

Analysis of the effective leadership style of madrasa heads in the 21st century

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Abstract

One of the government's policies in education in the 21st century is the enactment of educational autonomy. This policy needs to be accompanied by a change of leadership in the education unit. The leadership qualities of the head of the madrasah will determine whether the madrasah achieves its expected goals or not. The purpose of this research is to analyze outstanding leadership in the 21st century, which includes the characteristics, style, nature, requirements, quality, and competence that a madrasah head must possess. This research was conducted at SDN 5 Cileungsir, Ranch Subdistrict, Ciamis Regency, in March 2020. This research used a library study approach. The data used in this research is secondary data, as the techniques carried out are collecting various credible sources from books, written documents, and articles taken from quality national and international online journals and have been accredited. All references that the author provides in this article aim to inform the reader of the tips and requirements to be an ideal and competent leader in the 21st century, especially leaders in schools. All descriptions are equipped with explanations and examples of events that are often encountered in the field to be understood easily. Based on the research results, it can be concluded that a leader must display exemplary behavior in the madrasah he leads. The behavior of the head of the madrasah must reflect the high spirit of work and should be an example or role model for all people in madrasahs. The ideal educational leader of the 21st century is an innovative leader, a leader who can innovate, has managerial skills and technical skills, and is highly dedicated to what he leads. Managerial expertise is needed for leaders to handle the complexities of educational institutions, and educational leadership skills are needed to obtain innovative leaders in leading educational institutions to conform to a 21st-century education. He must have the vision, mission, willingness, and commitment to make changes, progress, understand processes,

and create innovations and solutions. Besides, a leader must also have expertise and quality. Thus, if a leader can realize all these components, then the madrasah under its management can innovate better under the demands of education in the 21st century and per the objectives to be achieved.

Keywords: Principal of Madrasa, Leadership Style, 21st Century

INTRODUCTION

Life in the 21st century is a challenge in the world of education. Various advances in technology and information can mark the 21st century. The characteristic of the 21st century, according to the Ministry of Education and Culture, is the availability of information anywhere and anytime (information), the implementation of the use of machines (computing), able to reach all routine work (automation) and can be done from anywhere and anywhere (communication). It was found that in the past 20 years, there has been a shift in education development towards ICT as one of the 21st-century education management strategies, which include governance and human resources. (Soderstrom, From, Lovqvist, & Tornquist, 2011).

This 21st century requires a comprehensive transformation of education in educational institutions demanded not only for the advancement of science and technology but also to produce quality human resources that can compete in the 21st century. To improve the quality of education in the 21st century, the headmaster is an essential component to realize its leadership in educational institutions.

The head of the madrasa does not carry out his duties alone in achieving the vision and mission of the madrasa. Through his managerial skills,

the head of the madrasah is expected to empower all teachers and staff. The leadership of the head of a madrasah reflects the quality of a madrasah. The head of the madrasah plays an essential role in the wheels of education in madrasahs, so it can be said that the head of the madrasah is the spearhead of the achievement of the madrasah's vision and mission.

Madrassa's head competency is essential so that what is aspired can be realized. Madrasa principals' skills based on the Minister of National Education Regulation No. 13 of 2007 concerning Principal Standards or Madrasa are personality competencies, managerial competencies, entrepreneurial competencies, supervision competencies, and social competencies (Regulation of the Minister of National Education No. 13 of 2007). The headmaster of an intelligent madrasa can think critically in solving problems and be creative and innovative at work. If the competency is accompanied by the ability to communicate effectively and work together with others, then any challenges can be overcome.

The madrasa head has a leadership role and function in educational institutions, especially in a madrasa, as a key figure in encouraging madrasa development and progress and is demanded to increase responsibility in implementing madrasa programs. If examined more broadly, the role of the madrasa head has a function as expressed by Mulyasa. The madrasa head must at least function as an educator, manager, administrator, supervisor, leader, innovator, and motivator (Mulyasa, 2014).

The leadership of the madrasah head will succeed when he reaches the madrasah's vision and mission and can develop his human resources. To make this happen, the headmaster must have a leadership style that aligns with the

times. Based on the above analysis, this research is intended to answer the problem formulation: What is the compelling style of madrasa leadership in the 21st century?

METHODS

This study uses qualitative research using library research methods (library research), namely research conducted in libraries containing scientific books and writings relating to the discussions conducted (Amelia & Marlius, 2018). Literature-based research is research that uses literature as an object of study. This information follows the current conditions in Indonesia that are proposing outbreaks of viruses relating to educational institutions that carry out online learning processes.

The data used in this study is secondary data, namely books, articles, journals, and written documents related to the effective leadership of the head of the madrasah in the 21st century. Besides, the journal references used in this study are the latest journals of national and international journals. As for answering the problem, the analysis technique used is the content analysis technique (Sawarjuwono & Kadir, 2003). In this technique, data is needed to answer each stage of research, then a content analysis of the data is carried out to answer or describe research questions at that stage. The results of this content analysis are then used as material to answer research questions at a later stage, along with other data obtained.

DISCUSSION

Definition of Leadership

The terms leader, leadership, and lead originally came from the primary word "lead". In Indonesia, "leaders" are often referred to as princes, leaders, pioneers, coaches, role models, mentors, administrators, movers, heads, heads, guides, kings, elders, and so on. The leader comes from the word foreign leader and leadership. Whereas the term Leading is used in the context of using one's role related to his ability to influence others in various ways. Kartono said that a leader is a person who has a certain superiority, so he has the authority and power to move others to make joint efforts to achieve specific goals (Kartono, 2018a). In comparison, Kouzes explained that a leader is a pioneer as someone willing to step into an unknown situation, a leader who has a clear vision can guide in carrying out his primary duties and functions as a leader (Hasibuan, 2016).

According to Donaghy and Newman, leaders are people who can be trusted and formally and formally elected given certain statuses and tasks through election, appointment, appointment, descent, revolution, or other ideals (Hardianto, 2016). Leaders have special skills or abilities that can affect the group, organization, or institution they lead with or without an official appointment. The aim is to establish a joint effort that leads to the achievement of specific goals.

So leadership is an effort made by someone with all the ability they have to influence, encourage, direct, mobilize, manage, and organize the people they lead so that they want to work well, actively, passionately, so that they can achieve goals that are want to achieve together.

Leadership Style Analysis

The practical and efficient implementation of education from a madrasah should refer to the interests of a complex and constantly changing society from all times. Therefore, the capability and competence of work owned by madrasah graduates should be following the community's needs (Siti Umayah, 2015). Leadership will be more effective and efficient if the leader can apply a leadership style that suits his environmental needs.

Leadership will be more effective and efficient—leadership by the environment. Leadership style is a method used in the leadership process implemented in a person's leadership attitude to influence others to match what the leader wants. Leadership style can also be interpreted as a pattern of behavior designed to integrate organizational goals with individual goals in achieving only goals (Badu & Djafri, 2017).

Another opinion says that leadership style means the procedures used by someone when the person is trying to influence the attitudes of others. The leadership style is a consistent and complicated attitude pattern that other parties carry out—compilation involving the activities and activities of others (Wahyudi & Suryono, 2006). Leadership style is the strategy, nature, and way of moving other people or subordinates to carry out organizational tasks to achieve the goals set (Susanto, 2016).

The leadership style has three basic patterns, which are application-oriented, task-oriented, and results-oriented. The perfect leadership style is a style that can maximize productivity, job satisfaction, growth, and the ability to adapt to all kinds of challenges (Tampubolon, 2007). Leadership styles can be understood on a scale ranging from autocratic, to democratic, to participatory

to determine the level of authority and decisions to make the strength of leaders and members (Iqbal, dkk., 2015).

1. Autocratic or Authoritarian

Autocratic assessment of the type of leader who gives orders and requests instant approval without approval. Plans and policies are made separately from groups. The message was given without explanation for future reasons. Autocratic leaders are not members at all, but they only direct members according to their wishes.

The characteristics of the autocratic style that is all the power of decision making are theirs, not approved in the decision, using excessive discipline and punishment, no one else questions the decision or authority, asks him in power, questions the view that supports, can give approval, irritability, being offended, using others to their advantage, action-oriented, very competitive, useful in short-term focus.

Autocratic leaders tell staff members what to do. This can provide clear goals and cause leaders to be inferior so that they ignore input from the team. However, searching for autocracy is also appropriate in some discussions. This is a problem that needs to be solved.

2. Democratic

The type of model leadership style that group members prefer because they can support organizational progress. The leader who agrees does not make suggestions but asks for group opinions. This group is left to make its own decisions. Decisions are made in teams, with each member having the same opportunity for debate and argument.

3. Participatory

The participatory leader is a style of leadership in which members take part in the decision-making process. Group opinions are asked by participatory leaders who use this information to make decisions. Members continue to provide information about the future and debate, and ask for long-term policy changes.

The participatory leadership style involves all team members in supporting essential goals and developing procedures or strategies to achieve those goals. From this perspective, participatory leadership can be seen as a leadership style that is highly dependent on leadership that uses the facilitator, not just issuing orders or making assignments.

One of the main benefits of participatory leadership is the process that requires additional leadership that can help the organization in the future. Because leaders who like this style encourage the active participation of all team members, members can facilitate their creativity and demonstrate abilities and talents that enhance their performance. The discovery of the hidden potential of each member provides excellent benefits for his work by each member of the team who must provide opportunities to develop skills or use in the future.

21st Century Madrasah Leadership Style Effective

The head of the madrasah is one of the education components that play the most role in improving the quality of education in madrasahs to achieve learning objectives. The head of the madrasah must be able to play a role and mobilize the spirit of teachers, staff, and students to achieve the goals set

(Maryatin, 2013). Therefore, the head of the madrasah must have a leadership style that is following what the madrasah needs. The following describes some of the effective leadership styles of madrasa heads in the 21st century:

1. Tips for good lead style

The headmaster can do several tips in increasing the work motivation of teachers, including (Winardi, 2011):

a. Respect

A madrasa head must give respect and appreciation to teachers fairly. Fair means that a madrasa head can give respect or appreciation to teachers who have achievements in work. In the meaning of the word, respect can be given under work performance. Besides, based on their achievements, awards can be given based on experience, rank, and other positive value to the organization.

b. Information

Inform the teachers about all the information they need to work. Information in carrying out the task and how to carry out the task is important to convey so that the task is carried out well. Also, inform the work standards they must achieve and explain the mistakes they made educatively and persuasively.

c. Behavior

The madrasa head must be able to display exemplary behavior in the madrasa he leads. The behavior of the madrasa head must reflect the high morale and an example for all the civitas in the madrasa. Changes in behavior that are appropriate for teachers can be made to convey

problems and how they feel at work. Give praise to teachers who excel so they are more motivated at work.

d. Punishment

In the face of mistakes made by the teachers, the headmaster of the madrasa can provide penalties according to the teacher's mistakes. Sentencing is better done in a separate room or without being seen by the teacher or administrative staff and other students. The punishment given in front of coworkers or other organization members can lead to frustration and subordinate inferiority. The head of the madrasa in giving punishment should be educational, which will positively impact the madrasa.

e. Commands

Orders given to teachers are better to be indirect (nondirective commands). It means that the order delivered is delivered politely and in a good tone. Errors in delivering commands can cause imperfect work done. The command was delivered in a language understood by the teachers.

f. Feeling

There will always be an interaction between the madrasa head and the teachers as headmaster of the madrasa must realize that these teachers are sentient beings in a madrasa. Without knowing the teacher's feelings, tend to the words and behavior of a madrasa head can cause the teachers to be unmotivated in working.

By knowing ways to increase teachers' work motivation in the madrasas, it is hoped that the madrasah headmaster is better able to

increase the work motivation of his teachers. Increased work motivation will have an impact on increasing work performance and productivity in madrasas. In addition to the methods stated above the headmaster is also expected to be able (Mulyadi & Syafitri, 2019):

- a. They are delving into the needs of the madrasa community. This will be useful to see what is needed by the madrasas to carry out their activities. By knowing the needs and trying to fulfill them, the motivation of Madrasah community members will increase.
- b. Understand those needs that are realistic and unrealistic. Unrealistic needs are impossible to achieve.
- c. They are convincing the madrasa civitas about the importance of harmonious cooperation in every element in the madrasa.

2. Characteristics and requirements of being a leader

To be a leader with a good leadership style in the 21st century, you must be competent and have characteristics. The ideal madrasa head characters in the 21st century include (Karim, 2010):

- a. Having a big vision;
- b. Bring change;
- c. Be prepared for the risks of all decisions carefully considered;
- d. Raising mutual awareness related to the importance of achieving organizational goals;
- e. Trust in the capacity and capabilities of members
- f. Flexible and open to new developments and experiences;
- g. Prioritizing intrinsic motivation rather than extrinsic
- h. Ready to sacrifice for the common good (organization);

- i. guiding member behavior towards culture and developing the core values of the organization

Besides, the characteristics of good leadership include several aspects below (Bahruddin, 2016):

- a. Fair. Not favoritism to subordinates, having equal closeness with all subordinates, not treating some subordinates with special treatment while others are normal.
- b. Honest, trustworthy, and transparent to subordinates or groups that are led to everything.
- c. Response to others (sympathy), response to phenomena, or problems in the scope he leads.
- d. Wise, nurturing, assertive, authoritative, and big-hearted.
- e. Dare to make decisions and their risks
- f. Able to overcome difficulties when problems occur,
- g. Be reasonable in acting and responding to a problem
- h. Responsible for the decisions taken,
- i. Dedicated to the task
- j. Simple
- k. Critical, inquisitive (an impetus for progress).
- l. Humane, not arbitrary in treating and ordering subordinates, does not burden other people.
- m. Focus on team building.
- n. Has the value of pushing when making decisions.
- o. Encourage initiative, take part in solving a problem, provide solutions, and have initiative.

- p. For example, it can set a good example and be able to be a role model for subordinates
- q. Have the values of consciousness. Aware that a leader has responsibility and authority and is aware that subordinates have flaws as well as themselves, so they must understand each other
- r. Tolerance of ethical violations. No haste in making decisions or imposing penalties when violations occur, and not arbitrary when giving punishment to subordinates who are proven wrong.

In addition to the above criteria, some requirements and attributes need to be possessed by the Education leader, the characteristics in question are as follows (Siagian Sondang, 2011):

- a. Have a healthy physical condition per their duties.
- b. Knowledgeable and capable.
- c. Have confidence that the organization will succeed in achieving its intended goals through the blessings of its leadership.
- d. Know the true nature and complexity of the goals to be achieved
- e. Have stamina (work power) and great enthusiasm
- f. Favor and make quick decisions
- g. The objective in the sense of being able to master emotions and be more comfortable using the ratio
- h. Fair in treating subordinates
- b. Mastering the principles of human relations
- c. Mastering communication techniques
- d. Able and able to act as an advisor, teacher, and head to their subordinates depending on the situation and problem at hand

- e. We are having a comprehensive picture of all aspects of organizational activities.

Whereas Kartini Kartono states the conditions of a leader should have the following conditions (Kartono, 2018b):

- a. Have the capacity, intelligence, alertness, communication skills, expertise, authenticity, and ability to judge.
- b. Have the achievement (achievement), a degree, adequate science.
- c. Have a responsibility, initiative, persevering, resilience, confidence, and have a desire to excel.
- d. Participate, be active, be able to get along, be creative, and like to work together and easily adjust to the environment and subordinates
- e. Have a good and clear status, covering social conditions, family conditions, economic conditions, which are quite high, famous, and popular.

The criteria and conditions of a leader above, it would be better if they want to be associated with the following three things:

- a. Power, strength, authority, and legality give authority to leaders to influence and move subordinates to do something.
- b. Authority, involvement, excellence, virtue, so that they can regulate others cause other people to obey the leader and are willing to do certain actions.
- c. Ability, all power, ability, strength, and ability of technical and social skills, which are considered to be beyond the ability of ordinary members.

3. Quality and duties of the leader

A leader must have good qualities. The qualities that a leader must possess are as follows (Ekosiswoyo, 2016):

- a. Madrasa's head's commitment to improving the quality of education.
- b. Form teamwork as a driver of quality.
- c. Formulate madrasa's vision and mission based on quality.
- d. Make a self-evaluation.
- e. Make madrasa planning based on quality.
- f. We are empowering all madrasa components in implementing quality programs.
- g. Implement managerial control in quality control.

4. 21st Century madrasa head competency

The 21st Century madrasa head competencies include personality, managerial, entrepreneurship, supervision, and social competence (Hidayat & Ulya, 2019).

- a. Personality competence includes having good character, having integrity, accepting criticism of suggestions, managing emotions, having talent and interest to lead.
- b. Managerial competence includes being able to plan concepts, have insights to develop madrassas, manage change, and manage educators and education staff optimally.
- c. Entrepreneurial competence includes creating a conducive and innovative culture, having high motivation, tough and resilient, and having entrepreneurial instincts.

- d. Supervision competencies include being able to plan supervision to improve Human Resources, carry out supervision, and evaluate supervision results.
- e. Social competence includes increasing good relations with madrasa partners, participating in social activities, having good social agreements.

Effective leadership of madrasa leaders in the 21st century can be implemented well if madrasa principals apply the following principles to achieve their goals (Usman, 2012) successfully.

1. Leadership is a sacred trust, not a bestowed right, and involves knowing our core values;
2. Leadership is about hearing all the voices, teachers, students, staff, parents, and others;
3. Leadership is about creating a "surplus of vision" - yours, mine, and ours;
4. Leadership is about being uncomfortable-looking for data that disconfirms what we believe to be accurate;
5. Leadership is about a journey that begins with introspection and reflection;
6. Leadership is about empowering ourselves and others - sharing information and decision making;
7. Leadership involves identifying and dealing with personal barriers to change, both personal and organizational.

CONCLUSION

As a leader, the head of a madrasah must display exemplary behavior in the madrasah he leads. The behavior of the head of the madrasah must reflect the high spirit of work and should be an example or role model for all people in madrasah, especially for the head of the madrasah who presided in the 21st century. With more complex conditions and fast-paced information, it is certainly a challenge as well as an opportunity for madrasah heads. The head of the madrasah must have a leadership style and tricks so that the vision and mission of the madrasah can be achieved effectively and efficiently.

The ideal leadership style of the head of the madrasah in the 21st century is an innovative leader, a leader who can innovate, has managerial skills and technical skills, and is highly dedicated to what he leads. He must have the vision, mission, willingness, and commitment to make changes, progress, understand processes, and create innovations and solutions. Besides, a leader must also have expertise and quality. The skills that innovative leadership must have are managerial and leadership skills. Managerial expertise is needed for leaders to handle the complexities of educational institutions. Educational leadership skills are needed to obtain innovative leaders in leading educational institutions to conform to a 21st-century education. Thus, if a leader can realize all these components, then the madrasah under its management can innovate in a better direction following the demands of education in the 21st century and following the objectives.

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