



Leadership management in the management of islamic educational institutions

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ABSTRACT

The purpose of this study is to clarify research on the role of leadership management in the management of Islamic educational institutions. This research uses a qualitative method with a descriptive approach by processing literature, literature study which means as a series of activities related to the method of collecting library information, reading, and storing in the processing of research materials. The results of this study show that the leader is someone who is able to influence the attitudes and deeds of his members in the workplace by using power in his activities that can be directed and influenced by the leader in relation to the tasks of his subordinates that must be carried out. A good leadership spirit is required to be possessed by the leader in order to create a good atmosphere in the management of Islamic educational institutions. The type of leadership applied in Islamic educational institutions greatly affects the success of Islamic educational institutions that are led and must be able to have good leadership competencies in order to work appropriately, fairly, and wisely.

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INTRODUCTION

One of the factors that causes the success or failure of an organization is leadership, the elements contained in leadership are leaders and members. According to Tead; Terry; Hoyt deep (Febrianty, 2020) that leadership can be interpreted as the science, art, and ability of a person who influences others in order to cooperate with him based on the abilities possessed which aims to achieve the desired goals together. Then, Werren Bennis & Burt Nanus deep (Arifudin, 2021) that leadership becomes the reinforcement behind organizational strengths and training is a process aimed at maximally and optimally assisting the organization in creating a workplace in the achievement of goals and then moving the organization to move towards an innovative vision, transformation of knowledge, and transfer of culture and moral values (Irwansyah, 2021). Education really needs to be studied, because educated people know better the meaning of life. In this case, education is divided into three types, namely formal, non-formal, and informal education (Tanjung et al., 2020).

Based on the explanation above, it can be concluded that leadership in educational institutions is the ability to influence, foster, provide motivation, and can move members involved

in development in the field of education and the implementation of education so that the activities to be carried out to achieve educational and teaching goals become more effective, education control runs effectively through management, especially in leadership in education. The word management is taken from the word "to manage" which means processing, processing is carried out with stages of organizing based on management functions, based on which management can be interpreted as a process to achieve goals as expected by all organizational resources (Malayu S.P Hasibuan, 2016). (Muhammad Kristiawan, 2017) argues that management is a science or art in managing, directing, communicating, and utilizing all aspects contained in an organization by using managerial functions (planning, implementing, organizing, and supervising) so that goals can be achieved optimally and optimally in the organization.

The word management is translated in English, namely management, manage is the root of the word that means to teach a horse to move its feet, then the word management contains three meanings, namely thoughts, deeds, and behaviors (Masyhud, 2014), according to (Rahman tanjung, Hanafiah, Opan Arifudin, 2021) that educational leadership management is the most important thing in managing something, whether an institution succeeds or not depends on its management system, meaning that positive leadership management can create quality human beings. Then the institution can succeed and develop on its own, then if the leadership management is not good, it can be ascertained that the institution is lagging behind in all fields. Achieving effective leadership in Islamic educational institutions is simply providing technical skills and conceptual dimensions, while personal skills are marginalized, whereas the effectiveness of managerial activities and the effect they exert on organizational performance are actually strongly influenced by leaders who are sensitive to the use of their personal skills (Ulfah et al., 2022).

Research on leadership management in the management of Islamic educational institutions is not the first research. However, there have been several studies conducted by researchers related to the topic of this study in various points of view and methods/approaches. Previous studies that discussed this topic reviewed various aspects such as improvement, management, application, and strategies, and approaches used such as qualitative research methods.

In addition, several researchers have also conducted research on leadership management in the management of Islamic educational institutions in helping the improvement of principals in managing led educational institutions in order to create qualified and globally competitive students. These previous studies as supporting data for leadership management research in the management of Islamic educational institutions, so this research is related to several previous studies, namely as follows: research Usman Jayadi, Zainul Muttaqin, and Hapipi in a Journal Sains, Teknik, dan Studi Kemasyarakatan, Volume 1, No. 1, Desember 2022, h. 17-26 with the title "Leadership management in Islamic educational institutions". The results of this study show that it is very important to carry out education and training in order to improve the quality of leadership management in Islamic educational institutions (Usman Jayadi, Zainul Muttaqin, 2022), research Ahmad Fauzi in a Journal Nidhomul Haq Volume, 2 No. 2, Juli 2017, h. 53-64 with the title "Leadership of the Head of Madrasah in Developing Islamic Educational Institutions". The results of this study show (1) The quality of leadership of the head of the madrasah in the development of Islamic educational institutions, (2) The leadership efforts of the head of the madrasah in the development of Islamic educational institutions, (3) Supporting factors and obstacles to madrasah leadership in the development of Islamic educational institutions (Fauzi, 2017), research Ummah Karimah in a Journal Al-Murabbi, Volume 2, No. 1, Juli 2015, h. 88-110 with the title "Management and Leadership of Islamic Education". The result of the research is to try to provide a middle ground that the mistake could have occurred between them, but it is forbidden to blame, what must be addressed is management leadership, so that when applied in Islamic leadership will be born superior and productive Islamic education management (Karimah, 2015), research Mumuh

Muhtarom in a Journal Diklat Keagamaan, Volume XII, No. 33 Mei–Agustus 2018, h. 152-158 with the title “Implementation of leadership and management in educational institutions”.

The results of this study are to know the implementation of leadership and management in educational institutions according to experts in their fields (Muhtarom, 2018), research Adi Darma and Oda Kinata Banurea in a Journal Benchmarking, Volume 3, No. 1, Januari–Juni 2019, h. 1-18 with the title “Islamic Leadership in Improving the Quality of Islamic Educational Institutions”. The results of the study explain how the concept of (1) The role of leadership in change management in schools, (2) Effective steps of principals in change management, (3) Things that need to be considered in leading to the success of change management in educational institutions, (4) Efforts to improve the quality of leadership of principals, (5) Improvement of visionary leadership in change management. It is hoped in this article to provide knowledge around leadership in change management in today's modern era (Adi Darma, 2019).

If it is linked from several previous studies with this research, there are similarities and differences, namely: equation : Previous research with this research has similarities in improving the quality of leadership of educational institutions in the field of management so that it is known the achievements of school principals in managing educational institutions led to give birth to a quality generation and have competitiveness globally and globally, difference : This research with previous research has differences, namely previous research not only examines the role of leadership management in the management of Islamic educational institutions but applies concepts and steps and relates to the Islamic religious concept that the leader is a caliph on earth.

The low quality of principals in leading educational institutions is due to the leadership management that the principal has not mastered and applied to the implementation of education so that school management does not run effectively and efficiently. Therefore, school principals are required to improve the quality of their leadership in the field of management by attending various leadership trainings in order to manage the school well with a theoretical actor leadership approach that aims to create qualified students and have high intellectuality so that they are useful for the management of Islamic educational institutions in the future. Based on this, leadership management in educational institutions is a step to manage the quality of educational institutions, solving these various problems requires research in this direction, so that Islamic educational institutions are quality and meaningful for people's lives.

RESEARCH METHOD

Based on the characteristics of the problems analyzed in this study, the method used is a qualitative research method with a descriptive approach that examines and processes data sourced from libraries, scientific journals, and various books and is presented in the form of written words. According to Zed deep (Yayu Nurhayati Rahayu, 2020) that literature research means as a series of activities related to the way of collecting library data, reading, collecting, and processing research materials. The author uses a literature approach to examine the analysis of leadership management in managing Islamic educational institutions.

RESULTS AND DISCUSSIONS

Theological Foundations of Leadership

Leadership is defined as behavior that is embedded in a leader, Robbins deep (Na'im, 2021) explaining that leadership is a skill that influences a group of organizations to achieve goals. In Islam there is guidance from the Quran and As-Sunnah on the leadership of the so-called caliph. In accordance with Islamic teachings, man has been instructed to be a leader since the man Allah created, Allah Almighty said in Q.S. Al-Baqarah verse 30 which means: "And (remember) when Allah said to the Angel: Verily I want to create a caliph on the face of the earth. They said: Will You create someone in it to destroy and shed blood, while we praise and glorify You? He said: Verily I

know better than what you do not know", in another verse the superiority of man over other beings is explained by Allah Almighty because man is worthy of being called a leader, with Allah Almighty commanding angels and demons to bow down to Adam (man), it is in line with the word of Allah SWT Q.S. Al-Baqarah verse 34 which means : "And (remember) when We said to the angels: "Know before Adam," so they bowed down to the rescue, the devil refused and boasted and entered the class of the heathen".

The best leadership model of all time owned by Muslims is reflected in the person of Prophet Muhammad SAW. Exemplary principles practiced by Prophet SAW are the best leadership principles because leaders must be role models for their followers, this is in accordance with the word of Allah Almighty in Q.S. Al-Ahzab verse 21 which means: "Verily the Messenger of Allah has a good suri tauladan for you (i.e.) those who hope for (mercy) Allah and (coming) day apocalypse and often mentions Allah Almighty".

The special criteria that Islam has in choosing leaders to be exemplary in accordance with the nature of the Messenger of Allah include: (a) Shiddiq means right and sincerity of behavior, speech, and deeds in fulfilling their obligations. (b) Amanah is a trust that leads him to take good care of and protect that has been entrusted to him for his followers, especially those given by Allah Almighty. (c) Fathonah means intelligent, ingenious, and reliable which translates into an attitude in facing and overcoming when problems arise.(d) Tabligh means to convey something honestly and responsibly with all the deeds done (accountability and transparency).

Islamic Education Leadership

In essence, leadership concerns indicators of human ability, the ability to influence members in achieving goals together (Thoha, 2002). Leadership in the field of education is one of the most important things that can be applied in Islamic educational institutions in achieving the goals of common goals, because educational leadership determines the success of all activities in the Islamic schools he leads (Nadeak, 2020), hence leadership in Islamic educational institutions is a process that influences the activities of organizational groups for the determination of the goals of Islamic education that must be achieved, namely to help people in the world and in the hereafter to form a perfect being the term Islam associated with "Islamic leadership" according to (Efendi, 2015) meaning it can be revealed Islam revelation and cultural Islam, the word Islam which represents the characteristics of Islamic leadership encompasses both, if examined more deeply does not actually have a substantial difference between Islamic leadership and other general leadership. It is different if a concept of leadership contains Islamic elements and then it is also integrated into general leadership theory or additional concepts. In this context it becomes very clear that leadership in Islamic education is a process that affects leadership activities, organized groups determine the achievement of goals in Islamic education, including the education of human beings to become perfect beings in the world and in the hereafter.

Based on this context, the central power of Islamic educational leadership must be emphasized, as stated in the words of Allah Almighty in Q.S. Ali Imran verse 109: "Then, by the grace of God, you will be gentle to them. Of course, if you use harsh words, they will stay away from you. So forgive them, apologize to them and consult with them about the matter. Then when you decide to do so, turn to God. Indeed, God likes those who are devoted to Him", the verse according to (Jalaluddin, 2007) identifying several effective leadership traits, namely meek, not using sentences that can hurt the heart, staying away from hard-heartedness, easy to apologize, apologize, wisdom, high determination, consistent and indecisive, and praying to Allah SWT.

These traits and behaviors translate into effective Islamic educational leadership within the framework of Islamic education which is embodied in 4 areas including: (a) Leadership is the implementation of it to new members assigned to continue to follow the rules, procedures, timing, and coordination of their work. (b) Leadership that always provides support is to consider the needs of members, provide welfare to by warming a friendly atmosphere in their workspace, apply it to very talented members with low willpower. (c) Participatory leadership i.e. listening to

members, considering their opinions and suggestions, applying them to members who have low expertise but high willpower. (d) Successful leadership is setting challenging goals, striving for good performance, emphasizing excellence and demonstrating confidence that members will reach high standards, as well as applying them to members who have high skills and interests.

This is also explained by Khusnuridlo as quoted (Sulistyorini, 2009) who said that the characteristics and attitudes of principals in Islamic schools include a strong vision and mission, high expectations on the performance of students and staff employees, coverage of all elements of the institution to solve various problems, more efficient use of time, creative use of materials and personal resources, monitoring the success of individual students, and the use of information collectively.

Leadership Characteristics of Islamic Schools

With regard to leadership, a manager is required to be qualified in order to always be able to create something innovative (Arifudin, 2020). Ideas and ideas do not take from other organizations and imitate them but rather oneself, always trying to improve everything that is done and entrust it to members in the long run to generate trust, thoughts and ideas in members. Resistance to the organization is not only satisfied with what its own members and leaders do and take responsibility for it, further (Fahmi, 2013) says that one of the qualities of a leader is decision making which means being able to make the best decisions when needed. Based on this explained that leadership traits include: (a) Intelligence (intellectual) the leader usually has to be more intelligent than his members. (b) Motivation and interest to excel from oneself means that the leader has a strong desire in the completion of something. (c) Maturity and broad insight social opinion that leaders tend to be more emotionally mature so as to be able to handle critical situations, they also tend to have self-confidence. (d) Having the ability to establish relationships with other people, they know that to get things done they need the help of others, so they must be able to understand the other person, further O'Toole deep (Bairizki, 2021) Explaining some of the qualities that a leader must have, including honesty, trustworthiness, being a good listener to members, and respecting members.

According to Bass in (Hasbi, 2021) The characteristics of transformational leadership are divided into 4 types, including: (a) Idealized influence is the leader taking action and exemplifying the good for his subordinates through his behavior. (b) Inspirational motivation is that the leader inspires its members by communicating goals and expectations clearly. (c) Intellectual stimulation i.e. managers create a favorable atmosphere for innovative and creative development. (d) Individualized consideration the manager gives specifically in the form of attention to the participation and development of the needs of each member.

These four leadership traits are ensured to be able to produce a more flexible organization and adapt to new innovations. Together with the leadership traits that have been described by some of the above expert experts can be drawn the conclusion that in general the leadership traits offered have a similar meaning, but lie in the differences in the number and choice of words.

Leadership Management in Islamic Educational Institutions

Leaders or managers of Islamic educational institutions are required to have superior and quality leadership, so that a good atmosphere is reflected in the leadership of Islamic educational institutions. Leadership management implemented in institutions can provide success to these institutions. According to Dian in (Annisa Mayasari et al., 2021) so that the leadership of a quality and generally competent educational institution in at least four main aspects, including: Behavior and leadership abilities; Problem solving ability; Social skills; and Broad insight and competence with professionals.

These four competencies are available to leaders in building Islamic educational institutions, in their leadership, leaders need qualities and abilities to influence their members, the wisdom shown by a leader can ultimately be a role model for his followers, then leadership is

expected to be able to do the same, solve problems not only cause problems, in this context institutional conflicts can be managed properly called with conflict management (Siregar et al., 2021). Disharmony can be solved by deliberation, not putting muscles first, but putting the brain first. Leaders of Islamic educational institutions are required to be able to solve problems or conflicts that are being faced, for example conflicts in themselves, conflicts between leaders and administrators of foundations, conflicts between madrasahs, conflicts between leaders and teachers, conflicts between madrasah leaders and foundation treasurers (such as madrasah resource funding problems), and other conflicts that arise in schools.

In addition, in terms of social competence, the ability of the head of the institution to build networks in their environment, the ability of village leaders, village heads, sub-districts, and parents of students to establish good communication. The social interaction of the leadership of educational institutions during promotion also affects the success of educational institutions, in this case social relations in the surrounding environment can create a harmonious atmosphere, educational institutions can survive despite the increasingly fierce flow of competition, communication networks built around interest groups can persuade prospective learners and the public to enroll their children in Islamic educational institutions. The next skill is science and professional competence, this skill must be paid attention to by the head of an Islamic educational institution, the leader is required to have insight and be professionally competent from his members, if the member is more skilled and more competent than himself, it backfires on him.

Therefore, leadership management needs to develop their skills and professionalism, more skilled leaders are able to influence their members for the better, and the insights they have will inevitably generate ideas, creativity, as well as productivity. An institution must have the right leadership component in executive leadership to perform appropriately and wisely.

CONCLUSION

Based on research studies on the role of leadership in managing Islamic educational institutions, the conclusion is that in essence a leader is a person who has the ability to influence the attitudes and deeds of others in his work by using the empowered activities carried out by the leader, has the power to move and influence his members in relation to the tasks to be performed. The leader or manager of an Islamic educational institution must have superior and quality leadership, so that a good atmosphere is reflected in the leadership of an Islamic educational institution, leadership management as the highest leader applied in an educational institution greatly affects the success of the educational institution. The contribution of this research includes theoretical contributions that explain leadership management in the management of Islamic educational institutions that can be applied to school principals to improve the quality of education in managed institutions. This study explains the influence of management that can be applied by the leadership of educational institutions as a form of leader responsibility in managing educational institutions, especially Islam, which creates qualified students who are able to be globally competitive. This research is expected to be an opportunity for academics, especially leaders of Islamic educational institutions in the future, to improve the quality of their leadership in the field of management so that more innovative and creative leadership management models emerge.

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