



Characteristics of Leadership Head of School in Al-Qur'an Oriented Institutions

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Abstract. The principal's task as a school leader has a very vital role in running an effective organization to guide and direct his subordinates, especially students. The way to successfully teach respect and responsibility, it needs to be supported by values-based leadership behavior from education stakeholders in schools. Value-based leadership is a leader who is consistent or loyal to the values, organizational culture and individuals. The purpose of this study is to describe the values and leadership culture applied by the principal in the internalization process and the implications of this application. The subjects of this research were the Principal of Darul Qur'an Middle School, Deputy Head of Curriculum Division, teachers and students of Darul Qur'an Middle School. Collecting data through interviews, observations and document studies. Data analysis was carried out through data reduction, data display and data verification. The results of the study indicate that the principal establishes policies in accordance with the school's vision, mission and goals through deliberation. The deliberation activity shows the behavior of a participative and supportive leader with leadership traits that are often shown by school principals, namely shiddiq, amanah, tabligh and fathonah traits. The leadership values instilled by the principal are the values of discipline, tolerance, fairness and religion. The form of application of the principal's leadership values is reflected in planning, organizing, implementing, and supervising activities. The impact of implementing leadership values is a change in value agreement, the formation of organizational culture and the formation of individual habits.

Keywords: Leadership Characteristics · Principal · Qur'an-Based Institutions

1 Introduction

Schools as an organization are required to carry out their duties and roles in shaping the character of good students through various efforts that involve all components of the school [1]. One element that is very instrumental in fostering these students is the principal [2]. The principal, as a school leader, has a very vital role in running an effective organization to guide and direct his subordinates, especially students [3].

Theodore Roosevelt in [4] has the opinion that when an educator educates on aspects of brain intelligence and not on moral aspects, it will be a danger to society. This is currently happening in Indonesia, namely moral degradation from the lowest generation to the nation's leaders. Therefore, there is a need for an awareness movement and a process

of internalizing moral values in the form of honesty, politeness, courtesy, discipline, empathy, and other values that should be consistent through character education, starting with value-based leaders. Value-based leadership becomes a role model or figure for students in school leadership; this is reflected in principals, vice principals, and teachers as leaders in the class.

John Dewey [5] states that the current condition of education will fail when education ignores that a school is a form of community life. In order to be successful in the implementation of respect and responsibility-based teaching, it is necessary to support the behavior of school leaders based on the values of the principal, vice principal, and teachers as their capacity to achieve the process of internalizing moral values in students can run effectively.

Principal leadership greatly affects organizational performance. Therefore, a school needs to be led by a principal who has a strong vision, mission, and goals to advance the school. Leadership is a process of being able to influence others in understanding and giving approval to what should be done and how the scope of the task can run effectively with a process to facilitate individual and collective efforts to achieve goals [6]. The important role of the principal as a leader to improve better performance requires strong efforts and support from various elements. In order for the principal's leadership to be effective, the leadership that is carried out should refer to the leadership values and culture prevailing in the community. Leaders who have strong values and culture will get all the existing components to the achievement and consistency of achieving school goals.

Value-based leadership is leading by adhering to the values and culture of organizations and individuals. This means that leaders should, in leading others must remain consistent in their beliefs and never sway from the values and culture of the organization and individuals [7]. The culture owned by a school will be very closely related to the vision of the principal, how the future of the school organization in facing the challenges of the school in the future will be more successful in building school culture [8]. In essence, there is a relationship between leadership and school culture, the role of that culture is how as a factor related to the effectiveness of the principal. Culture is a factor related to the effectiveness of the principal [9]. Principals who have an effective role will provide encouragement in creating a positive school climate and culture.

The characteristics of a positive school climate and culture are (a) Students, teachers, school staff, parents, and the entire school community contributes to creating and maintaining a school environment as a safe, comfortable and positive learning place. (b) the application of using knowledge of social, cultural, leadership, and political dynamics of the school community in maintaining a positive learning environment, (c) setting an example as a leader on how to have high expectations and mutual respect between students, staff, parents, and the school community, (d) develop and implement planning processes in managing conflict situations appropriately and effectively, and (e) carry out joint decision-making processes to maintain positive school morale [9].

Based on this study, researchers examined the leadership characteristics of principals in Qur'an-oriented institutions, namely at Darul Qur'an Junior High School Singosari Malang. This is because the principal, as a leader, will apply the values and culture of his leadership based on the values contained in the Qur'an. SMP Darul Qur'an is an

educational institution whose learning is integrated with Islamic boarding schools. This school's flagship program is an obligation for all students during three years of education to apply Qur'anic values by memorizing the Qur'an in accordance with the contract at the pesantren for those who memorize the Qur'an and are obliged to read the Qur'an. 'at school in accordance with curriculum that has been set by SMP Darul Qur'an.

2 Methods

This research is research that uses a qualitative approach [10–12] with a focus on case study research. The implementation of the research was carried out several times in the process of collecting data which was then analyzed so as to produce an arrangement of theories while the results of the research. Researchers are conducting research act as research instruments and, at the same time, as data collectors. Researchers act as instruments as well as data collectors in order to capture the meaning and interaction of values and different local values [11]. The researchers acted as non-participant observers. The research location is Darul Qur'an Middle School which is located on Jl. Alley 2 Singosari Islamic Boarding School, Malang. The school's vision is "Realizing Darul Qur'an Middle School Superior in Imtaq and Science and Technology." The subjects of this study were the Principal of Darul Qur'an Middle School, the Deputy Head of the Curriculum Division, and teachers and students of Darul Qur'an Middle School.

The research data collection was carried out using a snowball sampling technique using data collection techniques using: interviews, observations, and documentation. The research data to be collected includes the characteristics, values, and culture of the principal's leadership that have been applied by all school members, as well as the impact of managing these values and culture on the climate and culture of the school organization.

In the first stage, the researcher visited the location as a preliminary study to see the uniqueness of the research location. In the second stage, the researcher examines various literature related to the characteristics, values, and culture of principals' leadership applied in schools. In the next stage, the researchers conducted an assessment of the location in order to obtain an overview of the leadership characteristics of the principal in making various programs related to the management of education and cultivating the values that are internalized to all school members. Furthermore, the researcher conducted exploration, in this process, the researcher collected data in depth and led to the focus of the research, and tried to be able to find sources of data or informants that matched the criteria indicated by having knowledge, understanding, and aspects of great concern for the topic being researched.

Data analysis was carried out in accordance with what was stated by Miles, Huberman, and [13] for all data obtained by researchers in the field. The researcher uses a single data case analysis, namely data condensation, data presentation, and conclusion drawing. The validity of the data is done through triangulation of data sources and techniques or methods and asking for help from leadership experts who understand and validate research findings. This is done by presenting research results in collegial seminar forums.

3 Result and Discussion

The leadership values applied by the principal are the basis for school management, which is reflected in the various activities carried out at the school. Based on the results of an interview with the Principal of Darul Qur'an Middle School, he received all input for criticism, suggestions, and ideas to improve school performance. The input came from the leadership of the Foundation, teachers, and parents of students. The value instilled by the principal is the value of justice and tolerance by respecting every opinion from the leadership and school members. The embodiment of these values can be seen in various forums, such as meetings and reports from parents through the homeroom teacher, which become the topic of discussion so that it becomes school policy. Discipline and cooperation are carried out by the principal to advance the school according to established policies.

Meanwhile, decision-making by the principal begins with deliberation by inviting subordinate discussions to solve all problems. According to the teacher, the role of the principal is a mover, director, stimulator, and provider of absolute determination on the basis of mutual agreement by always considering the opinions of others. Another value shown by the principal is to set an example by showing a disciplined, caring, and responsible attitude toward the tasks assigned to all subordinates. The principal stated that all school members have commitment and loyalty to serve students and parents to the maximum.

Based on this, the leadership values shown by the principal are religion, integrity, disciplined, and fair. These values manifested by the principal are reflected in: efforts to achieve school goals that lead to moral education (religious values), efforts to habituate every school member to behave well (integrity values), efforts to meet the needs of school residents, parents of students, foundations and society in the field of education (fair value) [14]. Leadership is an important factor in improving organizational performance to move, direct and maintain the behavior of organizational members toward achieving better performance [15]. This is shown by the principal in mobilizing and directing members of the organization to achieve goals by applying leadership values which are the basis of rules, policies and habituation of Islamic culture [16]. In addition, the principal also determines policies through deliberation, namely by asking the opinions of other members of the deliberation.

Deliberation activities in which the leader's behavior is as follows: supportive leadership and participative leadership for his subordinates. The deliberation activities carried out by the principal together with his subordinates showed the leadership behavior of the Prophet Muhammad (shiddiq, amanah, tabligh and fathonah) [17]. Shiddiq (honest) is a person who has honesty in behavior, work, and finances. Amanah is a person who has full responsibility, can be trusted, and has good work quality in carrying out every task and obligation, namely openness, honesty, optimal service, ihsan. Fathonah is an intelligent person who is able to solve problems, find solutions, and has broad insight [18, 19]. Tablighi is a person who has the ability to convey, invite and set an example to his subordinates, socialize with colleagues, the ability to negotiate, and is full of openness. The principal's leadership based on these values is also described by Yukl as charismatic [6]. That is, the principal gains trust and respect from subordinates by accommodating the aspirations and participation of subordinates.

The application of leadership values in school management can be seen in the planning, organization, implementation and supervision carried out by principals and teachers who hold structural positions. First, in terms of planning. The principal's leadership value in the planning field is manifested in two ways: (a) internally, principals and teachers who have structural positions in their respective fields, (b) externally the school environment, and foundations. The targets for each field will be broken down into forms of performance that must be implemented to realize work bills to improve the performance of the institution.

The foundation as the institution that oversees the school, determines the policies that must be achieved by the schools under it, namely Darul Qur'an Middle School and Darul Qur'an High School. The policy is adjusted to the conditions and needs of schools, namely teachers, education staff, and the community, for example, adjusting learning conditions during the Covid-19 pandemic. The pandemic condition causes restrictions on all activities in schools, including learning activities so there needs to be a policy taken by the leadership to overcome this. To deal with this, the principal, together with teachers and education staff, held deliberations to make a mutual agreement and the best solution to overcome these problems.

The planning carried out by the principal always emphasizes innovation, especially in dealing with uncertain conditions so there needs to be more mature preparation. The principal's effort by thinking about programs and policies is a preventive policy so as not to be left behind by other schools, as well as overcoming the problems faced. Every decision taken by the principal is through deliberation with subordinates. This shows that the principal applies the values of justice and tolerance.

Second, activities in terms of organization. The principal organizes through the competence of teachers and education personnel in accordance with their respective fields, which is carried out by appointment and mutual agreement. This role is shown by the principal who has full authority and delegation from the foundation to manage the school he leads. The appointment of a person to occupy a certain position is based on the ability of subordinates to carry out the tasks assigned to him and the performance that has been carried out. The assignment of teachers on a rotational basis is carried out based on joint deliberation between the principal, teachers and education staff. Consideration is taken of the performance shown and the workload assigned to teachers who get additional assignments. The leadership values of this activity are discipline, fairness and tolerance.

Third, activities in terms of program implementation. The program is implemented in accordance with a year-long work program that has been mutually agreed upon, especially increasing students' abilities in the practice of religious values and the obligation to recite the Koran for all students. In carrying out school activities, all students are given an example from school leaders and teachers by fostering a religious attitude. All activities that have been programmed are carried out well by all school residents. The values instilled in all school members are caring, independence, and open to problems faced by all school members.

To discipline students in carrying out activities, the school prints books, including Al-Qur'an guidance books, prayer attendance books, and *ubudiyah* skills requirements, that they must do and submit to their respective coaches. With these books, students carry out school activities in a controlled manner. Each student is required to complete a

predetermined program. These activities have an impact on the habituation of students' discipline in doing assignments. Another culture created is caring for others and respecting each other, especially in carrying out daily activities. The leadership values applied by the principal based on this are religious and discipline values.

Fourth, activities in terms of supervision. This activity is carried out by the principal by providing assistance with difficulties in learning (supervision) and consultation. Every activity carried out is based on the SOP that has been determined based on the results of deliberation and agreement. Supervision activities are not only carried out by supervisors but also carried out by the principal to ensure activities run well and with the rules that have been made and mutually agreed upon or in accordance with SOPs. The supervision carried out by the principal is scheduled and unscheduled depending on the needs. Supervised activities, such as checking the journal of activities of teachers and education staff, seeing the arrival hours of students and teachers, and so on. The supervisory function shows the application of the value of discipline.

A leader must be able to define the mission and role of the organization so that he understands the goals and functions of the organization [20]. The principal has always realized that the function of the school is to meet the needs of teachers, students and stakeholders. In addition, every policy from the Education Office and Foundation is always implemented in accordance with applicable regulations, for example, in online learning during the Covid-19 pandemic [21]. States that the application of leadership values can make organizational members understand the surrounding conditions and create a vision for the future while creating an organizational culture that influences operational policies [22].

In carrying out his leadership, the principal always bases on the SOP that has been set by using aspects of participation and level of performance. In addition, in order to feel valued for their work, subordinates who carry out good service will be given awards. The function of giving rewards, according to Armstrong (2006) is to provide rewards to each individual in accordance with the performance and efforts to help achieve the goals of the institution [23]. In order for the activities to run effectively, the principal supervises to check the consistency of the subordinates carrying out the assigned tasks. Supervision is carried out regularly and unscheduled as needed.

The implications of applying the principal's leadership values are religious values, discipline values, and fair values are changes in value agreements, the formation of organizational culture and the formation of individual habits to improve overall organizational performance. The value agreement that forms the basis of behavior and policies can be seen in the management of SMP Darul Qur'an, which includes: [1] religious values that underlie daily behavior in carrying out school obligations, including the obligation to carry out religious obligations (prayer, Koran), [2] discipline values which is shown through participation in school activities in the form of monitoring through attendance and activity books (for teachers), Al-Qur'an guidance books, prayer attendance books, *ubudiyah* skills requirements (for students) attendance data and awareness in carrying out predetermined activities, [3] the value of tolerance shown through policies for teachers in learning and the burden of carrying out tasks by providing the necessary facilities, [4] fair value shown by giving a burden according to the competence of each subordinate and giving awards for subordinates who show achievement.

A conducive organizational culture in schools is carried out by conducting regular meetings and visiting the homes of leaders, teachers and education staff alternately once a month. These activities have a significant effect on cohesiveness and openness among members of the organization. This can be seen in the high work spirit to carry out tasks with a well-established kinship and togetherness attitude. The formation of organizational culture is also carried out by habituation of each individual to carry out daily religious activities through congregational prayers, reciting the Koran and istighosah. These activities provide enthusiasm for carrying out religious (Islamic) activities together. This habituation implies that all school members in carrying out activities are always disciplined and on time. This habituation is expected to be a provision for students for their future, especially the cultivation of moral education.

According to Sessa (2007), the function of value-based leadership is to associate the values that exist in institutions and members to be used as the basis for policies in achieving common goal [24]. This is relevant to deliberation activities where the principal and educators have an agreement on values, especially on religious values and tolerance. Taylor (2011) states that value-based leadership creates an organizational culture that is able to provide sustainable change [25]. This is relevant to the application of fair, disciplined, tolerant, and religious values, which are instilled by school principals to their subordinates through various activities, such as deliberation and supervision. Value-based leadership encourages members to dare to make decisions fairly, take risks, face change, develop a sense of confidence, convey interest and inculcate values that generate confidence and belief in the true goals of the organization. Osiyemi also stated that the indicator of organizational success is the commitment of each member to maintain the values and quality standards that come from the organization [26].

4 Conclusion

The principal establishes policies in accordance with the school's vision, mission and goals through deliberation. The deliberation activities show a participatory and supportive leader's behavior. The leadership traits that are often shown by school principals are shiddiq, amanah, tabligh and fathonah traits. The leadership values instilled by the principal are the values of discipline, tolerance, fairness, and religion. The form of application of the principal's leadership values is reflected in planning, organizing, implementing, and supervising activities. The implementation of all these activities is based on religious values, namely: fair values, tolerance, discipline, and religion. The impact on the implementation of leadership values is a change in the value agreement, the formation of organizational culture, and the formation of individual habits. Institutional management is based on religious values, discipline, tolerance, and fairness.

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