

Leadership Role in the Management of Islamic Educational Institutions in Mts Al Wasliyah 18 Tembung

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Abstract – The role of leadership in the management of Islamic educational institutions is very crucial to achieving the institution's vision and mission. Effective leaders not only act as directors, but also as inspirers and motivators for all staff and students. Good leadership is able to create a conducive environment for learning and teaching, as well as ensuring that Islamic values are integrated in all aspects of education. In addition, leaders must have strong managerial skills to manage resources efficiently, improve the quality of education, and overcome various challenges that may arise. Strong and visionary leadership is the key to the success of Islamic educational institutions. In this research we used qualitative research methods with valid data in the form of documentation. The conclusion of this research is that the principal is able to carry out his role well as the highest leader in the madrasah he leads.

Keywords : Leadership, Management, Educational, Institutions, Mts Al Wasliyah 18 Tembung

1. INTRODUCTION

Islamic education management has features that make it different from other education management. The Islamic teaching is based on the revelation of the Qur'an and the Hadith. In other words, in managing Islamic education, the Islamic values contained in the Quran and Hadith are always the main guidelines. For example, in building a curriculum or setting up teaching activities, all decisions are based on Islamic doctrines contained therein. Islamic education management is a way to organize and improve the education system based on Islamic values. These values can be an inspiration for the management of education and learning process teaching in Islamic educational institutions. Ali and Syatibi explained that the establishment and management of Islamic educational institutions is based on basic principles. This means that the management of Islamic education has a strong foundation because it comes from the Creator of man, God. For example, principles such as justice, honesty, and compassion are fundamental values in Islam that should be applied in Islamic management of education. Muahimin, Sutiah, and Prabowo also stressed that managers and leaders in Islamic education must have Islamic values inherent in them. This means that they must carry out their duties with full integrity, integrity and responsibility in accordance with the teachings of Islam. (Ali, Syatibi : 2009).

The Islamic education management building is based on four different backups. First, the theological backup uses revelation texts such as the Quran and the Hadith that relate to the management of education. Second, the rational backup utilizes the opinions of fellow prophets, scholars, and Muslim academics associated with education management. Third, the empirical backup employs the reality of the development of Islamic educational institutions and the culture of the community within it. Finally, the theoretical backup uses principles of education management that have been adapted to the Islamic values and real situations faced by Islamic educational institutions. For example, when we want to make important decisions in the management of Islamic education, we can refer to the verses of the Quran that speak about the importance of education (Mujamil Qomar : 2007). Besides, we can also study the opinions of the leading scholars in Islamic history related to education management to gain a deeper insight. Using these four backups, Islamic education management buildings can be built strongly and firmly, in accordance with Islamic teachings and the real needs of Islamic educational institutions. Those issues include things like organizational structure, leadership, finance, staff, curricula, students, community support, levels of trust, conflict, and so on. Any of these problems could be an obstacle and even threaten the survival and progress of Islamic educational institutions. Some Islamic educational institutions are trying to improve their education management. However, many other Islamic education institutions still have not undertaken serious management improvements. It makes the image of Islamic educational institutions look bad. For example, there are Islamic educational institutions that have updated their curricula to better suit the developments of the times. They also improve the quality of teaching and educational facilities. This blunder makes Islamic educational institutions seem less developed and unable to compete with other institutions of education. Therefore, it is important for all Islamic educational institutions to undertake management improvements so that they can provide quality education in accordance with the demands of the times. (Zuhairidi : 1983). A manager of an Islamic educational institution must have the ability to develop various strategies to improve the quality of the institution. One of them is to prepare a strategy to advance the agency. For example, such managers could make long-term plans to improve educational facilities and curricula. Besides, another strategy to bear in mind is to prioritize the management of Islamic education. For example, if there is a problem



with one part of the agency, the manager should be able to address the problem promptly and effectively. Not only that, managers also have to have strategies to deal with ideological issues and family relations within the institution. It is important that the atmosphere in the institute remains harmonious and conducive to learning. In addition, Islamic education financing strategies also need to be taken into account. Managers must be able to find adequate sources of funding so that educational activities in institutions can run smoothly. Finally, managers must also have a strategy to face the various challenges that may arise in the future. By having three mature strategies, Islamic educational institutions can continue to grow and provide maximum benefits to students and society. Islamic education management has a focus on God and man. One of its purposes is to free all those involved in Islamic education from any restrictions or restrictions. For example, leaders of Islamic educational institutions should be free from attitudes such as authoritarian, feudal, or willing to blame others. In other words, Islamic education management aims to create a more open, fair, and liberating educational environment for all those involved in it. So, the point is to create an environment where everyone can thrive and learn without fear or constraint.

Madrasah and other educational institutions should provide the best service to their students. To do well, a trainee requires a good management system. Some of the characteristics of a good managerial system include having an orderly mindset, carrying out activities regularly, and having a good attitude to the tasks of activities. Examples of a regular mindset are having a clear schedule for every activity in the trainee, such as a school schedule and a worship schedule. Organized activity means running every activity as planned and nothing is missed. A good attitude toward tasks of activity means carrying out tasks with full responsibility and enthusiasm. By having a good management system, trainees can provide the best service to their pupils and educational goals more effectively (Shulton : 2005). The management system mentioned in the text is essential to be implemented in the madrasah institutions so that the educational and learning process can run well. The goal is for madrasah graduates to have good and superior qualities, both competitively and comparatively. One example of the training management component mentioned is leadership. Good leadership in the madrasah will help in organizing and guiding the entire educational process. Besides, decision-making is also an important part of training management. The right decision will help in achieving the desired educational goal. Besides, kaderisation is also an important component in training management. Kaderization aims to develop existing human resources to be able to play an active role in the educational process. Finally, conflict management also needs to be taken into account in training management. The conflict that occurs in the madrasah must be handled properly so as not to interfere with the educational process. By implementing a good management system, it is expected that the madrasah institutions can create a conducive educational environment and produce qualified and superior graduates. (Hasbullah : 1999).

In this text it is explained that every educational institution requires a leader who has a distinctive leadership. For example, in the modern era of reform, there is a need for leadership that can empower the practitioners without sacrificing the teachers of the madrasah. Leaders in the madrasah should work in policy groups that involve various parties such as program teams, teachers' organizations, parents, and students. This kind of leadership will support the day-to-day activities of the madrasah school. In this context, leaders must be able to work with all parties involved in the educational process. They must be able to manage policies, programmes, and organizations well so that all the activities in the madrasah go smoothly. So, a good leader is the one who can unite the various elements to a common goal. A madrasah is an educational institution that must provide educational services and learn to teach the centrions so that they become qualified graduates. Training leaders are expected to be inspiring to create a dynamic learning community. This means they must provide motivation and guidance to the students so that their learning spirit remains high and the training environment becomes more active and productive. Thus, the students can get a good and quality education from their madrasas. To see how in detail about the leadership of this ministry, then it is necessary to do a research entitled "The Leadership Role of Management of Islamic Educational Institutions in MTs Al wasliyah 18 Tembung"

2. RESEARCH METHODOLOGY

In connection with this research, the methods used by the author are qualitative descriptive methods. A descriptive method means "a method that studies the position of a group of people or an object, a set of conditions, a system of thought, or a grouping of events at the present moment". The purpose of this descriptive research is to create a systematic, correct and accurate description, picture or painting of the facts, characteristics and relationships of the phenomena studied.

Qualitative research is scientific and systematic research, as is quantitative research. Qualitational research uses non-probability techniques, i.e. a technique of sampling that is not based on statistical formula but on the subjective consideration of the researcher based on the scope of the problem in detail. From this understanding it can be concluded that qualitative descriptive method is a method of studying a subject that cannot be measured by certain numbers or measurements.

3. RESULTS AND DISCUSSION

The Role of Leaders in Developing Vision and Mission in Islamic Educational Institutions. The head of the school has an important role to play in determining the success of learning in the school through leadership in effective teaching. In this case the role of the head of school at the time of developing the vision and mission of the Islamic Educational Institution, therefore various ways done head of the school in developing a vision and a mission. Based on the results of a research interview with Mr. Muhammad Yunus S.A.G. M.pd as the head of the school, the researchers conducted an interview on May 31, 2024 at 9.30 PM, Mr. Yunus said: "In order to develop the vision and mission of the head school does not do it on its own, teachers are included in the development of vision and school mission. Vision and mission continues to be developed in this school continuously, to develop it all teachers agreed to make the respective objectives for example: in the academic subjects for 7th grade newly entering children must know how to respect teachers, friends, and family in the way that every morning children must suffer the teachers that male teachers suffer men as well as the opposite. This program should be passed on to the parents of the students, to know that the students not only respect their teachers at school but also respect their parents before leaving school by kissing their parents' hands and sympathizing. In this way the vision of the madrasah mission has a way then besides the cooperation between the teachers of the respective fields of study there are classmates, teachers guidance counseling, school managers, IPA (Students of Alwasliyah) pupils can freely tell stories with one of these categories. So the head of the school knows the student's complaints and will get a solution to the problem. The vision and mission program is running well and supervised or negotiated with the head of the school and the foundation" Based on the statement presented above, that the leader of the madrasah in developing the vision and the mission of the Madrasah has played a very important and influential role. In the implementation of the vision and mission, the head of the school plays a role and is tasked to lead every activity so that the goals agreed in the vision of the mission of the madrasah can be achieved. The Role of Leaders in Motivating and Improving

Teacher Performance in Islamic Educational Institutions In the leadership role in the management of Islamic educational institutions at MTS Al-Wasliyah Tembung there is the role of a leader in motivating and improving the performance of teachers in educational establishments. This is in line with the presentation of Mr. Yunus as the head of the madrasah, the researchers conducted an interview on May 31, 2024 at 9.30 PM, Mr. Yunus said: "In the institutions of Islamic Education is very bright with the presence of a leader, the leader in the Institution of Education is said to be the highest position, so if the leader is good then the teachers he leads will be good anyway. In order to improve the performance of the teacher, the head of the school formed the teacher to discipline, for example: discipline time, the teacher at the MTS Al-Wasliyah Tembung must come at 7.00 BGN, and I as the leader of the madrasah have arrived at the school at 6.30 BGN already arrived in the school. According to the statement shown above, the head of the madrasah in motivating and improving the performance of teachers at MTS Al-Wasliyah Tembung, the leader of the Madrasah gives rules to the teachers to discipline the time, and the leader as the leader gives an example or action to come to school without delay and teachers follow it.

Leadership Strategy in Building Islamic Culture in the Madrasah Environment In the leadership role in the management of Islamic educational institutions at MTS Al-Wasliyah Tembung there is the role of a leader in creating Islamic culture in the madrasah environment. This is in line with the presentation of Mr. Yunus as the head of the madrasah, the researcher conducted an interview on May 31st 2024 at 09.30 PM, Mr. Yunus said: "Because this school is based on madrasahs or based on religion started with the stage already I made the first, the teacher who enters or who teaches in this Madrasah has the first and most important condition must be able to read the Qur'an either general teacher or religious teacher, in this way I can see about the ability of the teacher. Second, for teachers who do not have a lesson hours is to perform the prayer of Dhahaha, and when the rest hours of the students are also mandatory for the prayers of DHaha. And teachers every month is mandatory to deposit the hafalan surah for the teachers of religion a month is obligatory maximum 4 juz and for the general teachers for now is still maximum 2 juz. And for the teacher who teaches general lesson in his teaching is always associated with religion. In order to create an Islamic environment in the MTS Al-Wasliyah, the head of the school establishes the rules for every guru who teaches in the WASLIAH, to read the Qur'an, to do the prayer when not teaching in the classroom, and to memorize and deposit the hafalan surah for the teacher of religion maximum 4 juz and teacher umu maximum 2 juz. Leader in Managing Teacher Resources in Madrasah In the leadership role in the management of Islamic educational institutions in MTS Al-Wasliyah Tembung there is the role of a leader in managing the teacher's resources in the madrasah, to find out how the head of the Madrasah in the MTS al-Wasliyah Tembung manages the teachers' resources following is the result of the exhibition of the master's head. This is in line with the presentation of Mr. Yunus as the head of the madrasah, the researchers conducted an interview on May 31, 2024 at 9.30 PM, Mr. Yunus said: "To manage and know the abilities of each teacher either personal skills or personal issues, there is a first stage, at MTS Al-Wasliyah Tembung there are 100 teachers in charge, of 100 such teachers is expected to teach all in class no one is outside the classroom or in the office. Second, when teachers are in financial difficulties, the head of the school always helps the teachers who are in difficulty. According to the statement shown above, the head of the school in managing the teacher's resources at the MTS Al-Wasliyah Tembung said well because the teachers in this school have an extraordinary compactness between teachers, the director also reassured teachers to always fulfil their duty in teaching no one can be in the office or outside the classroom when there is a school clock, and also the head always help whenever teachers have difficulties in economics.



The Role of Leaders in Developing Vision and Mission in Islamic Educational Institutions Based on the results of the research interview with the head of the madrasah MTS Al-Wasliyah Tembung with the father Muhammad Yunus S.AG. M.pd chief of the school in developing the vision and mission in the institutions of Islamic education (madrasah) did not do it alone but also assisted or followed the inclusion of teachers in the development of vision and the mission of the Madrasah by creating a program between the teachers of different fields of study that is to form the character of students who are faithful, friendly and caring for each other and the environment with this students at the time of coming of school must experience the teacher who is in front of the gates of school for male students to experience male teachers and for female students to suffer female teachers. Not only at the school, but the guardian also tells or monitors the parents that the children also respect their parents by kissing their parents' hands before leaving school. And when students are in trouble or there are complaints can tell the head of school, teachers, class guardians, BP, as well as IPA (alwasliyah students' association) and will be given solutions to the problems faced. It can be concluded that the head of the madrasah at the MTS Al-Wasliyah Tembung carried out the vision and mission went well and supervised as well as in the shade of the head Madrasah. The Role of Leaders in Motivating and Improving Teacher Performance in Islamic Educational Institutions Based on the results of the research interview with the head of the madrasah MTS Al-Wasliyah Tembung with the father Muhammad Yunus S.AG. M.pd selaku head of school in developing the vision and mission in the institutions of Islamic education (madrasah) in motivating and improving the performance of the teacher head of Madrasah make rules for the teacher to always discipline time so as not to be late come to school and head of madrasah come earlier to school before the teachers to school this can be used as a motivation for teachers so that they do not be late.

Leadership Strategy in Building Islamic Culture in the Madrasah Environment Based on the results of the interview researchers with the head of the MTS Al-Wasliyah Tembung with the father Muhammad Yunus S.AG. M.pd chief of the school in developing the vision and mission in the institutions of Islamic education (madrasah) in implementing the leadership strategy in building Islamic culture in the madrasah environment, the school chief made the rules for each teacher who teaches in MTS al-Washliyah tembung must be able to read the Quran from the teacher of religion to the general teacher as well as the teachers are obliged to memorize and record the Qur'an for the guru of religion maximum memorize or memorize paragraphs is 4 juz and for teachers of the general field of study maximum note is 2 juz. When teachers who are not good classes are required to pray to dhahha, and students also do dhahahha at rest hours. It can be concluded that the head of the madrasah in shaping the Islamic environment at the MTS Al-Wasliyah Tembung is said to have included well, since the head priority teachers after that students will be exemplary when the teacher does in good. Leaders in Managing the Resources of Teachers in Madrasah Based on the results of the research interview with the head of the MTS Al-Wasliyah Tembung with the father Muhammad Yunus S.AG. M.pd as head of school in developing the vision and mission in the institutions of Islamic education (madrasah), head of madrasah in managing the resource of teachers in MTS al-Wassliyah Guru emphasized to the teachers when in the lesson hours teachers must remain in the classroom to teach no one sits in the office unless the teacher does not have lessons hours. And when the guru has economic difficulties or otherwise the school head always helps. It can be concluded that the head of the madrasah in managing the resource of teachers at the MTS Al-Wasliyah Tembung is in good harmony with the care of the schoolmaster towards the teachers and also calms the teaching-teachers to discipline as well as building the harmony of fellow teachers.

4. CONCLUSION

Based on the results of research it can be concluded that the leadership role in the management of Islamic educational institutions in MTS Al-Wasliyah Tembung has been very good. The vision and mission presented in the madrasah can be performed well by the head of the school so that the head understands the vision and the mission of the Madrasah so that it can be implemented well. The role of the head of the madrasah in motivating the teacher and improving the performance of the teacher is also very good because the head always oversees and monitors the development of the potential of teachers and pupils, and also the teacher does not violate the rules made by the Head of the school for the development. Similarly, the head of the school managed to build a group of teachers in the school's educational institutions and to create an Islamic environment in the madrasah.

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