

## Ability Leadership in Islamic Educational Institutions

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### ABSTRACT

The attitude of leadership is an absolute thing inherent in a leader in an educational institution. This is because leaders are responsible for facilitating the development of human resources (HR) towards superior and complete people in the future. This study aims to analyze ability leadership in Islamic educational institutions. The background of this research is focused on 3 (three) units of Islamic educational institutions, namely MIN 1 Sahadabuan, MTsN 1 Padangsidempuan Model, and MAN 2 Padangsidempuan Model. This study uses a qualitative approach with descriptive analytical study method. Where the researcher seeks to reveal the facts in the phenomenon of the leadership of the 3 (three) institutions. The results of this study indicate that the Head of Madrasah has the same goal as the institution he leads, namely improving the quality of service and the quality of madrasas. The forms of ability leadership shown by the madrasa principal are (1) managerial skills including; implementing madrasa work programs, improving the quality and performance of teachers by involving teachers in education and training (training) and workshops, managing the rooms and offices of the teacher council; (2) Academic skills, including: providing opportunities for teachers to continue their studies (master and doctoral), providing general guidelines and services for teacher needs (administrative and academic), and carrying out academic supervision, and (3) communication skills, including: involving teachers in decision-making efforts, appreciating teacher performance, providing motivation and advice to teachers collectively every month, forming a sense of kinship in madrasas. In addition, the madrasa head also seeks to function the madrasa environment as a Joint Learning Resource Center (PSBB).

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## 1. INTRODUCTION

Leadership as an inherent trait of a leader requires effort and practice in order to develop optimally (Nasution, 2016). Ability leadership can be seen from the attitude or behavior displayed by the leader in their daily activities. The "basic estuary" of leadership attitudes includes aspects of personality, communication (interaction with others), courage to make choices, readiness to accept risks, a sense of responsibility, appreciation for oneself and others, as well as the development of soft skills in the form of managerial abilities (Juhji, 2020: 172-186).

Leadership attitudes are not judged from the personal achievements of a leader, but rather from the established policies, madrasa programs, social attitudes, and the changes created during their leadership (performance) (Zulianto, 2017; Adrianto, 2011: 88-96). Usually, something ideal appears in a leader, hindered by the "separation barrier" between the leader and subordinates, the communication pattern of the leader who wants subordinates to "submit and respect", the orientation of leading only around "profit and loss", and weak vision in bringing about change. led educational institutions (Iskandar, 2017).

Self-development efforts for a leader can be categorized into 3 (three), namely; spiritual, emotional, and intellectual aspects (Husaini & Fitria, 2019: 43-54). The spiritual aspect includes an attitude of not giving up easily (never giving up), making wise decisions, and considering tasks as worship. Then, the emotional aspect includes communication patterns fostered by leaders in educational institutions. Finally, the intellectual aspect includes the leader's full awareness that every process he goes through is part of lifelong education.

Islamic educational institutions as "containers" give birth to a generation of Muslim scholars who need a leader who can be used as an example (uswah), starting from the levels of Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA, both public and private. This is seen as "vital" because progress or retreat, as well as the success or failure of human resource development in madrasas, are greatly influenced by the orientation built by the leadership. Thus, students will be the target of the impact of leadership (Sugiyanto & Rukhan, 2020: 37-46).

Leadership skills in Islamic educational institutions are the main focus of researchers in this article. This is because researchers are trying to analyze the policies, programs, and quality of madrasas at different levels of education, namely MIN 1 Sahadabuan, MTsN 1 Padangsidempuan Model, and MAN 2 Padangsidempuan Model. Where, the main target to be revealed is related to the role of the head of madrasa in the aspect of developing and improving the quality of graduates and services (academic/administrative) at the 3 (three) madrasas.

The practice of learning in madrasas shows that teachers still play a central role in every educational process that students go through in the madrasa environment. This is evident in research conducted by Rizkita & Supriyanto (2020), concluding that the quality of education in a madrasah relies on teacher performance, the more professional teachers are in educating, the higher the quality of the educational process at the institution. In the context of organizing the teacher's role, the madrasa principal's skills are needed in handling teacher needs, teacher welfare, and teacher sincerity in educating students.

The phenomenon in madrasas shows that the quality of teacher performance has not been maximized, as research proposed by Sitanggang (2013), that teachers feel burdened with administrative tasks so that they neglect their academic duties in teaching students. In fact, teachers are more focused on administrative tasks that function for promotion, position, and class. Furthermore, Nugrahajaya (2013) states that the priority of teachers on administrative aspects compared to academics is based on welfare elements (teacher salaries and allowances).

A leader's leadership skills affect the way they communicate with subordinates, the work culture in the organization, the creation of work situations and conditions, and the strategy for achieving goals. There are still many educational leaders, in this case the head of the madrasa who are not capable or skilled in leading according to the situation and condition of the institution they lead. That is, leading without concepts, paying less attention to the level of readiness, ability, maturity of the subordinates

they lead, giving instructions without clear instructions and directions, less able to communicate intensively (Rahayu & Susanto, 2018: 220-229). It is alleged that there are many teachers who are low-performing, uncreative, unproductive, unable to work according to their duties and functions, there is no increase in achievement, low dedication and disloyalty to the leadership at MI, MTs, MA in Padangsidempuan City as a result of the low work motivation of teachers and has not He has good leadership skills for the madrasa principal.

Along with the implementation of regional autonomy, there has been a paradigm shift in the management of education which among others has led to a model in education management, namely school based management. This management model basically provides a huge opportunity for madrasas to manage themselves in accordance with existing conditions and provides opportunities for the community (stakeholders) to actively participate in the implementation of education (Mulyasa, 2002: 11).

The consequences of implementing Madrasah-based management in each unit, type, and level of education include, among others, the need for leadership skills in each of the three research locations that are quite adequate from the head of the madrasa and supported by professional teacher performance. Of course, this consequence can also be seen and felt in the implementation of education in madrasas as one of the formal educational institutions within the framework of the national education system.

Madrasas are an integral part of educational institutions in the national education system with levels ranging from basic education (MI and MTs) to secondary education (MA). The process of administering education in madrasas is basically the same as the implementation of education in madrasas organized by the Ministry of Religion and the Ministry of National Education or others. Madrasas as an integral part that cannot be separated from the national education system are expected to be able to realize Indonesian people who are faithful and pious, and have sufficient abilities and skills to continue to a higher level or to enter society. Physically the condition of madrasas in general has many shortcomings, both in terms of facilities, infrastructure, books and learning support facilities as well as a shortage of teachers, both in quality and quantity. This deficiency certainly results in the low quality of learning and its output (Wahjosumidjo, 2008).

Such conditions certainly need attention from the government, especially the Ministry of Religion and various other related parties. This is intended to appreciate the participation of the private sector which has contributed significantly in participating in educating the nation. In the context of implementing further education, especially in relation to optimizing madrasah autonomy, there are at least two important aspects that need attention, namely the ability of leadership skills in each of the three research locations of madrasah principals and the professional performance of the teachers shown through the ethos of high work (Mulyasa, 2004; Palar, et.al., 2021: 130-136).

Indeed, academic studies relevant to the theme of leadership skills have been studied from various study points of view and are multidisciplinary. These include discussing aspects of the effectiveness and quality of education (Ekosiswoyo, 2016; Setiawan, 2021: 31-43), Islamic educational organizations (Norhasanah, 2021), leadership of Islamic educational institutions (Ushansyah, 2016; Nabila, et.al., 2020), emotional intelligence in leadership (Abi, 2019: 60-68), leadership characteristics (Kadir, et.al., 2021: 14-23), leadership theory (Syafar, 2017: 147-155), managerial skills (Walid, 2008), educator work culture (Rohmah, 2020: 15-32), leadership style and communication skills (Prananosa, et.al., 2018: 63-74).

Observing the description above, it is understood that the theme of leadership skills has not been specifically discussed in Islamic educational institutions with a concentration of studies on primary and secondary educational institutions at the same time. On this basis, the researcher analyzed the theme in Islamic basic education institutions (MI and MTs) and secondary education institutions (MA) in Padangsidempuan City. This research is summarized in the title, "Ability Leadership in Islamic Educational Institutions". Specifically, this research describes an analysis of how the leadership skills of madrasah principals (MIN 1 Sahadabuan, MTsN 1 Padangsidempuan Model, MAN 2 Padangsidempuan Model) improve the quality and quality of madrasa services.

## 2. METHODS

This research uses a qualitative approach with a descriptive study method. The background of this research is at MIN 1 Sahadabuan, MTsN 1 Padangsidimpuan Model, and MAN 2 Padangsidimpuan Model. The informants of this study included the head of the madrasa at the 3 (three) Islamic educational institutions, namely Rustam Efendi Harahap, M.Pd. (MIN 1 Sahadabuan), Martua Hasibuan Lobby, S.H., S.Pd. (MTsN 1 Model Padangsidimpuan), and Maisaroh Siregar, M.Pd. (MAN 2 Model Padangsidimpuan). Data collection was carried out integrally, starting from participant observation, in-depth interviews, and documentation studies (Creswell, 2009; Leavy, 2017). The findings of the data are used as an instrument of study by aligning relevant theories about the leadership skills of madrasah principals, as well as as a basis for answering the formulation of the problem (research questions). Furthermore, the researchers analyzed the data using data reduction techniques, presenting data (field findings, relevant theories, and relevant research), and verifying the results of research data to draw conclusions. To maintain ethics in data construction, the researchers conducted a member check and wrote the initials of the informants' names (Ferdiansyah, et.al., 2020). Throughout the analysis process, the research team repeatedly analyzed and looked at different steps or things for comparison. In which, relevant citations are selected to describe the identified themes.

## 3. FINDINGS AND DISCUSSION

### Madrasah Principal Leadership Managerial Skills

Program planning and implementation are two key components in the managerial aspect for madrasah principals (Dewi, 2018; Hidayat & Syam, 2019: 1-13). Where, both of them will be the benchmark for the evaluation phase of the madrasa program. In the context of leadership, it is a necessity for the head of the madrasa to include or involve the "madrasah community component" in planning and implementing work programs (Nahrowi, 2017: 53-64). This is based on the argument that internalizing the character of responsibility and dedication to subordinates starts from involving them in planning, so that they feel called to work optimally on the mutually agreed program.

Supervision efforts are certainly the responsibility of the madrasah principal as an internal madrasah supervisor (Mudzakir, 2016: 33-47). Furthermore, the head of the madrasa is also required to schedule the agenda for deliberation and regular madrasah meetings. This is intended to reveal various problems openly (transparently), so that solutions can be found that bring the common benefit. Because, in meeting forums or deliberation, teachers and staff at madrasahs can participate and find solutions to managerial problems in madrasahs (Iskandar, 2020: 69-82).

In line with the description above, the Head of MIN 1 Sahadabuan said that:

"... to run the madrasa program, sir, we as the head of the madrasa try to make programs according to the derivatives of the vision, mission, and goals of the institution, so that no one thinks or makes decisions based on personal or group interests. The main goal, of course, is for everything to run smoothly, to be carried out properly, because everyone feels this is the responsibility of the previous mutual agreement". (Results of interview with Rustam Efendi Harahap, M.Pd., January 07, 2022)."

The interview excerpt above confirms the opinion of Dalanggo (2019: 381-388), that the leader's skills in managing subordinates to work optimally with a sense of "owning a joint program", can determine the expected results under the coordinator of the madrasa head (leader of an educational institution). Furthermore, Supriani, et.al. (2021: 707-714) adds that the madrasah principal plays an important role in influencing and mobilizing subordinates in the implementation of the madrasa work program, in order to achieve the madrasah's goal of realizing a successful Muslim generation according to their potential and talents.

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the coordinator of the madrasah head (leader of an educational institution). Furthermore, he added that the madrasah principal played an important role in influencing and mobilizing subordinates in the implementation of the madrasa work program, in order to achieve the madrasah's goal of realizing a successful Muslim generation according to their potential and talents.

As for other forms of managerial skills, Mr. Lobi Martua Hasibuan, S.H., S.Pd. (Head of MTsN 1 Model Padangsidempuan), namely guiding and facilitating teachers to take part in training and education conducted by internal and external madrasah (by the Ministry of Religion and other relevant ministries). This is intended to improve the quality (competence) of educators in madrasahs. Furthermore, the following is an excerpt from an interview with him:

"... to run the madrasa program, sir, we as the head of the madrasa try to make programs according to the derivatives of the vision, mission, and goals of the institution, so that no one thinks or makes decisions based on personal or group interests. The main goal, of course, is for everything to run smoothly, to be carried out properly, because everyone feels this is the responsibility of the previous mutual agreement". (Results of interview with Lobi Martua Hasibuan, M.Pd., January 15, 2022)."

The interview excerpt above explains that the madrasah (especially the madrasah principal) views the importance of improving the quality of teachers, so that the widest opportunity is needed for teachers to follow the education and training agenda (training). Supporting this statement, Chamidi (2018: 1-39) explains that improving the quality of education rests on the quality and performance of an educator. In addition, Anwar (2017: 15-27) also mentions the importance of non-academic activities in the form of workshops for teachers in an effort to train teachers related to reviving the classroom atmosphere (conducive learning climate).

Another aspect of leadership managerial skills shown by the head of the madrasa (namely the Head of MAN 1 Model Padangsidempuan), in the form of classroom management (tidy, beautiful, and orderly) and the teacher council room (office). It is traced research by Maujud (2018: 31-51), explaining that the function of room management has a huge impact on the atmosphere and comfort of learning, of course this is the "starting point" for a conducive learning climate in madrasahs. Thus, it can be concluded that the managerial skills shown by the madrasah principal include; implementation of madrasa work programs, improving teacher quality and performance by involving teachers in education and training and workshops, as well as managing student classrooms and teacher council offices.

### **Madrasah Principal Leadership Academic Skills**

Academic is an important component in education. This is because this term has a broad meaning related to the educational process, educational expertise or specifications, and professional educators. The head of the madrasa as a "teacher who gets additional assignments" as a leader, cannot be separated from academic duties (Prayoga, 2020: 105-124). Therefore, academic leadership skills are needed for madrasah principals, in order to understand the academic problems felt by teachers in madrasahs.

The academic aspect that must be possessed (skilled) by the head of the madrasa, namely providing opportunities for teachers to continue their studies to a higher level, namely the master program (S-2) and doctoral program (S-3) (Muniruddin, 2021). The main purpose of further study is not merely to pursue the rank or promotion of teachers, but to strengthen the professional role of teachers in educating students. The basic argument in the academic framework is that the higher the education of a teacher, the higher the dedication, loyalty, and quality of teaching.

Phenomena in society show a different reality. Where many teachers who obtained a higher education degree show an attitude of arrogance over the title they have. For this reason, the role of the madrasa principal is needed in academic terms. Of course, in playing his role as a leader as well as an internal madrasah supervisor, the madrasa principal must be skilled in academic management at the madrasa. According to Sonedi, et.al. (2018), madrasa principals in the academic aspect must be able to

be role models, motivate, carry out academic supervision tasks, delegate tasks, and influence teachers to have an awareness of their main duties, positions and responsibilities as the teaching profession.

In line with this, one of the teachers at MTsN 1 Model Padangsidimpuan said that:

"...Alhamdulillah, sir, we were given ample opportunity by the madrasa principal to continue our studies, some went on to master's and doctoral degrees, I myself continued the master's program. Indeed, at first I thought I was not able to continue my studies, sir, thanks to the motivation of the headmaster, I am sure and thank God that I have written my thesis, sir." (Results of interview with Susi Hadiyanti, S.Ag., February 16, 2022)."

Supporting the results of the interview above, Putri & Soedarmo (2019: 253-258) stated that the role of leadership in motivating the spirit of learning and teaching teachers has its own plus value among teachers. This is based on the attitude of the madrasa principal to the improvement of teacher careers in the future. In line with this, Fatimah & Rosyidah (2021: 66-75) added that leaders who support teacher careers have a "place in the heart" of teachers as role models. In fact, teachers will have high respect for the opportunities and opportunities that have been given to further study programs.

The form of educational leadership academic skills that are the duties of the madrasah principal is to provide direction, set good examples, and support teacher commitment in the process of preparing lesson plans, preparing teaching materials, learning administration, and asking teachers to consistently evaluate learning in class. Of course, these various academic efforts are aimed at building a shared commitment to advancing and improving the quality of madrasahs.

Furthermore, the head of the madrasa is also obliged to carry out academic supervision duties. In this context, the madrasah principal is responsible for providing general guidelines and servicing teacher needs. According to Murni (2010: 25), the head of the madrasa as a leader has additional duties in the form of work with and through the help of others, being responsible and accountable for the performance of subordinates, managing limited resources with various problems, being a middleman in various conflicts, and serving as a decision maker. the highest policy (decision) in the madrasa.

Thus, it is understood that the academic leadership skills of madrasah principals at MIN 1 Sahadabuan, MTsN 1 Padangsidimpuan Model, and MAN 2 Padangsidimpuan Model show several aspects, including providing opportunities for teachers to continue their studies (master and doctoral), providing general guidelines and service needs. teachers (administrative and academic), and carry out academic supervision.

### **Madrasa Principal Leadership Communication Skills**

The leadership skills of madrasah principals have a very important role in developing the quality of education in madrasahs. The work ethic, achievement motivation, and high dedication of the teachers are all greatly influenced by the communication skills shown by the madrasa principal. Because, communication skills are at the core of social interaction in an organization, both "vertical" and "horizontal" directions (Ibrahim & Mustafid, 2016).

Effective leadership in a leader can be seen from how he makes a decision. Because, through the policies and programs that are taken, it will be able to describe the tendency of the direction (orientation) of the leader, as well as the procedures for the leader of deliberation and consensus in decision making (Faizatun & Mufid, 2020: 241-268; Irwan, 2017). On this basis, it can be concluded that the essence of decision making is communication fostered by the leader to subordinates. This further emphasizes the essence of leadership in the form of decision making, and the essence of decision making is communication.

Supporting the above opinion, Wibowo & Subhan (2020: 108-116) argue that communication is the "main signal" needed by leaders in influencing subordinates. Furthermore, Maknun (2020) explains that the communication function in instructions will affect the performance of subordinates. Because, the calling of the soul of subordinates in work will determine the optimality of a process in the organization.

Thus, the head of the madrasa as the top leadership in the madrasa must be able to be skilled in communication, both intrapersonal and interpersonal communication.

The form of communication shown by the leadership (headmaster) at Madrasah Negeri Padangsidempuan is the involvement of teachers in making decisions. As stated by Mrs. Erlina, S.Pd., in the following interview excerpt:

"...Usually sir, we are invited to get together regularly in the form of meeting agendas and deliberation. This is what we like about Pak Kamad (the head of the madrasa), because when he makes decisions he always listens to our aspirations, even we are also asked for consideration of the decisions he wants to make". (Results of interview with MTsN 1 Model Padangsidempuan teacher, March 09, 2022)."

In line with this, M. Hasbi Siregar, S.Pd.I., said that:

"...yes that's right sir. We are always invited to meetings by the madrasa public relations department. Usually, the madrasa principal gives us various choices (alternatives) to decide on. Thus, we feel that the agreed program is not only to support the performance of the madrasa principal, but rather a task that makes our hearts call to do it loyally and dedicatively". (Results of interview with MTsN 1 Model Padangsidempuan Teacher, February 08, 2022)."

The interview excerpt above shows that the urgency of the leadership to involve subordinates in decision-making efforts, as a form of communication skills of the madrasa principal's leadership. In addition, the head of the madrasa also appreciated the performance of the teacher, provided motivation to the teacher, and formed a sense of kinship in the madrasa. In this regard, Suherman (2018) explains that leaders who make subordinates as "family" to work together in completing work programs, will obtain optimal results for the development of the quality of madrasas.

Based on the description above, it can be concluded that the communication skills shown by the madrasa principal (MIN 1 Sahadabuan, MTsN 1 Padangsidempuan Model, and MAN 1 Padangsidempuan Model), include; involving teachers in decision-making efforts, appreciating teacher performance, providing motivation and advice to teachers collectively every month, forming a sense of kinship in madrasas. In addition, the madrasa head also seeks to function the madrasa environment as a Joint Learning Resource Center (PSBB).

#### 4. CONCLUSION

Based on the findings and discussion above, it can be concluded that the head of the madrasa has the same goal as the institution he leads, namely improving the quality of service and the quality of madrasas (graduates and madrasa accreditation). The forms of leadership skills shown by the madrasa principal are (1) managerial skills including; implementing madrasa work programs, improving the quality and performance of teachers by involving teachers in education and training (training) and workshops, managing the rooms and offices of the teacher council; (2) Academic skills, including: providing opportunities for teachers to continue their studies (master and doctoral), providing general guidelines and services for teacher needs (administrative and academic), and carrying out academic supervision, and (3) communication skills, including: involving: teachers in decision-making efforts, appreciating teacher performance, providing motivation and advice to teachers collectively every month, forming a sense of kinship in madrasas. In addition, the head of the madrasa also seeks to function the madrasa environment as a Center for Joint Learning Resources. In this context, researchers have described the results of research on the leadership skills of madrasah principals in Islamic educational institutions. On this basis, the researcher recommends that further research discusses aspects of leadership skills in integrated Islamic school institutions and teacher skills in the learning process.

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