



Leadership Style of the Principal in Mas Al-Asy'ariyah Islamic School Medan Krio

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ABSTRACT

This research is motivated by the leadership style of the principal in MAS Al-Asy'ariyah Medan Krio. Ensuring the leadership style of the school principal is one of the mandatory duties of the school principal in enhancing the leadership style at MAS Al-Asy'ariyah Medan Krio. This study aims to examine the leadership of the school principal in the leadership style at MAS Al-Asy'ariyah Medan Krio. The research method used in this study is descriptive qualitative research, where the researcher will describe the leadership style of the school principal at MAS Al-Asy'ariyah Medan Krio. There are three participants in this study, namely the school principal, teachers, and students at MAS Al-Asy'ariyah Medan Krio. The research findings indicate that: 1) The principal of MAS Al-Asy'ariyah Medan Krio implements effective leadership processes, including supervision, planning, and execution in the leadership style of the school principal. 2) The principal also frequently motivates teachers and students with the aim of encouraging them to adopt the leadership style of the school principal, thereby achieving the goals in the leadership style at MAS Al-Asy'ariyah Medan Krio. 3) The principal demonstrates good role modeling by involving the community in all school activities, aiming to receive input and active participation from the community in improving the leadership style at MAS Al-Asy'ariyah Medan Krio. In conclusion, the leadership of the school principal in enhancing the leadership style at MAS Al-Asy'ariyah Medan Krio has been effective without any obstacles, as the principal performs all tasks using a well-organized management system.

ARTICLE INFO

Article history:
Received
25 November 2023
Revised
15 December 2023
Accepted
10 January 2023

Key Word

Leadership Style, Headmaster, Islamic School

How to cite

<http://pusdikra-publishing.com/index.php/jsr>

Doi

[10.51178/jsr.v5i1.1740](https://doi.org/10.51178/jsr.v5i1.1740)



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INTRODUCTION

The passage discusses the essential nature of education as a human need, emphasizing the systematic improvement and development of education by policymakers. Education can be acquired through formal education (madrasah), informal education (family), and non-formal education (environment). The success of formal education, particularly in schools, is determined by the leadership of the school

principal. The success of the principal in achieving goals is predominantly influenced by the management of the respective madrasah. The quality of school management, in turn, is influenced by the leadership capacity of the school principal. Therefore, effective leadership is demanded.

The research focuses on the leadership style of the school principal and its impact on teacher performance at Madrasah Aliyahi Pondok Pesantren Al-Ikhlash Ujung Bone. The research findings indicate that: 1) the leadership style of the school principal is categorized as good with a percentage of 82.25%; 2) teacher performance is in the high category with a percentage of 84.21%; and 3) the correlation between the leadership style of the school principal and teacher performance shows a positive correlation at a low level, with a correlation coefficient of 0.29 (Komariah & CepiTriatna, 2010; Miller et al., 2016).

The text highlights the indispensable role of followers (educators and teaching staff) in leadership. Without active participation from followers, educational programs cannot run smoothly. Leadership is described to involve various aspects, including activities or processes, influencing activities, exemplary behavior, and the interaction between leaders and followers (Mulyasana, 2011).

The definition of leadership style is then elaborated as "the way a leader works and behaves in guiding subordinates to accomplish something." Therefore, leadership style represents the traits and behavior of a leader applied to guide subordinates in carrying out their tasks (Fahmi, 2018; Syafaruddin & Asrul, 2008).

The provided text discusses different perspectives on the definition of leadership style:

1. According to (Nawawi Hadari, 1995), leadership style is defined as a set of characteristics used by a leader to influence subordinates so that organizational goals are achieved. It can also be described as a pattern of behavior and strategies preferred and frequently applied by a leader.
2. Rifai (Achmad, 2016) states that leadership style is a comprehensive pattern of actions by a leader, both visible and invisible to subordinates.
3. The definition of leadership style can be further detailed as follows:
 - Leadership style is the behavior or actions of a leader in influencing members or followers.
 - Leadership style is the behavior or actions of a leader in carrying out managerial tasks (Danang et al., 2018).
4. (Fadhli, 2018) puts forth that an individual's leadership style is synonymous with their leadership type. The leadership style of a leader is characterized by unique traits, habits, temperament, personality, and behavior, distinguishing them from others.
5. The text describes leadership style as the way a leader carries themselves, presenting a unique and distinctive combination of traits, habits, temperament,

and personality. This style influences behavior and leadership types, coloring the leader's interactions with their followers. The resulting leadership style, when categorized based on dominant similarities, yields various leadership types.

The passage concludes by stating that the leadership style of the school principal is a crucial determinant in creating a conducive school environment and ensuring the effective performance of the school.

1. Definition of "Gaya": The term "gaya" is described as carrying the meaning of an individual's responses or reactions manifested in attitudes, actions, and expressions. In the context of leadership, style is seen as a process of the relationship between leaders and staff, displaying characteristics, uniqueness, traits, skills, tendencies, and attention to individuals through interaction. The leadership style exhibited by a school principal is considered an implication of their ability to manage their spiritual intelligence (Wahjosumidjo, 2005).
2. Characteristics of "Gaya": "Gaya" is further defined as attitudes, movements, behaviors, pleasant demeanor, good gestures, strength, and the ability to do good. In the context of leadership, it is seen as a set of characteristics used by a leader to influence subordinates to achieve organizational goals, or it can be described as a pattern of behavior and strategies preferred and frequently applied by a leader (Fadhli, 2018).
3. Situational Dependence of Leadership Style: The leadership style adopted by a leader depends on the situation and conditions of their leadership. Leadership style is considered a norm of behavior used by an individual when influencing others. The success of an educational institution is highly dependent on the leadership of the school principal (Hafizin, 2021).
4. Role of a Kepala Madrasah (School Principal): A Kepala Madrasah, or school principal, is described as a functional teacher tasked with leading a madrasah where the teaching and learning process takes place. The leadership of the school principal involves influencing, motivating, and directing teachers and staff with understanding, awareness, and a shared goal. The principal's role is crucial in coordinating, mobilizing, and harmonizing all educational resources within the institution. The principal is expected to act wisely, judiciously, and fairly, treating all subordinates equally to foster a sense of togetherness among teachers and staff. This inclusive leadership approach aims to maintain and enhance motivation, willingness to sacrifice, and a sense of camaraderie in carrying out their respective duties.

The passage discusses the leadership style of a Kepala Madrasah and emphasizes the importance of adopting a delegative leadership style, characterized by sharing authority among members to carry out organizational tasks. Additionally, the text mentions the implementation of a democratic leadership style by the school principal,

aiming to enhance the responsibilities of teachers. The responsibilities of the Kepala Madrasah are highlighted, emphasizing the need for effective and efficient guidance, coordination, and motivation. The principal is accountable for fulfilling or providing necessary support for teachers, staff, and students, including financial resources, equipment, time, and creating a supportive atmosphere. Without the support provided by the Kepala Madrasah, human resources may struggle to perform their duties effectively.

Based on the initial observations, the researcher found that the leadership style of the Kepala Madrasah at Mas Al-Asy'ariyah Medan Krio has not been implemented effectively and efficiently. The researcher's motivation for studying the leadership style of the school principal is rooted in the observation that the Kepala Madrasah has not been functioning optimally. The researcher describes their approach to leading teachers and staff at MAS Al-Asy'ariyah Medan Krio, which involves a supervisory process. Subsequently, the researcher plans to engage with teachers to identify obstacles they face, aiming to provide feedback and suggestions to alleviate these challenges in their work.

The passage discusses factors related to the leadership style of the Kepala Madrasah, both internal and external. It mentions that a participative leadership style, supported by almost all stakeholders, can be beneficial. However, obstacles may exist, with some teachers finding it challenging to accept the leadership style.

It further highlights issues in the interpersonal communication process between the Kepala Madrasah and teachers in motivating student learning at Madrasah Aliyah Al-Asy'ariyah Medan Krio, Sunggal. The text points out that the decision-making process of the Kepala Madrasah lacks responsiveness, leading to delegating tasks to subordinates. Additionally, there is a lack of supervision in the learning process to make it more effective.

Based on the presented issues, the researcher expresses the intention to delve further into the leadership style of the Kepala Madrasah at Mas Al-Asy'ariyah Medan Krio. Therefore, the researcher has chosen the research title: "Gaya Kepemimpinan Kepala Madrasah di Mas Al-Asy'ariyah Medan Krio" (Leadership Style of the School Principal at Mas Al-Asy'ariyah Medan Krio).

RESEARCH METHOD

This qualitative research is conducted iteratively to comprehensively and validly uncover the actual conditions. Referring to Strauss and Corbin, qualitative research is described as a type of research that does not utilize statistical or quantification procedures. In other words, qualitative research aims to reveal aspects of an individual's life, stories, behaviors, organizational functions, social movements, or reciprocal relationships (Creswell & Creswell, 2018; Huberman & J, 2014; Syahrudin, 2015). This

research is carried out at MAS AL-ASY'ARIYAH MEDAN KRIO, located at Jl. Sei Serayu Medan Krio No. 18, Sunggal District, Deli Serdang Regency, North Sumatra Province.

RESULTS AND DISCUSSION

Leadership Style of the Madrasah Principal at MAS AL-Asy'ariyah Medan Krio

The research conducted by the researcher at MAS AL-Asy'ariyah Medan Krio has yielded several insights from interviews regarding the leadership style of the madrasah principal. In the interview process related to the leadership style of the madrasah principal at MAS AL-Asy'ariyah Medan Krio, the researcher interviewed three participants: the madrasah principal (BL), a teacher (PU), and a student (MF).

The leadership carried out by the madrasah principal in his leadership style at MAS AL-Asy'ariyah Medan Krio involves several processes. The first process undertaken by the madrasah principal in his leadership style at MAS AL-Asy'ariyah Medan Krio is as follows:

"In formulating the planning process at MAS AL-Asy'ariyah Medan Krio, I will conduct a supervision process first. After that, I can identify strengths and weaknesses. I will maintain every strength, and for each weakness, I will plan what is lacking. From that planning, I need to create a new plan to evaluate all the weaknesses in MAS AL-Asy'ariyah Medan Krio." (Interview Results with the Madrasah Principal at MAS AL-Asy'ariyah Medan Krio, In the Principal's Office, (RKM) (March 15 to May 13, 2023). "In terms of leadership, from its establishment until now, I have been leading it. So, since its establishment in 2016 until now, the madrasah has been led by me. Regarding the leadership style of the madrasah principal, I choose and prefer a participative leadership style. This means that in certain matters, we involve the participation of all components of the madrasah, not only educators but also stakeholders in our madrasah. However, it is not something final because there may be other leadership styles. If we are stuck with just one leadership style, my leadership style could be democratic, meaning that we also listen to the aspirations of all the teacher councils and stakeholders in this madrasah. Then, in deciding on issues in our madrasah, we can also decide democratically, meaning involving stakeholders even though the decision will be made by the madrasah principal. However, I don't like a leadership style associated with an authoritarian leadership style because I think an authoritarian leadership style will hinder the criteria of other activities. I also do not implement the laissez-faire leadership style because it seems that the laissez-faire leadership style is not suitable for the institution we lead in this madrasah."

In the leadership style process at MAS AL-Asy'ariyah Medan Krio, the principal conducts several planning processes. Before the planning process, the principal of MAS AL-Asy'ariyah Medan Krio initiates a supervisory process to identify strengths and weaknesses in the institution. The strengths found in MAS AL-Asy'ariyah Medan Krio will be maintained by the principal, while weaknesses will undergo an evaluation process to achieve the goals of the leadership style of the madrasah principal at MAS AL-Asy'ariyah Medan Krio.

In this context, the actions taken by the principal of MAS AL-Asy'ariyah Medan Krio align with the following theory. Leadership is considered an art of influencing others and directing their desires, abilities, and activities to achieve the leader's goals. Leadership is a crucial aspect of an organization, whether on a large or small scale, as it involves the process of guiding or controlling an organization. In an organization, leadership is the art of mobilizing subordinates, both individually and in groups, to carry out activities to achieve organizational goals as optimally as possible (Komariah & CipiTriatna, 2010).

Linguistically, leadership is the power or quality of a leader in directing what they lead to achieve a predetermined goal. Similar to management, leadership, as defined by many experts, including Stoner, can be seen as a process of influencing the activities of a group of members related to their tasks (Zaini & Syafaruddin, 2020).

The importance of leadership, as stated by James M. Black in "Management: A Guide to Executive Command" within Sadili Samsudin's interpretation, refers to leadership as the ability to convince and motivate others to collaborate under their leadership as a team to achieve a specific goal (Bektaş et al., 2020).

Achievement-Oriented Leadership

Achievement-oriented leadership is a leadership style in which a leader provides full motivation to their subordinates to execute tasks optimally (Metroyadi & Jariah, 2018). Various factors influence leadership styles, one of which is organizational culture. As Pillai and Meindl state, organizational culture has a definite impact on the emergence of specific leadership styles. Organizational culture encompasses crucial understandings such as customs, values, attitudes, and beliefs held by members of the organization. An essential function of organizational culture is to assist members in adapting to it. Therefore, organizational culture significantly influences the leadership style applied by a leader, leading to effective leadership (Lloréns Montes et al., 2005).

Based on the above theory, it can be concluded that the leadership of the head of Mas AL-Asy'ariyah Medan Krio aligns with the theories mentioned above. However, the head of Mas AL-Asy'ariyah Medan Krio only exhibits a supportive leadership style and does not adopt an authoritarian leadership style. The supportive leadership style employed by the head of Mas AL-Asy'ariyah Medan Krio makes it easier to achieve the

goal of enhancing the leadership style of the madrasah head in Mas AL-Asy'ariyah Medan Krio.

CONCLUSION

Based on the research conducted at Mas Al-Asy'ariyah Medan Krio regarding the leadership style of the madrasah head, several conclusions can be drawn. The leadership style employed by the head of the madrasah at Mas Al-Asy'ariyah Medan Krio is democratic. This is evident from the leadership behaviors, including:

- a) Developing Resources and Creativity of Educators and Educational Staff: The leader focuses on enhancing the capabilities and creativity of educators and educational staff.
- b) Encouraging Participative Involvement: There is an emphasis on fostering participative involvement of educators and educational staff.
- c) Consultation and Consensus: The leader engages in consultations and seeks consensus in planning and evaluating all activities.
- d) Task and Authority Allocation Based on Capabilities: Tasks and authorities are assigned in accordance with the capabilities of educators and educational staff, ensuring effective execution.

These findings indicate that the leadership style of the madrasah head at Mas Al-Asy'ariyah Medan Krio has improved through the application of a democratic leadership style.

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