

URGENCY OF LEADERSHIP MANAGEMENT IN ISLAMIC EDUCATION INSTITUTIONS

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Abstract

This research aims to explain the study related to the urgency of leadership management in Islamic educational institutions. The research method used in this study is a qualitative research method with a library approach. By collecting reading materials sourced from reference books, journals, and some teaching materials that are by the research. The results of this study indicate that leadership management in educational institutions is a very important component. Because leadership management has an important role in shaping the quality and success of the institution. The principal as the main leader has a great responsibility in directing, organizing, and motivating all members of the institution to achieve the goals of the educational institution that has been set. Leaders can not only give orders to their subordinates but can also influence the way they perform the task. The concept of leadership in Islam highlights the importance of exemplary traits, wisdom, and the ability to give meaning to collective work. In the leadership management of Islamic educational institutions, leaders need to have strong leadership traits, problem-solving abilities, social skills, and professional knowledge.

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Introduction

Leadership management in educational institutions is a very important component. Leadership management in an educational institution is a benchmark for managing quality in an educational institution [1]. According to Tanjung, the success or failure of an institution is highly dependent on the governance system and management [2]. If leadership management is good, it can produce quality human resources.

Management comes from the word "*to manage*" which means *to organize*. According to Kristiawan in Anir management is a process that involves planning, organizing, coordinating, and controlling resources in an organization to achieve predetermined goals [3]. According to Istikomah & Haryanto management is a way of completing tasks independently or in groups including planning, implementing, organizing even directing, and evaluating actions to achieve certain goals [4]. So, it can be concluded that management is described by four main functions, namely planning, organizing, implementing, and controlling resources in individuals or organizations to achieve predetermined goals.

One of the key elements in management is leadership. Leadership includes the ability to motivate, direct, and inspire people in the organization [5]. Leaders or principals play an important role in implementing and managing schools effectively and efficiently to achieve the existing vision [6]. Leaders are also responsible for making strategic decisions, managing conflict, and adapting to changes in the business environment. In the Islamic concept, leadership is part of human character or personality, and humans have been given the ability to lead because of their nature and the idea that they were created to be leaders [7].

Based on this, leadership management in managing educational institutions, especially Islamic education, plays a very important role. So, it is expected that the principal as a leader can plan activity programs that focus on improving the learning process and creating a good work environment. With a combination of good management and effective leadership, an organization can achieve long-term and sustainable success.

Methods

This research uses a qualitative *research* method with a library research approach. According Zed in Bashori, library research is a series of activities related to library data collection methods, reading, and recording and processing research materials [8]. The literature method is carried out by collecting reading materials sourced from reference books, journals, and some teaching materials that are by research. Then, analyze the data through descriptive methods by the author's understanding in reviewing the reading. This research aims to explain the urgency of leadership management in Islamic educational institutions.

Results and Discussion

A. Leadership

Leadership is a process of directing and influencing individuals or groups in an organization or society to achieve a common goal or vision [9]. A leader has an important role that includes the capacity to activate, direct, motivate, guide, and obey all human resources in the institution toward achieving predetermined goals [10]. Leadership is not only limited to formal levels in an organizational structure but can arise from various levels and forms, including informal leadership among colleagues.

In leadership, leaders and subordinates share power. According to Bashori in Savitri, leaders have the authority to give direction to team members and have an influence that can affect how well the work is done [11]. At the stage of giving tasks, leaders must provide clear directions and guidance so that subordinates can easily perform tasks and achieve goals [12]. This shows that leaders can not only give orders to their subordinates, but can also influence how they perform the task. Therefore, leaders must have the necessary skills to perform their tasks well. Goals will not be optimally achieved if there is no adequate leadership. These abilities include thinking skills, or knowledge, which are critical to the success of the institution.

The way a leader performs leadership or management tasks in leading his subordinates is known as a style of leadership. Some leadership styles are as follows [13]:

1. Situational Leadership

This leadership style is an effective leadership style that can vary depending on the specific situation. A leader can adapt his leadership style according to the needs and dynamics of the work environment.

2. Transformational Leadership

The focus is on leaders who can inspire and motivate their team members to achieve higher levels of performance. Transformational leaders create positive change in individuals and organizations by igniting passion, creativity, and innovation.

3. Charismatic Leadership

This leadership style attracts people; they are mesmerized by the way he or she speaks, which is energizing. Leaders with this personality type are usually visionaries. They enjoy change and challenges.

4. Visionary Leadership

Leaders who can give meaning to work and effort need to be carried out together by providing direction based on the vision that has been set.

5. Situational Leadership

Emphasizes the flexibility and adaptability of leaders to changes and developments in the organization. Adaptive leaders can overcome challenges by finding innovative solutions.

6. Authoritarian Leadership

Authoritarian leaders make decisions singularly and determine the steps to be taken by team members. This style is generally used in emergencies or when quick decisions are needed.

B. Leadership of Islamic Education Institutions

Leadership can be defined as characteristics, behavior, personality, influence over others, patterns of interaction, cooperative relationships between roles, positions in administrative positions, and other views of influence [14]. Principals perform leadership tasks in their position as leaders. Principals must have the ability to lead educational institutions in achieving goals. According to Mulyasa in Savitri in the context of Islamic educational institutions, the principal is an educational component that has an important role [11]. The principal has responsibility for the success of the institution.

The characteristics of the leadership of Islamic educational institutions are as follows [9] *First*, having good communication. To seek, find, and implement various reforms in schools, principals always communicate with teachers. The principal and all parts of the school are always changing materials, methods, and learning strategies. These changes include core materials. To ensure that neither teachers nor students feel bored when lessons are given. *Second*, being a role model. The principal as a leader always sets an example positively. The principal must have the traits exemplified by Rasulullah as a role model. This is because leadership in schools is like people out there, so they must be honest, trustworthy, good at collaborating, and smart. *Third*, as a decision-maker. In making decisions about school activities, principals are democratic

and provide opportunities for each education personnel to maximize their potential. The principal also encourages all teachers and students to participate in any activity.

In Islam, no world leader was more resilient and skillful than the Prophet. His simple life was based on goodness that can be emulated from various aspects of life. The Prophet was known and recognized by Muslims as a good leader in terms of family, education, good morals, high fighting spirit, focus on the hereafter, and humanity. The Prophet's leadership has many advantages, advantages, and prominent features compared to previous types of leaders. The Prophet was a superior human being in all aspects of his life. because with the advantages he had, he was able to unite various groups and even contribute to the public good.

Prophet Muhammad, as a teacher, was very popular in his time. As a teacher, Prophet Muhammad had many disciples, namely all Muslims in the world. At the same time, Muhammad was the best teacher for his companions, and Muslims saw Muhammad as a leader who always encouraged and pushed ideas to become reality.

In practice, Islamic educational institutions refer to the purpose of national education, which is to create a dignified national character and civilization to educate the nation's life. The goal is to develop and maximize the potential of students, making them pious, able-bodied, knowledgeable, have strong life skills, be independent, and be an example for others [15].

To achieve the goals of national education, Islamic educational institutions must be able to optimally utilize each facility. This means the availability of good and superior resources and the adequacy of supporting facilities. One of the most important aspects of leadership management is the habits used by individuals in their efforts to influence the behavior of others.

C. Urgency of Leadership Management in Islamic Education Institutions

Leadership management is very important in the context of Islamic education because it plays a key role in directing, organizing, and motivating all members of the institution to achieve the set educational goals. Thus, as a working system, the leader must use all the resources at his disposal to achieve these goals. To create a good atmosphere in the Islamic education environment, the principal as the person in charge of leadership must have a strong leadership spirit in managing Islamic schools.

As Dian in Ariani said leadership management in an institution must have quality and competence in general, at least referring to four main things, namely (a) leadership traits and skills; (b) problem-solving skills; (c) social skills; and (d) professional knowledge and competence [16]. These four abilities are used by leaders to build Islamic educational institutions.

To influence his subordinates, a leader must have certain traits and skills. Leaders can be role models for their followers because of the wisdom they show. E.E. Ghiselli in Siregar mentions several traits and characteristics of leaders if the institution they lead is running well [15] namely, (1) The ability to carry out basic management tasks, such as directing and supervising the work of subordinates, or as supervisors. (2) The need for achievement in work, which includes a high commitment and passion for work and a desire for success. (3) Intelligence, which includes wisdom, an innovative

mind, and bright ideas. (4) Assertiveness, or the ability to make decisions and solve problems properly. (5) Self-confidence, or the belief that they can face and solve problems. 6) Having initiative, or the ability to take action

The success of a leader is also judged by the ability to resolve conflicts, both internal and external conflicts that exist in their educational institutions. Conflict management in the context of Islamic educational leadership is very important to create a harmonious work environment and improve the quality of education. Dunnete in Huriyah provides five conflict resolution strategies in five different ways [17] as follows (1) When cooperation is low and satisfaction is high, use coercion or competition. Coercion can include the use of violence, threats, and other oppressive strategies to make opponents behave as desired. In certain situations, coercion is only appropriate to bring about important and urgent change. Coercion can lead to overt or covert forms of resistance (sabotage). (2) If cooperation and complacency are low, use avoidance; avoidance applies only to individuals or groups who are independent of the conflicting party or group and no longer need to be associated with the conflicting party or group. (3) If cooperation and compromise are balanced (sufficient). The goal of each party is to reach the best agreement that benefits both parties. Compromise is successful if both parties respect and trust each other; if there is high cooperation and high self-satisfaction; and if there is low cooperation and high self-satisfaction. Softening is a peaceful act that aims to improve relations and prevent overt hostility.

In Islam, conflict must be managed properly so that it does not become something destructive, but instead becomes something profitable. In the work process of Islamic educational institutions, there are several approaches taught by Islam to deal with conflicts applied by leaders according to Faisal in Huriyah [17]. These strategies are described as follows. *First*, Islamic educational institutions use bargaining or negotiation strategies. Negotiations are carried out to know how big the problem is so that both parties can assess it and reach the most favorable solution for each. This is usually done without the mediation of another party so that the people in conflict can talk to each other about their problems to find a solution. *Second*, Tabayyun. Tabayyun can be defined as an attempt to thoroughly study and gather information and explain the information to the parties who need it to formulate a legally sound solution or workaround, which means the policy must be clear and precise for each issue. Given that leaders of Islamic educational institutions must be quite complex and relational, Tabayyun is the most commonly used conflict management strategy in the context of Islamic educational institution management. There are many parties involved, both within the educational institution and outside the Islamic educational institution. Therefore, Tabayyun clarifies the conflicting parties about their positions so that it is easier to reach a common solution. *Third*, deliberation. The value of deliberation is always emphasized in decision-making and is important in all aspects of human life, including in the concept of leadership of Islamic educational institutions.

Furthermore, the aspect of social skills is the ability of the leaders of Islamic education institutions to build networking with the surrounding environment. A good leader must be able to communicate clearly and effectively. This includes the ability to listen well, convey ideas clearly, and ensure that the message is understood. Building a

strong network with people inside and outside the organization can help leaders gain support, advice, and collaboration opportunities.

Finally, knowledge and professional competence. Knowledge and professional competencies are two aspects that a leader must also possess to be successful and effective in leading the institution. In-depth knowledge of key functions within the institution, such as finance, marketing, and human resources is essential for leaders to make informed and contextualized decisions.

Therefore, to ensure proper and prudent performance, leadership management must continuously improve their knowledge and expertise. A more proficient leader will be able to influence their followers in a better direction. The knowledge gained from this institution will lead to ideas, creativity, and productivity.

Conclusion

In the context of Islamic educational institutions, leadership management has a crucial role in shaping the quality and success of the institution. The principal as the main leader has a great responsibility in directing, organizing, and motivating all members of the institution to achieve the desired educational goals. The concept of leadership in Islam highlights the importance of exemplary traits, wisdom, and the ability to give meaning to collective work.

In the leadership management of Islamic education institutions, leaders need to combine strong leadership traits, problem-solving abilities, social skills, and professional knowledge. By combining good management and effective leadership, Islamic education institutions can achieve long-term success, forming a generation that is faithful, moral, and able to make a positive contribution to society. Therefore, continuously improving the knowledge, skills, and integrity of leadership in Islamic education institutions is a step towards achieving optimal education quality.

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