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Theory of Leadership Styles in The Concept of Islamic Education Management

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ABSTRACT

Background

Ideally, a leader should possess good management skills, as success or failure depends on leadership, thus requiring the necessary skills to achieve the goals and aspirations of the organization.

Purpose

The purpose of this journal is to explore leadership theories and how Islamic educational management perspectives relate to leadership styles.

Design/method/approach

This research uses a literature study method by reviewing various journals, books, and previous research results relevant to this discussion.

Results

It can be found that there is a wide range of theories related to leadership, with each theory offering its own perspective to explain the concept of leadership styles. In the context of Islamic educational management, leadership styles are also a key point of discussion, particularly in their implementation in schools and institutions. Islamic educational management plays an important role in leadership styles, which can be adapted to different situations and conditions.

Contribution/value

The use of leadership styles will significantly determine the effectiveness of an organization in achieving its goals.

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INTRODUCTION

A social unit consciously coordinated, commonly known as an organization, generally has identifiable boundaries. Organizations emphasize collaboration between individuals to achieve predetermined goals, in contrast to individuals who focus on personal values. Leaders play a crucial role in enhancing the effectiveness and efficiency of achieving goals aligned with the established vision and mission. Leadership in an organization is vital as it determines the success of the organization in achieving its objectives.

A good leader can advance the organization, whereas a poor leader can negatively impact its goals. The quality of leadership within an organization can serve as a determinant of its overall success or failure. When a leader demonstrates high-quality leadership, they become a role model and figure for the members within the organization. By resolving issues and overcoming challenges effectively, a leader sets an example for others to follow.

This approach ensures that members adhere to mechanisms and directions established within the organization. Therefore, the leadership style adopted significantly influences the outcomes of organizational efforts. With the variety of leadership styles available for different situations and opportunities, leaders must utilize them wisely to achieve more effective and efficient results. This paper will discuss the application of leadership styles in various contexts and opportunities.

In the general concept of management, leadership is considered the main core because leadership has the ability to drive the resources and tools available to become something great. Therefore, to assess the success of an institution or organization and measure its effectiveness, one can review the quality of leadership within that organization or institution. Ideally, a leader should possess good management skills, as success or failure depends on leadership, thus requiring the necessary skills to achieve the goals and aspirations of the organization. Similarly, in management within the scope of Islamic education, leadership remains central to the success and effectiveness of the institution. To support good leadership, the author is interested in writing a journal that specifically attempts to collect theories related to leadership, which are highly relevant to the leadership discussed above, and how this leadership can be viewed within the concept of Islamic educational management.

LITERATURE REVIEW

The study of leadership within the framework of Islamic education management has garnered significant attention in academic discourse due to its critical role in shaping organizational effectiveness and fostering Islamic values. Leadership styles are integral to the management of Islamic educational institutions, as they influence the decision-making process, motivation of members, and the achievement of organizational goals. This section reviews relevant literature to provide a comprehensive understanding of leadership styles and their application in the context of Islamic education management.

The literature reveals that leadership in Islamic education management requires a blend of modern leadership theories and Islamic principles. Leaders must be adaptive, ethical, and visionary to address the dynamic challenges of managing Islamic educational institutions. By aligning leadership practices with Islamic values, institutions can ensure both organizational effectiveness and the spiritual growth of their members.

In previous research written by Sumitra Dewi (2021), titled "Leadership Styles in Islamic Educational Institutions," it is explained that leadership style can be defined as the leader's skill in directing, influencing, and motivating their members to achieve specific goals. A leader must

certainly understand their roles and functions, both on a small scale and in a larger context. In Islamic education, a leader should at least possess four main qualities: having a correct faith, being obedient to Allah's commands, having a pure heart, and fulfilling their role as a caliph.

In relation to this journal, leadership style remains the main topic and a very logical reason for determining the success of an institution or organization. However, this journal will further elaborate on leadership style theories that are more widely discussed outside of the theories explained from the Islamic education perspective, as outlined in the previous research. As a conclusion, this journal will explore leadership style from the perspective of Islamic educational management.

METHOD

The literature review research method is an approach that utilizes data and information already available in various written sources as the primary basis for analysis. This literature review aims to understand and identify various concepts, theories, findings, or perspectives relevant to the research topic. The following is an explanation of the literature review research method. The researcher collects various data sources, including books, scientific journals, research reports, articles, documents, or other sources relevant to the topic being studied. This method is particularly useful, especially for conceptual or theoretical research or for developing new research ideas. (Josiah, 2020)

RESULTS

What is Leadership?

According to Kartono (Abarina & Al-Ghoribi, 2015), a leader is someone with special abilities and qualities that enable them to influence, guide, and direct others to achieve specific goals. Leaders are also responsible for creating harmony within a group and ensuring collective success. According to Young, as cited by Kartono, leadership is the ability of an individual to influence others to cooperate in achieving desired goals. Leadership involves a process of social influence in which a leader motivates, guides, and directs a group to achieve effective results.

Amirullah (Zhao et al., 2020) states that leadership is the ability of an individual to influence, direct, and mobilize others to achieve predetermined objectives. Leadership involves the art of motivating and managing interpersonal relationships to create harmonious cooperation. Riyadi (Hidayat et al., 2022) describes leadership as a form of dominance based on personal abilities that can inspire and encourage others to take action for the achievement of shared goals.

Indicators of leadership can be identified as follows:

1. Mutual trust
2. Appreciation of members' ideas and suggestions
3. Attention to the emotions and feelings of members
4. Focus on members' comfort in working
5. Concern for the well-being of team members

From the perspectives of several experts on the concept of leadership, it can be concluded that leadership is a process in which an individual possesses authority and the ability to influence and persuade others to achieve common goals. Leadership is not merely about power but also involves good interpersonal relationships, trust, and respect for team members' contributions. Effective leadership indicators include mutual trust, appreciation for subordinates' ideas, attention to emotions and workplace comfort, and concern for subordinates' well-being. Thus,

good leadership can create a positive work environment and promote the collective achievement of organizational goals.

Various perspectives exist on how leaders or leadership should function, due to the diverse characteristics inherent in leaders. While much research has shifted from traditional theories that focus on leaders' traits and personalities to situational theories that consider not only traits or characteristics but also the influence of circumstances on leadership styles, these theories remain interconnected. (Avolio, Walumba, & Weber, 2009).

Contemporary leadership theories can be categorized into three distinct views: leadership as a process or relationship, leadership as a combination of traits or characteristics, and leadership as a set of specific behaviors. In most leadership theories, there is a narrative stating that leadership is a process involving the influence of a group of people aimed at achieving objectives. (Wolinski, 2010).

Cherry (2012) noted that academic interest in leadership significantly increased in the early 20th century. Cherry identified at least eight major leadership theories. Earlier leadership theories focused on inherent qualities that distinguish leaders from their members. Later theories expanded to consider other variables such as situational factors and skill levels. Below are the leadership theories, most of which are classified into Cherry's eight types.

The Great Man Theory

The "Great Man" theory assumes that leadership ability is innate and that great leaders are born, not made. This theory often portrays leaders as heroic, mystical figures destined to lead when needed. The term "great man" is used because, at the time, leadership was primarily associated with male qualities, particularly in military leadership.

According to this theory, great leaders are often depicted as heroic, charismatic, and enigmatic figures. They are seen as individuals who emerge during critical moments to lead groups, communities, or nations toward success. Historically, leaders categorized as "great men" were often influential figures such as military commanders, kings, or revolutionary leaders.

The term "great man" reflects the dominant perspective of the era, where leadership was frequently associated with men, particularly in military contexts. Traits such as courage, decisiveness, and the ability to command troops were considered the primary characteristics of a leader. Consequently, this theory often overlooks social, cultural, and environmental factors that might influence an individual's ability to lead.

While this theory offers an interesting perspective on leadership, it has faced significant criticism. One major critique is that it places excessive emphasis on innate traits and tends to ignore the importance of learning, experience, and environmental influences in shaping a leader. Additionally, the theory is considered non-inclusive, as it tends to exclude women and individuals from diverse social backgrounds as potential leaders.

Overall, while the Great Man theory laid an early foundation for understanding leadership, it is now regarded as limited. Modern leadership studies emphasize a combination of innate traits, experience, and environmental influences, offering a more holistic perspective on what makes an effective leader.

Trait Theory

Similar to the Great Man theory, the Trait Theory posits that individuals can inherit a variety of traits that make them more suited to leadership. This theory identifies specific characteristics or behaviors that are commonly associated with leaders. However, the Trait Theory raises questions, such as: if certain behaviors are hallmarks of leadership, how does the theory explain individuals who exhibit these traits but are not leaders? The inconsistency in

correlating traits or behaviors with leadership effectiveness has led many researchers to adopt new approaches to understanding effective leadership. For example, someone might possess high intelligence, a strong sense of responsibility, and excellent communication skills but may not take on leadership roles due to a lack of opportunity, context, or desire. This highlights that leadership is not solely about having certain traits but also about situational, opportunistic, and social recognition factors.

Moreover, research shows that no single set of traits is consistently linked to successful leadership. Traits such as confidence and charisma may be effective in one context but irrelevant or even detrimental in another. This inconsistency has led researchers to question the validity of the Trait Theory as a universal approach to understanding leadership.

In response to these weaknesses, many researchers have shifted toward more dynamic and contextual approaches to studying leadership. One such approach is Contingency Theory, which emphasizes that leadership effectiveness depends on the alignment between a leader's style, the nature of the task, and specific situational factors. Other approaches, such as Behavioral Theory, focus on the concrete actions of leaders rather than their innate traits, while Transformational Theory explores how leaders can motivate and inspire others to achieve shared goals.

Thus, while the Trait Theory provided an important early foundation in leadership studies, its limitations in explaining the complexities of modern leadership have paved the way for newer, more holistic theories. These perspectives consider not only individual traits but also context, social interactions, and the dynamic changes that occur within the leadership process.

Contingency Theory

This theory focuses on variables related to the environment that determine the most suitable leadership style for different conditions and situations. According to Contingency Theory, there is no certainty or guarantee that a single leadership style can be applied effectively in all scenarios. Charr (2012) identifies three key indicators for leadership success: leadership style, the quality of the members being led, and a set of situational factors. Therefore, the critical factor in this theory is not the leadership style itself but the conditions and situations relevant to the environment. When setting goals for an organization or institution, it is essential to consider environmental factors to adapt to the indicators mentioned by Charr. This theory emphasizes that effective leadership depends on the alignment between the qualities of the members, the leadership style, and the specific conditions and situations.

Situational Theory

Situational Theory suggests that leaders should make decisions and act based on situational conditions and circumstances. Therefore, the solution lies in adopting leadership styles that suit different opportunities and situations. For instance, when a leader is expected to be the most knowledgeable and experienced member, an authoritarian leadership style may be more effective and appropriate. Conversely, if the team members are highly competent or experts in their fields, an authoritarian style would be less effective as it fails to leverage the expertise of the team members. In such cases, a democratic leadership style would be more efficient, as it allows competent members to participate in formulating decisions or actions.

Behavioral Theory

Behavioral Theory views leadership as something that can be developed and trained rather than being inherited or tied to lineage. This theory focuses on how leaders act, make decisions, and regulate processes, rather than emphasizing intellectual or emotional aspects. Behavioral Theory asserts that individuals can become leaders if they are trained.

Naylor (1999) noted that interest in leadership emerged from systematic differences between two leadership styles: authoritarian and democratic. Observations revealed the following:

1. Groups led with an authoritarian leadership style performed well when the leader was present. However, in the leader's absence, group members often expressed dissatisfaction with the organizational structure and sometimes displayed hostility.
2. Groups led with a democratic leadership style performed as well as those led by authoritarian leaders when the leader was present. However, even in the leader's absence, group members showed more positive emotions and maintained cooperative behavior. They continued their efforts collectively despite the leader's absence.

Participative Theory

Participative Theory posits that an ideal leadership style is characterized by the involvement of team members, suggesting that leaders should consider input from others. A participative leader encourages team members to participate, contribute, and commit to decision-making processes. Leaders following this theory prioritize the contributions of others when making decisions, aiming to enhance commitment and collaboration, ultimately leading to higher-quality decisions.

A participative leader operates under the principle that decisions made collectively are more likely to be accepted and supported by all parties. By involving team members, leaders gain diverse perspectives that they might not have considered, fostering a sense of ownership among members. When individuals feel their opinions are valued, they are more likely to commit to the decisions made and work harder toward achieving shared goals.

This theory also emphasizes that collaboration and participation among members can improve the quality of decisions. Diverse inputs enable leaders to evaluate multiple alternatives, identify potential risks, and choose better solutions. Additionally, this leadership style strengthens relationships within the team by creating a respectful and supportive atmosphere. Participative leaders build trust through open dialogue and transparency, making members feel more comfortable sharing their ideas.

However, despite its many advantages, participative leadership is not always practical or suitable in every situation. In emergencies or when decisions need to be made quickly, participative approaches may be inefficient due to the time required for discussions. Moreover, the success of this approach depends on the maturity and competence of team members. If members lack adequate skills or information, their contributions may not be productive.

In conclusion, Participative Theory highlights the importance of team members' roles in leadership processes. By creating opportunities for active contribution, this approach aims to strengthen collective responsibility, enhance decision quality, and build harmonious working relationships. In specific contexts, participative leadership can be an ideal way to foster collaboration and achieve more effective goals.

Transactional/Management Theory

The transactional theory, also known as management theory, explains leadership as a reciprocal relationship between the leader and followers, based on a system of rewards and punishments. The primary focus is on how leaders supervise, monitor, and ensure the performance of followers aligns with organizational or group objectives. Leaders in this theory tend to set clear tasks, reward achievements, and impose sanctions for failures. The essence of this theory is transactional relationships where followers are rewarded for their performance and guided toward achieving specific targets (Charry, 2012).

In this theory, the leader's role is to create a structure and explicitly explain expectations and their consequences (rewards and punishments) (Lamb, 2013). Rewards are given to members who meet expectations, while sanctions, such as warnings or penalties, are applied to those who fail. This theory is commonly observed in many organizations today.

Relational/Transformational Theory

While transactional theory focuses on management, relational theory, also known as transformational theory, emphasizes the relationship formed between leaders and followers. Transformational leadership is defined as the process of engaging with others to create relationships that enhance motivation and morality.

This theory is often compared with charismatic theory, which suggests that leaders with specific traits such as confidence, extroversion, and clearly articulated values are better able to motivate their followers (Lamb, 2013). Transformational leadership portrays leaders as motivators and inspirers who not only focus on team performance but also help each team member reach their full potential. Groups led by transformational leadership often exhibit high ethical and moral standards (Charry, 2012).

Skills Theory

The skills theory posits that learned knowledge and acquired skills are crucial factors in effective leadership practice. While it does not deny the influence of inherited traits and leadership capacity, it argues that learned skills, developed leadership styles, and gained knowledge are the real keys to leadership performance.

This theory advocates for significant investment in leadership training and development (Wolinski, 2010). It recognizes that while inherited traits can contribute to effective leadership, the importance of trained skills, cultivated leadership styles, and acquired knowledge is paramount.

Current research has shifted from traditional trait or personality-based theories to situational theories, asserting that leadership effectiveness depends on skills and characteristics suited to the context (Avolio, Walumbwa, & Weber, 2009). The skills theory underscores the importance of training and resources to improve leadership performance.

Leadership Styles in Islamic Education Management

Leadership styles can be defined as approaches implemented to motivate members. Leadership is applied in all situations and conditions; thus, styles must be adapted to organizations, situations, conditions, groups, and individuals. A comprehensive understanding of various leadership styles is essential, as these styles serve as tools for effective implementation. Mulyadi and Rivai (2009:56) argue that leaders must select the leadership style that best suits the organization's needs and situation. Effective leadership styles influence the performance of individuals, teams, and the organization as a whole. Leaders must recognize that no single leadership style fits all situations. Factors such as subordinate characteristics, job types, organizational goals, and environmental conditions must be considered when determining the appropriate leadership style.

Wise leaders adjust their approach, whether autocratic, democratic, or laissez-faire, to create a work environment that fosters productivity, creativity, and job satisfaction. This helps organizations achieve their goals optimally. Leadership effectiveness depends on situational factors and the characteristics of its members. Leadership processes involve three elements: the leader, the members, and the organizational environment.

Applications of Leadership Styles in Different Contexts (Eman A.I., 2020)

Autocratic Leadership Style

The autocratic leadership style involves leaders having full control over decisions and the direction of the organization. Leaders make all critical decisions without involving team members. This style minimizes the participation of staff or team members in decision-making, regulation formulation, and action-taking, even when their input might be beneficial.

The advantage of this style is efficiency: decisions are made quickly, and implementation begins immediately. In the context of Islamic education management, teachers and staff often have limited participation in determining programs. Commands are typically one-way, starting from the principal and then passed to teachers and other staff.

Bureaucratic Leadership Style

The bureaucratic leadership style emphasizes adherence to established rules, procedures, and policies. Leaders focus on organizational structure and formal processes.

Situation: This style is commonly used in large organizations, such as government institutions or multinational corporations, to ensure all members follow predetermined rules and procedures, maintaining consistency and accountability. In Islamic education management, bureaucratic leadership integrates Islamic values into rules, procedures, structures, and hierarchies. This ensures not only administrative smoothness but also alignment with Islamic values such as faith, morality, and sharia compliance.

Charismatic Leadership Style

Charismatic leadership inspires and motivates followers through the leader's personality and personal appeal. Such leaders typically have a clear vision and convey their ideas effectively.

Situation: This style is ideal for organizations needing high motivation, such as sales teams or creative groups. In Islamic education management, charismatic leadership draws on values exemplified by the Prophet Muhammad (PBUH). Leaders demonstrate trustworthiness (amanah), honesty (sidq), innovation and creativity in education (fatolah), and transparency (tabligh). These values influence team members and serve as a source of inspiration.

Democratic Leadership Style

Democratic leadership involves leaders engaging team members in the decision-making process. Situation: This style is effective in environments requiring creativity, such as advertising agencies or product development teams. In Islamic education management, democratic leadership emphasizes consultation (shura) as its foundation, aligning with Quranic guidance. Fairness in discussions and decisions characterizes this leadership style. Programs or regulations are formulated collectively, ensuring inclusivity and justice in line with Islamic principles.

CONCLUSION

Every leader holds the authority to determine the direction of the institution or organization they lead. As the brain and head of the organization, a leader must be wise in their leadership to ensure that the organization's planned objectives are achieved. The use of leadership styles greatly impacts the effectiveness of an organization in reaching its goals. Therefore, in various situations and opportunities within an organization, leaders must be prudent and careful in applying leadership styles, as this will influence the effectiveness and efficiency of the organization in achieving its desired outcomes. Leadership styles are not universal; they must be adapted to the situation, the characteristics of subordinates, and the

context of the organization. A wise leader is able to integrate approaches such as autocratic, democratic, charismatic, or situational leadership to create a productive work environment.

In the context of Islamic education management, Islamic values such as amanah (trustworthiness), siddiq (honesty), fathanah (wisdom), and tabligh (transparency) form the foundation of leadership application. This article concludes that the success of an organization depends on the leader's ability to adapt leadership styles flexibly, involve collaboration, and motivate the organization's members. The implementation of effective leadership can create optimal synergy to achieve the shared vision and mission.

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