



Ideal Madrasah Diniyah Takmiliyah Leadership Strategy

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ABSTRACT

To examine the optimal leadership approach of Madrasah Diniyah Takmiliyah, this study uses a qualitative methodology through literature review. Literature reviews from various sources of books, scientific publications, and scientific journals, as well as the results of interviews with specialists relevant to leadership at Madrasah Diniyah Takmiliyah, are the source of data for this research. The findings are as follows: 1) A number of elements, such as leadership style, members' desires and desires, internal and external influences, and self-development, affect how effective leadership is in Madrasah Diniyah Takmiliyah. 2) According to research, madrasah leaders with an adaptive leadership style can adapt to the environment and the demands of their students. These methods include the development of efficient communication, the improvement of joint competence, the implementation of joint activities, the provision of feedback, and the creation of a supportive environment.

INTRODUCTION

Disputes in an institution begin with the formation of small disputes that never end, especially when the leadership style is not suitable, thus deteriorating the environment and having an impact on other systems. It is also impossible to separate the essential functions of leadership from deteriorating performance, poor management, and failure to assess the situation. The leadership of the Diniyah Takmiliah madrasah has a significant influence on the quality of teaching offered. to strengthen the foundation of an optimal leadership approach.

Given the importance of the role of education in shaping the character and quality of human resources who are able to compete independently, the ideal leadership strategy of Madrasah Diniyah Takmiliah needs to be studied. The first aspect of "Competency Development" is considered, where the head of the madrasah is responsible for improving the professional competence of teachers in order to improve teaching standards. Teachers must have effective leadership in order to adapt to the ever-changing demands of education. The second is the application of Islamic principles, where an effective leadership approach must be able to integrate Islamic principles into the educational process in order to produce students with moral character in addition to intellectual talent.

The third managerial challenge is that madrasah leadership often encounters obstacles including community involvement, funding, and curriculum management; The ideal leader must be able to solve this problem strategically. Last but not least, leadership must foster a collaborative and supportive learning atmosphere so that all stakeholders can actively participate in the educational process. Collaboration and innovation are important components of this process. It is hoped that by realizing this problem, Madrasah Diniyah Takmiliah will be able to build an ideal leadership plan that will improve teaching while encouraging the growth of students' moral character. Effective school leadership, participation and sense of responsibility of teachers, staff, and other employees in the school environment, effective teaching and learning processes, planned development of teachers, staff, and other employees, a relevant and flexible curriculum in considering current events, a clear vision, mission, and strategy, a supportive school climate, a thorough assessment of the school's strengths and weaknesses, Effective communication both internally and externally, and the involvement of parents and the community are factors that determine the success of the school. The realization of a quality education process. Some important points are: 1) Practicing Islamic principles: Islamic ideals and beliefs must be firmly embedded in the leadership of this madrasah. It consists of courtesy, justice, honesty, and dependence. An ideal leader should set an example in applying these principles to all aspects of school administration.

2) Transformational Leadership: The ideal leader empowers teachers and students to realize their greatest potential. A clear vision, good communication, and a dedication to constructive change can help achieve this. 3) Participation and Consultation (Shura): Decision making after consultation with all parties involved, such as parents, teachers, staff, and students. This ensures that the

choice is made with the needs and goals of the madrasah community in mind. 4) Teacher Professionalism Development: Through ongoing training, coaching, and performance reviews, effective leadership should prioritize teachers' professional growth. Professional educators will be able to provide the best possible teaching. 5) Effective Resource Management: An ideal leader should be able to manage non-financial and financial resources effectively. This includes budget management, building maintenance, and the use of technology to improve the teaching and learning process.

6) Community-Based Curriculum Development: One of the leadership techniques that must be done is to create a curriculum that can provide students with the knowledge and skills they need for daily life and are also relevant to the needs of society. 7) Continuous Innovation and Evaluation: The best leaders should support the continuous assessment of educational procedures and outcomes and constantly seek new approaches to improve educational standards. Madrasah Diniyah Takmiliah can meet the expectations of the community and achieve a higher level of education by practicing these techniques.

LITERATURE REVIEW

A number of ideas that can be the basis for developing an analytical framework in the study of Madrasah Diniyah Takmiliah leadership tactics, including:

Transformational Leadership

Theory Persuading people to work together to achieve their intended goals is an act of leadership. Transformational leadership is a type of leadership. According to Burns, the transformational leadership model essentially highlights the need for a leader to inspire his followers to go beyond what they expect from their duties. Subordinates must accept and acknowledge the credibility of their leaders, and transformational leaders must be able to identify, communicate, and articulate the organization's vision clearly. It encompasses four dimensions: intellectual, inspirational, idealistic influence, and personal consideration.

According to transformational leadership theory, leaders have the responsibility to inspire and encourage their followers to achieve common goals. The head of the madrasah is in charge of managing and increasing the morale of both employees and students. This leadership approach is essential for creating an atmosphere that supports high-quality education.

The Role of Transformational Leadership in Madrasah

- a. Inspiration and Motivation: Engaging students and staff, transformational leaders set an example, support creative behavior, and offer inspirational motivation (Mudd & Mudd-Fegett (2024).
- b. Teacher Performance Improvement: According to research, transformational leadership greatly improves teacher effectiveness by fostering an attractive workplace and encouraging sustainable development (O.-P. & Hidayatulloh, 2024).

- c. **Quality of Education:** A case study in which school principals mobilize resources and encourage community engagement demonstrates how effective transformational leadership improves the quality of education (Saefudin et al., 2024). While transformational leadership is essential for raising morale and improving academic outcomes, it is also necessary to recognize that issues such as resource mobilization and community participation still exist and require the creation and adaptation of sustainable leadership strategies (Rosyaad et al., 2024).

Participatory Management Theory

Participatory Management Theory The pressure of the involvement of all stakeholders in the decision-making process, which can significantly increase commitment and ownership in educational environments such as madrasas. Involving teachers and students in management creates a collaborative environment that is independent of the vision of the institution. Exemplary management of participatory and collaborative focuses on initiatives that encourage the active participation of all relevant parties, both students, teachers, parents, and the general public (Maliki & Erwiansyah, 2020). Through effective collaboration and active participation, madrasas can create an inclusive, transformative, and constructive learning environment (Ali, 2021). This allows each individual to participate in the educational process, improve their abilities, and contribute to the development of decisions related to educational programs and policies (Huda, 2020).

As for making madrasas superior and accomplished, a holistic approach is needed that covers all aspects of madrasas, including management, curriculum, human life, and interaction with the general public (Anwar, 2021). Through the use of participatory and collaborative learning management, madrasas can create a strong and inclusive education and foster collaboration between students, teachers, and staff to achieve common goals (Maimun & Fitri, 2010). In this process, the active participation of all participants is very important to ensure the continuation of educational and madrasah development programs.

Benefits of Participatory Management

Improving the Quality of Learning: A case study at MA Ar-Rahman Sumoyono shows that the implementation of participatory classroom management increases student motivation and learning outcomes (Azizah & Usman, 2023).

- a. **Community Engagement:** Achieving the goals of continuing education and improving the quality of the school environment, the Madrasah Standard Management (MBSM) strategy encourages active participation from parents, instructors, and students (Azkiyah et al., 2024).
- b. **Teacher Satisfaction:** According to research, teachers who participate in decision-making are more motivated and satisfied with their jobs, thus fostering a collaborative culture in schools (Musengamana et al., 2024).
- c. **Implications for Commitment**
 1. **Organizational Commitment:** Teachers who participate in decision-making tend to be more committed to their organization, which can reduce violence

in schools and improve the general atmosphere in schools (Nassir & Benoiel, 2024).

2. Cognitive and Emotional Engagement: Participatory management improves the relationship of educational actors with institutions by encouraging cognitive and emotional change within them (Afanas & Balanici, 2022).

While participatory management has many advantages, barriers, including stakeholder resistance to change and varying levels of engagement, may reduce the effectiveness of participatory management. To fully realize the promise of participatory management in schools, this problem must be solved.

Situational Leadership Model

Many theories about the diversity of leadership philosophies and methods that influence organizational behavior have been created. Particularly in the Hersey-Blanchard model of situational leadership, the situational approach is a philosophy that helps leaders understand their own behavior. Managers of large and small businesses have used the Hersey-Blanchard model of situational leadership (SLM), which emphasizes more followers and their level of maturity (Ivancevich et al., 2014). Since each circumstance has unique characteristics, different approaches must be taken to address it (Ghazzawi et al., 2017).

According to this view, the efficacy of a leader depends on the circumstances. Given the unique circumstances and needs of the madrasah, especially the difficulties faced by students, the head of the institution must change his leadership style. The Situational Leadership Model highlights that, particularly in educational settings such as madrasahs, effective leadership depends on the specific demands and context of the institution. To overcome certain difficulties faced by staff and students, leaders must change their approach.

a. Adaptability in Leadership Style

1. Situational leadership allows school principals to alternate between supportive and directive approaches according to the level of readiness and competence of students (Afifah et al., 2024).
2. This adaptability is very important to overcome changes in educational problems such as curriculum modifications and various student demands. (Yildiz, 2023).

b. Improving Student Competence

1. By tailoring teaching strategies to each student's unique needs, effective situational leadership can greatly improve students' religious and cognitive competencies (Karanto et al., 2024).
2. "The Influence of Situational Leadership on Employee Commitment in a Non-Governmental Organization (NGO) in Owerri," 2023, states that leaders who use situational tactics create a nurturing atmosphere that encourages student motivation and engagement.
3. Communication and Engagement Team in understanding and responding to the needs of their students and improving overall educational achievement, leaders must have strong communication and empathy skills (Sutrisno et al.,

2024) (Yildiz, 2023). While situational leadership has its advantages, it is important to understand that some leaders may find it difficult to adjust, which can result in an inconsistent leadership philosophy. A coherent learning environment may be hampered by these differences.

Adaptive Leadership

By fostering cooperation, trust, and flexibility within the company, adaptive leadership is a dynamic strategy that gives leaders the tools they need to handle difficult situations. Because it emphasizes the importance of involving all individuals in the decision-making process, this leadership style works especially well in various settings such as the workplace, military, and educational institutions.

1. Key Principles of Adaptive Leadership

- a. **Situational Diagnosis:** Instead of focusing on technical issues, leaders need to evaluate the situation and determine adaptive barriers (Bowles et al., 2017).
- b. **Empowerment:** According to Bowles, et al. (2017), adaptive leadership encourages ownership and engagement by encouraging team members to take back responsibility.
- c. **Trust and Collaboration:** Developing trust among communities is essential, especially in environments such as workplaces for people with disabilities (Moore & Huberty, 2020).

2. Training and Development

- a. **Cognitive and Behavioral Skills:** According to research, focused training that builds behavioral and cognitive skills can improve adaptive leadership (Guntner et al., 2022).
- b. **Engagement in Learning:** By involving researchers in the learning process, adaptive leadership drives transformative change in the adult learning environment.

While there are many advantages of adaptive leadership, adaptive leadership also requires leaders to maintain emotional intelligence and manage their own stress, which may be difficult to do in high-pressure situations (Bowles et al., 2017).

METHODOLOGY

To examine the optimal leadership strategy of Madrasah Diniyah Takmiliah, this study uses a qualitative methodology through literature review. Literature reviews from various books, scientific publications, scientific journals, and expert interviews related to leadership at Madrasah Diniyah Takmiliah are used as a source of research data. Additionally, linking one data to another helps facilitate the author's analysis. The findings of this qualitative research emphasize meaning more than generalization (Sugiyono, 2019).

To produce the main points of discussion and conclusions, the author of the literature study first collects literature works that are in accordance with the problem of scientific thinking process and scientific explanation. Furthermore, the author conducts a thorough literature review. The findings of this analysis

answer the problems in the global community and offer a comprehensive understanding of Madrasah Diniyah Takmiliyah's ideal leadership approach.

RESULTS AND DISCUSSION

As a process that involves all school organizations, efforts to improve the professionalism of the principal's leadership must be carried out continuously and carefully managed. The community and school supervisors must be involved as users to carry out the professionalism of school principals in a synergistic manner. The principal's internal drive is also important to achieve professionalism; Without this drive, awareness, and service-oriented attitude, the school's vision and clear conceptual competencies cannot be realized. This is an important component that must be further developed.

The following is a summary of the findings and debates of the study of the optimal leadership strategy of Madrasah Diniyah Takmiliyah: Based on the study, the head of the madrasah with an adaptive leadership style is able to adapt to the needs of the environment and students. Teachers and students are more motivated by this leadership style, which also makes the madrasah community stronger. In order to adapt effectively to environmental changes and increase community engagement, schools need adaptive leadership. Teachers and students are motivated by this leadership style, which ultimately makes the madrasah community stronger.

Impact on Teacher and Student Motivation

1. A collaborative atmosphere is fostered by adaptive leadership, and this is essential for increasing student engagement and teacher effectiveness.
2. Transformational leadership, a subtype of adaptive leadership, has been shown to increase teacher engagement by fostering a positive work culture and fostering professional growth. (Wahyudin at, all, 2024).

Strengthening the Madrasah Community

- a. A sense of community and belonging can be fostered by leaders who use adaptive tactics to better adapt educational practices to student needs (Sartini et al., 2024).
- b. The capacity to overcome barriers and implement creative solutions helps create a resilient learning environment, which further strengthens relationships within society.

Although adaptive leadership has many advantages, education leaders still face many obstacles, such as integrating technology and meeting the needs of various students (Sartini et al., 2024).

Collaboration with the Community

The results highlight the value of cooperation between the community and schools. The participation of parents and the community in madrasah events fosters trust and support for the education offered. Madrasahs and their communities must work together to build trust and improve educational outcomes. According to this study, the active participation of community

members and parents in madrasah events greatly increases support for the educational framework offered.

CONCLUSION AND RECOMMENDATIONS

The findings of the study of the ideal leadership strategy of Madrasah Diniyah Takmiliah (MDT) show that:

1. A number of factors such as leadership style, members' needs and desires, internal and external factors, and self-development affect how effective the leadership is. at MDT.
2. This study shows that principals with adaptive leadership styles can adapt to the environment and the needs of their students. Teachers and students are more motivated by this leadership style, and the madrasah community is strengthened. In order to adapt effectively to environmental changes and increase community engagement, schools need adaptive leadership. Teachers and students are motivated by this leadership style, which ultimately makes the madrasah community stronger.
3. The head of the madrasah plays an important role in improving the teaching standards at Madrasah Diniyah Takmiliah. This work covers a number of important areas, such as curriculum development, teacher preparation and development, fostering a supportive learning environment, and supervision and evaluation.
4. School principals have a number of obstacles when implementing the idea of ideal leadership, such as changing educational trends, resource scarcity, internal school problems, stakeholder engagement, and stress and workload management.
5. Several tactics such as fostering good communication, improving mutual competence, organizing cooperative activities, providing feedback, and creating a supportive environment, can maximize cooperation between schools, communities, and parents. Thus, educational progress and student character growth can both benefit from the application of ideal leadership tactics in MDT.

ADVANCED RESEARCH

Every research certainly has limitations. Limitations in the sense of research limitations that affect the researcher's ability to explore the data being studied, the limitations of available data, or external factors of the research such as time and resource limitations. So that further research is needed for the perfection of this research.

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