Futuristic Thinking Based On Organizational Culture For Visionary Leaders In Increasing The Competitiveness Of Educational Institutions

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Abstract

This research is motivated by the phenomenon of many leaders of educational institutions who have difficulty increasing the competitiveness of their institutions, and this has a big impact on the sustainability of their institutions in the future. Visionary school principals have the opportunity to overcome these competitiveness problems by always developing various vision-based advantages and strengthening them into organizational culture so that their institutions are able to have competitive advantages. The question in this research is what form of implementation of futuristic thinking does the school principal take as a leader in increasing the competitiveness of educational institutions? This research took research locations at MAN 2 Tulungagung and SMK Muhammadiyah 7 Gondanglegi Malang using a qualitative research approach and case study research type. The results of this research show that: 1) the heads of MAN 2 Tulungagung and SMK Mutu Gondanglegi Malang have futuristic thinking skills, demonstrated by their ability to develop visions into strategic policies and programs to position their institutions in the future. Among the strategic policies are: a) Strengthening religious culture; b) strengthening academic culture; and c) strengthening non-academic culture. The conclusion of the results of this research shows that the futuristic thinking skills possessed by visionary school principals based on organizational culture have been able to increase the competitiveness of educational institutions.

Keywords: Futuristic Thinking, Visionery Leadership and competitiveness.

I. INTRODUCTION

The term competition in the world of education is a very important problem and cannot be avoided, but must be faced with various strategies. On the one hand, competition is something that threatens and creates discomfort, but on the other hand it can also be a motivation for educational institutions to always innovate. This depends on how the principal/leader's mindset as a change initiative and key determinant of the progress and decline of an institution/organization can be successful in bringing the institution to win the competition. Many previous researchers have discussed strategies for winning competitive educational institutions, both in terms of management, marketing and also organizational culture. However, there are still many educational institutions/schools that have difficulty maintaining their institutional competitiveness and are unable to survive against competition (Jumadan, 2017). There are various causes that result in the weakness of these educational institutions, including internal factors, namely because the school principal as a leader failed to win the competition to attract consumer interest so he did not get students (Berlianda at.al., 2022). Among the causes of this are the large number of incompetent teachers, a school system that is less suited to the world of work, poor physical facilities, and also the high cost of education (Zulkarnaen, at.al., 2019). As almost every new school year, mass media news headlines are filled with news about schools lacking students. Apart from that, external causes are also no less important, which have always been discussed by previous researchers, including the influence of the zoning system, whose initial aim was for equality, but has not yet been able to provide much change. (Widiyastuti at.al., 2010).

The number of educational institutions that have been forced to close has caught the attention of many parties. Various efforts have been made, but even now cases of institutions not getting these students still exist. Especially for private schools, the responsibility to overcome competition problems must be more creative and innovative. Together with state schools, all schools should work together to advance the world of education as mandated by the National Education System Law Number 20 of 2003, that every

citizen/community has the right to take responsibility for the implementation of education in Indonesia. However, the case in the field turns out to be quite complicated. Competition between educational institutions is very tight, both between public-private, Islamic-public, and regular-Islamic boarding schools. This is very natural, because along with developments in time and technology, the interests of stakeholders as consumers of education are always changing and becoming more diverse (Muhamimin, at.al., 2009). Educational institutions are competing to meet the needs and tastes of educational consumers. Educational institutions that cannot meet the needs of their consumers will be left behind and abandoned.To create educational institutions that suit the tastes of consumers (stakeholders) in the current industrial era, leaders are needed who have mental intelligence which is expressed in the form of a visionary leader's views. This is very reasonable, because a visionary leader will actually be able to see with the mind's eye the various possibilities contained in something worth fighting for, and be able to connect needs with existing possibilities.

This visionary leader will certainly carry out leadership functions such as supporting members, facilitating interactions, emphasizing goals, and facilitating work. The presence and existence of visionary leaders in the industrial era like those above will actually be able to become the main agent of change in existing educational institutions. Apart from that, visionary leaders will also strengthen organizational culture, encourage change, strengthen the institutional identity so that they are able to conquer competition.As is known, education consumers or users of educational services or what are usually called stakeholders consist of internal customers and external customers. Internal customers include teachers, administrative staff, librarians, laboratory assistants and all employees of educational institutions. External customers include primary customers, namely students, secondary customers, namely the community (parents of students), and tertiary customers, namely users or recipients of educational graduates from both institutions/universities and the business and industrial world (Qomar, M., 2007). However, amidst the complexity of competition between educational institutions, the difficulty of school principals meeting the interests of educational consumers, and the complexity of strategies for improving performance and building institutional culture, it turns out that there are still many educational institutions and schools that are actually skyrocketing, increasing rapidly both from in terms of quality, quantity and competitiveness. There are still many school principals who are very strong in being leaders of educational institutions and building organizational culture to boost the competitiveness of their institutions.

Among the competitive educational institutions are MAN 2 Tulungagung and SMK Muhammadiyah 7 Gondanglegi Malang.MAN 2 Tulungagung is a madrasah with a strong organizational culture. This is reflected in the analysis of madrasa characteristics which is one of the bases for preparing the Madrasah Operational Curriculum (KOM), namely what is called the "distinctive culture" of MAN 2 Tulungagung which includes religious, nationalist and literate culture. This distinctive culture was formed through a long process and from many influencing factors, including the superior vision and mission of the madrasah as well as the visionary attitude of the Madrasah Head who is the leader and key determinant in the vision transformation process. In this regard, it is appropriate if the madrasa head/leader is referred to as "a leader occupies a key position in the organizational system" (Hidayati, Yunis., at.al., 2022).Likewise, at the second research location, it was also seen that visionary leadership was very visible in the organization at MUTU Vocational School. The vision that has been prepared is very dynamic, and has an openness to adapt to the increasingly extreme demands of contemporary developments. The current vision of MUTU Vocational School is "to become an Islamic, superior, professional, entrepreneurial and international standard school".

The vision of MUTU Vocational School has become a dream for all MUTU Vocational School managers, to make it happen with creativity and innovation, as well as collaboration and led directly by a visionary school principal (Agustina, at.al., 2022).Previous researchers have also discussed a lot about how the Head of MAN 2 Tulungagung always improves his performance, builds prestigious and strategic programs and policies in order to increase the institution's competitiveness, including through tiered supervision. Other researchers also revealed the superior performance of the head of Mutu Gondanglegi Vocational School, which was vision-based transformational and upheld organizational justice, thereby increasing innovative work behavior and also having an impact on increasing competitiveness. The various

organizational cultures that are inherent are very positive and the development of various innovations in the MAN 2 Tulungagung and SMK MUTU Gondanglegi Malang environments is certainly due to the change initiative efforts and superior performance that are always built by the school principal as a visionary leader. School principals are well aware that the main task of education is to instill noble morals, values and good habits to develop various potentials and capacities as human beings.

This is also stated in the SISDIKNAS Law number 20 of 2003 that the general function of education is to develop abilities and shape the character and civilization (culture) of a dignified nation. Apart from that, it is also in line with the main reason for education consumers (parents) in choosing an educational institution, namely the culture of the institution, or its ability to develop character and noble morals, and not just achievement and knowledge alone. Likewise, teachers, as one of the subjects of education, can be said to be professional teachers, if the teacher is able to transform culture into a dynamic culture and that requires mastery of science and technology, high productivity and quality of work that is able to increase competitiveness. This is the novelty (value) of this research, namely discussing the importance of a positive culture in educational institutions as a result of unique and superior performance carried out by visionary school principals who are able to think futuristically, internalize the vision, and learn continuously to realize the vision. organization and develop it in the form of attitudes, behavior, character and noble morals possessed by all members of the organization to form an organizational culture that becomes the institution's competitiveness. In fact, the creation of a positive culture and civilization is the most important reason for organizing and choosing an educational institution.

II.   LITERATURE REVIEW
1.   Understanding the Principal's Visionary Leadership

The principal/madrasah is a leader who leads an educational institution at both primary and secondary levels. An educational institution is an organization that moves and bases its goal on providing education to the community. Similar to other organizations, such as business organizations/companies, educational institutions are also organizations that contain a set of resources that require the touch of a visionary leader to bring the institution towards its dream future effectively and efficiently. According to Robbins, visionary leadership is "the ability to create and articulate a realistic, believable and attractive vision about the future of an organization or organizational unit that continues to grow and improve compared to today (Robbins, 2003)." Mariane and Bush explain that a visionary leader is "a leader who works based on a clear vision.

Vision is a projected picture of the organization's future. This is closely related to the goals of the organization which are expressed in terms of values and explain the desired direction of the organization, and the leader must be able to inspire his members." If it is related to educational institutions, visionary leadership is the ability possessed by school principals to make various changes (innovation) and developments (development) for educational institutions accompanied by foresight in developing schools/madrasas by improving the quality of education effectively and efficiently. and competitive (Mariane, C & Bush, T., 2000).Based on the various explanations of visionary leadership above, it can be concluded that the principal's visionary leadership is the principal's ability to bring his educational institution into the future through various innovations, developments and also supervision (controlling) of all resources. school effectively and efficiently.

2.   Competitiveness of Educational Institutions

As in the field of business science, the field of educational institutions is also closely related to competitiveness, namely the comparison between the competence and performance of educational institutions so that they can be sought after by their customers. Competitiveness is also closely related to the ability of an educational institution to demonstrate its superiority and success when compared to its competitors so that it becomes a consideration for customers when choosing it (Mutohar, P. & Masduki., 2023). Competition is something that is common in every organization, competition cannot be avoided but must be faced with various strategies. With competition, it will encourage every organization to always innovate.According to Permana, conceptually competitiveness or competitive advantage is a series of

competitive activities that are carried out repeatedly and continuously. Furthermore, according to Gonzales at.al, competitive advantage must have the value that customers need and the uniqueness of the product (Permana at.al., 2021). Competitive advantage strategies in educational institutions are innovation, creativity, and new and newest ideas. A competitive educational institution is one that has innovation, creativity, has quality, is a reference for interested students, and also has superior programs that are different and attractive to educational customers.

Furthermore, related to competitiveness in educational institutions, it has slight differences with competitiveness in business institutions. The difference lies in competitive efforts that focus on increasing the advantages and strengths of each institution, rather than focusing on bringing each other down and weakening other institutions. This is based on the philosophy of the world of education which focuses on improving good character values and upholding collaboration which is somewhat different from the business world which focuses on gaining profits in various ways including looking for weaknesses in other businesses. One of the theories about competitive strategy in economics has been developed by Michael Porter, which is called generic strategy, namely a competitive strategy that is based on 3 (three) components which are usually called competitive advantage. These three components are cost leadership, differentiation and focus. Even though Michael Porter's competitive strategy was previously developed for the business world, this theory is also often used in the world of non-profit organizations, including in the marketing strategy of Islamic educational institutions, and positive and significant results have also been obtained, as in previous studies (Michael E. Porter., 2018).Based on the various definitions of the competitiveness of educational institutions above, it can be concluded that the competitiveness of educational institutions is the ability of educational institutions to demonstrate various advantages and successes which are the result of the productivity of their organizational performance so that consumers/stakeholders of educational institutions have reasons to choose them over educational institutions.

3.   Futuristic Thinking Based on Organizational Culture

According to Brown, futuristic thinking is a leader's ability to think far into the future, predicting all the needs and developments that will occur in the future, so that the organization can move towards that future better (Brown, Barbara., 2023). Furthermore, Kitawi also explained the concept of futuristic thinking possessed by a leader, namely the leader's ability to achieve a better future for the organization through superior thinking which is realized in the form of ideas, ideas, policies and programs, and innovation and creativity created to make it happen. the organization's hopes for the future (Kitawi, 2021). According to Mutohar and Masduki, futuristic thinking possessed by a leader is the ability to think about the organization's position in the future so that it can achieve its goals and increase its competitiveness. This is done by taking policies and strategic steps to improve the quality and competitiveness of the organization, then motivating members of the organization to commit to realizing and making a success of these thoughts and policies that will benefit the organization in the future (Mutohar, P. & Masduki., 2023).

Furthermore, Wahjosumidjo also mentioned the characteristics of school principals as leaders who have futuristic thinking abilities as follows: 1) Have the ability to see what is expected by the organization and the ability to determine how the leader takes sides; 2) Able to think creatively about how to make things happen and can develop strategies, providing responses to organizational realities; 3) The leader is able to become a philosophical poet, a player thinker, a negotiator who can give and receive other actors and other interests in forming a planned direction (Wahjosumidjo, 2002).Next, Sugianto, M. also explained the basic competencies that school principals must have in order to be able to develop futuristic thinking in carrying out their leadership, namely the following competencies: 1) Tekcnical Skills; 2) Human Skills; and 3) Conseptual Skills. This futuristic thinking ability requires various competency standards which are prerequisites so that school principals can have the ability to carry out futuristic thinking in carrying out their leadership (Sugianto, 2009).

According to Muhaimin, these competency standards include: 1) General life skills, which include: several things, namely: a) Personal skills, personal skills or self-knowledge skills include; awareness as a creature of God, awareness of self-existence, awareness of self-potential, b) Thinking skills, thinking skills, including; skills in digging for information and finding information, skills in processing information, skills

in solving problems. c) Social skills, including; oral communication skills, written communication skills, collaboration skills; and 2) Specific life skills, including; Academic skills, academic skills include; identifying variables, formulating hypotheses and carrying out research Vocational skills or vocational skills, namely skills associated with certain jobs in the community environment (Muhamimin, 2005).The competencies above are basic competency standards that school principals should have so that in carrying out their leadership they are able to bring their institution to the dream future that has been summarized in the institution's vision and mission (futuristic thinking) which of course requires various skills and knowledge to develop it.

III.   METHODS

The method in this research is qualitative with a case study type of research. The location of this research is MAN 2 Tulungagung and SMK Muhammadiyah 7 Gondanglegi Malang. The sample in this study was determined using purposive sampling and snowball sampling techniques from the social situations of the two research locations. Sources of data from this research include sources/informants, places, events/activities, and documents/archives. Data collection techniques use in-depth interview techniques, participant observation and documentation.The research instrument is the researcher himself, namely his readiness and ability to carry out research. The research instrument product as assistance from researchers is in the form of interview and observation guidelines. The qualitative data analysis technique in this research uses the interactive model data analysis steps from Miles and Hubbermen, namely data collection, data condensation, data presentation, and verification. Checking the validity of data includes credibility (degree of trust), transferability, dependability, and conformability.

IV.   RESULT AND DISCUSSION

Discussing competitive educational institutions is a very interesting thing, in fact many experts and previous researchers have compared various methods as strategies to win the competition. Among them, many researchers are trying to apply competitive strategies in the business/corporate world to educational institutions. Even though educational institutions and companies have many differences, there are also some similarities. For example, company products are goods/services, educational products are culture, companies have marketing managers, but educational institutions do not have them, marketing managers in schools are the principals themselves. Therefore, in facing competition between companies and educational institutions there are differences, including efforts to focus on culture/character. This is based on the philosophy of the world of education which focuses on improving good character values and upholding collaboration which is somewhat different from the business world which is driven by profit motives so that it competes in various ways including looking for weaknesses in other businesses.Based on various theories about competitiveness, it can be concluded that leadership is the key to how educational institutions can win the competition.

As mentioned by Gonzalles-Moralles et. al that competitive educational institutions need leaders who have innovation, creativity, quality, become a reference for interested students, and also have superior programs that are different and attractive to educational customers (Gonzales, Morales. At al., 2020). Based on various theories about competitiveness, it can be concluded that leadership is the key to how educational institutions can win the competition.The characteristics of a leader as referred to by the experts above are the characteristics of a visionary leader. Namely, the ability possessed by school principals to make various changes (innovation) and developments (development) for educational institutions accompanied by foresight in developing schools/madrasahs by improving the quality of education effectively, efficiently and competitively. Visionary school principals not only focus on current development, but sustainable development to form a unique institutional culture that becomes an institution's advantage and an attraction for educational consumers. Among the strategies of visionary school principals based on organizational culture in winning competition in educational institutions is by increasing futuristic thinking abilities.

The results of the findings of this research state that a visionary school/madrasah principal is one who has the ability to think futuristically, namely being able to position his institution towards a dream future, through developing various prestigious programs and strategic policies as well as mobilizing all

members of his school to work together to make the program a success. -the program. This dream future is realized in the institution's vision, which will be able to be achieved through real activities according to the program agreed upon and jointly successful, even becoming a unique culture owned by the institution. School principals who have the ability to think futuristically based on organizational culture to achieve the dream vision of their institution will always have a way and move together to make programs and all positive activities in their institution into a unique and superior culture which is ultimately able to lead educational consumers to choose them. This ultimately becomes one of the efforts to achieve institutional competitiveness. Based on the presentation of data and research findings regarding the ability of visionary school principals to think futuristically (futuristic thinking) as an effort to bring their institution towards a dream future according to a predetermined vision and to bring their institution to be competitive, as in the picture below:
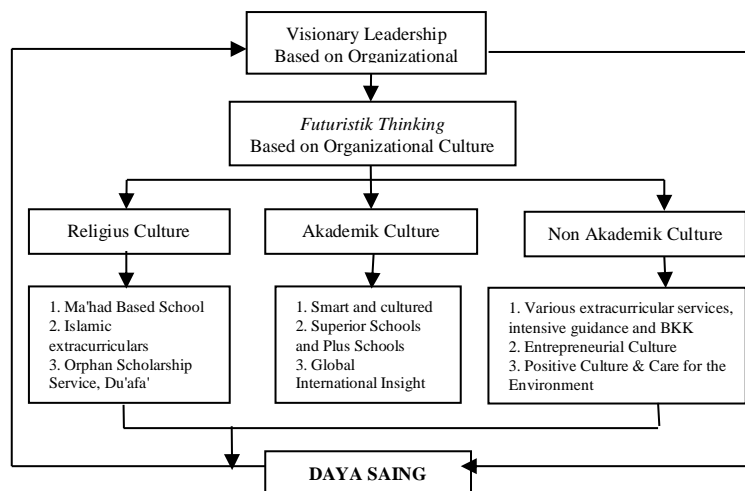

Fig 1. Research findings of Futuristic Thinking Based on Organizational
Culture in Increasing Competitiveness

Based on the presentation of data and research findings regarding the ability of visionary school principals in efforts to bring their institutions towards their dream future according to the vision that has been determined by strategic policies and programs that can be carried out are:

1.   Strengthening religious culture for all school members to increase competitiveness

One of the organizational cultures of educational institutions that school principals need to build is a religious culture. This is an effort to fulfill the interests and desires of educational consumers, especially parents and students, for whom religious culture is currently very important and is a consideration in choosing an educational institution. As mentioned by Muhaimin, this is very natural, because along with developments in time and technology, the interests of stakeholders as consumers of education are always changing and becoming more diverse, one of which is the consideration of religious culture (Muhaimin, 2009). Regarding this, there are various efforts that can be made by visionary school principals as a form of futuristic thinking to achieve the institution's dreams and increase competitiveness. Efforts to build a religious culture in educational institutions include:

a.   Ma'had/Islamic boarding school based school program (boarding school)

Ma'had/Islamic boarding school-based school programs could be a solution to building a religious culture. As we all know, the time for habituation to religious culture, both through intracurricular and extracurricular learning, is very limited, so efforts to make schools based on ma'had are clearly a very prestigious program because efforts to establish religious culture for students can last 24 hours. The development of this boarding school was carried out by the school principal as a form of his skills in futuristic thinking to achieve a religious vision, which is a word that has been widely adopted by various educational institutions as their institutional vision, especially for Islamic educational institutions. Building a religious culture for educational institutions is something that is necessary, therefore Islamic educational institutions always integrate Islamic activities even in their subjects. This is also in accordance with Tuala's

theory regarding the urgency of building religious character in Islamic educational institutions.The development of this boarding school was carried out by the school principal as a form of his skills in futuristic thinking to achieve a religious vision, which is a word that has been widely adopted by various educational institutions as their institutional vision, especially for Islamic educational institutions.

Building a religious culture for educational institutions is something that is necessary, therefore Islamic educational institutions always integrate Islamic activities even in their subjects. This is also in accordance with Tuala's theory regarding the urgency of building religious character in Islamic educational institutions The visionary school principal feels confident that with the boarding school program the habituation of positive character can occur within 24 hours so that it will be more comprehensive. Even though developing this boarding school program has many challenges, and also demands both morally, materially and spiritually, for visionary school principals these challenges are actually a driving force that provides high work motivation. The uniqueness of the ma'had or boarding school based school program and also its impact has been able to create a religious culture and positive discipline for the school community and also the community and can be an advantage and have an impact on increasing the competitiveness of institutions, so that educational institutions are always excellent for their consumers.

b.   *Islamic extracurricular program*

This Islamic extracurricular program takes the form of various activities including the extracurricular art of reading the Qur'an, tahfidz, yellow book and also mosque youth. We have often heard of these programs being implemented by many educational institutions. This Islamic extracurricular program is intended to cultivate a religious character for all school members, especially for educational institutions that carry Islamic/religious variables in their vision. This applied extracurricular program has been able to create a religious character and become a positive culture of the madrasah which has become one of the advantages, thus having an impact on increasing the competitiveness of the madrasah. This program is also a way to capture the interest of today's education consumers, where they tend to look for educational institutions that have a balance between IMTAK and science and technology. Especially in schools under the auspices of Muhammadiyah, such as Gondanglegi Quality Vocational School, there is a special program to improve religious culture, namely the ISMUBA Program.

This program is actually a feature of educational institutions under the auspices of the Muhammadiyah organization. ISMUBA stands for (Islam, Muhammadiyah, and Arabic). This program, which is usually owned by many Muhammadiyah educational institutions, becomes unique with the touch of a visionary school principal who always thinks futuristically, namely through the integration of ISMUBA in theory with direct practice in collaboration with various other school programs such as boarding schools, Arabic camp programs and also MSG team.The ISMUBA program, which is packaged very comprehensively, has been able to help realize the religious vision of the school community, so that it becomes a school excellence which has an impact on increasing school competitiveness.

c.   *Orphan, du'afa' and hafidz scholarship service program*

The scholarship service program is a superior program as a form of caring for others through scholarship assistance. This concern is also one of the Islamic characteristics of always caring for others. There are various scholarship services that can be programmed by school principals, one of which is the Qur'an hafidz scholarship. This Qur'an hafidz scholarship service is a form of appreciation for lovers of the Qur'an. Apart from scholarships, this caring service for others can also be in the form of education discounts, and/or assistance with uniforms and school supplies. This service for caring for others has had an impact on the Islamic character of caring for others and has become one of the advantages of the institution and has an impact on increasing the competitiveness of the institution.

2.   Strengthening Academic Culture to Increase Competitivenes

Apart from religious culture, visionary leaders based on organizational culture must also think about strategies to strengthen academic culture. This is a way to balance educational goals between faith and piety with science and technology (IMTAK and science and technology). Among the ways to strengthen academic culture are:

a. *Building Intelligence Based on Organizational Culture in increasing institutional competitiveness*

The strategic program is an effort by a visionary school principal who thinks futuristically in strengthening academic culture and increasing institutional competitiveness. The first is to build organizational culture-based intelligence for school residents. As Tuala's theory states, intelligence is an important point in increasing the competence of school residents to achieve the institution's vision. Not only academic intelligence, but also non-academic intelligence, as well as positive attitude and behavior intelligence. Examples of these futuristic programs are: 1) Develop superior class programs and industrial classes. examples of superior classes as at MAN 2 Tulungagung are the opening of research classes, art classes, multimedia classes, culinary classes and international classes.

Meanwhile, examples of industrial classes as opened at Gondanglegi Mutu Vocational School are industrial classes (daihatsu, Samsung, solar car, United Tractor, Yamaha, banking and pedis care); 2) Literacy Program, TOEFL and TOAFL; 3) UTBK Intensive Program in collaboration with LBB. UTBK is a computer-based written exam as a requirement for entering state universities; 4) University Visit and Industrial Visit Program. This program is also a breakthrough from a visionary school principal who thinks futuristically based on organizational culture. However, secondary school students have the potential to continue their education or work, so they need to be facilitated to know early on what higher education and industry are like. Through university and industry visits, students and teachers at schools can identify what student sustainability will look like after they graduate from high school.

b. *Develop superior schools/plus schools to strengthen organizational culture*

Apart from internal programs in building intelligence based on organizational culture, national programs are also needed. These are superior programs run by government institutions and competitive institutions. Examples of superior programs include the MAPK (Madrasah Aliyah Religious Program), MANPK (Madrasah Aliyah Plus Skills) program, digital madrasas, research madrasas, which were developed by the Ministry of Religion. Apart from that, there is also the National Referral Vocational School program, CoE (Center of Excelent) Vocational School, revitalization program Vocational School, 4 Year Vocational School and pilot project Vocational School as well as PK Vocational School developed by the Ministry of Education and Culture.

c. *Building Global International Insight Based on Organizational Culture to Increase Competitiveness*

The forms of programs to increase international insight that are developed include opening international classes with a focus on foreign languages, holding English day activities, English areas and English camps with the aim of cultivating foreign languages, which is the first key to being able to develop international insight in a more complex manner. These superior programs are programs that are full of challenges and skills in collaborating with various parties. Therefore, not all school principals can develop this prestigious program, especially in secondary schools, unless it is something that is commonplace in universities. However, for visionary school principals who have futuristic thinking skills, prestigious programs like this are actually highly developed, so that they become one of the advantages that can boost the institution's competitiveness.

3. Strengthening Non-Academic Culture Based on Organizational Culture to Increase Competitiveness

Visionary school principals apart from developing religious culture and academic culture also strengthen non-academic culture. This is a form of effort to facilitate the full potential of the school community. It cannot be denied that the potential of students and teachers is also different, some are skilled in academics, social sciences, humanities, engineering, arts and sports. Many school principals still think generally like the wider community who think that the main intelligence is academic intelligence. However, visionary leaders always go beyond the ordinary, they always seize opportunities, develop even hidden potential (Sodiqin, 2009).The following are things done by visionary school principals who think futuristically based on organizational culture by strengthening non-academic culture, including through:

a.   Developing diverse extracurricular programs and special job market services based on organizational culture

Extracurricular programs and special job fairs (BKK) are programs that are commonly owned by various educational institutions, however, differences in packaging are one of the basics of whether these programs are strategic programs or not. For visionary school principals who think futuristically based on organizational culture, the program was developed through a special study of the characteristics and needs of the school community, so that programs that might be ordinary in other institutions become extraordinary in this institution. Visionary school principals who think futuristically based on organizational culture, will not create programs that are only based on following along and what is important is that they exist, but all programs developed must be in accordance with the characteristics and needs of the institution. For schools with a very large number of students, of course their talents and competencies are very diverse, so the development of many extracurricular programs will also help develop their potential. However, for extracurricular programs, the emphasis is not only on quantity but also on quality, therefore studying the characteristics of the school is urgent as a basis for developing extracurricular programs.

b.   Developing an Entrepreneurial Culture based on Organizational Culture to Increase Competitiveness

Entrepreneurial culture is an important culture that must be developed in modern times with the tight competition in the world of work like today. This is a breakthrough for visionary school principals to equip their students to become accustomed to entrepreneurship from an early age. The breakthrough made by a visionary school principal who has futuristic thinking based on organizational culture is similar to Muhaimin's furutistic thinking competency, namely that the principal must be able to create excellence including general life skills and specific life skills. Through this program, the curriculum content is specifically designed to form students' entrepreneurial spirit from an early age, namely in the MAPK program students receive additional curriculum skills such as culinary arts and multimedia. The entrepreneurship class program at Mutu Vocational School also equips students with various projects and skills with a special curriculum design, namely studying at school for 1 year, and 2 years studying outside school to complete the business project they will develop. It is also possible with a special curriculum composition that is adapted to the characteristics of the institution, with the same goal of developing an entrepreneurial spirit.

There are various business centers built as per the findings of previous research data at SMK Mutu Gondanglegi Malang, including KFC Mutu, Clinic Mutu, Bank Mutu, welding workshop, quality electronics service, automotive repair shop and quality pharmacy. School principals should be able to assess the needs and characteristics of their institution first before deciding to develop a business center, so that the goals can be right on target. The entrepreneur class and business center program is proof of the expertise of a visionary school principal who is able to think futuristically based on organizational culture, so that the programs developed are always right on target and have very strong benefits for future interests. This advantage can become a service excellence which becomes one of the competitive advantages for educational institutions so that they are always in demand by consumers.

c.   Developing a positive and environmentally caring culture

Visionary school principals really care about the environment, both physical and non-physical, the natural environment, plants, animals and the entire community environment related to their institution. Therefore, visionary school principals always think far into the future, not only making their institution a place for study and learning, but also arranging it so that their institution always has a positive culture, and respects and supports each other. Things that visionary school principals can do to develop a positive and environmentally caring culture include: 1) Developing Child-Friendly School Programs and Inclusion Services. Child-friendly school programs and inclusion services led directly by the visionary principal, together with a child-friendly team from the deputy principal for student affairs and also a team of guidance and counseling teachers have succeeded in creating service excellence in the school. The superiority of these services makes people more comfortable choosing schools as a place to work and continue their education,

so that today schools that can develop child-friendly and inclusive services can continue to maintain their competitive advantage; and 2) Developing adiwiyata school/madrasah and healthy school programs.

Visionary school principals feel the need to be involved far into the future, far into the needs of society, including concern for the environment. Through the Adiwiyata school program, at a minimum, students are taught to have the character of caring about the environment and also provide various additional skills training on environmental management. Examples of adiwiyata activities include waste processing, waste banks, reducing plastic waste, utilizing green houses, toga plants, planting trees, and running irrigation channels smoothly. More than that, it is also about the habit of caring for the environment, such as saving electricity, water and other energy sources. The advantage of having a culture of caring for the environment like this is also one of the advantages that can boost the competitiveness of educational institutions, because these institutions always think about the benefit of the future. better future.

V.   CONCLUSION

Futuristic thinking based on organizational culture possessed by visionary school principals is demonstrated by the development of various real and contextual programs to achieve the desired vision. The program was initiated, socialized and developed by the school principal until all school residents and school stakeholders understood and participated in the success of this futuristic program. Several school programs as futuristic thoughts from the school principal are new, prestigious and relevant programs that are always the attention of visionary school principals which include: 1) Strengthening religious culture; 2) strengthening academic culture; and 3) Strengthening non-academic culture. The various prestigious activities and programs above have made school institutions have superior service to all school residents, including teachers, PTK and students. Service excellence from the availability of strategic and prestigious programs as a result of futuristic thinking from visionary school principals has had an impact on increasing school competitiveness.

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