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The Influence of Visionary Leadership and Quality of Education on Organizational Culture

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ABSTRACT

Organizational culture plays a crucial role in determining the sustainability and innovation of educational institutions, particularly in the face of increasingly dynamic challenges. This study aims to analyze the influence of visionary leadership and the quality of education on organizational culture. A quantitative approach with an explanatory design was employed in this study, and hypothesis testing was conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) analysis. Data was collected from 100 respondents using purposive sampling techniques and analyzed using SmartPLS software. The study's results show that both visionary leadership and the quality of education have a significant impact on organizational culture, with visionary leadership having a more pronounced influence. These findings confirm that leaders who possess a clear vision and can inspire organizational members can shape values, norms, and behaviors that foster a strong and adaptive organizational environment. Quality education fosters a strong culture by instilling shared values and enhancing organizational cohesion. This research contributes to the development of a theoretical framework by integrating leadership perspectives and educational quality in the study of organizational culture. Practically, the research results provide insights for educational institutions to enhance organizational performance through leadership development strategies and improve the quality of education.

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Keywords:
organizational culture; quality of education; SEM-PLS; visionary leadership

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INTRODUCTION

The importance of quality education and visionary leadership in shaping an effective organizational culture has been widely recognized (Rosadi et al., 2024), especially in the context of educational institutions that face increasingly high demands for performance and innovation (Torres, 2022). Preliminary studies conducted at several Islamic religious universities in Central Java, including at STAIA Syubbanul Wathon, reveal inconsistencies in the application of organizational values and a lack of alignment between leadership vision and institutional culture (Tyagi, 2021; Shao, 2019). An initial survey of 50 educators showed that 62% of respondents felt that the existing organizational culture did not sufficiently support the achievement of the institution's long-term goals, and 58% assessed that there was a gap between the direction of leadership and current institutional practices (Zheng et al., 2019; Graham et al., 2022). These findings confirm the need for a more in-depth study of the fundamental role of leadership and the quality of education in shaping organizational culture (Ahsan, 2025; Bendermacher et al., 2021).

The quality of education plays an important role in shaping organizational culture by equipping organizational members with shared values, constructive mindsets, and productive behaviors that align with the institution's goals (Maqbool et al., 2023; van Diggele et al., 2020). Meanwhile, visionary leadership is responsible for formulating clear direction, inspiring members, and building a collective commitment to a long-term vision (Wang et al., 2024). When these two elements function

synergistically, they have the potential to form a strong, innovative, adaptive, and sustainable organizational culture (Azeem et al., 2021; Leithwood et al., 2020). The synergy between quality education and visionary leadership not only creates a cohesive organizational culture but also encourages continuous innovation through active organizational learning (Ahsan, 2025). Quality education provides a foundation for competence and work ethics, while visionary leadership ensures direction and inspiration remain relevant amid change (Mohler, 2023). In this environment, members of the organization tend to have a strong sense of ownership and responsibility toward achieving the institution's vision (Gordon, 2002). Thus, the integration of these two elements is crucial for creating an organization that can compete and survive in the long term (Gomez-Trujillo et al., 2024).

Amid the challenges of globalization and digital transformation, educational institutions face organizational dynamics that require leaders to not only carry out administrative functions but also to be visionary agents of change (Mohamed et al., 2022). However, the reality is that many educational institutions are experiencing a leadership crisis characterized by a weak vision direction, a low ability to inspire, and a lack of involvement of organizational members in achieving common goals (Conger, 2024). This phenomenon leads to inconsistencies between policy direction and implementation in the field, as well as a weak organizational culture that should be the foundation of institutional sustainability (Bhuiyan et al., 2025). Therefore, this research is important to examine empirically how visionary leadership and quality education can form a strong, adaptive, and in line with the demands of evolving change (Syamsir et al., 2025).

Previous research has demonstrated that the quality of education has a substantial impact on organizational culture. Quality education plays a direct role in shaping and strengthening organizational culture, as it provides a foundation for organizational members to develop values, mindsets, and behaviors that align with the organization's goals and vision (Robbins & Judge, 2019). Improving the quality of education enables individuals to understand better and internalize the desired work culture, thereby creating a more cohesive and productive environment (Budiharso & Tarman, 2020). This is in line with the Theory of Organizational Culture initiated by Edgar H. Schein explaining that organizational culture is formed and maintained through values, norms, and practices that exist in the organization, where the quality of education plays an important role in influencing the values and mindset of members which in turn affects the organizational culture (Schein, 2010).

This empirical evidence aligns with previous research (Aboramadan et al., 2020; Azeem et al., 2021; Al-Swidi et al., 2021), but with an expansion of the findings. This study identifies a lack of empirical evidence on the phenomenon of integration, knowledge sharing, and organizational innovation, as well as a deficiency in documenting the cultural layers that influence competitive advantage. This indicates that understanding the relationship between organizational culture, knowledge sharing, and innovation still requires improvement. This research develops a more comprehensive theoretical model and provides empirical evidence that can drive the application of best practices in organizations. Additionally, visionary leadership has been proven to have a significant impact on an organization's culture. Leaders with a clear vision can inspire, motivate, and instill values that support shared goals, creating a strong, adaptive, and goal-oriented organizational environment that enables the achievement of a long-term vision (Bakker et al., 2023). This aligns with the theory of Transformational Leadership (Burns, 2012), which emphasizes the importance of vision and inspiration in leadership. This research is based on previous findings (Budiharso & Tarman, 2020; Lopez, 2021), which highlight the positive relationship between organizational culture, knowledge sharing, and organizational innovation, thereby contributing to competitive advantage. However, the study did not produce quantitatively measurable data, which limits the ability to draw broader conclusions. Instead, this study utilizes quantitative data that enables the generalization of findings,

making a more substantial contribution to the understanding and practice of educational leadership across various contexts.

Before formulating a hypothesis, it is important to understand the context and relationships between the variables involved in the study. This research focuses on the role of Visionary Leadership and Quality Education in shaping an effective Organizational Culture. The purpose of this study is to investigate the influence of Visionary Leadership and the Quality of Education on Organizational Culture. The following hypotheses are formulated to test the relationships proposed in this research model. Hypothesis 1 (H1): There is a significant positive influence between Visionary Leadership and Organizational Culture. Leaders who have a clear and inspiring vision can shape and reinforce values, norms, and behaviors within the organization, thereby creating a culture that aligns with the organization's goals and direction (Rosadi et al., 2024). Hypothesis 2 (H2): There is a significant positive influence between the Quality of Education and Organizational Culture. Quality education provides a foundation for members of the organization to develop values, mindsets, and behaviors that align with the organization's goals and vision (Makhrus et al., 2022).

METHOD

This study employs a quantitative approach with an explanatory design, aiming to test the causal relationship between independent variables and dependent variables, specifically between visionary leadership and organizational culture, as mediated by educational quality. This approach was chosen because it enables researchers to identify and explain the direct influences between variables by testing structural models based on existing theories and previous empirical findings. Through this design, the researcher aims to gain an objective and measurable understanding of the contributions of leadership and the quality of education in shaping organizational culture. The results of this approach are expected not only to strengthen the theoretical foundation but also to make a practical contribution to strategic decision-making in the development of the education system and organizational leadership. Thus, this research is expected to produce relevant recommendations for educational institutions in building an adaptive and innovative organizational culture (Chunhui et al., 2024).

The primary instrument in this study is a closed questionnaire prepared digitally using the Google Forms platform. This questionnaire is designed based on indicators that are valid and relevant to each research variable. Each indicator was measured using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree," to capture respondents' perceptions and attitudes quantitatively. The sample consisted of 100 respondents selected using the purposive sampling technique, with the primary criterion being that the respondents were members of educational institutions who understood the organizational context and leadership within their institutions. Respondents' demographic data were also collected for further analysis, including variables such as age, gender, and level of work experience. The purposive selection of respondents aims to ensure that the data collected is truly relevant and representative of the condition of the educational organization being studied (Cho, 2018).

Data analysis was conducted using the Structural Equation Modeling approach based on Partial Least Squares (SEM-PLS), with the aid of SmartPLS software (Edeh et al., 2023). This analysis is conducted in two main stages: the evaluation of the measurement model (outer model) and the evaluation of the structural model (inner model). In the first stage, the evaluation of the measurement model is conducted to ensure that the indicators used possess adequate validity and reliability. The test included checking the value of the loading factor, Average Variance Extracted (AVE), Cronbach's Alpha, and Composite Reliability (CR) (Hair et al., 2019). The indicator is considered valid if it has a loading above 0.70 and an AVE above 0.50. The reliability of the construct is deemed good if the CR

and Cronbach's Alpha values exceed 0.70, respectively. In addition, discriminant validity was also analyzed using Fornell-Larcker criteria and the Heterotrait-Monotrait ratio (HTMT), with the ideal HTMT being below the threshold value of 0.90 or 0.85 for the more stringent model (Hair et al., 2012).

Once the measurement model meets the criteria of validity and reliability, the analysis proceeds to the stage of evaluating the structural model. This stage aims to test the strength and direction of the relationship between latent constructs and test the hypotheses that have been formulated. At this stage, the analysis is conducted by assessing path coefficients, t-statistic values, and p-values to determine the significance of the relationship between variables. Additionally, the R-squared value is used to assess the extent to which exogenous variables explain the variability of endogenous variables. The effect size (f^2) was also analyzed to determine the relative contribution of each construct to the model. The bootstrapping technique is used as a statistical procedure to test the significance of the path more accurately. With reference to the guidelines by Hair et al. (2021), the use of SEM-PLS is considered appropriate for complex models and relatively small sample counts, making this method a robust approach to empirically evaluating causal relationships in this study.

RESULTS AND DISCUSSION

Before testing the hypothesis, a validity and reliability analysis is carried out to ensure that each indicator in the research construct meets the necessary statistical criteria, thereby ensuring the quality of the measurement instrument. These results are described in Table 1.

Table1. Reliability and validity indicators

	Item reliability		**Convergent validity**	
Variable	**Indicator**	**Loading**	**AVE**	**CA**
Organizational Culture	OC1	0.867	0.659	0.869
	OC2	0.798		
	OC3	0.856		
	OC4	0.856		
	OC5	0.665		
Quality Of Education	QUE1	0.893	0.709	0.917
	QUE2	0.699		
	QUE3	0.822		
	QUE4	0.861		
	QUE5	0.886		
	QUE6	0.876		
Visionary Leadership	VL1	0.800	0.654	0.894
	VL2	0.773		
	VL4	0.781		
	VL4	0.789		
	VL5	0.874		
	VL6	0.830		

The results of the reliability and validity analysis show that all variables in this study meet the set criteria. Organizational culture has five indicators with a loading factor value ranging from 0.665 to 0.867. An AVE value of 0.659 indicates good convergence validity (AVE > 0.5), and a Cronbach's Alpha (CA) value of 0.869 indicates high reliability. Quality of Education consists of six indicators with a loading factor between 0.699 and 0.893, AVE of 0.709, and CA of 0.917, which reflects excellent validity and reliability. Meanwhile, Visionary Leadership has six indicators with a loading factor

ranging from 0.773 to 0.874, AVE of 0.654, and CA of 0.894, which also meet the validity and reliability criteria. These results show that all the latent variables in the model are reliable for further analysis. Hair et al. (2019) stated that a loading factor value above 0.5 is considered satisfactory, an AVE value above 0.5 indicates good convergence validity, and a Cronbach's Alpha value above 0.7 indicates high reliability (Hair et al., 2019).

This is because all indicators in each latent variable have met the statistical criteria set to measure the validity and reliability of the research instrument. This indicates that the instrument used is capable of consistently and accurately representing the measured construct. A loading factor value above 0.5 indicates that each indicator has a considerable contribution to the variable it represents. In contrast, an AVE value above 0.5 proves that more than half of the indicator's variance can be explained by latent constructs, confirming the validity of the convergence. Additionally, Cronbach's Alpha values exceeding 0.7 indicate that the overall items in the construct possess high internal consistency. Therefore, the success of all variables in meeting the loading factor, AVE, and CA standards as recommended by Hair et al. (2021). This is the primary basis for concluding that this model is feasible and can be applied in subsequent analyses.

Table 2. Discriminant Validity of Constructs

Variable	Organizational Culture	Quality Of Education	Visionary Leadership
Organizational Culture			
Quality of Education	0.732		
Visionary Leadership	0.848	0.695	

Table 2 presents the results of the validity test for discriminating between variables in the research model. The values listed above the diagonal indicate the correlation values between the relevant constructs. For Organizational Culture and Quality of Education, a correlation value of 0.732 indicates a significant relationship between the two variables, while still maintaining a fairly distinct difference between them. Meanwhile, the relationship between Organizational Culture and Visionary Leadership was stronger, with a correlation value of 0.848, indicating a high correlation while still maintaining discrimination between the constructs. The correlation between the Quality of Education and visionary leadership, at 0.695, also indicates a significant relationship, while maintaining the difference between these constructs. Overall, all the correlation values between the constructs were lower than 0.85, which supports the validity of good discrimination in this model. Kline emphasizes the importance of ensuring that the correlation values between constructs are not too high (usually below 0.85) to ensure they are well distinguishable (Kline, 2023).

This is because the analysis of discriminant validity shows that, even though there is a significant relationship between the constructs in the model, each construct can still be well distinguished. This is demonstrated by the correlation values between the variables, which are all below the threshold of 0.85, indicating that there is no overlap in meaning between the constructs. For example, although Organizational Culture has a fairly high correlation with Visionary Leadership ($r = 0.848$), this value is still within acceptable limits, so the two are still considered distinct constructs. According to Kline (2023), it is essential to maintain a moderate correlation between constructs to ensure the validity of the discriminator, allowing for more accurate and unbiased interpretation of the analysis results, and preventing redundancy between variables.

Table 3. Heterotrait Monotrait Criterion

Variable	Organizational Culture	Quality Of Education	Visionary Leadership
Organizational Culture	0.812		
Quality Of Education	0.666	0.842	
Visionary Leadership	0.758	0.639	0.809

The Heterotrait–Monotrait Ratio to Total (HTMT) table presents the results of a more in-depth discriminatory validity test between constructs in the research model. The values listed in this table illustrate the ratio between cross-correlation (heterotrait) and similar correlation (monotrait) between constructs. For Organizational Culture and Quality of Education, the HTMT value of 0.666 shows that although there is a significant relationship between the two variables, the difference in the construct is well maintained. The HTMT value between Organizational Culture and Visionary Leadership was 0.758, indicating a strong relationship while maintaining the validity of the desired discrimination. Meanwhile, the relationship between Quality of Education and Visionary Leadership has an HTMT value of 0.639, indicating a significant relationship but still exhibiting structural discrimination. All HTMT values in this table are lower than the recommended threshold (0.85), which supports the conclusion that the constructs in this model have good and reliable discriminatory validity (Sarstedt et al., 2017).

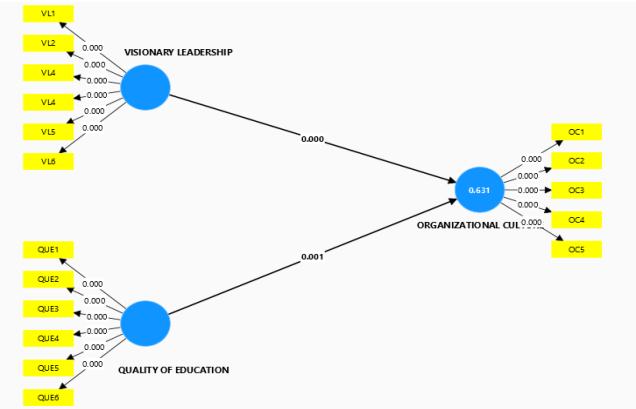


Figure 2. Analysis of the Relationship Path

Figure 2 shows the results of the bootstrapping test in the path analysis model based on Structural Equation Modeling (SEM). The model comprises three primary constructs: Visionary Leadership, Quality of Education, and Organizational Culture. Each construct is measured through indicators indicated by yellow boxes (e.g., VL1–VL6 for Visionary Leadership, QUE1–QUE6 for Quality of Education, and OC1–OC5 for Organizational Culture). Arrows indicate the relationships between constructs, and each path has a significance value (p-value) expressed as a numerical value. Henseler et al. (2016) describe the use of bootstrapping in Partial Least Squares (PLS)-SEM, including how this technique is used to test path significance and validate structural models.

According to the results, Visionary Leadership and Quality of Education have a direct impact on Organizational Culture. The p-values on all pathways (expressed as 0.000 or 0.001) indicate a high level of significance with a coefficient of <0.05, so the relationship can be considered statistically significant. The Organizational Culture construct has a loading value of 0.631, which shows the contribution of the indicators to the formation of this construct (Byrne, 2013).

Table 4. Hypothesis Testing

Hypothesis	Coefficient	SD	T statistics	P values	Categories
H1: Quality Of Education -> Organizational Culture	0.306	0.089	3.429	0.001	Accepted
H2: Visionary Leadership -> Organizational Culture	0.563	0.103	5.486	0.000	Accepted

The results of hypothesis testing show that the Quality of Education has a significant influence on Organizational Culture with a coefficient of 0.306, a standard deviation (SD) of 0.089, and a T-statistical value of 3.429. A p-value of 0.001 indicates that this relationship is statistically significant at a significance level of 0.05, so the first hypothesis is accepted. In addition, Visionary Leadership has also been proven to have a significant influence on Organizational Culture, with a coefficient of 0.563, a standard deviation (SD) of 0.103, and a T-statistical value of 5.486. A p-value of 0.000 indicates a statistically significant relationship, so the second hypothesis is also accepted. Based on the value of the coefficient, Visionary Leadership has a more substantial influence on Organizational Culture than Quality of Education. This emphasizes the importance of visionary leadership roles in shaping a strong organizational culture(Gefen et al., 2000).

The results of the analysis show that all constructions in the model meet the criteria of validity and reliability, both in terms of convergent and discriminatory validity (Cheung et al., 2024). The indicators used have a significant contribution to latent construction, and each construction can be clearly distinguished from the others. The validity of the discrimination was tested through the correlation approach and the Heterotrait-Monotrait Criteria, yielding good results that ensured the measurement model's reliability (Voorhees et al., 2016). In hypothesis testing, Visionary Leadership and quality education have been proven to have a significant influence on organizational culture. Visionary Leadership has a stronger impact than Quality Education, emphasizing the importance of visionary leadership in shaping organizational culture. These results underscore that the quality of education and visionary leadership are crucial factors in developing an effective organizational culture (Al-Swidi et al., 2021). These results outline the theoretical and practical implications, which are discussed in the following.

First, the Quality of Education has a significant influence on organizational culture. This can be attributed to the fact that the quality of education contributes directly to shaping and strengthening organizational culture. Quality education provides a foundation for members of the organization to develop values, mindsets, and behaviors that align with the organization's goals and vision. By improving the quality of education, individuals within the organization are better able to understand and internalize the desired work culture, thereby creating a more cohesive, productive, and aligned organizational environment that embodies the expected core values (Budiharso & Tarman, 2020). This is referred to as Organizational Culture Theory, which explains how organizational culture is formed and maintained through the values, norms, and practices that exist in the organization. The quality of education plays a crucial role in shaping the values and mindset of an organization's members, which in turn influences the overall organizational culture (Schein, 2010).

The empirical evidence aligns with previous research (Aboramadan et al., 2020; Azeem et al., 2021; Al-Swidi et al., 2021), with an extension. First, this study has limited empirical evidence regarding the integrated phenomenon of knowledge sharing and organizational innovation. Second, the study notes a lack of documentation regarding certain cultural layers that affect competitive advantage, suggesting that the understanding of these relationships still needs to be improved. This can hinder the development of a more comprehensive theory of the relationship between organizational culture, knowledge sharing, and innovation (Salehi & Alanbari, 2024). Meanwhile, the

study presents empirical evidence and develops a more comprehensive theoretical model, which in turn will encourage the application of best practices in organizations. In addition, this study enriches the literature by providing a more detailed explanation of the role of knowledge-sharing mediation in strengthening the influence of organizational culture on innovation. The developed model also takes into account contextual dynamics that were often overlooked in previous research, such as leadership factors and organizational structure (Johns, 2024). Thus, the theoretical and practical contribution of this research becomes more significant in building the foundation of sustainable knowledge management. Second, Visionary Leadership is proven to have a significant influence on organizational culture, as evidenced by the coefficients. This means that leaders with a clear vision can inspire, motivate, and instill values that support shared goals, thereby creating a strong, adaptive, and aligned organizational environment to achieve a long-term vision (Bakker et al., 2023). This aligns with the theory of Transforming Leadership (Burns, 2012), which introduces the concepts of transformational and transactional leadership, emphasizing the importance of vision and inspiration in leadership. This empirical evidence aligns with previous research, albeit with notable differences (Budiharso & Tarman, 2020; Lopez, 2021). The study highlighted a positive relationship between organizational culture, knowledge sharing, and organizational innovation, which also contributes to competitive advantage.

Additionally, it explored similarities and differences with contemporary leadership theories and practices, as well as various approaches to student engagement and success. However, the uniqueness of this study lies in the integration between the variables of visionary leadership and the quality of education within the context of organizational culture, which was quantitatively analyzed using the SEM-PLS method. This approach has not been extensively empirically described in previous literature. Previous research has generally employed a qualitative or descriptive approach, which limits the ability to generalize the findings widely. With a quantitative approach and structural design, this study offers a more measurable and applicable theoretical model (Stank et al., 2024). Another novelty lies in the local context of Islamic higher education in Indonesia, which is still rarely studied in this framework, thus making a significant contribution to the development of leadership theories and organizational culture improvement strategies that are contextually and practically relevant.

In addition to the above narrative, the novelty of this research lies in the simultaneous mapping of the influence of Education Quality and Visionary Leadership on Organizational Culture in the context of Islamic-based educational institutions, using a quantitative approach based on SEM-PLS, which has not been widely employed in previous research. First, the findings on the significant influence of Education Quality on Organizational Culture show that organizations, especially in the field of education and training, need to pay special attention to improving the quality of education. This can be done through the development of a relevant curriculum, high-quality training, and the creation of a supportive learning environment. Thus, organizations can foster a more innovative, collaborative, and quality-improvement-oriented work culture that is sustainable (Albaroudi & Iqbal, 2024; Umar et al., 2025).

Second, the finding that Visionary Leadership has a stronger influence on Organizational Culture confirms the importance of leaders with a clear vision in shaping an adaptive and progressive organizational culture. Visionary leaders inspire and encourage teams to work effectively toward the organization's long-term goals. Therefore, organizations are advised to identify, train, and support leaders with visionary characteristics, as well as build a work environment that allows that leadership style to develop optimally. The integrative approach presented in this study offers a conceptual model that educational institutions can utilize to foster a resilient organizational culture through the synergy between quality education and visionary leadership, ultimately enhancing the competitiveness and sustainability of the organization (Qaiser & Hassan, 2024; Smollan & Mooney, 2024).

Although this research makes an important contribution to understanding the influence of Visionary Leadership and Quality of Education on Organizational Culture, some limitations need to be considered. First, the study only involved respondents from one educational institution, so the generalization of the findings to the broader organizational context may be limited. Second, this study employs a quantitative approach that may not be able to capture the nuances of qualitative aspects, such as subjective perceptions or more complex social dynamics within organizations. Third, this study focuses solely on two main variables (Visionary Leadership and Quality of Education), and therefore, other factors such as organizational structure, external environment, or team dynamics are not considered. Therefore, further research is recommended to expand the scope of the sample, incorporate qualitative approaches, and include additional variables to gain a more holistic understanding of the formation of organizational culture.

CONCLUSION

This study concludes that Visionary Leadership and Quality of Education significantly affect Organizational Culture, with Visionary Leadership having a more dominant effect. Visionary leaders who have a clear vision are better able to shape organizational values, inspire behavior change, and foster a strong, adaptive, and innovation-oriented culture. Meanwhile, Quality Education contributes to strengthening the organization's culture by equipping members with knowledge, mindsets, and values that are aligned with the organization's goals. The application of these findings suggests that organizations, particularly educational institutions, should prioritize the development of visionary leadership and invest in high-quality education or training programs to foster a cohesive and progressive organizational environment. This will not only enhance internal collaboration and cultural alignment but also improve the organization's long-term performance and sustainability. Despite the existing contributions, the study has some limitations, including its focus on a single institution, reliance on only quantitative approaches, and examination of only two variables. This constraint limits generalization and ignores other influential factors. Future research should expand the sample size, integrate qualitative methods, and explore additional variables to achieve a more comprehensive understanding of organizational culture.

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