Leadership and Institutional Management in Education

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ABSTRACT

The objective of this study is to ascertain the management of leadership and institutions in education, specifically the Ministry of Religion, the Directorate of Islamic Religious Higher Education, and the Ministry of Education and Culture. The research methodology employed is library research. Primary data are sources that provide data directly from the first hand or are original sources. Secondary data are in the form of other books related to the problems that are the subject of discussion in this article. The steps of library research include: determining and formulating the problem or topic to be studied, collecting various written sources relevant to the research topic, and evaluating the relevance and credibility of each source after a significant literature review. The researcher then analyzes the content of the selected literature to identify patterns, themes, and trends relevant to the research topic. Finally, literature synthesis is achieved by combining information from various sources to form a more comprehensive understanding of the research topic. The results indicate that leadership management in educational institutions under the Ministry of Religious Affairs is a crucial element in the pursuit of educational excellence. Leadership management in the Directorate of Islamic Religious Higher Education (Diktis) is defined as the process of managing and organizing activities and resources in an effort to achieve the institution's strategic goals related to Islamic religious higher education in Indonesia. Leadership management at the Ministry of Education and Culture (Kemdikbud) is a process that involves the planning, organization, direction, and control of human and material resources in order to achieve national education goals.

INTRODUCTION

The role of leadership in the management of educational institutions is of paramount importance in ensuring organizational success and effectiveness. Effective leadership is a prerequisite for guiding the vision, setting strategic

direction, and fostering a positive organizational culture within educational institutions. One of the principal challenges confronting leadership in the higher education sector is the distinctive organizational structure and dynamics. Higher education institutions are complex entities, comprising diverse stakeholders with varying priorities and agendas. These include faculty, staff, students, teachers, lecturers, and external partners. Balancing these competing interests and aligning them toward a common goal requires exceptional leadership skills and the ability to navigate the nuances of academic politics (Khan et al., 2016).

The effective leadership and management of educational institutions are crucial elements in the achievement of successful learning outcomes. Effective leadership and sound institutional management can facilitate the creation of an optimal learning environment and support the enhancement of educational quality. In this context, teachers occupy a pivotal position as leaders in the classroom. School management is tasked with the development of systems and structures that facilitate the learning process (Conner & Sliwka, 2014).

Leadership and institutional management in education are crucial aspects that affect the quality and effectiveness of the education system in Indonesia. In the context of higher education, the role of management and leadership becomes even more crucial, given the complexity of the sector and the necessity for high-quality education. This article will examine the roles and responsibilities of the Ministry of Religious Affairs, the Directorate of Islamic Higher Education, and the Ministry of Education and Culture in education management and leadership in Indonesia (Fauzi et al., 2023).

The Ministry of Religious Affairs, through the Directorate of Islamic Higher Education (Diktis), plays a pivotal role in the management and development of religious-based higher education. The Ministry of Religious Affairs, through the Directorate of Islamic Higher Education (Diktis), is responsible for the design of policies, the oversight of their implementation, and the assurance of the quality of religious higher education across Indonesia. With a focus on religious education, the Directorate of Islamic Higher Education (Diktis) plays a pivotal role in shaping the character and knowledge of students in Islamic higher education. One challenge is to remain relevant to global developments while maintaining the religious values that underpin such education (Sapdi et al., 2022).

In contrast, the Ministry of Education and Culture (MoEC) has a more comprehensive mandate, encompassing all levels of education, from basic to higher education. The Ministry is responsible for formulating national education policies, overseeing the implementation of the curriculum, and

ensuring equity and access to quality education for all Indonesians. In the realm of higher education, the Ministry's objective is to enhance the quality, relevance, and competitiveness of higher education at the national and international levels. Additionally, it must reconcile the interests of various stakeholders and ensure that each educational institution can adapt to changes in technology and labor market dynamics (Rodliyah & Chuang, 2024).

It is imperative that the Ministry of Religious Affairs and the Ministry of Education and Culture collaborate in the management of education leadership in order to achieve holistic national education goals. It is anticipated that the two institutions will create an inclusive, equitable, and high-quality education system through the implementation of policy and program synergies. For instance, in the domain of curriculum development, the two ministries can exchange experiences and best practices in order to produce graduates who not only demonstrate high academic competence but also possess noble character (Mulyadi, 2017).

This article will further examine the role of these three ministries in managing higher education in Indonesia, as well as the challenges and opportunities they face in their implementation. Furthermore, the article will examine the potential of effective leadership management to enhance the quality of education and create a conducive learning environment for students. With a more profound comprehension of the respective roles and responsibilities of each institution, it is anticipated that ingenious strategies will be devised to confront the multifaceted challenges currently facing higher education in Indonesia.

RESEARCH METHOD

The research methodology employed is library research, which is a research method that relies on written sources to obtain data and information relevant to the topic or research problem. This method entails the collection, analysis, and interpretation of various literature, including books, scientific journals, articles, documents, and other written sources (Galvan, 2017). The primary focus of this research is the field of leadership and institutional management in education. The Ministry of Religious Affairs, the Directorate of Islamic Higher Education, and the Ministry of Education and Culture.

Primary data are sources that provide data directly from the source or are original sources. Secondary data is in the form of other books related to the problems that are the subject of discussion in this article. The process of conducting library research involves three fundamental steps: firstly, identifying and defining the subject matter to be investigated; secondly,

gathering a comprehensive range of written sources pertinent to the research topic; and thirdly, evaluating the relevance and credibility of each source (Connaway & Radford, 2021).

The researcher undertook a content analysis of the selected literature in order to identify patterns, themes, and trends that were pertinent to the research topic. A synthesis of the literature was conducted by combining information from various sources in order to form a more comprehensive understanding of the research topic. The findings of the literature review are presented in the form of a research report. This report typically comprises an introduction, a literature review, a methodology, an analysis, and a conclusion (Leavy, 2017).

RESULTS AND DISCUSSION
Leadership Management in Ministry of Religious Affairs Educational Institutions

In the context of educational institutions under the jurisdiction of the Ministry of Religious Affairs, leadership management plays a pivotal role in shaping the overall effectiveness and efficiency of these organizations. In these institutions, rectors and madrasah heads, as key leaders, are tasked with the responsibility of coordinating and mobilizing the potential of their subordinates in order to achieve the desired educational goals (Aqib & Efendi, 2020).

As official educational leaders, rectors and madrasah heads are formally appointed and entrusted with the management of various aspects of the institution, including teaching, personnel, students, facilities, finance, and the facilitation of the relationship between the educational institution and the wider community. Their leadership is characterized by a diverse set of abilities and personality traits, including authority, the capacity to inspire and motivate, and the ability to ensure the voluntary and enthusiastic execution of assigned tasks by their subordinates (Syafaruddin & MS, 2017).

The role of rectors and madrasah heads in enhancing the quality of learning on campuses and primary schools is of considerable importance. Those who are successful in their roles as rectors and madrasah heads are those who are able to comprehend the intricate and distinctive nature of educational institutions and are able to fulfill their responsibilities as supervisors in charge of leading campuses and schools in an effective manner. The achievement of educational goals is contingent upon the leadership abilities and policies of rectors and madrasah principals, who serve as supervisors and are among the most influential leaders within the education system (Supriyono et al., 2021).

Through their professionalism and commitment to the professional

development of education personnel, rectors and madrasah heads can contribute significantly to enhancing the competence of lecturers and teachers and the overall quality of learning. Rectors and madrasah principals who are able to comprehend the needs of the campuses and schools they lead can facilitate the enhancement of the competencies of lecturers, teachers, and staff that transcend the initial competencies they possess upon their initial appointment (Silam et al., 2021).

The role of rectors and madrasah heads as educational leaders extend beyond the management of administrative affairs to encompass the effective implementation of campus and madrasah curricula and the provision of learning support for students. Those in positions of authority, such as rectors and madrasah heads, who are able to effectively balance their managerial duties with their responsibilities as instructional leaders are more likely to foster an environment conducive to student learning and achievement (Akinbode & Al Shuhumi, 2018).

In conclusion, leadership management in educational institutions under the Ministry of Religious Affairs is a crucial element in the pursuit of educational excellence. Rectors and madrasah heads who exhibit robust leadership abilities, a profound comprehension of the educational system, and a dedication to the professional advancement of their subordinates are well-positioned to direct their institutions toward the achievement of their educational objectives.

Leadership Management at the Directorate of Higher Education for Islamic Religious Institutions

Leadership management at the Directorate of Islamic Higher Education (Diktis) is the process of managing and organizing activities and resources in an effort to achieve the institution's strategic goals related to Islamic higher education in Indonesia. Diktis is a department within the Ministry of Religious Affairs of the Republic of Indonesia. Its role is to oversee, regulate, and develop Islamic higher education institutions, including universities, institutes, and Islamic colleges (Peraturan Menteri Agama Nomor 15, 2014).

Diktis Vision and Mission

Diktis' vision is to become a superior institution in advancing Islamic higher education with integrity, innovation, and global competitiveness. Diktis' mission is to enhance the quality of Islamic religious higher education through curriculum development, improving the quality of lecturers, and providing adequate facilities. This is accomplished by fostering and supervising Islamic higher education institutions to ensure the implementation of education in accordance with national standards and encouraging research and community

service that is relevant to the needs of the people and the nation.

Function and Role of Diktis

Firstly, the formulation of policies and regulations pertaining to the management of Islamic higher education. Secondly, the supervision and evaluation of the performance and governance of Islamic higher education. Third, human resource development, encompasses the training and professional development of lecturers and education personnel. Fourth, is accreditation and standardization, which entails ensuring that Islamic higher education institutions meet national and international accreditation standards. Fifth, is cooperation, which entails fostering collaboration with various stakeholders, both domestically and internationally, with the objective of enhancing the quality of Islamic higher education.

Components of Leadership Management in Diktis

Firstly, strategic planning entails the formulation of a vision, mission, goals, and long-term strategic objectives. This process includes a SWOT analysis, which determines the strengths, weaknesses, opportunities, and threats faced by Diktis. Secondly, the process of organizing involves the construction of an efficient and effective organizational structure that facilitates the achievement of institutional goals. This entails a transparent delineation of responsibilities among staff and departments. Third, leadership is the capacity to inspire and motivate staff, as well as the ability to make sound decisions and manage change. Participative and inclusive leadership styles are encouraged in order to foster a conducive work environment. Fourth, control and evaluation is the process of conducting regular supervision of the implementation of plans and policies, as well as conducting evaluations to identify areas that require improvement.

Challenges in Leadership Management in Diktis

Firstly, the limited availability of resources, namely financial and human resources, can present a challenge in the implementation of programs. Secondly, policy changes may also present a challenge. These can take the form of alterations to education policies and government regulations that may impact the strategic plan (Fitriyani et al., 2023). Third, administrative complexity: the implementation of Islamic higher education programs may be impeded by complex bureaucratic processes. Fourth, innovation and technology. The rapid development of technology necessitates that Diktis continue to innovate and integrate technology into the education process.

It can be concluded that effective leadership and management at the Directorate of Islamic Higher Education is the primary factor in ensuring that Islamic higher education in Indonesia can operate in accordance with the

established standards and objectives. With the implementation of effective strategic planning, streamlined organization, motivating leadership, and rigorous control and evaluation, it is anticipated that Diktis will be able to effectively address the challenges it currently faces and continue to contribute to the enhancement of the quality of Islamic higher education in Indonesia.

Leadership Management at the Ministry of Education and Culture

The leadership management process at the Ministry of Education and Culture (Kemdikbud) involves the planning, organizing, directing, and controlling of human and material resources in order to achieve national education goals. In this context, leadership is not merely about managing educational institutions; it also entails the creation of a vision, strategy, and work culture that encourages the improvement of the quality of education and culture in Indonesia (Kementerian Pendidikan dan Kebudayaan, 2021).

1. **Vision and Mission**

   The vision of Kemdikbud is the realization of Indonesian students who are faithful, devoted to God Almighty, possess noble character, demonstrate independent thinking, engage in critical thinking, exhibit creative abilities, engage in mutual cooperation, and embrace global diversity. The Kemdikbud's mission is to enhance the quality of education, facilitate equal access to education, and safeguard and cultivate culture.

2. **Strategic Planning**

   The planning process at Kemdikbud includes the preparation of a strategic plan (Renstra), which identifies long-term goals, performance targets, and strategic initiatives to achieve the organization's vision and mission.

3. **Organizing**

   The organizational structure of Kemdikbud is designed to facilitate the execution of work plans and policies. This entails assigning capable leaders to each work unit and organizing them according to their roles and objectives.

4. **Directing and Controlling**

   In addition to giving direction and inspiration, directing entails sharing the organization's vision and goal with all of its members. Internal audits, systems of accountability and transparency, and performance monitoring and assessment are the ways in which controlling is accomplished.

5. **Leadership Style**

   Kemdikbud often employs participatory and transformative leadership approaches. Leaders are supposed to include staff members in decision-making and program planning, as well as to inspire and motivate them to perform at their highest level.

Challenges in Leadership Management

First, there is a need for efficient coordination between the center and the regions, as well as between different stakeholders, due to the complexity of the large and diversified education system. Second, scarce resources: in order for any program to operate to its full potential, the budget's meager allotments must be managed effectively and efficiently. Thirdly, Kemdikbud must promptly modify and adapt tactics and program execution in response to changes in policy, both domestically and internationally.Understanding these components will help Kemdikbud's leadership management function at its best, supporting the attainment of the country's objectives for high-caliber, highly competitive education (Peraturan Menteri Pendidikan dan Kebudayaan, 2020).

CONCLUSION

Leadership management in educational institutions under the Ministry of Religious Affairs is an important component in the pursuit of educational excellence. Leadership management at the Directorate of Islamic Higher Education (Diktis) is the process of managing and organizing activities and resources in an effort to achieve the strategic goals of institutions related to Islamic higher education in Indonesia. Leadership management at the Ministry of Education and Culture (Kemdikbud) is a process that involves planning, organizing, directing, and controlling human and material resources in an effort to achieve national education goals. This article is far from perfect, therefore, constructive criticism and suggestions from readers are needed for the improvement of this article in the future.

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