



A Multi-Case Study on Leadership Strategies in Transforming School Vision at the Elementary Education Level

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ABSTRACT

This research aims to identify effective leadership strategies in transforming school vision into practical implementation in Islamic, Christian and Public elementary schools using a qualitative approach with multi-case study design. The research results show that there are two leadership strategies applied in transforming the vision of the three schools, namely the articulation and communication of the school's vision and organizational restructuring strategies. Articulation of the vision, mission and goals of the schools aims to foster a spirit of togetherness and unity, provide influence, shape behavior and role models, provide understanding and change paradigms, as a form of instilling values, crystallizing values and a process of inheritance. The transformation process through articulating and communicating the vision, mission and goals of the schools carried out verbally, both personally and in groups; in writing and through concrete actions in implementing school programs. The target of articulating and communicating the vision, mission and goals addressed to all components involved in implementing school operations. Meanwhile, the second strategy reveals that the process of change through organizational restructuring is based on the idea that development and improvement towards more perfection is a natural and dynamic process in the human life cycle, and the change process is based on vision values and supports the achievement of the vision. Implementation of restructuring includes changes in the status and management of the institution, changing the name of schools and statement of the vision, mission and goals. Restructuring the organizational structure at the leadership and staff level is based on capabilities and areas of development in accordance with the strategic plan and organizational renewal program which aims to ensure delegation, authority, division of work, main duties and so that the learning process is sustainable.



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INTRODUCTION

Leadership is a very important force that ensures the survival of organizations and to help organizations develop a new vision that describes what the organization wants, then drive organizational change towards that new vision (Bennis & Nanus, 1985). School is a learning community. All stakeholders in schools must maintain the school's core business, namely the learning process which has two functions. First, make every school member an effective learner. Second, ensuring a certain amount of foresight to select knowledge that is relevant to the future. In this regard, there are unanswered questions about, how do schools design future-oriented learning processes? Is there a driving force that directs the school to a certain point? So the answer is leadership. Effective leadership in the school context has two meanings. The first relates to school leaders who guide and direct the school towards excellence. The second relates to the leadership produced by superior schools for other schools. Effective and superior schools produce leadership capable of taking this world into the future.

School leaders need to predict how the world will develop with all changes in social structures because they are aware that all their students will live in the future. The most important aspect of a school leader is that he must have the ability to convey the school's vision to all members of the school community, he needs to ensure that the vision he wants to achieve is truly a definite picture of the future, he also needs to build a sense of ownership of the vision and ensure that as things change - changes in the environment, this vision continues to be maintained, he also ensures that each member understands the need for evolution and the direction in which changes occur. Therefore, understanding that change is constant is the most important part of vision (Kapur, 2007).

Visionary leadership is characterized by the ability to make clear plans so that from the formulation of the vision, the targets to be achieved from the development of the institution they lead will be reflected. Visionary leadership is the leader's ability to create, formulate, communicate, socialize, transform and implement ideal thoughts that originate from themselves or as a result of social interactions between organizational members and stakeholders which are believed to be the future ideals of the organization that must be realized through the commitment of all personnel.

One step in leadership with vision is to carry out a transformation of the vision that has been formulated. Vision transformation is the ability to build trust through intensive and effective communication as an effort to share vision with stakeholders so that a sense of belonging is obtained. Sanusi (1990) stated that leaders not only need to introspect, but especially try to make adjustments, then straighten out, clarify and develop a shared vision regarding the implementation of education. The vision must be transformed by making efforts to share the vision and it is hoped that there will be a diffusion of the vision and generate commitment from all personnel. In efforts to transform the vision, sometimes failure occurs because several problems occur in the vision. Sinamo (1998) revealed six reasons why an organization's vision fails, namely: 1) Confusion of vision and mission; vision and mission are still ambiguous, unclear; 2) Intrinsically the vision and mission are not truly desirable; 3) Vision and mission do not reflect challenges and hopes; 4) The vision and mission are not believed to be achievable; 5) Vision and mission are not flexible; and 6) The vision and mission are not supported by an appropriate organizational strategy and management system.

Leadership in the school context has a very important role in directing and guiding educational institutions towards a clear and sustainable vision. Effective and visionary leadership acts as a driving force that ensures the continuity and progress of educational organizations, by focusing efforts on developing a vision that is not only relevant to current conditions, but also reflects the needs and challenges of the future. A clear vision can be a driving force for changes in learning structures and processes that are more adaptive to rapid social and technological developments. Although much research highlights the importance of leadership in formulating and communicating a vision, there is still a lack of understanding of the concrete strategies used by school leaders to transform that vision into a reality that can be implemented effectively. Therefore, this research aims to dig deeper into the leadership strategies applied in transforming the school vision into operational steps that can be measured and implemented in various aspects of school life.

Based on the results of the literature review, several gaps or shortcomings were found regarding the transformation of school vision through leadership which can be used as the focus of further research. First, Lack of Research on Strategic Implementation of School Visions: Although the existing literature extensively discusses the importance of leadership in formulating visions, the specific strategies used by school leaders to ensure these visions are translated into daily actions are often overlooked. Many studies focus on the role of leaders in creating an inspirational vision without examining concrete strategies used to implement that vision at the operational level. Second, the Role of Support Systems in Vision Transformation: More in-depth research on how school leaders develop and implement internal systems that support vision achievement, such as teacher development, parent involvement, and administrative efficiency, is still limited. In many cases, even though leaders are able to create a clear vision, implementation challenges often arise due to the unpreparedness of the existing system in the school. Third, Factors Causing Failure in Vision Transformation: Sinamo (1998) identified six causes of failure in vision transformation that are relevant to many organizations, including schools. However, there is still a need for further research regarding the internal and external factors that influence the success or failure in implementing the vision in schools. For example, is a lack of clear understanding of the vision, inflexibility of the managerial system, or lack of support from stakeholders acting as the main obstacle?

Fourth, Involvement of Stakeholders in Vision Transformation: In practice, the school vision must involve the entire school community, starting from the principal, teachers, parents, to students. However, strategies for involving stakeholders in building a sense of belonging and ownership of the school vision are still little explored. More in-depth research into how school leaders can create a collaborative atmosphere to realize a shared vision is needed. Fifth, Sustainability of Vision Transformation in Facing Environmental Change: The vision that has been set by school leaders must be flexible enough and able to withstand dynamic changes in the external environment, whether social, technological or educational policy. Therefore, this research also needs to investigate the school vision adaptation strategies carried out by leaders in responding to changes that occur outside and inside the school, and sixth is Different Leadership Approaches in Various School Contexts: Differences in school characteristics, such as school country vs. private, or schools in urban areas vs. rural areas, can influence the leadership strategies implemented. How visionary leadership is applied in different ways in these diverse contexts is an important area of research.

To follow up on a number of gaps stated above, this research aims to answer an important question is that how effective leadership strategies in transforming the school vision into practical implementation in the school context. It is hoped that the results of this research can contribute to the development of school leadership theory, as well as provide useful recommendations for educational leaders in designing and implementing more effective leadership strategies in realizing an inclusive and sustainable school vision.

RESEARCH METHODS

This qualitative research was carried out in three effective elementary schools which are fundamentally different in belief and principle, namely Global Islamic school, Anugrah Christian school and Berdikari Public school. These three elementary schools are managed by private educational foundations in Malang, East Java Indonesia. Therefore, the appropriate research design to use is a multi-case study design (Yin, 2009). Data was collected through interviews, observation and document study. Research informants consisted of foundation founders, school principals, teachers and administrative staff. The selection of informants was carried out using a purposive sampling method, meaning that the selected informants were seen as people who understood the problems and objectives of this research, and the snowball sampling method was used because data mining rolled from one key informant to other informants until the data collected was not experiencing development or experiencing data saturation (Bogdan & Biklen, 1998). Data analysis uses an interactive qualitative analysis model where data analysis is carried out simultaneously with the data collection process. Before drawing conclusions on the results of the analysis, verification and testing of the validity of the data were carried out through triangulation of sources and data collection techniques. After the data is declared credible and valid, individual and cross-case analysis is then carried out. Interactive data analysis procedures include data reduction, data presentation, data verification and drawing conclusions (Miles & Huberman, 1994). The analysis was carried out in 2 stages. The first stage is individual case data analysis where each data collected from the three schools studied is analyzed separately to produce research findings. After that, cross-case data analysis was carried out to obtain the final findings of this research.

RESULTS AND DISCUSSION

The results of the analysis of individual case data obtained through interviews, observations and document studies from the three schools studied found that there were two leadership strategies implemented in the three schools studied in transforming the school's vision, namely the strategy of articulating and communicating the vision, mission and goals of the school, and organizational restructuring strategies that support school development, as explained in Table 1 below

Findings

**Table 1 Result of individual case data analysis
Islamic Elementary School**

<p>Strategy for articulating and communicating the school's vision, mission and goals</p>	<ol style="list-style-type: none"> 1. Articulation and communication of vision aims to foster togetherness, shape behavior, crystallize values, form a common understanding and build a spirit of unity 2. The process of transforming the vision, mission and goals of the school is carried out by conveying it orally in meetings and conferences, in writing through invitations and contact books, as well as through real efforts in the form of implementing superior school programs and in the learning process 3. The target of communicating the school's vision, mission and goals is aimed at all components of the organization including: association administrators, school principals, teachers, employees, parents and students.
<p>Organizational restructuring strategies that support school development</p>	<ol style="list-style-type: none"> 1. The process of change through restructuring in Global schools is based on the idea that change towards better and more perfect is a dynamic thing in human life, and the change process carried out is based on vision values 2. Organizational restructuring in Global schools includes changes in status institutions and vision statements and these changes aim at improvement and need for development 3. Restructuring of the organizational structure is also carried out at the leadership level based on the development areas listed in the school's strategic plan, including the medium and long term. 4. Curriculum restructuring is also carried out in connection with changes in subject status based on competency evaluation which aims to simplify so that learning takes place effectively 5. Restructuring is also carried out in the schedule of subject periods and rest periods with the aim of smooth and effective learning.
<p>Christian Elementary School</p>	
<p>Strategy for articulating and communicating the school's vision, mission and goals</p>	<ol style="list-style-type: none"> 1. Articulating and communicating the school's vision, mission and goals aims to have an influence, change the paradigm and is a process of inheritance. 2. Articulation and communication of the school's vision, mission, and goals are carried out intensively in various meetings, namely personal meetings, teacher group meetings, morning meetings, meetings, back to school night meetings, and in retreat activities 3. The target of articulating and communicating the vision, mission, goals of the Anugerah school is aimed at teachers, staff, parents and students.
<p>Organizational restructuring strategies that support school development</p>	<ol style="list-style-type: none"> 1. The process of change through restructuring at Anugerah school is based on the idea that the process of learning, development and improvement is something natural and continuous in the human and organizational life cycle, and the entire change process carried out supports the achievement of the vision. 2. Restructuring in the school organizational structure at the leadership level is based on the changes and improvements that occur in the school and the personnel placement policy in the structure is based on trust 3. Annual restructuring at the teacher level is carried out on the basis of evaluating teacher performance in managing learning and aims to ensure that the learning process of discovering new things by teachers never stops 4. Restructuring the National Curriculum emphasizes the order of competencies and learning objectives based on the level of students' thinking skills so that they are rational and make it easier for students to learn. 5. Restructuring is also carried out in school learning programs which

include learning approaches, study hours and subject status.

General Elementary School

Strategy for articulating and communicating the school's vision, mission and goals	<ol style="list-style-type: none"> 1. Articulation and communication of the school's vision, mission and goals are carried out intensively in evaluation meetings and coordination meetings with the school principal and coordination meetings with the program coordinator, as well as through concrete actions as an embodiment of the vision, mission and goals to be achieved. 2. Articulation and communication of the school's vision, mission and goals aims to provide understanding, build togetherness, foster enthusiasm, provide an example and as a form of instilling values. 3. The target of articulating and communicating the vision, mission and goals of the Berdikari school is aimed at teachers, staff, students and parents.
Organizational restructuring strategies that support school development	<ol style="list-style-type: none"> 1. Restructuring at the Berdikari school at State University of Malang was carried out through changing the management of the institution and changing the name of the organization. 2. The process of change through restructuring was also carried out towards the vision, mission and objectives of Berdikari Elementary School, State University of Malang by the school principal (Supriadi Saputra) as the initiator of reform at this school. 3. Restructuring in the school's organizational structure is based on developments and renewal programs launched by the school and aims to provide certainty in the delegation of authority, a system of division of work, and clarifying main tasks and functions. 4. The process of change through restructuring is also implemented in the learning process which includes learning strategies using modules for high classes and worksheets for low classes with an independent study approach; and natural acceleration with a mastery learning and continuous progress approach 5. Restructuring is also carried out in learning management which includes class management, curriculum, additional subjects, subject periods and changes in study time at this school

The following is the result of multi-case data analysis from the three investigated school.

Table 2 Result of multi-case data analysis

Strategy for articulating and communicating the school's vision, mission and goals	<ol style="list-style-type: none"> 1. Articulation of the vision, mission and goals of the organization aims to foster a spirit of togetherness and unity, provide influence, shape behavior and role models, provide understanding and change paradigms, as a form of instilling values, crystallizing values and a process of inheritance. 2. The transformation process is carried out through efforts to articulate and communicate the vision, mission and goals of the organization carried out verbally, both personally and in groups; in writing and through concrete actions in implementing school programs. 3. The target of articulating and communicating the vision, mission and goals of the organization is aimed at all components involved in implementing school operations.
Organizational restructuring strategies that support school development	<ol style="list-style-type: none"> 1. The process of change through organizational restructuring is based on the idea that development and improvement towards more perfection is a natural and dynamic process in the human life cycle, and the change process is based on vision values and supports the achievement of the vision. 2. Implementation of restructuring includes changes in the status and management of the institution, changing the name of the organization and

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- changing the formulation of the vision, mission and goals of the organization
3. Restructuring the organizational structure at the leadership and staff level is based on capabilities and areas of development in accordance with the strategic plan and organizational renewal program which aims to ensure delegation, authority, division of work, main duties and so that the learning process is sustainable.
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Discussion of the Findings

1. Vision Articulation and Communication Strategy

The leadership strategy applied in transforming the vision is to articulate and communicate the vision, mission and goals of the institution to all components in the school. After the personal vision, personal vision of the organization, and determination of development direction were formulated by the founder and principal in these three research cases, the next step was to make efforts to articulate and communicate the vision so that the vision that had been formed became the shared vision of the organization. In connection with this vision process, Chance (1992) said that the vision process is a sequential system that starts with a personal assessment that leads to the development of a personal vision and a personal vision of the organization, then the involvement of everyone in the overall vision statement, then the organizational vision is communicated through various ways both inside and outside school.

A visionary leader is a leader who creates, articulates, and builds action plans for change in the organization (Brown & Anfara, 2003). Visionary leaders have the strength of heart to lead the change process to achieve the desired organizational goals (Brock & Grady, 2004; Colton, 1985). To create a shared vision for the organization, the articulation and communication in these three research cases aims to foster a spirit of togetherness and unity, provide influence, shape behavior and role models, provide understanding and change paradigms, as a form of instillation, crystallization of values and a process of inheritance.

The purpose of articulating and communicating the vision is implied in the following descriptions that efforts to communicate the vision are vital for the success of the vision process. Therefore, the capacity to empower, trust, and communicate becomes an essential tool for a visionary leader during the process of planning and actualizing the vision. Everyone in the organization must know that the vision can be articulated and publicized in their own way. Everyone in the organization needs to hear, understand and accept the vision before they will fully support it (Rutherford, 1985). In this process, organizational leaders must examine the various responsibilities of each group leader including guiding, facilitating and managing the behavior and focus of the group under their leadership, as well as communicating the vision clearly to group members. Then, each person shares his communication concepts with others in subgroups consisting of three to five people (Chance, 1992).

Furthermore, the vision can be communicated through various means. As the findings from the three research cases show that the transformation process carried out through efforts to articulate and communicate the vision, mission and goals of the organization is carried out verbally, both personally and in groups; in writing and through concrete actions in implementing organizational programs. In connection with the technique of conveying this vision, Manasse (1985) refers to the development of something that represents what the organization wants to achieve, he calls it a future vision because it symbolizes a better future for the organization. The focus of this kind of communication strategy is "to perfect what is possible, rather than to maintain what already exists."

Metaphorical statements, symbols, and models are tools that help in communicating the vision. For example, statements such as "Striving for Excellence," "Excellence and Equity," and "A Time for Greatness" indicate passion and direction for the organization (Chance, 1992). Metaphorical statements and symbols were also found in all three research cases. In the first case, the slogan: "Superior to the Superior," or "The most Superior," which is written on the school bus and sung by all students every day and the school symbol measuring 1 x 1 meter displayed in the office room shows the ideals. school goals and raise enthusiasm. Likewise, in the second case there is a school symbol and the slogan: "Shaping Future Leaders" written in large letters on the school bus indicating the

direction it wants to go. Likewise, in the third case, metaphorical statements, such as "be different" and "find the lost child" have the meaning of "Independent learning society" that this school wants to form. Pasi (2003) states that the process of developing a vision for schools designs goals and expectations for culture, climate, programs and policies, as a real step in the vision transformation process. Then, the target of articulating and communicating the vision is aimed at everyone involved in organizing activities at the school. This is in accordance with the findings obtained from the three research cases that the target of articulating and communicating the vision, mission and goals of the organization is aimed at all components involved in the implementation of organizational/school operations.

According to Rutherford (1985) the vision must be communicated to everyone who is willing to listen. The involvement of diverse individuals in all activities will create people who have strong commitment who believe in the main goals of the organization stated in the vision statement (Chance, 1992). Regarding visionary leadership in articulating and communicating the vision, other visionary leadership experts also stated that visionary leaders not only have the skills to communicate the school's shared vision at all times (LeSourd & Grady, 1991; Pasi, 2003), but they also know that they must always articulate this vision to keep stakeholders inspired and continuously working to realize shared goals (Pasi, 2003). Visionary leaders understand the importance of regularly articulating the vision as well as the progress made toward achieving the goals of the vision. For visionary leaders, communication is key in explaining the situation at hand and uniting commitment to a better future (Brown & Anfara, 2003; Drake & Roe, 2002) and empowering people to carry out their role in achieving goals. shared vision (Mendez-Morse, 1992).

2. Organizational Restructuring Strategy that Supports School Development

The leadership strategy in carrying out the vision transformation process through organizational restructuring is based on the idea that development and improvement towards more perfection is a natural and dynamic process in the human life cycle, and the change process is based on vision values and supports the achievement of the vision. The process of change through restructuring was described by Conley (1993) that the systemic and fundamental nature of change is restructuring. Successful school improvement requires developing a clear educational vision and shared mission of the institution, knowing how well the school accomplishes that mission, identifying areas of improvement, developing plans for changing educational activities and programs, and implementing the plans and these new programs effectively.

Visionary leaders truly understand the direction and goals of the school (Lunenburg & Irby, 2006; Murphy, 1990), and decisions regarding future actions are made based on the school's vision (Brown & Anfara, 2003). Visionary leaders have a strong set of beliefs about students and schools and firmly hold these beliefs (Brock & Grady, 2003; Clark & Clark, 1992; Drake & Roe, 2002; Lunenburg & Irby, 2006). A visionary leader is someone who works to inspire and empower people at all levels in the organization while leading the change process (LeSourd & Grady, 1991). Visionary leaders fulfill various roles in leading schools to achieve the goals formulated in the vision (Lesourd & Grady, 1991; Lunenburg & Irby, 2006).

Managing school improvement and change is one of the most complex tasks for school leadership. As Fullan (1993) and Sparks (1996) illustrate, school leaders need to understand the change process to direct and manage change and improvement efforts effectively. They must learn to resolve obstacles and manage the chaos that arises naturally during complex change processes (Fullan & Miles, 1992).

Regarding the issue of continuous improvement, visionary leadership researchers state that one of the steps for visionary leaders is to analyze all areas of the organization that need improvement (Brown & Anfara, 2003). The visionary leadership approach focuses on school growth where flexibility and continuous improvement are key aspects for school success (Pasi, 2003). The goal of a visionary leader is to create a culture and climate of sustainable change that generates new ideas and takes risks that move the school forward (Pasi, 2003). Creating a culture and climate of change means motivating and inviting all staff to dare to take risks (LeSourd & Grady, 1991)

Furthermore, restructuring focuses on changing the system of rules, roles and relationships that build the way, time, space, knowledge and technology used and placed according to plan (Brandt,

1993). Regarding changes through restructuring in the three research cases, it was stated that the implementation of restructuring included changes in the status and management of the institution, changing the name of the organization and changing the formulation of the vision, mission and goals of the organization. Based on these findings, it can be concluded that the restructuring carried out in the cases of this research is related to the system of rules, roles, knowledge and relationships that build ways. This restructuring is also related to major changes because it includes changes in the formulation of the vision, mission, goals and organizational programs that influence school practices and culture and require group decision making that represents the school as a unit (Brunner & Hopfenberg, 1992).

Furthermore, changes through restructuring were also carried out in the organizational structure and various forms of school activities and programs. As found from the three research cases, the restructuring of the organizational structure at the leadership and staff level is based on capabilities and areas of development in accordance with the strategic plan and organizational renewal program which aims to ensure delegation, authority, division of work, main tasks and functions, and a continuous learning process. Apart from that, restructuring was also carried out in management and learning programs including study time, learning approaches, subject status, curriculum and class management with the aim of improving student learning effectiveness. Therefore, it can be concluded that restructuring is also carried out in a system of rules, roles and relationships that build ways, time, space and knowledge, which are used and placed according to school plans which aim at the effective learning of all students.

CONCLUSION

This research reveals two leadership strategies applied in transforming the vision, the articulation and communication of the school's vision and organizational restructuring strategies. The first strategy describes that articulation of the vision, mission and goals of the schools aims to foster a spirit of togetherness and unity, provide influence, shape behavior and role models, provide understanding and change paradigms, as a form of instilling values, crystallizing values and a process of inheritance. The transformation process through articulating and communicating the vision, mission and goals of the schools carried out verbally, both personally and in groups; in writing and through concrete actions in implementing school programs. The target of articulating and communicating the vision, mission and goals addressed to all components involved in implementing school operations. Meanwhile, the second strategy reveals that the process of change through organizational restructuring is based on the idea that development and improvement towards more perfection is a natural and dynamic process in the human life cycle, and the change process is based on vision values and supports the achievement of the vision. Implementation of restructuring includes changes in the status and management of the institution, changing the name of schools and statement of the vision, mission and goals. Restructuring the organizational structure at the leadership and staff level is based on capabilities and areas of development in accordance with the strategic plan and organizational renewal program which aims to ensure delegation, authority, division of work, main duties and so that the learning process is sustainable. However, this research is limited to explore leadership strategies in transforming the school vision, while the process of creating and implementing the vision is also important and interesting to know. Therefore, it is recommended to consider these two elements of vision to be studied in future research.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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