

Corporate Culture and Visionary Leadership as Determinants of Customer Interest in Education

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ABSTRACT

In the current era of educational disruption, Islamic educational institutions face increasingly intense competition. Ideally, a madrasah should serve not only as a center for the transmission of religious knowledge but also as a highly competitive institution. This study aims to explore and analyze the construction of corporate culture and the role of visionary leadership as drivers of customer interest in education at MTsN 2 Tulungagung. Using a mixed methods approach with a sequential exploratory design, data were collected through in-depth interviews with madrasah management and subsequently tested quantitatively through regression analysis in SPSS. The results show that visionary leadership plays a crucial role in strengthening organizational culture (significance = 0.006), accounting for 28.8% of its variance. Simultaneously, visionary leadership and corporate culture had a significant effect on customer interest (significance = 0.002), jointly explaining 39.7% of its variance. Qualitative findings reveal that internalizing the spirit of “Madrasahnya para Juara” (The Champions’ Madrasah) and integrating religious and professional values are the main foundations for building the institution’s reputation. Although visionary leadership shows a negative partial relationship, interpreted as reflecting strategic communication barriers, the synergy between the two variables remains a key driver of public trust. The study recommends strengthening public relations strategies to align leadership vision with public perceptions in order to sustain customer loyalty in education.

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1. Introduction.

In the current era of educational disruption, Islamic educational institutions face increasingly intense competition. Ideally, a madrasah is expected to serve not only as a center for the transmission of religious knowledge but also to transform into a highly competitive institution with professional management comparable to that of modern organizations (Waruwu et al., 2022). Public expectations of Islamic education have shifted: society now demands institutions that offer assured quality, orderly systems, and a clear future direction. However, empirical realities show that many Islamic educational institutions remain trapped in traditional management, stagnant work cultures, and leadership that is insufficiently adaptive to changing times, which has led to declining interest among educational customers, namely students' parents or guardians.

This gap between quality expectations and managerial realities often becomes the main obstacle preventing madrasahs from developing into transformative institutions. Amid a widespread decline in school attractiveness, MTsN 2 Tulungagung presents a positive anomaly. As an Islamic educational institution in the Tulungagung region, the madrasah has addressed public doubts by strengthening its internal organizational foundations through visionary leadership. This leadership highlights not only the role of visionary leaders in driving strategic change and innovation but also the management and transformation of organizational culture in order to face global challenges and enhance the institution's appeal and relevance in the eyes of society (Durairaj et al., 2024). Such leaders are often expected to embody, in their own conduct, the values and long-term direction they promote for the institution (Whang, 2025). More broadly, visionary leadership has been shown to relate positively to overall organizational effectiveness across sectors (Taylor et al., 2014).

MTsN 2 Tulungagung has constructed a strong corporate culture, reflected in high discipline and cohesion among all its human resources, including the involvement of students in various student affairs activities. Student engagement in learning, organizational activities, and interpersonal relationships plays an important role in shaping their satisfaction and loyalty (Mustajib; Ni'matul, 2025). This organizational culture did not emerge organically; rather, it was driven by the visionary leadership of the madrasah head, who is able to formulate a future vision in concrete and measurable terms. The visionary leadership of a madrasah head is the primary foundation for defining a clear, objective, and measurable direction for the institution. Likewise, effective leadership communication has been shown to foster a transformative organizational culture (Nasukah et al., 2020). A leader's ability to anticipate the challenges of the era enables the madrasah to remain relevant amid global disruption. The success of this transformation depends heavily on integrating a firm, disciplined work culture with an innovative educational vision. This synergy creates a high-quality educational ecosystem in which all madrasah members share a collective commitment to academic and moral excellence. Through planned strategies, the madrasah head acts not merely as a manager but also as a catalyst who converts potential into tangible achievement in order to produce a competitive and outstanding generation (Mulyasa, 2003). This is consistent with evidence that the combination of organizational culture, principal leadership, and staff motivation jointly determines teacher performance in madrasah settings (Hasibuan, 2022).

Consistent with these preliminary findings, this success is evidenced by a significant growth trend in customer interest in education. Data show that the number of new student applicants at MTsN 2 Tulungagung has risen consistently year over year: 902 applicants in the 2024/2025 academic year, 1,016 in 2025/2026, and 1,072 in 2026/2027. This phenomenon warrants closer examination because customer interest, that is, prospective parents' interest in choosing a school, is strongly shaped by their perceptions of the institution's internal performance. In addition, the achievements of MTsN 2 Tulungagung at regional and national levels provide consistent evidence of an educational quality that can compete. The madrasah has won no fewer than 500 championship trophies, which serve as an indicator of the institution's success in developing students' potential to the fullest. For the community, these achievements build trust and a strong positive image, making them a principal determinant in school choice. This mirrors research showing that parents' school-choice decisions are often anchored in visible, easily verifiable indicators of institutional quality and reputation (Blake & Mestry, 2020), a pattern also identified in systematic reviews of how marketing shapes school-choice decisions more broadly (Greaves et al., 2023). The more recognition the madrasah receives, the greater parents' interest and enthusiasm for

enrolling their children in a madrasah whose slogan is “*Madrasahnya para Juara*” (The Champions’ Madrasah).

Previous studies have generally examined visionary leadership and organizational (corporate) culture separately, or have examined both in Islamic educational institutions experiencing stagnation or declining customer interest. Embedding a genuine market orientation within an Islamic school’s culture has been identified as a key lever for sustaining stakeholder interest in such contexts (Shaikh & Kazmi, 2021), echoing findings that school image, cost, and promotion jointly attract new student enrollment (Firmandani et al., 2023). Consequently, few studies have specifically integrated the two variables as joint drivers in the context of a madrasah that shows a positive anomaly, namely a rising trend in customer interest. The novelty of this study lies in its use of a mixed methods approach to simultaneously test the roles of visionary leadership and corporate culture in customer interest in education in a madrasah characterized by consistent achievement and applicant growth. The resulting integrative model is expected to serve as a reference for other Islamic educational institutions facing similar challenges.

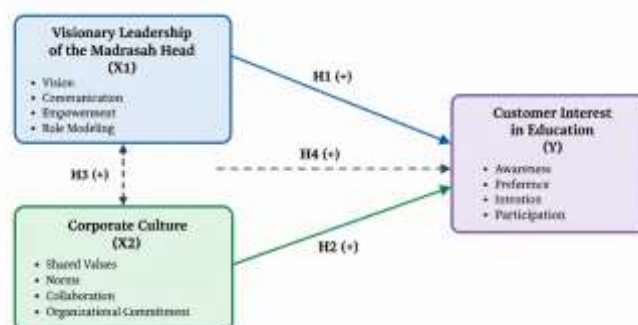
This article aims to examine how the construction of corporate culture and the effectiveness of visionary leadership function as primary drivers of customer interest. Through this analysis, an integrative model linking organizational discipline and leadership vision is expected to emerge, which may serve as a reference for transforming other Islamic educational institutions and enhancing their competitiveness in the global education market.

2. Research Method

This study employed a mixed methods approach with a sequential exploratory design. This approach was chosen to provide a more objective, reliable, valid, and comprehensive understanding of the research problem (Sugiono, 2008). The design prioritizes an initial qualitative exploration to identify key indicators, followed by quantitative testing to measure the statistical effects among variables. In outline, the research proceeded in two phases, as follows:

Phase 1: Qualitative exploration. This phase aimed to build an in-depth understanding of how organizational culture and visionary leadership are constructed at MTsN 2 Tulungagung. In line with the principles of qualitative research, the data collected were descriptive, processed to reveal meaning, and emphasized the natural context and in-depth interpretation of the behaviors and processes occurring in the field (J.Moleong, 2014). The participants were the madrasah head, deputy heads, teachers, and representatives of the school committee. Data were collected through in-depth interviews, participant observation, and documentation studies related to the research focus. The data were then analyzed using the interactive model of Miles, Huberman, and Saldaña. The analysis began with data condensation, that is, summarizing, selecting, and focusing raw data into core information relevant to the madrasah head’s visionary leadership and corporate culture. Next, data display was conducted by organizing the information into descriptive narratives. The final stage was conclusion drawing, which informed the development of the questionnaire for the quantitative phase.

Phase 2: Quantitative testing. In this phase, the findings of the initial exploration were generalized to a broader population using statistical data (SPSS output). The population and sample comprised teachers and users of educational services in the community (students’ parents or guardians) at MTsN 2 Tulungagung. The research variables were two independent variables, namely the madrasah head’s visionary leadership (X1) and corporate culture (X2), and one dependent variable, customer interest in education (Y). The relationships among the variables are shown in the following diagram:



The quantitative phase tested four relationship patterns: X1 with X2, X1 with Y, X2 with Y, and X1 and X2 simultaneously with Y. Data were analyzed using multiple linear regression in SPSS to obtain the coefficient of determination (R^2) and the significance of partial and simultaneous effects. Prior to the analysis, the data passed normality, linearity, and heteroscedasticity tests. Statistical results were interpreted on the basis of the following criteria:

2.1. Probability value analysis. The primary basis for statistical decisions was the *Sig. (2-tailed)* column. At a 95% confidence level ($\alpha = 0.05$), the testing criteria were:

2.1.1. Significant ($p < 0.05$): indicates a real effect or difference.

2.1.2. Not significant ($p > 0.05$): indicates no strong effect.

2.2. Comparison of test statistics (F-test and t-test)

The results can also be validated by comparing the empirical values obtained from the data with the theoretical values in the statistical tables:

2.2.1. *t*-test: if the calculated *t* value exceeds the critical *t* value, the variable is considered to have a significant individual effect.

2.2.2. F-test: if the calculated F value exceeds the critical F value, the independent variables collectively affect the dependent variable.

2.3. Estimation of coefficients and variable contributions

The direction of effect was identified from the *Unstandardized Coefficients (B)*:

2.3.1. Positive coefficient: indicates a relationship in the same direction between variables.

2.3.2. Negative coefficient: indicates a relationship in the opposite direction.

2.3.3. Coefficient of determination (R^2): the R Square value measures the proportion of variance in the dependent variable that is explained by the model.

Accordingly, the operational research design is presented in Table 1.

Stage	Main Activity	Output/Result
Step 1	Qualitative exploration	Identification of cultural values and school vision.
Step 2	Instrument development	Questionnaire based on qualitative findings.
Step 3	Quantitative survey	Numerical data (SPSS data from MTsN 2).
Step 4	Data integration	Interpretation of statistical results through qualitative narrative.

3. Results

3.1 Construction of Corporate Culture and Visionary Leadership

The results show that corporate culture at MTsN 2 Tulungagung is constructed through a strong integration of religious and professional values. The madrasah head emphasizes that work culture goes beyond administrative compliance and entails internalizing the madrasah's vision in daily behavior, such as high discipline and a humanistic service culture. The head acts as a central figure who transforms organizational values into a collective identity, with digital service innovation and open communication as the main strategies. The synergy between a firm work culture and adaptiveness to contemporary needs has produced an image of a trustworthy institution, which acts directly as a primary driver of customer interest and loyalty in the region. This is consistent with theoretical work linking organizational culture, identity, and external image as interdependent constructs.

The madrasah head consistently promotes the spirit of "MTsN 2 as *Madrasahnya para Juara*" (The Champions' Madrasah) as both a slogan and an intrinsic motivation for all madrasah members. This narrative is more than a slogan; it is the essence of the corporate culture, which requires each individual to

hold a winning mindset and an orientation toward the highest achievement. On every occasion, the head stresses that the title of “champion” covers a broad spectrum, from academic excellence and non-academic competence to noble character (*akhlakul karimah*). Internalizing this spirit has fostered collective self-confidence, encouraging teachers and students to exceed standard expectations through innovation and dedication. This strong branding functions as an effective attractor that strengthens the madrasah’s position in the public eye as a competitive and prestigious educational institution. This parallels evidence that deliberate public relations management is instrumental in building a positive school image.

Consistent with this, the Deputy Head for Curriculum affirmed that corporate culture is implemented concretely through the standardization of adaptive and innovative learning quality. In the interview, the informant explained that the curriculum is designed not only to pursue academic achievement but also to integrate the character values that distinguish the madrasah. Alignment with the madrasah head’s vision is evident in teachers’ work discipline in preparing digital-based teaching administration, as a form of modern work-culture transformation.

The informant further noted that curricular innovations, such as the excellence-class program and the diversification of extracurricular activities, are designed to respond precisely to the needs of educational customers. Firmness in maintaining instructional quality in the classroom reflects a tangible commitment to community satisfaction. By creating a learning ecosystem that is competitive yet humanistic, the curriculum division acts as an engine that translates leadership vision into quality learning experiences. This synergy systematically strengthens the madrasah’s appeal and makes it a first choice for parents seeking a visionary and well-structured education. This is in line with findings that academic service quality and promotion jointly influence prospective students’ interest in enrolling at a madrasah.

The Deputy Head for Student Affairs stated that developing students’ talents and interests is a strategic pillar in realizing the vision of *Madrasahnya para Juara*. The madrasah consistently facilitates a wide range of professionally managed extracurricular activities to identify each student’s unique potential. Through intensive and systematic coaching, the madrasah has produced numerous achievements at regional and national levels in the arts, sports, and religious fields. The more than 500 achievements recorded in 2025 provide tangible evidence of the effectiveness of a results-oriented corporate culture. The large number of trophies and awards won by students creates strong public testimony and enhances the institution’s brand image as a driver of customer interest. This has been a significant factor in the growing number of parents wishing to enroll their children at MTsN 2 Tulungagung. The student affairs division’s consistent success in converting students’ interests into championship achievements has established the madrasah as an institution that is intellectually strong and also competitive in developing students’ character and talents.

3.2 Effect of Visionary Leadership on Corporate Culture

Statistically, the madrasah head’s visionary leadership plays a crucial role in constructing and strengthening corporate culture at MTsN 2 Tulungagung, as indicated by a significance value of 0.006. This finding indicates that a leader’s ability to formulate strategic direction and effectively communicate future values is a primary foundation for a work environment of integrity. The analysis shows that the visionary leadership variable ($R^2 = 0.288$) accounts for 28.8% of the variance in organizational culture, with a positive relationship indicated by a regression coefficient of 0.449. This implies that each strengthening of visionary leadership is followed linearly by an improvement in the quality of organizational culture. Furthermore, an F value of 9.312 with a significance of 0.006 (< 0.05) confirms that visionary leadership is a valid and significant predictor of cultural dynamics in the institution. The synergy between the madrasah head’s clear vision and the internalization of organizational values creates a professional, disciplined, and achievement-oriented work ecosystem. Practically, these results demonstrate that the transformation of corporate culture cannot be separated from the role of the leader as a visionary change agent. Accordingly, the success of MTsN 2 Tulungagung in sustaining its reputation as a leading institution depends strongly on the leader’s consistency in nurturing collective values derived from the madrasah’s strategic vision. This is consistent with evidence that transformative, religiously grounded leadership is instrumental in building madrasah work culture.

3.3 Effect of Visionary Leadership on Customer Interest

Visionary leadership was found to have a highly significant effect on customer interest at MTsN 2 Tulungagung, with a significance value of < 0.001 . This finding indicates that the madrasah head's ability to formulate and communicate a vision of the future is a key factor influencing public perception. The magnitude of the significance value suggests that a visionary leader serves as a reference point for the community in assessing the quality and development trajectory of the madrasah. This reinforces the role of the madrasah head not merely as a manager but as a strategic driver capable of determining the institution's appeal to prospective educational customers. This mirrors findings that elementary principals' visionary leadership is meaningfully associated with school performance outcomes.

3.4 Effect of Corporate Culture on Customer Interest

In addition to leadership, corporate culture also showed a significant partial effect on customer interest, with a significance value of **0.019**. The positive regression coefficient of **0.896** indicates a unidirectional relationship, in which strengthening organizational culture in the madrasah linearly increases customer interest. A solid organizational culture, reflected in staff discipline and professionalism, creates a trustworthy educational ecosystem. Simultaneously, the combination of visionary leadership and corporate culture contributes 39.7% of the variance in customer interest, as indicated by an R^2 value of 0.397. This result confirms that the synergy between directed leadership and a work environment with strong character is an effective strategy for building a positive institutional image and sustainably winning public trust. This is consistent with evidence that corporate culture is systematically associated with organizational performance.

3.5 Simultaneous Effect of Visionary Leadership and Corporate Culture on Customer Interest

The simultaneous test indicates that the madrasah head's visionary leadership and corporate culture jointly have a significant effect on customer interest at MTsN 2 Tulungagung. This is evidenced by a significance value of 0.002, well below the 0.05 threshold, and an F value of 7.906. Statistically, the combination of visionary leadership and corporate culture yields an R^2 of 0.397, indicating a positive joint influence that explains 39.7% of the variance in customer interest. The analysis shows that the synergy between visionary leadership and a solid corporate culture has a tangible effect on public enthusiasm. Together, the two factors account for 39.7% of the variance in customer interest, underscoring their importance, when considered simultaneously, as primary drivers in attracting prospective educational customers. This aligns with research identifying the antecedents that jointly shape institutional reputation and student satisfaction in educational settings.

4. Discussion.

4.1 Construction of Corporate Culture and Visionary Leadership

Leadership at MTsN 2 Tulungagung exemplifies visionary leadership. By transforming organizational values into a strong collective identity, the madrasah head acts as a central figure who not only formulates future strategic direction but also communicates the vision effectively until it becomes embedded in the daily behavior of all madrasah members. A salient characteristic is the head's consistent promotion of the spirit of "MTsN 2 as *Madrasahnya para Juara*," which functions as an intrinsic motivation for academic excellence and noble character. The leader demonstrates high adaptability to contemporary needs by integrating digital service innovation and open communication as principal strategies for building the institution's reputation. Through an inspirational, achievement-oriented leadership style, the head has fostered collective confidence and a competitive yet humanistic educational ecosystem. The synergy between a clear vision and the internalization of professional values significantly strengthens the institution's image as a trustworthy and prestigious educational institution in the eyes of the public (Mikidenko & Storozheva, 2025). This corroborates evidence that school leadership style and organizational culture jointly shape an institution's image among its stakeholders (Kalkan et al., 2020). This is also consistent with evidence that excellent service, viewed through a lens of public perception and expectation, shapes stakeholder trust in educational institutions (Zamroni & Fajri, 2022).

Visionary leadership in education is characterized by the madrasah head's ability to formulate and communicate a clear, innovative, and inspiring future direction to all stakeholders (Liswati et al.,

2023). The principal strength of such leaders lies in integrating values of integrity and transparency into organizational culture, thereby creating a credible brand image in the eyes of the public (Durairaj et al., 2024). Deliberate brand-management practices, consistent messaging, imagery, and stakeholder communication, have similarly been shown to shape how the public perceives a school (DiMartino & Jessen, 2016). Visionary leaders act as primary drivers of customer interest by consistently ensuring the quality of educational services and building institutional reputation through strategic excellence. This is in keeping with evidence-based reviews showing that transformational and visionary leadership practices reliably produce positive organizational effects (Deng et al., 2022).

Corporate culture in educational institutions plays a crucial role in shaping the foundation of values, behavioral patterns, and environmental atmosphere that influence interactions between educators and students (Alafnan, 2021). Essentially, this culture is an integrated system comprising shared values, collective norms, and organizational traditions that serve as a compass for institutional operations. Through strong cultural internalization, a madrasah can create a unique identity that directs all human resources toward a common vision. This dynamic ensures that every organizational function operates harmoniously, professionally, and consistently in pursuit of sustainable standards of educational excellence for all stakeholders. In higher education contexts, corporate culture is essential for fostering collaboration, motivation, and alignment with institutional goals (Abdalina et al., 2020). Embedding a market orientation within school culture has likewise been identified as essential for institutions seeking to remain responsive to the needs and expectations of prospective students and their families (Oplatka & Hemsley-Brown, 2007). Relatedly, charismatic leadership has been shown to improve teacher work discipline in madrasah settings (Muali et al., 2022), while a strong organizational culture can itself act as a catalyst for institutional development, such as literacy programs in Islamic boarding schools (Humaidi, 2024).

4.2 Effect of Visionary Leadership on Corporate Culture

The finding that visionary leadership significantly strengthens corporate culture ($p = 0.006$; $R^2 = 0.288$; $B = 0.449$) is consistent with the qualitative evidence that the madrasah head translates strategic vision into everyday norms of discipline, service, and achievement orientation. It also accords with earlier work showing that leaders who communicate direction effectively foster a transformative organizational culture (Nasukah et al., 2020) and who embed integrity and transparency in organizational values (Durairaj et al., 2024). At the same time, an R^2 of 0.288 means that more than 70% of the variance in corporate culture is attributable to factors other than visionary leadership, which were not examined in this study. This aligns with broader evidence that vision-based leadership practices—clearly communicating direction and modeling it in daily behavior—are associated with improved school performance (Kantabutra, 2005). This is consistent with evidence that organizational culture shapes affective commitment through a social identity mechanism (Latif et al., 2025).

4.3 Effect of Visionary Leadership on Customer Interest

Conceptually, visionary leaders are expected to act as primary drivers of customer interest by consistently ensuring service quality and building institutional reputation through strategic excellence (Liswati et al., 2023), which makes the present partial result all the more notable. Although the overall effect is positive, the partial analysis reveals an unexpected finding regarding visionary leadership and customer interest. Statistically, this variable has a significance value of < 0.001 but with a negative direction, as indicated by a t value of -4.266 and a regression coefficient of -2.550 , which points to a significant negative relationship between visionary leadership and customer interest. This anomaly opens an interesting avenue for discussion in the context of educational management and may be explained through several plausible arguments. *First*, the public often assesses school quality on the basis of visible physical indicators or immediate achievements, whereas visionary leadership focuses on abstract, long-term transformation. Limited public understanding of the essence of the madrasah head's strategic vision means that this aspect is not a primary consideration in school choice. *Second*, there are strategic communication barriers. Even when the madrasah head holds an outstanding vision, if it is not communicated effectively to the public, the community will remain unfamiliar with the institution's policy direction. Consequently, intensifying visionary efforts without accompanying outreach may create confusion in the public eye. This resonates with findings that service orientation, integrity, and

commitment to students are central to administrative performance management in madrasah (Gidayani et al., 2022).

4.4 Effect of Corporate Culture on Customer Interest

Corporate culture showed a significant positive partial effect on customer interest ($p = 0.019$; $B = 0.896$), which is consistent with the view that a strong culture builds a trustworthy educational ecosystem. In education, corporate culture is crucial for strengthening teamwork, organizing professional activities, and aligning efforts toward the institution's strategic goals. A robust culture can revitalize the social traditions and collective morality that are essential for the development of teacher professionalism. This creates an environment that supports self-fulfillment for all stakeholders while ensuring that the educational process is more effective, harmonious, and oriented toward shared progress (Abdalina et al., 2020). It also functions as a mechanism for integrating individual and collective values, thereby creating a cohesive and inclusive environment (Borisova & Tsoy, 2020). This is consistent with evidence that perceived trust moderates the relationship between service quality and student satisfaction in higher education contexts (Singh & Jasial, 2021).

The implementation of corporate culture in educational settings has a significant impact on the work motivation of all organizational members (Krishnan et al., 2024). A healthy organizational culture can instill a sense of belonging and deep dedication in personnel, which is a key factor in accelerating the collective achievement of institutional goals. When corporate cultural values are firmly rooted, individuals tend to feel a higher moral responsibility for the success of educational programs (Huda et al., 2024). Furthermore, the synergy between a strong corporate culture and a visionary leadership style has been shown to act as a catalyst for strengthening educators' commitment. This alignment creates an inspiring work atmosphere in which innovation and positive change are fully supported by the existing value system. The subsequent effects are improved operational efficiency and stronger institutional morality overall. Thus, corporate culture is not merely a set of formal rules but a driving force that turns challenges into opportunities through the loyalty and superior work ethic of education personnel (Chen et al., 2023). This reflects a broader shift in educational marketing toward treating prospective students and their families as customers whose enrollment decisions respond to an institution's marketing mix (Ivy, 2008). Relatedly, digital marketing strategies have been shown to sustain madrasah education services during periods of disruption (Arifin et al., 2023).

4.5 Simultaneous Effect of Visionary Leadership and Corporate Culture on Customer Interest

The simultaneous results ($F = 7.906$, $p = 0.002$; $R^2 = 0.397$) show that customer interest is not influenced by a single factor but results from the synergy between the madrasah head's strategic policies and a conducive work environment. Visionary leadership determines policy direction, while corporate culture provides the foundation for implementing madrasah values in practice. Although corporate culture has a stronger partial effect, when combined with visionary leadership the two become powerful drivers of the appeal of, and public trust in, educational institutions (Cornejo et al., 2025). This is consistent with evidence that service quality, relational trust, and attitude jointly shape prospective students' enrollment intentions (Singh & Manohar, 2024).

In education, a solid corporate culture is the principal foundation for the drivers of customer interest. The synergy between visionary leadership and a strong corporate culture statistically explains 39.7% of the variance in customer interest at MTsN 2 Tulungagung. An institution's reputation and the trust it enjoys depend heavily on the brand image and integrity radiated by everyday organizational activities. Through transparency and consistent quality, institutions can build deep trust. Leadership that aligns values of integrity with work culture not only strengthens internal identity but also effectively enhances the institution's appeal to the public as a credible provider of educational services (Montenegro-Velandia et al., 2025).

5. Conclusion

This study concludes that the synergy between visionary leadership and corporate culture is the principal driver of customer interest at MTsN 2 Tulungagung. Simultaneously, the two variables contribute significantly, accounting for 39.7% of the variance in customer interest in education. Visionary

leadership plays a crucial role in formulating strategic direction and strengthening corporate culture through the internalization of religious and professional values. Although visionary leadership shows a negative partial relationship, which is interpreted as reflecting strategic communication gaps with the public, its role remains vital in building a madrasah ecosystem oriented toward achievement and the institution's long-term competitiveness.

The success of MTsN 2 Tulungagung in winning public trust depends heavily on its ability to transform leadership vision into a tangible, results-oriented work culture. The implementation of the spirit of “*Madrasahnya para Juara*” has created a strong collective identity, as evidenced by more than 500 achievements that attract prospective students' parents. A solid organizational culture, supported by digital curriculum innovation and humanistic service, effectively enhances reputation and customer loyalty. Accordingly, integrating organizational integrity, transparency, and consistent educational quality constitutes a fundamental strategy for educational institutions to sustain their existence and appeal amid global competition.

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