Characteristics, Models, Strategies and Success of Educational Leadership

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Abstract: Educational leadership is at the core of change and progress in the world of education. This article aims to delve deeper into these concepts. We will outline the characteristics, models, strategies, as well as key factors that form the foundation of successful educational leadership. This research employs a literature review method by gathering relevant literature on educational leadership. Islamic educational leadership is the ability of school principals to influence the actions and thought processes of teachers or staff, both individually and collectively, and instill awareness and a desire to achieve educational goals in accordance with Islamic values. The characteristics of educational leadership are based on the qualities of the Prophet Muhammad, namely truthfulness (shiddiq), trustworthiness (amanah), communication (tabligh), and intelligence (fathanah). Educational leadership strategies encompass aspects of planning, organizing, directing, and supervising. The success of educational leadership is influenced by several factors, including insight and skills, institution or position, personality, and personal attitudes.

Keywords: *Leadership, Education*

Abstrak: Kepemimpinan pendidikan adalah inti dari perubahan dan kemajuan dalam dunia pendidikan. Artikel ini bertujuan untuk menjelajahi konsep-konsep tersebut lebih dalam. Kita akan merinci karakteristik, model, strategi, serta faktor-faktor kunci yang menjadi landasan kepemimpinan pendidikan yang berhasil. Penelitian ini menggunakan metode studi literatur yakni dengan mengumpulkan

literatur terkait kepemimpinan pendidikan. kepemimpinan pendidikan Islam ialah kemampuan kepala sekolah untuk mempengaruhi tindakan, proses berpikir guru atau staf secara individu maupun kelompok dan muncul kesadaran dan keinginan untuk mencapai tujuan pendidikan bersama sesuai nilai-nilai yang islami. Karakteristik kepemimpinan pendidikan sendiri berdasar pada sifat Rasulullah SAW yakni shiddiq, amanah, tabligh, dan fathanah. strategi kepemimpinan pendidikan meliputi aspek perencanaan, pengorganisiran, pengarahan, pengawasan. Keberhasilan kepemimpinan pendidikan dipengaruhi oleh beberapa faktor yakni wawasan dan ketrampilan, institusi atau jabatan, personalitas, dan sikap sikap kepribadian.

Kata kunci: *Kepemimpinan, Pendidikan*

Introduction

Educational leadership is at the heart of change and progress in the world of education. In the 21st century, marked by rapid technological change and complex social dynamics, the role of educational leaders has become more prominent than ever. Educational leadership is no longer just about managing the administration of a school or educational institution, but also about bringing vision, inspiring, and guiding to achieve excellence in learning and teaching. This article will explore the concepts, characteristics or models, strategies, and key factors that play a role in shaping and carving out the success of educational leadership.[1]

Educational leadership has a variety of characteristics and models that help leaders understand their complex role. These include transformational leadership that drives major changes in educational systems, servant leadership that aims to serve individuals and encourage collaboration, and instructional leadership that focuses on improving teaching and learning. In addition, there is a participatory leadership model that encourages active participation of all members of the educational team in the decision-making process.

However, educational leadership is not only about a particular leadership model, but also involves developing appropriate strategies. Educational leaders must have a comprehensive action plan to achieve educational goals. This includes managing

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[1] Suyanto, "Peran Dan Strategi Pimpinan Lembaga Pendidikan Islam Dalam Mengatasu Problem Kepemimpinan," *Quality: Jurnal Pendidikan Islam* 2, no. 2 (2014): 13.

resources wisely, promoting innovation and positive change, and building an organizational culture that supports continuous learning.

In this article, we will explore these concepts in more depth. We will detail the characteristics, models, strategies, and key factors that underlie successful educational leadership. We will also explore how educational leaders can shape inclusive learning cultures, empower staff and students, and lead with integrity. And, we will look at real-life examples of educational leaders who have successfully achieved positive change in their educational settings. With a better understanding of educational leadership, we can work together to create a better, more inclusive future for all.

Research Methods

This study uses a qualitative methodology that emphasizes literature review by assessing various sources, including books and journals, that are relevant to the research subject. Data collection is carried out through literature studies, namely digging up information from various written sources related to the concept of leadership. To understand and interpret the information found in the literature, data analysis is used with a qualitative approach.

Results and Discussion

Understanding Educational Leadership

The word leadership (leader), comes from the word "pimpin" which means to guide or guide so that it is interpreted as a person who leads, from here the concept of leadership emerged.[2] According to Stogdil quoted by Usiono and Syukri, the definition of leadership is interpreted as Leadership is the process (act) of influencing the activities of an organized group in the efforts goal setting and goal achievement which means the ability to influence (instructions/commands) simultaneously to a group of two or more people to motivate them to achieve common goals effectively for the responsibility held by a leader.[3] Not much different from Gary's perspective quoted by Muhammad Yani who explained that Leadership is the behavior of an individual, directing the activities

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[2] Djunawir Syafar, Teori Kepemimpinan dalam Lembaga Pendidikan Islam, (Tabdir: Jurnal Manajemen Pendidikan Islam 5, No. 1: 148.

[3] Mesiono, Kepemimpinan Lembaga Pendidikan Islam dalam Memberdayakan Umat (Medan: Perdana Publishing, Cet.pertama. 2015): 162.

of a group toward a shared goal, what is meant by leadership is a process of giving social influence to others, so that what a leader wants can be achieved. From the two definitions above, we can draw conclusions about leaders,[4] namely:

a. Every group always involves social interaction between leaders and followers of two or more people

b. There is a process of mutual influence, carried out by leaders to their followers,

So we can draw conclusions from the two definitions above, that leadership is an effort carried out collectively and simultaneously both in the problem solving process, the thinking process, and the actions that are carried out so that the goals can be realized properly and achieved together. The leader here has full authority to be able to influence his followers, and also the leader has the power and authority to be able to command his followers. In essence, a leader will not force his followers to be able to achieve certain goals because the essence of a leader will only provide motivation so that awareness grows in the followers to be able to contribute positively and awareness of how important it is to strive to achieve the vision and mission of an organization or institution.

Meanwhile, leadership according to the Islamic perspective can be viewed from the Qur'an and Sunnah. The terms that are equivalent to leadership are caliph, ulil, amri, and wali, the following is the explanation and verses of the Qur'an contained therein:[5]

a). Caliph, a leader who is entrusted by Allah SWT to lead the people on this earth, to convey, give orders, and invite to carry out his orders. (Q.s Al-Baqarah: 30)

b). Ulil Amri, a person who is entrusted to carry out his duties in leading or governing an organization and has power only in a certain area. (Qs. An-Nisa': 59)

c). Wali, has the same meaning as the term Ulil Amri. (An-Nisa': 89)

Education is a conscious effort to create a learning atmosphere that can develop the potential of students where those involved are students and teachers. The relation to leadership is through planned activities, the teacher is expected to be able to influence

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[4] Muhammad Yani, Konsep Dasar Karakteristik Kepemimpinan Dalam Pendidikan Islam, (Al HIkmah: Jurnal Pendidikan dan Pendidikan Agama Islam 3, No.2: 159

[5] Jaja Jahari, Kepemimpinan Pendidikan Islam, (Bandung:Yayasan Darul Hikam, Cet.1. 2020): 44.

his students, both in terms of changes in behavior, characteristics, self-control, personality, etc.[6]

According to Ahmad D. Marimba, Islamic education is an effort to shape the personality or behavior of students in accordance with Islamic teachings (akhlakul karimah), by transferring knowledge, practicing it in the world, and as a practice in the afterlife.[7] So that Islamic educational leadership is someone who influences, motivates, moves a group, individual or follower in an educational institution so that the process of implementing education can run effectively, efficiently and achieve educational goals that have been planned according to Islamic principles.

According to Juhri as quoted by Usiono and Ahmad, educational leadership is an activity carried out by the principal during the teaching and learning process to control and understand the development of teachers and other staff. So we can conclude that Islamic educational leadership is the ability of the principal to influence the actions, thought processes of teachers or staff individually or in groups and the emergence of awareness and desire to achieve shared educational goals according to Islamic values.

Characteristics/Models of Educational Leadership

The characteristics of Islamic educational leadership, the purpose of which is to emulate the leadership practices reflected in the life of the Prophet SAW, how he led, controlled, motivated all people with his example. His example as an honest, fair, trustworthy, shiddiq leader made the people view him as a person their trust that can lead, guide, and guide them to the right path. And the people are increasingly convinced that the Prophet SAW became a leader because he was not just a word that went the way but his actions accompanied him.

The characteristics that must be instilled by an Islamic educational leader are directed at the characteristics of the Prophet SAW and are described as follows:[8]

a. Having a shiddiq character, an honest leader will always trust and respect every difference in the beliefs of his subordinates and will not always feel that he is the

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6 Istikomah dkk. Manajemen & Kepemimpinan Pendidikan Islam, (Sidoarjo:NIzamia Learning Center, Cet.1.2021): 91.

7 Puji Khamdani, Kepemimpinan Dan Pendidikan Islam, (Jurnal Madaniyah, Edisi VII): 264.

8 Muhammad Yani, Konsep Dasar Karakteristik Kepemimpinan dalam Pendidikan Islam, (Al-HIkmah: Jurnal Pendidikan dan Pendidikan Agama Islam 3, No.2: 162-167.

most correct. Leaders must get used to being honest so that subordinates have trust in their superiors so as not to arouse suspicion among them. It can be seen that during his life he always treated people fairly and honestly, and also his words were not just words but by showing actions and examples and always being consistent between actions and words.

b. Having a trustworthy character, trustworthiness must be in every human being, especially a leader. Because he must be able to maintain that trust by keeping something that must be kept secret and conveying something that must be conveyed according to the rules (based on facts). And a leader must be able to be responsible for his duties because he is given full trust by Allah SWT as a leader. As stated in Qs. Al-Ahzab verse 72 which explains that every human being has a trustworthy character that must be accounted for to Allah SWT. It can be seen that during his life he never reduced or took loot for his own interests, and never spread the shame of others. If we apply it in Islamic educational leadership, it will have a positive effect on the success of an educational institution that he leads.

c. Having a tabligh character, it can be seen that during his life the Prophet Muhammad SAW always conveyed his message by guiding people to the straight path, repairing the damage that appeared, and preparing humans to achieve happiness in the world and the hereafter. The success factors for the Prophet SAW's Islamic education leadership in conveying each of his treatises had systematic and structured methods and strategies, such as the first target of his preaching was to his immediate family and up to his people. As stated in Qs. Ali-Imran verse 104 which explains that fellow human beings must remind and invite each other in goodness, and prevent each other if someone does something wrong. If associated with success in Islamic educational leadership, the educational institution will run successfully without any conflict from any party.

d. Having a fathanah character, not only smart in leading the people, but smart in giving advice, instructions, guidance, opinions of his people, and understanding and explaining the words of Allah SWT. The Prophet SAW during his life when facing a problem he faced it wisely and agilely, he knew very well the root of the problem

especially regarding organizations or institutions and he always knew what actions to take to overcome the problem.

Of the four elements above, it is something that must be possessed by an Islamic educational leader in order to achieve educational goals collectively and simultaneously, both between the principal, teachers, and other staff that have been planned according to Islamic principles which are expected to run effectively and efficiently.

Educational Leadership Strategy

In developing and determining the success of education in an educational institution, a strategy is needed to form a quality and good education. In leadership, a good vision, mission and strategy are needed to achieve an educational goal. In a leadership strategy is needed in four aspects, namely the planning aspect, the organizing aspect, the directing aspect, and also the controlling aspect.[9]

a. Planning

Planning is the determination of activities to be carried out in the future. This activity is carried out to determine actions to achieve the desired results. Planning can be likened to a bridge between the current state and the state that is expected to occur in the future. According to Koontz O'Donell, planning is the most basic management function because management includes selection between the choice parts of the action).

In a program, of course, planning is needed. There are several principles of questions that need to be applied to form a good plan. The first is the question "What is done? (what), who does (who), when is it done (when), where is it done? (where), and how is something done (how)". In an educational plan that must be done, among others, namely[10]

1) Determination of Vision and Mission

2) Situation Analysis

3) Determination of Goals and Priorities

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[9] Husaini Husaini and Happy Fitria, "Manajemen Kepemimpinan pada Lembaga Pendidikan Islam," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 4, no. 1 (February 6, 2019): 43, https://doi.org/10.31851/jmksp.v4i1.2474.

[10] Zaenal Arifin and Sulistyorini Sulistyorini, "Konsepsi Pengembangan Kemampuan Kepemimpinan Pendidikan Islam," *Shautut Tarbiyah* 27, no. 1 (May 27, 2021): 1, https://doi.org/10.31332/str.v27i1.1641.

4) Strategy Development

5) Preparation of Action Plan

6) Allocation of Resources

7) Commitment to Continuous Improvement.

b. Organizing

Organizing is a process of connecting people involved in a particular organization and integrating their tasks and functions in the organization. In the organizing process, tasks, authorities, and responsibilities are divided in detail based on their respective sections and fields, so that synergistic, conducive, harmonious, and in-tune work relationships are integrated in achieving agreed goals.

Organizing activities are actually the basic character of an organizational system, in which there are a number of people, both as managers and as members, there are structures, goals, rules, and procedures. In carrying out organizing tasks, several things must be considered, including the following (Hikmat, 2009).

1) Providing the facilities, equipment, and staff needed to implement the plan.

2) Grouping and dividing work into an orderly organizational structure.

3) Forming an authority structure and coordination mechanism.

4) Determining work methods and procedures.

5) Selecting, training, and providing information to staff

Organizing should pay attention to the main functions in the organization which are characterized by the following things[11]

a. Having a clear goal.

b. Each member can understand and accept the goal.

c. There is a unity of direction so that it can create unity of action and unity of thought.

d. There is a unity of command, subordinates only have one direct superior from whom they receive orders or guidance, and are responsible for the results of their work.

e. There is a balance between the authority and responsibility of members.

f. There is a division of tasks or work that is in accordance with the abilities, expertise, and talents of each, so that it can create harmonious and cooperative cooperation.

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[11] Husaini and Fitria, "Manajemen Kepemimpinan Pada Lembaga Pendidikan Islam".

g. A deep understanding of the pattern of educational organization, with a simple organizational structure, according to needs, coordination, supervision, and control.

h. There is a guarantee of security in working, members do not feel anxious because they are afraid of being fired or being treated arbitrarily.

i. Rewards for every work carried out by members of the organization, especially providing incentives, rewards, and rewards or bonuses for those who excel, in addition to salaries or incentives that have been regulated by regulations and legislation.

j. Understanding of clear lines of power and building cooperative relationships in implementing predetermined plans.

k. There is direction and coaching, the process of directing and coaching all subordinates is carried out so that they carry out their work proportionally and professionally.

c. Briefing

Tanthawi (1983) explains that actuating is a function of guidance and giving leadership and motivating people so that the group likes and wants to work. Actuating is an effort to move group members in such a way that they want and try to achieve the company's goals and the goals of the company's members because the members also want to achieve those goals.[12]

The important thing to note in this actuating is that a subordinate is motivated to do something if he feels sure that he will be able to do it; 2) is sure that the work will benefit him; 3) is not burdened by personal problems or other more important or urgent tasks; 4) the task is a trust for the person concerned, and the relationship between friends in the organization is harmonious. Thus it can be concluded that the function of actuating in the management of Islamic educational institutions is a guidance process based on religious principles for coworkers, so that

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[12] Wahyudin Nur Nasution, "Kepemimpinan Pendidikan Di Sekolah," *Jurnal Tarbiyah* 22, no. 1 (2015), ttps://doi.org/http://dx.doi.org/10.30829/tar.v22i1.6.

the person is willing to carry out his duties seriously and enthusiastically accompanied by very deep sincerity.[13]

d. Supervision and Control

Controlling is a function that must be carried out to ensure that members carry out activities that will lead the organization towards the goals that have been set. Controlling is an activity of managers who strive to ensure that all work is carried out according to the plan that has been set and achieves the desired results.

The main purpose of controlling is to ensure that what is planned becomes a reality. According to Sukarno, in an organization there are several objectives of controlling, including the following.[14]

1. To find out whether something is going according to the outlined plan.

2. To find out whether everything is carried out according to the instructions and principles that have been instructed.

3. To find out the difficulties and weaknesses in working

4. To find out whether everything is running efficiently

5. To find a way out, if it turns out that difficulties, weaknesses or failures are encountered towards improvement.

Successful Educational Leadership

The success of a leadership is very much determined by its leader in running any organization or institution. In the realm of education, leadership is the main milestone towards the success of organized education. The personality of the leader is really considered and becomes a role model in every performance. The success or failure of a leadership can be seen from several factors, the following are factors that influence the success of a leader:[15]

1. Insight and skills

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[13] Dicky Artanto, "Strategi Kepemimpinan Transformasional Untuk Meningkatkan Mutu Layanan Pendidikan Islam," Adaara: Jurnal Manajemen Pendidikan Islam 12, no. 2 (September 4, 2022): 108–22, https://doi.org/10.30863/ajmpi.v12i2.2706.

[14] Siti Nurhidayatul Hasanah, "Strategi Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kompetensi Profesional Guru," Edukasi: Jurnal Pendidikan Islam 4, no. 2 (2016).

[15] Aprina, Syalsa Dwi, Khalis Salsabila, and Nur Andini. "Kepemimpinan pendidikan." *AKSI: Jurnal Manajemen Pendidikan Islam* 1.3 (2023): 245.

A leader's insight and expertise are focused on his educational background. Educational history is believed to be able to describe that a leader has an attitude, responsibility, and influences the leader in determining decisions based on previously acquired knowledge and experience.

2. Institution or job title of a leader in carrying out his duties and authorities.

The next factor that influences a leader is the institution or type of work where he carries out his work. Each institution and job has a path that is not necessarily the same, so a leader in carrying out his duties must be able to adjust the goals of an institution and the type of work.

3. Personality

Everyone has different behavior and personality. In personality, a leader must be able to control and manage his attitude in order to manifest an attitude that encourages the achievement of his goals.

4. Personality attitudes

In the common interest, a cooperative attitude and responsibility must be embedded in everyone involved in a leadership, not only a leader but also members of his subordinate group. Effective leadership depends on the active involvement of group members, who are willing to work together to achieve common goals.

Leadership is truly the ability and readiness of a leader to recognize, guide, direct, and mobilize human resources to work together to achieve common goals.

Farh & Cheng (2000) stated that the concept of moral leadership must be built on empirical evidence. Because this type of leadership is closely related to social and religious values, research on moral and spiritual leadership requires an analysis of the cultural background. Anjilusa et al. (2019) and Setyowati (2014) argues that moral leadership can have an impact on educational leadership management and teacher job satisfaction (Jeklin, 2016). In the context of leadership, culture is also a major concern. According to Rava and Schultz (2006), they see culture as a belief that influences behavior in various situations. Robbins (1996), Mujiasih, and Ratnaningsih (2012) also

expressed similar opinions.[16] In addition, emotional intelligence is also very much needed by every leader. Emotional intelligence is basically a basic ability that everyone has since birth and allows everyone to carry out various actions in a unique way, especially in the context of building leadership in Islamic education (Abdul Rahman-Muhbib Abdul Wahab, 2004). This view is an important reference for assessing the success of Islamic educational leadership.[17]

Intelligence (emotional intelligence, EQ) has the potential to increase the effectiveness of leadership models in the context of Islamic education. Through effective leadership behavior, a leader has the opportunity to achieve peak success. Therefore, the main role in achieving the desired leadership behavior, according to Daniel Goleman's view, is that IQ only contributes about 20% to the factors that determine life success, leaving the remaining 80% to other factors. In the context of Islamic educational leadership, the implementation of this view indicates that the success of a leader is more determined by emotional intelligence (EQ) than intellectual intelligence.[18]

Conclusion

Islamic educational leadership has characteristics that reflect Islamic values and principles, including honesty, trustworthiness, exemplary behavior, and emotional intelligence. An Islamic educational leader must be a role model in the practice of these values, as demonstrated by the Prophet Muhammad SAW. They must also have the ability to influence, motivate, and guide staff and students in their educational institutions so that the goals ofeducation in accordance with Islamic principles can be achieved effectively and efficiently.

Islamic educational leadership strategies include planning, organizing, directing, and supervising. Careful planning helps in establishing a vision, mission, goals, and concrete steps to achieve these goals. Organizing ensures that resources and tasks are distributed efficiently according to the appropriate organizational structure. Directing

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[16] Habe, M. Junaidi. "Faktor Penentu Keberhasilan Kepemimpinan Pendidikan Islam." *Jurnal Ilmu Multidisplin* 1.2 (2022): 306

[17] Fauzi, Ahmad. "Emotional intelligence dan perilaku kepemimpinan pendidikan islam." *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 2.2 (2018): 118.

[18] *Ibid,* 121.

involves guiding, motivating, and mobilizing staff and students towards achieving educational goals. Finally, supervision and control ensure that plans are implemented well and can be revised if necessary. By implementing these characteristics and strategies, Islamic educational leadership can play a role in shaping quality education that is in accordance with Islamic values. The success of educational leadership is not only measured by academic achievement, but also by the development of student character, understanding of moral values, and their readiness to face a complex and diverse world. Success also includes improving the quality of teaching and the welfare of educational staff

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