

The Role of Visionary Leadership in Fostering a School Culture that Prioritizes Mental Well-Being at Rejang Lebong State High School 5

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Abstract: *This study aims to analyze the role of visionary leadership in fostering a school culture that prioritizes student well-being at Rejang Lebong State High School 5. This study employs a qualitative research method using a case study approach. The data sources in this study are divided into two categories: primary data sources and secondary data sources. The primary data sources were the principal, teachers, and students of Rejang Lebong State High School 5, while the secondary sources were school documents, books, and journal articles relevant to the research topic. Data collection techniques included in-depth interviews, observation, and documentation. Data analysis employed qualitative descriptive analysis techniques, which involve collecting data related to the research topic and then reducing, presenting, and drawing conclusions from it. The results of the study indicate that visionary leadership plays a significant role in building a school culture that supports mental well-being through several strategies, namely: creating a safe and supportive environment, implementing open and empathetic communication, ensuring a balanced workload, fostering collaboration and cooperation, and recognizing the achievements and contributions of the school community.*

Keywords: *Visionary Leadership, School Culture, Mental Well-being, Student Mental Health, Teacher Mental Health*

Introduction

In the field of education, there is an element of leadership that is closely linked to the success of an educational institution. This element is even a factor that influences the sustainability and quality of education. Based on the results of a study conducted by Zamroni (2011), The leadership of the school principal has a significant impact on improving the quality of education, both in terms of academic performance and school management.¹ These elements are the principal as the leader and the entire school community as the group being led; both are interconnected and interact with one another, and this

¹ Muhammad Junaidi Syakir dan Pardjono Pardjono, "Pengaruh kepemimpinan kepala sekolah, motivasi kerja, dan budaya organisasi terhadap kompetensi guru SMA," *Jurnal Akuntabilitas Manajemen Pendidikan* 3, no. 2 (2020): 226–40. https://doi.org/10.29407/js_unpgri.v5i2.13113

interaction is characterized by their respective roles and functions.² The principal serves as a leader who provides the school community with guidance and a vision, while the school community acts as the implementers whose role is to carry out that vision. Both have their own respective responsibilities: the principal is obligated to communicate the vision and create a conducive environment.³

With regard to leadership in Islamic education, there are many explanations on this topic in both the Qur'an and the hadith. It has also been explained by the scholars of the past. The concept of leadership in Islam is emphasized in the Qur'an, Surah Al-Baqarah, verse 30, regarding humanity as vicegerents on Earth, and is reinforced by a hadith of the Prophet Muhammad (peace be upon him), which states that every leader will be held accountable for their leadership.⁴ Their responsibility is not merely to manage school administration; rather, the most important aspect of the concept of Islamic education is to create an environment that supports the well-being of the entire school community. It is no surprise, then, that the concept of leadership in Islam emphasizes setting a good example and caring for the well-being of the community.⁵

A person's leadership is essentially revealed through how they act and make decisions. The goal of leadership is to shape an organizational culture so that the institution becomes one that is effective and beneficial to society. In education, the issue of leadership deserves special attention because the goal of education is not only to produce academically accomplished graduates but also to create a mentally and emotionally healthy school environment for the entire school community.

School heads must apply visionary leadership when carrying out their leadership functions. Visionary leadership is essentially evident in how a leader makes strategic decisions and creates a vision for the future. Of course, the goal of such visionary leadership is to foster a positive school culture that promotes the mental well-being of students and teachers as intended. In education, the issue of mental well-being is something that requires close attention because, as mentioned earlier, the goal of education is not merely to

² Ade Irwana, *Kepemimpinan visioner kepala sekolah dan kinerja guru terhadap efektivitas sekolah di sekolah dasar*, no. 2 (t.t.): 104–19. <https://doi.org/10.17509/jap.v22i2.5392>

³ siti Asiah, *Kepemimpinan Manajerial Pimpinan Lembaga Pendidikan (Kepala Sekolah) Dalam Pengembangan*, 5 (2020). <https://doi.org/10.30603/tjmpi.v5i1.406>

⁴ Fika Ratna Pratiwi, "Konsep Kepemimpinan Islam: Studi Komparatif Al-Qur'an dan Hadis," *Karakter: Jurnal Riset Ilmu Pendidikan Islam* 2, no. 2 (2025): 294–306. <https://doi.org/10.61132/karakter.v2i2.615>

⁵ UIN Dk, *Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru*, 1 (2022): 11–19. <https://doi.org/10.24239/jimpi.v1i1.898>

achieve academic success but to create an environment that supports the mental health of the entire school community.⁶

The concept of visionary leadership draws on various modern management and leadership theories, as well as the values found in Islamic teachings, namely the Quran and the hadiths of the Prophet Muhammad (peace be upon him) and also on the ideas of experts in education and management. Visionary leadership involves creating a clear vision, effective communication, empowering stakeholders, and fostering a positive school culture.⁷ In the leadership literature, there are numerous concepts that discuss visionary leadership and school culture. Some characteristics of visionary leadership that support mental well-being include: 1) Having a clear vision for the well-being of the school community, 2) Communicating openly and empathetically, 3) Creating a safe and supportive environment, 4) Ensuring a balanced workload, 5) Providing counseling and psychological support, 6) Fostering collaboration and teamwork, 7) Recognizing achievements and contributions, 8) Implementing mental health-friendly policies, 9) Serving as a role model in stress management.⁸

Today, in the world of education, the issue of mental well-being has long been a topic of discussion, and even now it seems far from being resolved. In fact, some experts say that mental health issues will always exist as long as education continues. The current situation is deeply concerning: many students are experiencing academic pressure, anxiety, and depression, and it is not uncommon to see teachers suffering from burnout and prolonged stress.⁹ The World Health Organization (WHO) reports that mental health disorders among school-aged adolescents are on the rise globally, driven by academic pressure and an unsupportive learning environment.¹⁰

In today's digital age, when everyone faces high levels of stress and demands, mental well-being often gets neglected. Many students and teachers, overwhelmed by various academic and administrative demands,

⁶ endang Solihin, *Konsep Kepemimpinan Berbasis Nilai-Nilai Islam*, 3, no. 2 (2024): 1–35. <https://jurnal.pustakaturats.com/index.php/pesan-trend>

⁷ Dona Nengsih dan Milya Sari, *Meneladani Gaya Kepemimpinan Nabi Muhammad SAW dalam Pendidikan Islam*, 4 (2024): 217–22. <https://doi.org/10.58578/tsaqofah.v5i1.4738>

⁸ A L Mikraj dkk., *Kepemimpinan Visioner Kepala Sekolah Dalam Mewujudkan Pendidikan Berbasis Masa Depan di MA Ma'arif Balong*, 5, no. 2 (2025): 611–24. <https://doi.org/10.37680/almikraj.v5i2.6290>

⁹ Smpn Takeran dan Septeria Shinta Dewi N H, *Excelencia*, no. 1 (2022). <https://doi.org/10.21154/excelencia.v2i01.478>

¹⁰ Mahyus Mahyus dkk., "Kelas Pendidikan Kesehatan Mental Untuk Remaja," *Journal Social Engagement: Jurnal Pengabdian Kepada Masyarakat* 1, no. 3 (2025): 33–39. <https://doi.org/10.55638/sosial.v1i3.291>

forget to take care of their mental health such as continuing to work without paying attention to work-life balance. This situation naturally leads to the assumption that school leadership has not been effective in fostering a culture that supports mental well-being, and of course, the impact is felt not only in academic achievement but also in the long-term mental health of students and teachers.

Of course, this issue requires serious attention from all parties, including school principals, who serve as the vanguard in achieving educational goals and success. While the influx of various external demands certainly has a positive impact in the form of improved quality, it also has a negative impact on the mental well-being of the school community in Indonesia, particularly in terms of excessive pressure and stress. Indonesia is known as a country with a culture of mutual cooperation and kinship, which is strongly supported by Islamic values, given that the Muslim population is the largest in Indonesia, leading the country to uphold the values of togetherness and compassion.¹¹ It is not uncommon to see a conflict between the demands of academic achievement and the need for mental well-being. In such circumstances, school principals must formulate visionary leadership strategies to foster a school culture that supports mental well-being.

Rejang Lebong State High School 5, as an educational institution, presents an interesting case for study regarding the actual role of visionary leadership in fostering a school culture that supports mental well-being. Similar research has indeed been conducted by other researchers, such as studies on transformational leadership and school culture,¹² the influence of principal leadership on teacher performance (Khotimah, 2019), visionary leadership in improving the quality of education (Saising, 2014), school culture and student well-being (Sutisna, 2020), the role of the principal in creating a conducive learning environment (Bakah, 2020), however, what distinguishes this study from the others is that it specifically examines the role of visionary leadership in building a school culture that supports the mental well-being of students and teachers at Rejang Lebong State High School 5, a school with unique characteristics in the Rejang Lebong region. As noted earlier, this research has not been conducted previously.

¹¹ Winda Fransiska dan Edi Harapan, *Pengaruh Kepemimpinan Visioner Kepala Sekolah dan Disiplin Guru terhadap Kinerja Guru Sekolah Dasar*, 1, no. 3 (2020): 308–16. <http://ejournal.ust.ac.id/index.php/Aquinas/index>

¹² Heribertus Jani, *Kepemimpinan Transformasional Kepala Sekolah dalam Membentuk Budaya Sekolah untuk Penerapan Kurikulum Merdeka*, 10, no. 1 (2023). <https://doi.org/10.53008/kalbisocio.v10i1.2074>

Method

This study employs a qualitative research method using a case study approach. This approach was chosen because the study requires an in-depth understanding of the phenomenon of visionary leadership within the specific context of a single school; thus, the case study approach was deemed most appropriate as it allows for a comprehensive examination of the phenomenon's complexity under real-world conditions, particularly when the research questions focus on the processes and mechanisms underlying the phenomenon. This study aims to analyze the role of visionary leadership in fostering a school culture that prioritizes well-being at Rejang Lebong State High School 5. This school was specifically selected as the subject of this study because its leadership characteristics and school culture present interesting research opportunities, particularly given that mental well-being is the primary focus of this study.

The data collection methods used were in-depth interviews, observation, and documentation. Collecting data directly from the field through interviews with the principal, teachers, and students; observing the school culture; and documenting school policies and programs for subsequent analysis and drawing of conclusions. The primary data sources were the principal, teachers, and students of Rejang Lebong State High School 5. Meanwhile, secondary sources included school documents, books, and relevant journal articles.

Conclusions are drawn through a process of collecting all data related to the research topic, which is then synthesized for presentation and analysis. This study employs a qualitative descriptive data analysis model, meaning it focuses on an in-depth description of the phenomenon under study.

Results and Discussion

In education, the issue of leadership deserves close attention because the goal of education is not only to achieve high academic performance but also to create a mentally and emotionally healthy school environment for the entire school community. In addition to managing administrative tasks, a principal also has the important responsibility of fostering a school culture that supports the mental well-being of students and teachers. This involves the principal demonstrating visionary leadership and acting with empathy and care.¹³

Research findings at Rejang Lebong State High School 5 indicate that the principal has implemented various visionary leadership strategies to foster a school culture that prioritizes well-being. The principal has paid special attention to the mental health of the school community through various programs and policies that have been implemented.

¹³ Wahyudin Nur Nasution, *Kepemimpinan pendidikan di sekolah*, 22, no. 1 (2020): 66–86. <http://dx.doi.org/10.30829/tar.v22i1.6>

A clear leadership vision on mental well-being, the principal has a clear vision that mental well-being is a crucial foundation for educational success. As revealed in an interview with the principal:

"We understand that students and teachers who are mentally healthy are more productive and happier in fulfilling their roles. Therefore, we make mental well-being a top priority in every school policy."

This vision is consistently communicated to the entire school community through various forums and activities. The principal constantly reminds everyone of the importance of maintaining a balance between academic achievement and mental health.

The concept of leadership in Islam, leadership is a trust that must be carried out with full responsibility. Allah SWT states in Surah An-Nisa (4), verse 58:

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا

That means: "Indeed, Allah commands you to render trusts to whom they are due and when you judge between people to judge with justice. Excellent is that which Allah instructs you. Indeed, Allah is ever Hearing and Seeing." (Q.S. An-Nisa: 58)

This verse indicates that leadership in Islam must be exercised with integrity and justice. As a leader, the principal has a responsibility to fulfill this trust by ensuring that it is entrusted to those who are entitled to it, including ensuring the mental well-being of the entire school community. Justice in leadership also means giving balanced attention to the academic and psychological needs of both students and teachers.

According to Quraish Shihab's *Tafsir Al-Misbah*, the term *amanah* in this verse encompasses all forms of responsibility entrusted to a person, including leadership in educational institutions.¹⁴ In the context of visionary school leadership, fulfilling one's mandate to those entrusted with it means not only assigning tasks administratively but also creating an environment that supports the optimal development of every individual at the school. Visionary school principals understand that mental well-being is part of the mandate that must be safeguarded, because without a healthy psychological state, the potential of students and teachers cannot be fully realized.¹⁵

The application of this principle of trust is evident in how the principal of Rejang Lebong State High School 5 exercises his leadership. He does not focus solely on academic achievement, but also pays attention to the mental

¹⁴ Karakter Seorang dkk., *Jurnal Kajian Ilmu Al- Qur ' an dan Tafsir* 5, 2 (2022): 145–58, <https://doi.org/10.20414/El-Umdah.v5i2>.

¹⁵ Khoirul Ulum, AYAT AYAT MANAJEMEN DALAM AL QUR ' AN : *Kajian Tafsir Al Misbah karya Quraisy Syihab*, 2, no. 1 (2025): 27–35. <https://ejournal.bamala.org/index.php/almustofa/>

and emotional well-being of the school community as a way of fulfilling his leadership responsibilities to the best of his ability.

Based on the results of a study conducted at Rejang Lebong State High School 5, several visionary leadership strategies have been implemented to foster a school culture that supports mental well-being, including the following:

1. Creating a Safe and Supportive Environment

The principal creates a school environment that is safe both physically and psychologically. This is achieved through the implementation of strict anti-bullying policies, the provision of a comfortable counseling space, and the establishment of a peer support system among students. Teachers are also provided with training on how to recognize the signs of mental health issues in students and how to provide initial support.

2. Open and Empathetic Communication

The principal maintains an open line of communication with the entire school community. He regularly holds discussions with teachers and students to listen to their concerns and feedback. The door to the principal's office is always open to anyone who wants to consult with him or simply share a story.

More than just a good communicator, the principal also serves as a role model for the entire school community, particularly in the areas of emotional management, work-life balance, and spirituality. This is in line with the principles of Islamic leadership, which place the leader's exemplary conduct at the core of fostering a healthy and dignified school culture, since change in school culture truly begins with the leader's own character.

3. Attention to Workload Balance

The principal pays close attention to teachers' workloads and students' academic workload. He ensures that the class schedule is designed to allow for sufficient break time. Teachers are also not burdened with excessive administrative tasks, so they can focus on the learning process and interacting with students.

4. Building Collaboration and Partnerships

The principal encourages a culture of collaboration among teachers, students, and parents. He facilitates communication forums such as regular meetings with the school committee, sharing sessions among teachers, and activities that involve parents' active participation in supporting their children's mental well-being.

5. Recognizing Achievements and Contributions

The principal not only values academic achievement but also recognizes the efforts and progress made by students and teachers. Recognition is given not only for the final results but also for the process and the efforts that have been made. This helps reduce stress and boost the intrinsic motivation of the school community.

The Impact of Visionary Leadership on Mental Well-Being

The results of the study show that the implementation of visionary leadership at Rejang Lebong State High School 5 has had a significant positive impact on the mental well-being of students and teachers. Based on interviews with teachers and students, the majority of respondents stated that they have experienced a reduction in stress levels since various mental health programs were implemented. Students feel more relaxed while studying and are less anxious about taking exams.

Teachers also feel more valued and supported in carrying out their duties. They no longer feel burdened by excessive administrative demands and can focus on pedagogical aspects. In addition, students show increased motivation to learn because they feel safe and comfortable in the school environment. They are not afraid to ask questions or make mistakes because they know that school is a place to learn and grow. A positive school culture also fosters more harmonious relationships among the principal, teachers, and students. The communication is becoming increasingly open, and conflicts can be resolved constructively. School data shows a decrease in teacher and student absenteeism. This indicates that they feel more engaged and committed to school activities.

Challenges in Implementation

Although it has a positive impact, the implementation of visionary leadership in building a school culture that supports mental well-being also faces several challenges. Schools still face limitations in terms of professional counselors and adequate mental health support facilities. A small number of teachers still hold a traditional mindset that focuses solely on academic achievement and views attention to mental health as less important. Demands from parents and the community to achieve high academic performance sometimes conflict with efforts to maintain students' mental well-being. In addition, not all teachers have sufficient knowledge and skills to recognize and address mental health issues.

Strategies for addressing challenges, School principals have developed various strategies to address these challenges. First, they are collaborating with community health centers and mental health institutions to provide free or affordable counseling services. Second, hold regular workshops and training sessions to raise teachers' awareness and improve their skills in addressing mental health issues. Third, educate parents about the importance of mental well-being for long-term academic success. Fourth, develop a pilot program that demonstrates that mentally healthy students can actually achieve better academic performance.

A principal's leadership stems from nothing other than their concern for the well-being of the entire school community, and their hope that students and teachers will become mentally healthy individuals capable of contributing to the fullest extent possible. Therefore, it is only fitting and a

duty for the entire school community to support the leadership vision that has been established. Furthermore, as members of the school community, we must not forget all the positive efforts the principal has made to create a conducive environment. (Lubis, 2016).

A leader who lacks a clear vision in every policy will struggle to bring about positive change. After all, visionary leadership is not driven by a desire for praise alone, but by a sense of responsibility and care. It is also considered ineffective leadership if a principal focuses solely on academic achievement without paying attention to the mental well-being of the school community.

A principal's leadership stems from nothing other than their concern for the well-being of the entire school community, and their hope that students and teachers will become mentally healthy individuals capable of contributing to the fullest extent possible. Therefore, it is only right and a duty for the entire school community to support the leadership vision that has been established. And as members of the school community, we must not forget all the positive efforts the principal has made to create a supportive environment.¹⁶

A leader who lacks a clear vision in every policy will struggle to bring about positive change. After all, visionary leadership is not driven by a desire for praise alone, but by a sense of responsibility and care. It is also considered ineffective leadership if a principal focuses solely on academic achievement without paying attention to the mental well-being of the school community.

Conclusion

Based on the above explanation, it can be concluded that visionary leadership plays a very significant role in building a school culture that supports the mental well-being of students and teachers at Rejang Lebong State High School 5. The principal has implemented various visionary leadership strategies grounded in Islamic values, particularly the principles of trustworthiness and justice as enshrined in Surah An-Nisa, verse 58. These strategies include: creating a safe and supportive environment, practicing open and empathetic communication, ensuring a balanced workload, fostering collaboration and cooperation, and recognizing the achievements and contributions of the school community.

The implementation of this visionary leadership has had tangible positive impacts, including reduced stress levels among students and teachers, increased motivation to learn, the creation of harmonious relationships, and lower absenteeism rates. Despite facing several challenges, such as limited resources, the traditional mindset of some teachers, and high academic expectations from parents, the principal was able to overcome them through collaboration with health institutions, regular training, and outreach to stakeholders. This study demonstrates that

¹⁶ Kontribusi Kepemimpinan dkk., *Tadbir muwahhid*, 2021, <https://doi.org/10.30997/jtm.v5i2.4523>.

mental well-being is not a barrier to academic achievement but rather a foundation that strengthens educational outcomes in a holistic manner. Therefore, educational institutions need to prioritize mental well-being as a strategic policy by strengthening the role of visionary leadership in every aspect of school management.

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