Development Of A Prophetic Leadership-Based Leadership Model At Aliyah Islamic School In Tanah Datar

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ARTICLE INFO	ABSTRACT
	This research aimed to obtain a valid, practical, and effective model of prophetic leadership of Aliyah Islamic school principals. This research was a research development with the Plomp model, where the research data was collected through observation, using assessment sheets, observations, tests, and questionnaires. To identify the impact of the prophetic leadership model, questionnaires and interviews were analyzed. The results of model validation showed that the prophetic leadership model was valid, practical, and effective to be used by Aliyah Islamic school principals in Tanah Datar regency. The validation results from experts claimed that the prophetic leadership model had a good level of validity in improving the prophetic leadership of Aliyah Islamic School principals. The trial results indicated that the prophetic leadership model was practically implemented by the Aliyah Islamic school principal in leading the school. In addition, the process of implementing prophetic leadership was supported by easy-to-use tools such as handbooks and pocketbooks for madrasah heads. Therefore, it provided good benefits in achieving the effectiveness of prophetic leadership as modeled by the Prophet Muhammad. The support tools implement a prophetic leadership model such as handbooks and pocketbooks for the principal. It was easy to use and had good benefits in the effectiveness of prophetic leadership models. Using the prophetic leadership model could improve leadership characteristics. **Keywords**: Prophetic Leadership, Aliyah Islamic School principal.

Introduction

Leadership is the process of influencing or liberating leaders through their followership to achieve organizational goals (Julaiha, 2019; Minsih et al., 2019). Therefore, leadership is the ability to influence others to move people through understanding communication to achieve a predetermined target (Hamid & Juliansyahzen, 2017). In Islam, the concept of leadership has existed since humans were created on earth, it is stated in the Al-Quran Surat Al-Baqarah verse 30 describes humans as caliphs (leaders) (Daniëls et al., 2019). Aliyah Islamic School as an Islamic educational institution has a unique characteristic as an education provider that integrates general knowledge with Islamic knowledge. Aliyah Islamic schools have a major role in building character quality through Akhalaqul Karimah (Good attitude) education. It is strengthened by the leadership of the principal so that it can bring changes and improve the quality of education in a better direction (Winastman & Laugu, 2021). It is expected to be able to establish quality and competitive human resources along with technological advances and global demands (Tanjung, Rahman, Arfudin, Hanafiah dan Mulyadi, 2021), argues that madrasah heads are faced with different life backgrounds, importance, and social status of teachers and staff. Therefore, it requires the principals to be fair and wise (Kadarsih et al., 2020; Said, 2018). In addition, the head of the madrasa must be Shidiq or honest to create openness and flexibility with the members. it is easier to carry out instructions to each other. It can improve the quality of the institution in a conducive and harmonious environment (Nasib Tua Lumban Gaol, 2018; Soleas, 2022).

Tanah Datar Regency is one of the areas with 24 Aliyah Islamic schools, both public and private. Certainly, in the implementation of the leadership. The principals have different leadership styles and patterns, especially

in solving any problems that occur from stakeholders in the management of the institution and improving the quality of the Aliyah Islamic School. Stakeholders and principals will have differences in managerial concepts and implementation models in the field. This phenomenon has a strong and fundamental attraction to take a gap in studying aspects of the implementation of prophetic leadership of the Aliyah Islamic School in Tanah Datar regency.

Method

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Aliyah Islamic School as an Islamic educational institution has a unique characteristic as an education provider that integrates general knowledge with Islamic knowledge. Aliyah Islamic schools have a role in building character quality through Akhalaqul Karimah (Good attitude) education. It is strengthened by the leadership of the principal so that it can bring changes and improve the quality of education in a better direction. It is expected to establish quality and competitive human resources along with technological advances and global demands. Argues that madrasah heads are faced with different life backgrounds, importance and social status of teachers and staff. Therefore, it requires the principals to be fair and wise (Sugiyono, 2020). In addition, the head of the madrasa must be Shidiq or honest to create openness and flexibility with the members. It is easier to carry out instructions to each other. It can improve the institution's quality in a conducive and harmonious environment.

Tanah Datar Regency is one of the areas with 24 Aliyah Islamic schools, both public and private. Certainly, in the implementation of the leadership. The principals have different leadership styles and patterns, especially in solving problems occurring from stakeholders in the institution management and improving the quality of the Aliyah Islamic School. Stakeholders and principals will have differences in managerial concepts and implementation models in the field. This phenomenon has a strong and fundamental attraction to take a gap in studying aspects of prophetic leadership implementation of prophetic leadership of the Aliyah Islamic School in Tanah Datar Regency.

Result

The increasingly complex demands of the duties and responsibilities of Aliyah Islamic school principals required the principals' behavior to encourage the teachers' performance by showing a sense of friendship, closeness, and consideration for teachers both as individuals and as a group(Qusairi & Abdullah, 2022). The positive principles of behavior encouraged groups to mobilize and motivate individuals to work together in groups to achieve Aliyah Islamic School's organizational goals(Sidiq & 'Uyun, 2019). The current leadership of Aliyah Islamic School principals could be investigated by collecting responses from principals, teachers, committees, and administrators related to the current conditions in the field. In Tanah Datar Regency, there were 24 Aliyah Islamic schools, both public and private. Certainly, terms of implementing the leadership of each Principal of Aliyah Islamic School had its differences and patterns, which could be a difference between the managerial of Aliyah Islamic School, especially in solving any problems in institutional management, particularly improving the quality of Aliyah Islamic School and problems that arise from stakeholders in Aliyah Islamic school. This phenomenon had a strong and fundamental attraction to take a gap in studying aspects of the implementation of prophetic leadership of the Aliyah Islamic School in Tanah Datar regency.

Based on the results of the preliminary survey conducted by the researcher of several principals of Aliyah Islamic Schools in Tanah Datar Regency, it seemed that the current leadership had not shown leadership that modeled the Prophet Muhammad, and they had not shown a good attitude toward giving instructions and communicating with co-workers. In addition, the researcher also found that there was no trustworthy attitude (Amanah) in managing the education institution, especially the Aliyah Islamic School that they lead. Indeed, this condition had an impact on poor leadership patterns in the future. Currently, the main concern of Aliyah Islamic School principals' leadership in the field is the low implementation of honesty values and openness in principals, especially principals of Aliyah Islamic School, thus it has an impact on the performance of education management. In the Prophetic leadership character, leadership was seen as a mandate that will be made responsible to God (Allah) later. The principals who had distortive behavior made a weak commitment to working hard and building a better educational institution, at least in terms of institutional discipline. The principals of Aliyah Islamic schools who had a strong commitment to their responsibilities showed their efforts to maintain rules and discipline in the school.

The principal of Aliyah Islamic School was functional personnel tasked with leading the school where there was interaction between teachers who gave lessons and students who received lessons (Arif, 2021). In Aliyah Islamic School, the principal had an important role in improving the quality of education including in the management of education personnel. The Aliyah Islamic School is said to be effective when there is suitability and accuracy between goals and achievements. The Effectiveness did not mean describing all aspects. An Aliyah

Islamic School became effective in achieving one or more specific aspects, but it became ineffective in reaching other areas (Ghazali, 2023).

The principal of Aliyah Islamic School was required to have strong management and leadership skills to manage the school effectively and efficiently to achieve the goals of organizing education optimally in the school (Murni & Adiyono, 2024). Each education personnel was given their duties by their abilities and authority. Therefore, education personnel need clarity about the work that they do to work as expected.

Stated that "Principals of Aliyah Islamic Schools are teachers who get additional assignments to be head of the school." A similar opinion about the principal of Aliyah Islamic school definition is also expressed by several other experts from Wahjosumidjo, "A principal of Aliyah Islamic school is a teacher who is given the task of leading a school where the teaching and learning process is organized, whether it is the interaction between teachers and students in giving learning and students as receivers of this learning (Ulfah et al., 2022). Stated that the "principal of Aliyah Islamic School is a teacher who is appointed to hold a structural position in Aliyah Islamic School".

The ideal principals of Aliyah Islamic schools had to have advantages over the groups they lead, at the same time there was a realization in them that they had weaknesses in technical work, but they had a strength in mobilizing other people. Based on the results of the researcher's interview with Rosdahiyanti, S.Pd as an education personnel in Aliyah Islamic School X which was held on September 15th, 2023, there were several weaknesses of the Aliyah Islamic school principal in implementing his leadership function, where the principal of Aliyah Islamic school X mostly gave their work to their deputy that he appointed and the principal did more external works and even personal or family matters. According to the principle of Aliyah Islamic School X, "That's the point of the deputy principal that we appointed, the important thing is learning the way".

Furthermore, Mr Ardhoni, S. Pd as an education personnel said that there were problems in madrasah X, that problems related to financial administration, and knowledge in managing finances were mostly done by operators and treasurers. On the other hand, there was also the leadership of the principal of Aliyah Islamic School X in Tanah Datar regency, he was not communicative because he used inappropriate language to teachers or other staff. For the principal of Aliyah Islamic School X, leading was to move and force the group. The autocratic leader's power was only limited by the law, his interpretation as a leader was showing and giving commands. The obligation of his personnel was only to follow and carry out, not to argue or make suggestions. The leadership of Aliyah Islamic School X did not want discussions. A meeting meant delivering instructions. Any difference of opinion among his personnel was interpreted as pettiness, insubordination or disciplinary violation of the instructions that had been set. Any insubordinate member got punished and those who were obedient got rewarded and a golden member for the principal of Aliyah Islamic School X.

Education is the basic capital for the development of the nation and has different goals. Education encourages people to learn for themselves actively and empowers all the potential that exists in them. The learning process will become more dialogical in a more functional context that takes place in a coordinative climate. The product of education that realizes human resources presents an independent quality and contains excellence. Here, leadership quality is needed for organizational management to achieve education quality (Mirela et al., 2021). Education is a process that aims to develop attitudes, and behavior and help in character building and to educate each individual in Aliyah Islamic school. Essentially, education can provide knowledge about human beings. To obtain a good education, the Aliyah Islamic School is an institution that is fully designed to carry out the learning process for students.

The role of principals of Aliyah Islamic School in this context is very important and strategic. The principal has the highest responsibility for the success of the goals that have been planned by the government or Aliyah Islamic School. In addition, the principal is also a person who has the authority to decide all policies in the school (Yang & Yang, 2019). As a principal of Aliyah Islamic School, each task has a dual role as an educator, manager, educational supervisor, and institutional development and entrepreneurship. As stated by Sri Rahmi in her book Humanist Leadership in Islamic Education Institutions "to get a good and quality school, we need to be considered not only in terms of infrastructure facilities, but also human resources in schools. The resources related to the success of schools directly like stakeholders". In addition, the principal competencies in the Minister regulation of the National Education of the Republic of Indonesia Number 13 of 2007 concerning the standards of school/Aliyah Islamic principals, are not sufficient to ensure the success of schools in achieving the vision and mission established, therefore it is necessary to add other competencies related to the duties and functions of school/Aliyah Islamic principle, considering that the principal of school/Aliyah Islamic has a strategic position in developing school resources in the management of education units, especially in empowering teachers and other personnel in achieving educational objectives that have been defined. Aliyah Islamic School is a complex and unique institution.

Other research results that the researchers found from the leadership of the principal of Aliyah Islamic School in Tanah Datar Regency, were that there were principals who allowed their teachers and education personnel to do as they wanted. The principal did not provide control and correction of teachers' and education personnel' duties. The assignment of tasks and cooperation was handed to the Deputy without any instructions or suggestions from the principal. The power and responsibilities were confusing, and some principals of Aliyah Islamic schools created groups in the school, and they spread out among the group members. The school activities were carried out without a directed plan and supervision from the principal.

The positive research results from Aliyah Islamic School X showed the researchers found the implementation of the principal led the education institution democratically, he was in the middle of his members. The principal of Aliyah Islamic School X always tried to stimulate his members to work cooperatively to achieve common goals. His actions and efforts were based on the importance and needs of Aliyah Islamic School X, and he considered his abilities and the institution's capabilities. Meanwhile, there was a problem that the researcher found in Aliyah Islamic School X, where the filling of the students' report could be changed because teachers' satisfaction with the graduation rate was reduced from the previous year. It was aimed to get many graduates accepted by their favorite universities, even though higher education institutions had warned and reminded the principals of senior or vocational High Schools and Aliyah Islamic school to be honest in filling out the School and Student Data Base (PDSS) as an absolute requirement for a high school graduate in participation of National Selection of State Universities (SNMPTN). The solution for Aliyah Islamic schools in the future became more enthusiastic in preparing the quality of graduates who could be accepted by various well-known universities in Indonesia. The principals of Aliyah Islamic School were expected to be able to work together to improve the success of students in a good and honest way. It was by the facts and providing appropriate evaluations to improve the academic achievement of students. Therefore, it provided progress for the Aliyah Islamic school that the principals lead. When cheating was given, the students would face difficulties and academic problems in college because their academic grades were not outstanding, except for the "good service" of the principal of Aliyah Islamic School. This action certainly showed that his leadership was not good and honest with the facts.

Becoming a prophetic, good and effective principal of Aliyah Islamic School determined the success of the school. The principal of Aliyah Islamic School not only provides services but also maintains everything smoothly and continuously by maintaining harmony, devoting time, energy, intellect and emotions to improve the Aliyah Islamic School, synergizing with the community and stakeholders and always upholding the values of being a leader.

The leadership of the Principal of Aliyah Islamic School at Tanah Datar Regency in developing the school was motivated by his desire to balance between religious and general sciences. The efforts of the principal of Aliyah Islamic School at Tanah Datar Regency in developing this Islamic educational institution included making educational reforms in the school. It included the development of curriculum administration, the development of facilities and infrastructure, and the development of human resources.

Based on the researcher's observation, the Aliyah Islamic School of Tanah Datar regency still needed a serious commitment to applying and developing its competence, as well as taking relevant examples or leadership models to the current situation without leaving the Islamic leadership model with its quality management. Therefore, as a result of this leadership, Aliyah Islamic School of Tanah Datar Regency would be able to outperform, align with or even exceed other high school/vocational education institutions. Eventually, education in Aliyah Islamic School in Tanah Datar Regency became a model of education in general, because history says that Aliyah Islamic School established an Islamic and general education combination. And to become the principal of Aliyah Islamic School, he had to have good management and leadership skills in the Islamic religion. He had to manage the school effectively and efficiently following the values of dynamic, humanist, and religious leadership.

To organize education in Aliyah Islamic school in Tanah Datar Regency ran optimally and became modeled by other schools or Aliyah Islamic schools, the principal of each Aliyah Islamic school was given a task based on their respective competencies, their abilities and authority, and guided by the leadership model that once reached the heights of Islamic success, namely Prophetic leadership.

Conclusion

The results of the research conducted by researchers could conclude that the prophetic leadership model had not been implemented. The implementation of prophetic leadership by principals of Aliyah Islamic school in Tanah Datar Regency was still in the process of implementation towards prophetic leadership. It certainly took time, support, and cooperation from the entire school's academic community including teachers, students, staff, committees, and supervisors. Prophetic leadership implementation of the Prophet Muhammad model improved the performance of every element in the Aliyah Islamic school. Therefore, it made a quality and highly competitive Aliyah Islamic schools

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