

Visionary Leadership Based on Brand Image in Improving the Competitiveness of Islamic Higher Education at UIN Sayyid Ali Rahmatulullah Tulungagung Indonesia

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Visionary Leadership Based on Brand Image in Improving the Competitiveness of Islamic Higher Education at UIN Sayyid Ali Rahmatulullah Tulungagung Indonesia

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Abstract

Visionary Leadership is a leadership concept whose main work is focused on engineering a challenging future. The challenge faced by universities is to improve brand image and competitiveness in the current competitive era. This study used the case study method with in-depth interview data collection techniques, participant observation, and documentation. Data were analyzed systematically and interactively during data mining to obtain research findings. The research findings show that visionary leadership is able to improve the quality, brand image, and competitiveness of tertiary institutions at UIN Sayyid Ali Rahmatulullah Tulungagung Indonesia. The ability possessed by leaders in formulating visions, transforming visions, and implementing visions is an important factor in increasing the brand image and competitiveness of tertiary institutions in the competitive era. Leaders can clearly know the opportunities that will be achieved and overcome the challenges that will be faced in the future well. Leaders can take strategic steps in positioning the organization and are able to get success in realizing the vision and mission of the organization. Being proactive in carrying out leadership tasks becomes the strength of a visionary leader in realizing the vision and mission of the organization.

Keywords: Visionary Leadership, Brand Image, Competitiveness, Islamic Higher Education.

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INTRODUCTION

Quality education is everyone's hope in the life of society, nation, and state. The community expects that education can be well organized, full of responsibility, and produce the quality output [ⁱ]. Quality education is a determining factor in preparing professional human resources who are able to improve performance and global competitiveness [ⁱⁱ]. These expectations and demands are increasing from year to year in line with the development of science and technology in the global and international era. This condition also demands that Islamic educational institutions as part of the overall educational institutions in Indonesia, must improve themselves and improve their management systems in a sustainable manner so that they are able to develop and be able to prepare quality Indonesian human resources. Quality human resources can be prepared by improving the quality of higher education as the final gateway in the formation of human resources. This is reinforced by the results of

research which explains that the quality of human resources is a determining factor in improving the competence of students and the quality of higher education [ⁱⁱⁱ].

Higher education has a strategic role in the development and study of science, research, and community service. The Education, Learning, and Community Service (Tridharma) in Higher Education must be managed properly in order to have a brand image and competitiveness in ensuring the continuity and development of higher education [^{iv}]. The university's brand image can be improved on an ongoing basis so that it can exist and get community support. Increasing the brand image and competitiveness of universities cannot be separated from the role of leadership, because leadership is a force to increase competitiveness [^v]. Educational leadership must be able to pay special attention to high-

level service quality in order to increase the value of brand image [x].

Visionary leadership based on brand image is very important to be studied in more depth because the results of the study show that there is a significant relationship between leadership style and school organizational image [xii]. Leadership in the education system is the key to success in improving the quality, brand image, and competitiveness of the institution. Visionary leadership has an effect on organizational effectiveness [xiii]. Visionary leadership is the key to success in improving the quality and competitiveness of educational institutions [x]. Visionary leadership is able to improve the quality and competitiveness of education in the era of the industrial revolution 4.0 [x]. The results of this study indicate that the quality of education, good image, and competitiveness of universities are largely determined by leadership.

Visionary leadership is able to see opportunities and challenges in the future in shaping the brand image and competitiveness of higher education [xi]. Leaders' managerial abilities can be used in managing institutional systems and improving the quality of better performance. Higher education institutions with freedom of institutional management have the opportunity to realize greater international competitiveness [xii]. This is due to being able to improve the performance of the institution properly based on a shared commitment. University performance has a significant influence on brand image [xiii]. Internal branding influences faculty commitment and performance [xiv]. Brand image affects customer satisfaction and then influences consumer lifetime value [xv]. This condition shows that the brand image and competitiveness of tertiary institutions must be realized in order to gain the support and trust of the public who use education widely and reliably.

Brand image and the competitiveness of higher education institutions are the focus of a very interesting study because they are national and international strategic issues faced by universities to continue to improve their existence so that they can be in demand by education customers at large. Da'wah campuses and civilizations show the existence of very good and sustainable development. The visionary leadership possessed by the leader on the da'wah and civilization campus was able to bring about a change in the institution from a high school to an Institute, which then transformed into Sayid Ali Rahmatullah State Islamic University, known as UIN SATU Tulungagung. UIN SATU Tulungagung is a missionary and civilization campus that will be widely known both nationally and internationally. This condition is proven that the results of the Webometric Ranking of University show that IAIN Tulungagung or UIN SATU Tulungagung or missionary and civilization campuses from 58 State Islamic Religious Universities in Indonesia, UIN SATU

Tulungagung is ranked 6th, out of 2593 Universities in Indonesia is ranked 74th, and out of 11987 Universities in the World, it is ranked 5141 [xvi]. This achievement shows that there is leadership that is able to prove in building the institution's brand image so that it is in demand by many customers. Da'wah and civilization campuses are able to lead institutions to develop in a sustainable manner in building the trust of the community users of higher education institutions. The development for the sake of the development that has been achieved is a form of hard work and the cooperation of the entire academic community on the da'wah and civilization campus. Hard work and shared commitment have proven that we can carry out the mandate properly and gain trust both nationally and internationally.

RESEARCH METHODS

This study aims to find visionary leadership based on brand image in increasing the competitiveness of universities. Data were collected from a natural setting as a direct data source, so it is appropriate to use a case study design [xvii]. The data collected can be grouped into two, namely primary and supporting data. The main data is in the form of words and actions taken by informants at Sayyid Ali Rahmatullah State Islamic University (UIN SATU) Tulungagung based on the research focus. The data in the form of documentation is supporting data to strengthen the main data in order to obtain valid data. The main data source that became the key informant in this study was the leader at the university and then the snowball sampling technique was used.

Data collection techniques used is (1) in-depth interviews, (2) participant observation, and (3) study of documentation [xviii]. These three techniques were used in order to obtain valid and accountable data in this study. Obtaining valid data, it can be done through checking: (1) continuous observation, (2) triangulation of sources and methods, (3) member checking, peer discussion, and (4) checking the adequacy of references [xix].

Data analysis is carried out by systematically arranging field notes, interview transcripts, and documentation by analyzing data, organizing, dividing into manageable units, synthesizing, looking for patterns, and finding what is meaningful systematically. The process of data analysis is carried out through the following flow of activities: (1) data reduction, which is a form of analysis that sharpens, categorizes, and organizes data in order to obtain final conclusions and verification. Data reduction was carried out continuously during the research, (2) data presentation to find meaningful patterns and provide the possibility of drawing conclusions and taking action, (3) drawing conclusions or verification [x].

FINDINGS AND DISCUSSION OF RESEARCH RESULTS

A. Vision Formulation Based on Brand Image in Improving Higher Education Competitiveness

Visionary leadership in building a brand image and competitiveness of the Da'wah and Civilization Campus College (UIN Sayyid Ali Rahmatulullah

Tulungagung) can develop and be in great demand by the community in a sustainable manner. Research findings related to brand image-based vision formulation in increasing the competitiveness of higher education institutions can be explained in the following figure:

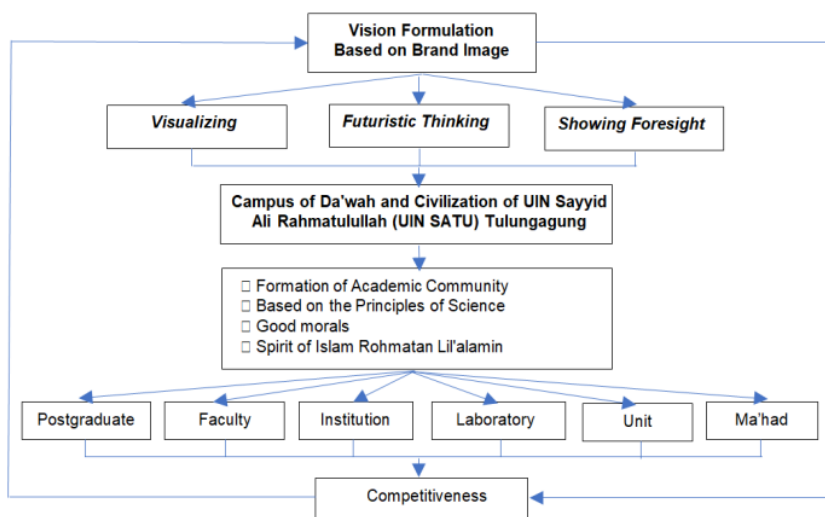


Figure 1: Research Findings on Brand Image-Based Vision Formulation in Improving Higher Education Competitiveness

Visionary leaders must be able to formulate their vision and mission to achieve dreams that will be achieved in the future. Vision formulation can be done with the visualizing stage. Visualizing is a description of what will be achieved in the future. Vision formulation is also carried out using Futuristic Thinking techniques. Futuristic Thinking is the ability possessed by leaders in tertiary institutions to think far ahead. Next can also be done by showing foresight. Showing foresight is the ability possessed by a leader in order to be able to show a far-sighted view of what will be achieved and implemented.

These three findings will be studied and discussed in depth as follows:

1. Visualizing in Building Brand Image and Higher Education Competitiveness

Visualizing is essentially a picture of what you want to achieve and when it can be realized [xxi]. Visionary leaders must be able to provide a clear picture and view of the dreams they will achieve in their leadership process. The vision and mission of the organization are well understood and able to be conveyed on various occasions, both directly and using media available in tertiary institutions. Dreams and hopes become a joint commitment to achieve well based on the strategic steps that have been formulated in Higher Education.

Visualizing leadership on campus propaganda and civilization provides a clear picture of what is to be achieved based on a predetermined strategic plan. This is shown by the idea of building a brand image on the campus of da'wah and civilization so that student interest continues to increase. Clear expectations for the future of a tertiary institution accompanied by efforts to achieve them properly and systematically are one form of implementation of visionary leadership. The results of the study show that: Visualizing excellence and the emblematic image is something that is commonly done by the Association of American Universities in increasing the competitiveness of higher education [xxii]. This shows that tertiary institutions must be able to explain to the public broadly about superior programs that can be used as higher education competitiveness in the current global era.

The visualization carried out by each university has important implications for the position of the international university brand in the Asian market [xxiii]. The brand, good image, and excellence possessed by universities need to be conveyed to the academic community and educational stakeholders so that they understand and know clearly and provide positive support. Public interest and support are the strengths that universities have in improving the quality and competitiveness of institutions. This is in accordance

with the results of research which explains that visualizing higher education by using information media can increase competitiveness in the competitive education market [xxxiv].

Brand building is an important marketing activity for business organizations and private educational institutions in Vietnam in order to increase competitiveness and customer interest Education [xxxv]. The results of the study are also very relevant to what is happening on the campus of da'wah and civilization. The brand image of the Da'wah and civilization campus or UIN SATU Tulungagung has brought its own charm to the wider community, both nationally and internationally. The interest of the national and international community is part of the brand image-based visualization that was developed and popularized in the existing leadership system in the da'wah and civilization campuses.

The brand image of the da'wah and civilization campus is built through the creativity of the leaders and the commitment of the entire academic community to popularize these good brands and ideals, either through direct communication in internal meetings and external meetings on a national or international scale, scientific activities, scientific writings and using information systems based on technology developed on the campus of da'wah and civilization. The results of this study also strengthen the results of research showing that the application of socio- communicative technology can form a positive image of higher education institutions in increasing public interest and higher education power [xxvi]. This is reinforced by the results of research which explain that visionary leadership in improving the position of universities in various global rankings can increase the competitiveness of universities [xxvii]. The competitiveness of universities must receive very serious attention so that universities can still exist and receive the support and trust of the wider community.

2. Futuristic Thinking in Building Brand Image and Higher Education Competitiveness

Futuristic Thinking is the ability to think far ahead [xxviii]. This ability is very good for a leader to have in predicting the needs and developments that will occur in the future so that the organization is well prepared to deal with them. This ability will be something very extraordinary because the organization can prepare strategies to achieve it. Visionary leaders must be able to think about the future that will be achieved as well as possible.

Futuristic Thinking Leaders on campus propaganda and civilization do not only think about where they are at the moment but think more about where they want to be in the future in order to be able to increase the competitiveness of universities. On various occasions the leaders of the da'wah and civilization campuses have always said that we must be better than

several well-known campuses, our students must be able to reach 25,000. In the future, there should be more postgraduate students than undergraduates. The thoughts and motivation given to all members of the organization can form a shared commitment to achieving and realizing thoughts that will benefit the organization in the future. At this time students at the Da'wah and Civilization Campus have increased in both S1 and S2.

These conditions indicate the existence of Futuristic thinking in brand image-based visionary leadership developed in da'wah and civilization campuses. Futuristic thinking possessed by leaders can be a force for carrying out innovation and creativity in making strategic policies to develop campus da'wah and civilization. Futuristic thinking always thinks about conditions and situations that will be achieved in the future [xxix]. Futuristic thinking is very important to be developed in leadership in order to achieve a better future [xxx]. This condition will be thought about and fought for so that it can be realized with various ideas, ideas, innovations, and creativity that are made to realize their hopes and dreams in the future. Universities must have the best dream to realize in order to be able to increase the competitiveness and interest of the community.

3. Showing Foresight in Building the Brand Image and Competitiveness of Higher Education

Showing foresight is leadership that is able to show foresight on what will be achieved and implemented [xxxi]. This is the main capital to carry out innovation and creativity so that the da'wah and civilization campus becomes a brand image that can be accepted and in demand by many customers. This concept not only considers what you want to do, but also considers technology, procedures, organization, and other factors that can influence the plan and execute it with confidence and success. Showing foresight is a very important thing for leaders to have in achieving success in the future [xxxii]. Foresight can influence organizational outcomes in learning, creativity, innovation, and performance through mechanisms to create unprecedented competitive advantage [xxxiii]. Foresight strategy is very important to be owned by middle managers and top managers considering their responsibilities and authority in directing day-to-day organizing to achieve dreams in the future [xxxiv].

Some of the results of these studies are very relevant to the conditions that occur in the campus of da'wah and civilization. The leadership of the rector, dean, and postgraduate shows an orientation towards achieving a better future so that da'wah and civilization campuses have high competitiveness. This condition is reinforced by the organizational system created by reviving various international studies, Javanese Islam, Middle Eastern Islam, which are on campuses of da'wah and civilization.

B. Vision Transformation Based on Brand Image in Improving Higher Education Competitiveness

Vision transformation is an important part of visionary leadership. Leaders must be able to transform the vision into action that will be achieved by the organizational system of Islamic Education Institutions. The transformation of vision based on brand image in increasing the competitiveness of Islamic Educational Institutions is a very serious concern for every visionary leader. Educational institutions that have a good brand image will be in demand by the public at large and get attention and support in improving the quality and competitiveness of education. The interest of the community and education stakeholders is the key to

success in increasing the competitiveness of universities.

The transformation of vision based on brand image in increasing the competitiveness of education is a concern for visionary leaders. Transformation also requires active involvement in every leadership exercise and in making plans to achieve goals effectively and efficiently in the organizational system of educational institutions. Research findings related to the transformation of vision based on brand image in increasing the competitiveness of universities can be explained in the form of the following image:

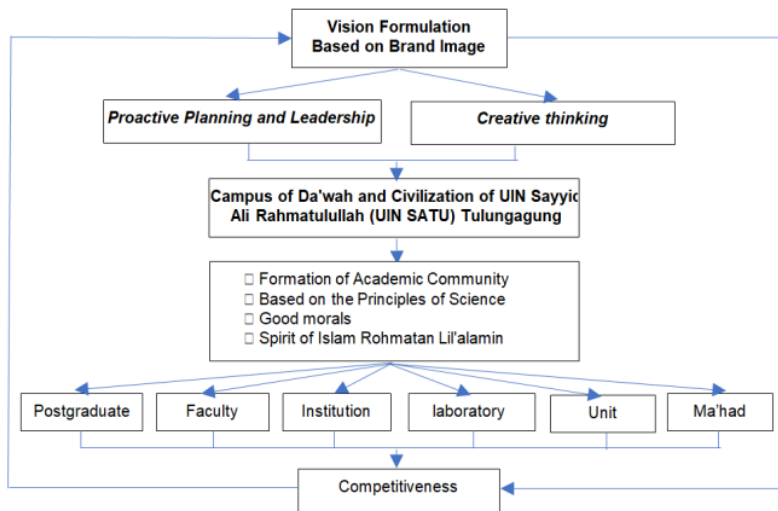


Figure 2: Research Findings on Brand Image-Based Vision Transformation in Improving Higher Education Competitiveness

Transformation of a good vision can be a strategic effort to improve the quality and competitiveness of Islamic educational institutions. Vision transformation is a natural leader's commitment to realizing educational institutions so that they have a good image and are in demand by many people. Educational institutions that have a good image will get the support and trust of the wider community. This community support and trust can increase the competitiveness of the Institution in a sustainable manner. Leaders must have visionary leadership so they are able to transform vision into action that can be carried out strategically. Leaders must be able to set specific goals and strategies to set goals and strategies to achieve specific goals which are called proactive planning and leadership. On the other hand, leaders must have creative thinking. Creative thinking is related to the ability to define and understand problems, find and retrieve information relevant to problems, and find and evaluate various alternative solutions to solve

problems effectively. These findings will be reviewed and discussed in a coherent manner as follows:

1. Brand Image-Based Proactive Planning and Leadership in Improving Higher Education Competitiveness

The proactive planning of visionary leaders is closely related to the activities carried out in setting specific goals and strategies to achieve organizational goals in the future [xxx]. Visionary leaders are able to anticipate or consider potential obstacles and develop contingency plans to overcome obstacles that will occur in carrying out various strategies to achieve a better future. The first step in proactive planning is to think about the future by predicting, preventing, planning, participating, and developing strategies to optimize performance and prevent problems that will occur [xxx].

Proactive planning carried out by top managers and middle managers in the da'wah and civilization

campuses in realizing the competitiveness of universities in the current global era. These dreams and hopes are strived to be achieved properly. Proactive leadership in the da'wah and civilization campus is a tangible manifestation that is presented to build the brand image and competitiveness of the institution so that it can form a superior academic culture and dynamic campus environment, as well as product performance. This condition is being fought for to make the da'wah and civilization campus a campus that is in demand by many customers. These academic findings and conditions are very relevant to the results of research conducted by Wu & Wang which explains that: proactive leadership is a leader's self-initiated and future-focused action that is continuously maintained to bring change to the environment [xxxvii].

Proactive planning is carried out by creating a vision to be achieved and determining strategies to achieve it with all members of the organization so that it can assist leaders in planning and implementing organizational growth and development [xxxviii]. The vision, mission, and goals of the da'wah and civilization campus are well understood by leaders, educators, education staff, and students so that it becomes a shared commitment to make it happen properly. This commitment is very important to move the entire academic community to be able to create proactive planning and brand image-based leadership at the propaganda and civilization campus of UIN SATU Tulungagung.

Proactive planning can help leaders and organizations achieve the vision and mission of educational institutions and can get great opportunities in educational institutions [xxxix]. Existing opportunities must be obtained by maximizing the strengths possessed by the institution and improving existing weaknesses so that threats do not occur on the campus of da'wah and civilization. The strength of human and non-human resources in the da'wah and civilization campus is very important in seizing various opportunities in building the brand image and competitiveness of the da'wah and civilization campus in the current global era.

Efforts to improve the brand image and competitiveness of the da'wah and civilization campuses are carried out with various strategies that become institutional policies. Internally, continuous improvements are made both physically and academically based on internal quality standards. Externally, improvements have also been made in accordance with the demands of education customers and the development of science and technology so that da'wah and civilization campuses can compete competitively in increasing the brand image and competitiveness of institutions at the national and even international levels. In this condition, there is a need for proactive planning and proactive leadership in order to

be able to formulate strategies to achieve hopes and dreams that will be realized through the campus of da'wah and civilization. In this regard, Reed & Kochan explained that the proactive involvement of educational leaders in the policy arena can increase the competitiveness of universities [xl]. Leaders have always been the driving force in implementing policies that have become a mutual agreement on the campus of da'wah and civilization.

Existing leaders and leadership demonstrate proactive involvement in improving institutional performance so as to have a brand image and institutional competitiveness. This involvement is formed in the institution's management system which always prioritizes the achievement of the vision, mission and goals of the organization. This finding reinforces the research results of Caniels, Semeijn, & Renders explaining that: proactive personality and work involvement can positively influence the mindset that develops in achieving organizational goals [xli]. The involvement of leaders proactively can form team performance that is mutually reinforcing in achieving organizational goals to the fullest.

The proactive involvement of leaders can also affect work enthusiasm and commitment of the entire academic community together in improving the quality of educational institutions. The commitment that is owned by the heads of institutions on the da'wah and civilization campuses can proactively affect organizational performance. The results of previous research indicate that organizational commitment mediates the relationship between authentic leadership and proactive work behavior [xlii].

Da'wah and civilization campuses must innovate on an ongoing basis in order to continue to exist and be able to compete with other higher education institutions. In order to be competitive, one must be able to implement quality management in every institution, unit, and faculty so as to form a quality culture. The formation of a quality culture can affect the proactive behavior of the entire academic community in creating creativity and innovation that is directed at improving the quality of higher education and creating the institution's brand image and the competitiveness of higher education institutions at the national and international levels. This strengthens the results of research on institutional quality management influencing proactive behavior in implementing educational innovations [xliii].

2. Creative Thinking in Building Brand Image and Higher Education Competitiveness

Creative thinking is related to the ability to define and understand problems, find and retrieve information relevant to problems, and find and evaluate various alternative solutions to solve problems effectively [xliv]. Creative leadership is the ability of a

leader to lead others in solving various problems based on creative thinking. Creative leadership can produce innovative cultural products because creative leadership and creative thinking can form a creative and innovative culture in achieving organizational goals [xlv]. Creative Thinking in dealing with challenges that arise in the organizational system of educational institutions, visionary leaders must be able to find the best alternative solutions while still paying attention to the issues, opportunities, and problems that accompany them.

Creative leadership can mobilize and support staff creativity and the ability to take risks in implementing policies [xlvi]. The ability to take risks in implementing each policy is very important for a visionary leader to have. Risk will always accompany creativity and new ideas in building a brand image and increasing the competitiveness of institutions. Visionary leaders must be able to minimize risks and prepare strategies to overcome risks with the creativity possessed by visionary leaders. Creativity made by leaders and the entire academic community of higher education must be directed to achieve organizational goals. Leadership creativity that is oriented toward achieving goals can increase educational success [xlvii].

Visionary leaders must be able to act as reformers in improving the quality of education. Policies that are oriented towards renewal and creating new ideas are a manifestation of the creative thinking of visionary leaders. Leaders must also be able to influence organizational members to be invited together in realizing the dreams and goals of the organization. The need for creativity in educational leadership, because leaders must be able to influence the minds of members of the organization and act as agents of change in the organization [xlviii]. This shows that creativity is needed in realizing cooperation to achieve organizational goals.

Educational leaders need to increase their creative potential which can be beneficial for the growth and development of the organization [xlix]. Creative thinking visionary leaders can help organizations to grow and develop for the better because the creativity and innovation created will be the power to make the organization grow and develop for the better. This is because creative thinking has a greater effect on the creativity it produces, creative thinking also has a greater effect than intrinsic motivation [l]. These findings indicate that the creative thinking shown by the leader can produce the creativity of organizational members in realizing the vision, mission, and goals of the organization.

To create a brand image and competitiveness for educational institutions in the current global era, it is necessary to strengthen it with a visionary leader who is able to think creatively to get opportunities and avoid

challenges that make the organization weak. Leaders will be faced with many organizational problems both internally and externally, this condition will provide demands to always be able to think creatively and take creative and strategic policies. The results of this study reinforce previous findings which explain that educational leaders need to equip themselves with creative thinking skills [li]. In this regard, Lagari, former chairman of the Pakistan Higher Education Commission, explained that all leaders need to increase creativity to facilitate "out of the box" solutions [lii].

Leaders can help individuals and teams to coordinate and integrate with different styles to drive change through a process of applied creativity that includes the discovery and definition of new problems on an ongoing basis accompanied by problem-solving efforts and the application of new solutions [liii]. This shows that creative thinking is very necessary because problems never end in the organizational system of educational institutions. Problems will always exist and follow the development and growth of the organization of educational institutions in improving the brand image and competitiveness of the institution. Solving problems creatively requires extensive cognitive processing and is accompanied by earnest effort [liv]. Creative leaders can use a variety of problem-solving tools that encourage and enable people to work together in innovative ways [lv].

Creative leadership serves as a catalyst to drive beneficial changes in organizational systems through a spirit of innovative change [lvi]. Innovative changes are urgently needed in developing educational organizations to be able to improve brand image and institutional competitiveness. Sternberg & Lubart provide an explanation of the investment theory of creativity which asserts that creative thinkers are like good investors, they buy at low prices and sell at high prices [lvii]. While investors do this in the financial world, creative people do it in the world of ideas that can generate new ideas and ideas for solving problems. Creativity provokes diverse thoughts to create something new and can improve the standard of living of individuals with changes that can achieve organizational goals [lviii].

Creative leadership focuses on realizing the vision, generating new ideas, using a variety of methods, and producing innovative output [lix]. Creativity is needed in the organizational system of educational institutions in improving the quality, brand image, and competitiveness of educational institutions. Da'wah and civilization campuses are brand images developed to gain support and interest from the community as users of educational institutions. Da'wah and civilization campuses are also a manifestation of the creativity of leaders in creating institutional brand images so that they are easy to remember and in demand by the wider community. This shows the

existence of creative thinking in the leadership system that exists on the da'wah and civilization campus. Creative leadership can add a critical dimension to the field of leadership by demonstrating the potential of leaders who have aspirations to gain success in every leadership and decision taken in advancing the organization [13].

Based on the findings and descriptions above, shows that creativity is needed in visionary leadership because it will be able to lead the organization to achieve its dreams and hopes. Creative leadership and creative thinking can always bring up creative ideas and decisions by leaders. Creative decisions can lead to innovations in institutional systems that can lead to better organizations and continuous improvement. In general, there are three types of creative leadership, namely leadership that accepts existing ways of doing things, leadership that challenges existing ways of doing things, and leadership that synthesizes the differences that exist in ways of doing things [14]. This condition can be used as a basis for leaders to determine their leadership style and perspective of leaders in carrying out their leadership to achieve organizational goals effectively and efficiently.

C. Implementation of Brand Image-Based Vision in Improving Higher Education Competitiveness

In efforts to build educational institution organizations to be better, qualified, and have high competitiveness, visionary leaders are often faced with organizational problems originating from the diversity

of interests and certain characteristics and styles of each person in the educational institution organizations which often inconsistent with or even contrary to organizational goals. The reality faced by educational institutions at this time is that there are various kinds of disciplinary problems, learning quality, poor service, non-conducive work climate, poor organizational culture, low commitment, and so on which often appear in the organizational system of educational institutions. Besides this phenomenon, there are also educators and education staffs, who work enthusiastically, are disciplined, are sensitive to the environment and others, and are loyal to the organization. The description of these differences is an indicator of the emergence of conflict situations in organizations [15]. This condition must be faced and resolved properly by the leader so that educational institutions can achieve their goals properly, effectively, and efficiently. This condition requires the leader to have the right skills and style as a visionary leader who remains oriented towards achieving the vision and mission of the organization in educational institutions.

The implementation of a brand image-based vision in increasing the competitiveness of universities is a very important step and determines the position of universities in national and international arenas in the current global era. Visionary leaders know that change is an important part of the growth and development of an Education organization. This finding can be explained in the form of a figure as follows:

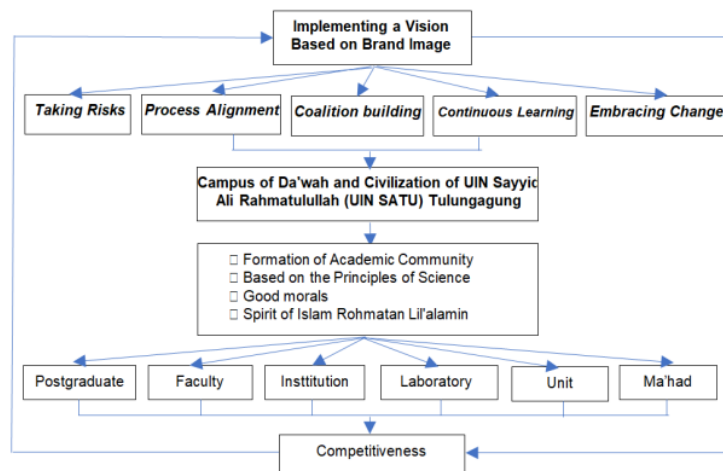


Figure 3: Research Findings on the Implementation of Brand Image-Based Vision in Improving Higher Education Competitiveness

Based on the findings above, analysis and explanation of each finding can be given as follows:

1. Taking Risks in Building Brand Image and Higher Education Competitiveness

The essence of taking risks is the ability possessed by a visionary leader who dares to take risks and considers failure as an opportunity, not a setback [16]. Risk-taking is an important factor in successful leadership [17]. Taking risks is closely related to having

the courage and curiosity of a leader towards a problem faced or in an effort to achieve organizational goals [lxv]. This shows that the courage and ability of leaders to take risks are part of the competencies that must be possessed by visionary leaders. Being brave and being able to take risks must be based on careful and strategic considerations, not just being brave and capable. However, it must really be directed to achieve organizational success.

Taking risks is often taken by leaders in overcoming problems, increasing public trust, building brand image, and institutional competitiveness. Taking risks is often a careful and strategic consideration directed at achieving the vision, mission, and goals of the organization. Strategic policies that have been taken on da'wah and civilization campuses such as UKT (Single Tuition) exemption for residents around the campus in Plosokandnag village, UKT exemption for orphans, UKT exemption for students from families of UIN SATU educators and education staff are steps strategic to build brand image and institutional competitiveness in order to gain trust internally and externally from educational institution organizations. A small sample of the policies taken by the leader is closely related to the financial risk of the institution, but this brings benefits in building the institution's brand image in the life of society at large. The policy taken to assist local governments in the event of COVID-19 to be able to use the Rusunawa building as a place of isolation is a strategic step taken by leaders at the da'wah and civilization campus in building the institution's brand image, regionally, nationally and even internationally. Risk-taking is a key aspect of academic leadership that is important for meeting the challenges and opportunities that exist in higher education [lxvi].

The ability to read opportunities and try to get them is a strategic aspect in both proactive planning and leadership and creative thinking that is owned by visionary leadership. To get this opportunity, of course, you will be faced with considerations of the risks that will be obtained and the benefits that will be obtained. Will you get a big risk and a small profit, or a small risk and a big profit, or a big risk and a big profit, and so on? However, what must be a point of pressure and attention by leaders in taking risks is efforts to realize a better vision, mission, goals, and future of higher education. Taking risks leaders to take is driven by a sense of professional responsibility, a vision of the future, and being honest with oneself and following the core values developed in universities [lxvii].

Being creative always involves risk, "a beautiful risk" has the potential to make a positive contribution and success in achieving goals [lxviii]. This shows that every policy taken by the leader must have risks attached to it; risks must be faced and overcome so that they can be resolved properly. The courage to take

risks for an educational leader is indispensable in creating creativity and innovation aimed at improving the quality and competitiveness of education. The transformation that occurs in higher education requires leaders who can take risks. Educational leaders who are willing to take risks often adopt a culture of experimentation, work hard to succeed, and always learn from failure [lxix]. This culture will always present the creativity of the entire academic community in increasing the performance and productivity of creative and innovative organizations. Team creative reliability and risk-taking norms are positively related to team creative performance. Furthermore, the relationship between team creative reliability and team creative performance and between risk-taking norms and team creative performance is mediated by team proactivity [lxx]. This condition shows that creativity is needed in improving the quality, brand image, and competitiveness of higher education institutions.

2. Process Alignment in Building the Brand Image and Competitiveness of Higher Education

Process alignment is the ability possessed by visionary leaders, visionary leaders know how to connect themselves with organizational goals [lxxi]. He can immediately synchronize the duties and work of each department in the organization. This ability can be used by leaders in forming an organizational commitment to achieve the vision and mission of the organization well. Process alignment can also be used as a means to build brand image and educational competitiveness effectively. The entire academic community in tertiary institutions at each of the existing faculties and institutions can unite to improve the existing brand image in shaping the competitiveness of the institution so that it can be of interest to the public and educational stakeholders.

Aligning the goals that exist in the institution and each faculty and postgraduate in the da'wah and civilization campus is an important thing and continues to be done by leaders so that each study program can work together effectively in realizing organizational goals. Teamwork and the achievement of organizational goals well can improve the brand image and competitiveness of the institution, so as to increase public interest in da'wah and civilization campuses. This condition strengthens the research results of Mascareño, Rietzschel, & Wisse which explain that visionary leadership is able to foster creativity and innovation because visionary leadership seeks to harmonize goals among team members so that it can be a means to create team creativity and innovation in organizational systems [lxxii]. The results of the research of Ateş, Tarakci, Porck, van Knippenberg, & Groenen explain that the visionary leadership of managers with one another can positively form a common consensus in forming team strategy as a shared commitment to realizing organizational goals [lxxiii].

An organization must be able to align itself with the strategic plan in order to ensure its implementation can be carried out effectively according to the plan [^{lxxxiv}]. Explaining activities with organizational goals is a very serious concern in developing da'wah and civilization campuses. Programs of academic activities in the process of learning, research, and community service can be well aligned in realizing the brand image of the institution in order to be able to increase public interest in both undergraduate and postgraduate programs. Optimization of activities by aligning the vision, mission, and goals of this organization can increase the competitiveness of the institution. This condition can strengthen the results of Fernandes & Rinaldo's research which explains that there is a relationship between the alignment of management processes and higher education performance [^{lxxxv}].

Higher education faces the challenge of reconsidering and aligning its agenda in response to public needs and demands so that it is more desirable and has strong support [^{lxxxvi}]. Responding to community needs is an opportunity that must be considered by leaders in higher education. Meeting the needs and demands of the community is a key factor in the success of the da'wah and civilization campus. These demands and needs become the basis for the institution in making strategic plans that will be implemented properly. The success of the implementation can affect the brand image of the institution on the trust of the community and education stakeholders who continuously provide support for the campus of da'wah and civilization. In this regard, McIlrath explained that the key factor for the success of the implementation strategy lies in the organization's ability to align the process with the strategic plan [^{lxxxvii}]. This condition shows the commitment that must be built in aligning the activity process with the plans that have been set by the educational institution organization.

Alignment between the practice of implementing activities with institutional policies is the main process for building a higher education culture by involving the role of the dean and head of the study program in improving communication in the organizational system and increasing understanding of higher education policies [^{lxxxviii}]. This shows that in the activity of aligning the understanding and commitment of all members of the organization there must be good communication, both interpersonal and interpersonal. Field studies also show that the quality of communication strengthens the relationship between goal alignment and innovation made by teams in organizations [^{lxxxix}]. Success in the process of aligning goals with activities and innovations in the organization is also supported by proactive leadership behavior.

Alignment between leadership behavior with innovation can lead to an increase in performance in the

organization [^{lxxx}]. Educational leadership must be able to align the vision, mission, and goals with innovative behavior in realizing educational goals effectively. Visionary leadership in educational institutions has a very important meaning in advancing the organization to achieve future dreams. The leader's ability to align the vision, mission, goals, and leadership behavior is the key to success in achieving dreams effectively. Alignment between vision and leadership style is very important for visionary leaders to pay attention to so that the vision, mission, and goals can be achieved properly [^{lxxxii}]. Once the process is aligned with the strategic plan, goals, objectives, and measures can be used to assess the organization's progress [^{lxxxiii}].

This Process Alignment is related to the strategic planning process to achieve higher education performance and competitiveness. Strategic alignment significantly and positively affects decision effectiveness, decision effectiveness takes into account the dimensions of strategic alignment in an integrated model to achieve organizational goals [^{lxxxiii}]. Realizing harmony in educational development, increasing student access, student support, technology-based literacy, and career development, as well as other programs that can be used to create significant sustainable innovations and "reinvention" of learning activities that can enhance brand image and competitiveness of higher education institutions [^{lxxxiv}]. In this regard, it can be exemplified that the Scottish educational leadership policy construction shows that "leadership at all levels" can be used to mobilize support for change in realizing harmony through empowering all members of the organization [^{lxxxv}]. The empowerment that is carried out effectively can strengthen each other in realizing organizational goals effectively and efficiently in educational institutions. This condition can improve the brand image and competitiveness of universities.

3. Coalition building in Building Brand Image and Higher Education Competitiveness

Coalition building is a capability that must be possessed by visionary leaders in creating harmonious relationships both internally and externally in realizing organizational goals [^{lxxxvi}], as well as in building the brand image and competitiveness of higher education institutions. Visionary leaders actively seek opportunities to work with a variety of individuals within organizations, departments, and parties related to education. This collaboration is intended to build a profitable coalition and provide mutual support in developing tertiary institutions to be better, of higher quality, and in demand by many education customers.

The visionary leadership in the da'wah and civilization campus is directed at achieving the vision, mission and goals of the institution which become a collective agreement or team decision in developing it to be better and more competitive. Internal cooperation

between individuals and departments is carried out in the academic and non-academic fields, as well as external cooperation at the regional, national and even international levels. This collaboration was built by the Da'wah and Civilization Campus in order to form the institution's brand image and increase the competitiveness of the Da'wah and Civilization Campus so that it is in demand by many customers both regionally, nationally and internationally. The visionary steps taken to build cooperation are the strategic decisions of the Da'wah and civilization campus leaders in realizing the dreams and goals of the institution. By building a coalition of leaders can succeed in achieving further goals and encourage innovation within the Institution [lxxxvii].

Leaders must recognize, understand, and leverage the strengths of the system that exists in tertiary institutions so that they can put together the right coalition to encourage collaboration and cohesion not only among staff members but across the academic disciplinary community that exists in tertiary institutions [lxxxviii]. The coalition is directed at encouraging the professional development of education and education personnel, but also meeting the needs and growth of individual students [lxxxix]. This shows that coalitions are very important things to be realized in the educational institution system in order to be able to create a joint and unified commitment to improve better performance in achieving institutional goals effectively and efficiently.

Coalitions in improving the quality of education by using integrative strategies in achieving goals are very important things to be improved on an ongoing basis [xc]. An integrative strategy in building common interests to achieve organizational goals is of concern to educational leaders in shaping the brand image and competitiveness of educational institutions on da'wah and civilization campuses. Coalition building can be directed to share common interests and unite around a common vision to achieve goals [xci]. In this regard, the educational coalitions in the United States at the end of 2020, the Center for Educational Improvement (CEI) developed a cohesive movement to advance five educational best practices, namely: (1) Integrate the latest research and information on neuroscience and neuroplasticity into preparatory programs teacher and administrative preparation, (2) increase success in social-emotional learning by supporting the use of "coherent" programs to reduce trauma and improve learner skills, (3) support a vision for the future of education according to the 2021 program planning and implementation, (4) Organizing Youth Listening Tours and building youth leadership, (5) advancing the use of innovation, including technological innovation in educational institutions [xcii].

The reform strategy within the education coalition can be directed at increasing educational equity within the coalition; coordinating multiple forces; upholding the quality of education with a shared curriculum; put in additional resources to strengthen educational institutions; improving the quality of teaching staff, and developing a comprehensive evidence-based assessment system [xciii]. Building coalitions in the field of education and learning can be developed in tertiary institutions in accordance with the mandate of an independent campus and an independent learning curriculum which is a policy in the national curriculum system. This condition requires leadership that is able to adapt and be innovative in organizing education and learning coalitions in tertiary institutions. The leader's personal traits and strengths in building strong coalitions make it possible to successfully meet contextual challenges [xciv]. The policies pursued by visionary leadership are critical to success in building coalitions in improving the quality, brand image, and competitiveness of educational institutions in the current global era.

Educational institutions involved in collaborative efforts must gain support and recognition from parents, the community, cooperation bureaus, and a good reputation of institutions that have increased their educational competitiveness [xcv]. This condition must be a concern for every higher education institution in forming educational coalitions between institutions both nationally and internationally so that educational institutions can become better and able to carry out the continuous quality improvement. Continuous improvement by involving coalitions can encourage and accelerate educational institutions in continuously improving the quality, brand image, and competitiveness of institutions in the future.

4. Continuous Learning in Building Brand Image and Higher Education Competitiveness

Continuous learning is the need of every individual both as a leader and a member of the organization. Learning from individual and organizational experiences is very important to build brand image and organizational competitiveness. Educational leaders must be able to properly assess the opportunities and challenges faced by the organization. Leaders must also be able to identify the strengths and weaknesses of the organization. Organizational weaknesses must be corrected with various approaches that can be implemented by leaders so that they become institutional strengths in increasing the brand image and competitiveness of educational institutions. Continuous Learning carried out by visionary leaders must be able to regularly take part in training and various other types of development, both inside and outside the organization. Visionary leaders are able to test each negative or positive interaction, thus being able to learn from the situation. Visionary leaders are able to pursue opportunities to collaborate and take part in projects

that broaden knowledge, challenge thinking and develop imagination [^{xcvi}].

The leader's ability to seize every opportunity is a very important part in building a brand image and the competitiveness of educational institutions. Leaders must be able to learn continuously and be able to use their knowledge to improve themselves and the organization in seizing opportunities and facing challenges that arise in every policy taken by the leader. The brand image and competitiveness of the da'wah and civilization campuses continue to be developed with various efforts carried out by the chancellor, dean, director, head of the institution, and heads of study programs, faculties, postgraduates, and institutions on the da'wah and civilization campus. Changes and innovations in organizational systems are carried out well based on the Chancellor's strategic policies that prioritize brand image and the competitiveness of higher education. Organizational changes give rise to creativity and innovation on an ongoing basis so that the da'wah and civilization campuses are able to improve the brand image and competitiveness of educational institutions in a sustainable manner. Organizational changes create the need for a learning environment that can continuously support the self-development of all members of the organization [^{xcvii}].

Organizations can encourage self-development by providing performance feedback that is able to build willpower, ensure behavioral choices for learning, encourage feedback seeking, and beneficial participation in learning activities and other behaviors that are self-determined by each member of the organization [^{xcviii}]. This condition must be created in the educational organizational system so that it becomes a learning culture for self-improvement and the organization in a sustainable manner. Learning culture becomes effective when it supports organizational goals [^{xcix}]. This learning culture can lead everyone in the organizational system to be able to monitor their own behavior, but also to recognize the behavior and performance results that are most liked and desired [^c]. The learning culture that exists in the organizational system in building brand image and the competitiveness of higher education institutions must be realized effectively. An effective learning culture can form a place for the development of learning needed in the organization [^{ci}].

The learning culture that exists in tertiary institutions must be strengthened by every leader in the rectorate, faculties, postgraduates, institutions, and study programs in tertiary institutions. Leaders must have strong commitment and motivation in realizing organizational goals in educational institutions. Every leader on the Da'wah and Civilization Campus must be able to work together synergistically in building the brand image and competitiveness of the Da'wah and Civilization Campus properly and effectively. Leader

motivation is interrelated with one another in giving influence and attention to achieve organizational goals properly [^{cii}].

5. Embracing Change in Building Brand Image and Higher Education Competitiveness

Embracing Change (accepting change) is a competency that must be possessed by visionary leaders. Visionary leaders know that change is an important part of the growth and development of educational organizations [^{ciii}]. Changes will definitely occur in the organizational system, if there are unwanted changes, visionary leaders can actively investigate properly and be able to take advantage of these changes for the benefit of the organization. Change is an important part of the growth and development of educational organizations. The change in institutional status that occurred on the da'wah and civilization campus of UIN Sayyid Ali Rahmatullah had an impact on the brand image and competitiveness of Islamic higher education institutions.

The biggest competitive challenge facing universities today is accepting change. The business environment is constantly changing and universities must grapple with a number of new realities which are demands from education stakeholders [^{civ}]. Accepting change requires new mindsets, tools, and skills. The only successful leaders are those who accept and shape themselves according to changing times and technology [^{cv}]. Community demands and expectations for tertiary institutions must be the focus of very serious attention so that higher education users are satisfied and provide strong support for the changes and developments that exist in tertiary institutions.

The transformation that took place on the Da'wah and Civilization Campus from IAIN to UIN is a form of institutional change that has the impact of restructuring a new system and management in order to be able to increase the brand image and competitiveness of the Da'wah and Civilization Campus. This is very important for leaders and the entire academic community to pay attention to in order to be able to adapt to the changes that occur. This condition really requires visionary leadership that is able to control change in order to achieve goals properly. Visionary leadership is needed to carry out the necessary changes and transformations in organizational systems [^{cvi}]. Leaders must be proactive in implementing change and able to communicate well in order to control the process and achieve goals effectively. In this regard, Rao explained that visionary leaders can accept change much better by communicating clearly to overcome resistance in leading change effectively [^{cvii}].

Changes and developments in higher education organizations must be widely informed so that the education user community knows and understands them well. Universities must use a digital and social media

marketing system in realizing the target market and stay connected with education stakeholders [^{cviii}]. Changes that occur in tertiary institutions must be accompanied by visionary leadership that is able to see and realize the vision of tertiary institutions. Higher education leadership requires a paradigm shift that is proactive and has a strategy in realizing the vision of the organization [^{ciix}].

Success in implementing changes can improve brand image and institutional competitiveness. Institutional competitiveness will be demonstrated by the increasing number of interested parties from year to year. Success in carrying out changes must be informed to the wider community of higher education users by using digital media that is developing in the global era. The current digital era requires universities to be more creative in reaching out to educational institution enthusiasts and stakeholders as well as the target market for higher education institutions, most of which are the younger generation [^{cx}].

CONCLUSION

Strong visionary leadership can produce a university's identity and reputation. Da'wah and civilization campuses have a high commitment to carrying out changes so that they become quality and in demand by many customers. Changes and improvements are carried out on an ongoing basis so that the da'wah and civilization campus has a good brand image and is highly competitive both nationally and internationally. Changes in the higher education organizational system are unavoidable to achieve organizational excellence and effectiveness. Excellent educational institutions will be in great demand and supported by the community because they are able to meet the needs and demands of the community in implementing quality education.

The research findings show that: (1) leaders are able to take risks in every policy and strategic step in achieving organizational goals, and are able to position themselves about failure as an opportunity to make improvements, (2) visionary leaders know how to connect themselves with organizational goals which are often referred to as process alignment, (3) visionary leaders have the ability to create harmonious relationships both internally and externally in realizing organizational goals, this is referred to as coalition building, (4) visionary leaders must have the ability to organize continuous improvement or can be referred to as continuous learning, (5) Embracing Change (accepting change) is a competency that must be possessed by visionary leaders. Visionary leaders know that change is an important part of the growth and development of an Education organization.

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