and related agencies. This creates stronger linkages and enables the exchange of ideas and resources, thereby strengthening the capacity of the education community to achieve common goals. As expressed by the madrasah principal as follows: "Collaborative leadership has a very important role, especially in creating synergy between the various parties involved in education. As a leader, I believe that building strong linkages between schools, madrasahs, local communities and related agencies is key. Through a collaborative approach, we can facilitate the exchange of ideas and resources that will strengthen the capacity of the education community. With good cooperation between various stakeholders, common goals in education can be achieved more efficiently."

According to research by (Al-Khayari et al., 2024; Cremers & Curşeu, 2024; McKinnon & Long, 2022) collaborative leadership plays an important role in building trust among stakeholders, which in turn strengthens collaborative networks through intensive communication and active participation. As evidence of this

finding in the form of documentation, MAN 2 Banyuwangi actively collaborates with various parties. One of them is by participating in vocational training at BPVP Banyuwangi.



Figure 2. MAN 2 Banyuwangi actively cooperates with various parties

Source: <https://man2banyuwangi.sch.id/>

Based on the picture above, the head of the Productivity Vocational Training Center explains in detail about each training program. Various skills are present in this training center, such as graphic design training, bread making, hydroponics to sewing. MAN 2 Banyuwangi was also invited to take a tour to see the training programs in action. MAN 2 Banyuwangi plans to develop students' skills through several activity programs that will be implemented in collaboration with BPVP. As expressed by the head of madrasah about collaborative relationships, "Of course, one example that I would like to share is how we at MAN 2 Banyuwangi actively collaborate with various parties, especially in vocational training programs. We conduct training in collaboration with BPVP Banyuwangi, which provides opportunities for students to hone vocational skills that are needed in the world of work. By joining this training, we not only improve our students' skills, but also strengthen our network with other parties who share the same vision and mission in advancing vocational education. This is a tangible form of synergy between schools and related agencies that leads to improved education quality." The following is evidence of the table list, the efforts of the MAN 2 Banyuwangi madrasah principal in strengthening the educational community network with various external parties as follows:

Table 1. The Efforts of the MAN 2 Banyuwangi Madrasah Principal in Strengthening the Educational Community Network

No	Collaboration Partner	Form of Collaboration	Purpose
1	University of Jember (UNEJ)	Workshop on curriculum development	Enhancing innovation in education aligned with current trends
2	Banyuwangi District Education Office	Teacher training on digital learning	Strengthening teachers' capacity in utilizing technology
3	Ministry of Religious Affairs (MoRA)	Seminar on strengthening religious values in schools	Integrating religious values into all aspects of education
4	Banyuwangi Teachers Community (KGB)	Teacher discussion forums and educational workshops	Improving collaboration among teachers in sharing teaching methods
5	State University of Malang (UM)	Training on data-driven school management	Increasing efficiency and effectiveness in school management
6	National Disaster Management Agency (BNPB)	Seminar on school disaster preparedness	Building disaster awareness and emergency readiness culture
7	Banyuwangi Education Community	Mentoring programs for students and teachers	Guiding students and teachers to maximize their potential
8	Banyuwangi Vocational Training Center (BLK)	Vocational training for students	Equipping students with practical skills relevant to the workforce
9	Banyuwangi Regency Government	Seminars and workshops on student leadership	Shaping leadership qualities in young generations

Based on the table above, through various forms of cooperation, MAN 2 Banyuwangi has succeeded in creating an educational ecosystem that supports the development of student and teacher competencies, improving the quality of management, and strengthening community values. This collaborative leadership contributes to the creation of innovation and synergy to advance education in the Banyuwangi region, especially MAN 2 Banyuwangi.

Collaborative leadership is not caused by Collaborative Leadership weakening the Education Community Network, but by Collaborative Leadership strengthening the Education Community Network. Collaborative leadership plays an important role in strengthening educational community networks through synergy, intensive communication and resource exchange that create strong linkages between stakeholders to achieve common goals.

Madrasah Reputation Improvement

Visionary and collaborative leadership directly contribute to improving the reputation of madrasahs through creating a strong strategic vision and involving all stakeholders in the innovation process. Visionary leaders set long-term goals that encourage academic progress, professionalism of teaching staff, and curriculum development. Meanwhile, the collaborative approach ensures the involvement of the community, staff and students, so that the madrasah is able to produce significant

achievements that are relevant to the needs of the community. As expressed by the head of madrasah, "Visionary and collaborative leadership have a significant influence on improving the reputation of madrasah. Visionary leadership allows us to set clear long-term goals, such as promoting academic progress, improving the professionalism of teaching staff, and developing a curriculum that is relevant to the needs of the times. Meanwhile, the collaborative approach opens up space for the active involvement of all stakeholders - staff, students, community and related agencies. This combination has a great impact, as it results in program innovations that are relevant to the needs of the community as well as achievements that strengthen the image of madrasah as a quality institution."

Meanwhile, the collaborative approach ensures the involvement of the community, staff and students, so that madrasahs are able to produce significant achievements that are relevant to the needs of society. This combination not only improves but also enhances the reputation of madrasahs as competitive and quality institutions. Research conducted by (Ahmed, 2024; Hacıhasanoglu & Toprak, 2024; Huda, 2024) shows that madrasahs led with a collaborative approach tend to have program innovations oriented to the needs of the community, such as increased academic publications and student achievement, which contribute to the improvement of reputation. visionary and collaborative leadership is not caused by the decline of madrasah reputation, but by the increase in Madrasah Reputation. Visionary and collaborative leadership contribute to the improvement of madrasah reputation through strategic vision, innovation, and stakeholder engagement that results in relevant achievements and a quality institutional image.

The following table can be used to record a list of MAN 2 Banyuwangi's achievements:

No	Year	Achievement	Level	Description
1	2024	1st Place in National Science Olympiad	National	Organized by the Indonesian Ministry of Religious Affairs
2	2022	General Champion in Science Olympiad	East Java	In Mathematics, Physics, and Chemistry
3	2022	Best School in Innovative Learning Category	National	Awarded by the Directorate General of Islamic Education
4	2022	Gold Medal Winner	National	By the Nusantara Olympiad Association
5	2024	1st Place in Scientific Writing Competition	National	By HIMA Bacteriophage - FMIPA - Universitas Negeri Jember
6	2019	Green School Award	Banyuwangi	For being an eco-friendly school with a zero waste program
7	2018	3rd Place in Youth Scientific Work Contest	East Java	Themed on Eco-Friendly Technology
8	2017	1st Place in Arabic Speech Competition	National	Organized by the Association of Arabic Language Teachers

Based on the table above, it is a series of achievements achieved by MAN 2 Banyuwangi which reflects the success of madrasah in creating a superior and competitive educational environment. The leadership of the madrasa head with a

visionary and collaborative style, MAN 2 Banyuwangi is able to encourage synergy between all elements of the madrasa, including teachers, students, and education personnel. As expressed by madrasa teachers regarding Madrasah Reputation Improvement, namely "Visionary and collaborative leadership at MAN 2 Banyuwangi is very influential in improving the reputation of our madrasa. With visionary leadership, long-term goals are strategically designed to encourage academic progress, teacher professionalism, and innovation in curriculum development. On the other hand, the collaborative approach makes us, the teachers, as well as the community and students feel involved in the process of planning and implementing various programs. As a result, the madrasah has been able to achieve achievements that are relevant to the needs of the community, which of course enhances our reputation as a competitive institution."

This evidence is one of the findings that visionary and collaborative leadership is not caused by the decline of madrasah reputation, but by the increase in Madrasah Reputation. Visionary and collaborative leadership contributes to the improvement of madrasah reputation through strategic vision, innovation, and stakeholder engagement that results in relevant achievements and a quality institutional image.

D. Conclusions

Collaborative leadership plays a central role in strengthening educational community networks through synergy and collaboration among stakeholders such as teachers, administrative staff, students and the local community. This research shows that collaboration based on effective communication and mutual trust not only strengthens internal relationships within the madrasah but also forges strategic partnerships with external organizations. An important lesson from this research is that collaborative leadership can create more solid linkages, open up spaces for resource sharing and optimize the collective capabilities of educational communities in the face of global challenges and changes.

Transformation in resource management proved to be an important element in supporting innovation in madrasahs. This research updates the perspective by illustrating how visionary and collaborative leadership can improve the management of human, technological and financial resources to generate sustainable renewal. Using an analytical method that focuses on cross-functional relationships, it was found that madrasah innovations, such as digital-based publications and flagship programs, rely heavily on strategic resource management. The findings are relevant to the development of leadership theory in the context of collaboration and innovation-based education.

While this study shows that visionary and collaborative leadership enhances madrasah reputation through achievement and innovation, there are some limitations. This study focused on madrasahs with active community participation,

which may not be representative of institutions with different contexts. In addition, the qualitative method approach can be improved with the addition of quantitative data to produce a more comprehensive analysis. Further research covering different types of madrasahs, different ages of respondents, and different methods is recommended to enrich the understanding of the impact of leadership on madrasah reputation.

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