

## THE LEADERSHIP THEORY IN ISLAMIC EDUCATIONAL INSTITUTIONS

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**Abstract:** Leadership is an important factor in educational institutions and goals will be difficult to be achieved without leadership. The method used in this research was qualitative research with a literature review. This study found that there were nine theories of leadership related to educational institutions that were raised from two authors, namely G.R. Terry and Kartini Kartono. The eight leadership theories raised by G.R. Terry are autocratic theory, psychological theory, sociological theory, supportive theory, laissez faire theory, personal behavior theory, nature theory, and situation theory. One additional theory taken from Kartini Kartono is the humanistic / populist theory. These theories can not only be a supporting factor in achieving the goals of educational institutions, but also can be a limiting factor in achieving the goals of educational institutions if a leader incorrectly applies leadership theory. Therefore, the a study of leadership theory in Islamic educational institutions was interested to be conducted.

**Keyword:** Islamic education institutions, leadership, theory,

### INTRODUCTION

Leadership is the ability (potency) of a person to run the activities of the organization, where he presents himself as the one who leads, guides, show the way, and take advantage of the organization's resources to the maximum in order to achieve organizational goals. A leader is required to be a guardian, protector, and giving motivation to the people they lead. Implementation of leadership values, usually manifested in an organization, both simple and modern. Leadership is the pulse of an organization and without leadership in the organization, it will be difficult to realize the goals of the organization.<sup>1</sup>

In the study of organization and management there are a number of theories about leadership. G.R. Terry (1978) put forward several leadership theories namely; autocratic theory, psychological theory, sociological theory, supportive theory, laissez faire, personal behavior theory, nature theory, and situation theory.

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<sup>1</sup> Syahrizal Abbas, *Manajemen Perguruan Tinggi*, (Jakarta: Kencana Prenadamedia Group, Cet Ke III, 2014), p. 10-11

## **THEORY**

### **Autocratic Theory**

Leadership according to this theory is based on orders and coercion of staff or subordinates. A leader conducts strict supervision of all staff work, so that it can run efficiently. Leaders who apply autocratic theory, in decision making or organizational policy making, are made on their own without consulting with their members. In organizational practice, autocratic theory is divided into three categories, namely leaders who apply; autocratic hard, autocratic soft, and autocratic incompetent. Hard autocratic has the right nature, thorough, and in accordance with the principle, but hard and rigid. Leaders who apply hard autocratic traits are not willing to delegate their authority. Hard autocrats in leadership apply firmly the principles such as "business is business, then money, to be able to win absolutely and others". A hard-working autocrat is very conservative, and he is only kind to people who are obedient and loyal to him.

Soft autocrats have similarities with hard autocrats, but they are always plagued by non-compromising feelings. He only tolerates obedience in accordance with the orders and principles he created himself. Soft autocrats are willing to pay a large fee, as long as their subordinates are willing to obey and submit to him. Its members may not ask and may not vote and they must like all the gifts and conditions. All parties are forced to accept and like the position, willingness and wisdom of the leader without reserve.

Incompetent autocrats are similar to young children (baby). The baby has a lot of energy, he wants to dominate others, always has absolute power, always being tyrannical, always making mistakes and not drawing his soul. Incompetent autocrats have the attitude of giving criticism and praise to someone depending on their emotions for a moment. He always wants to be in power, but always hesitant and uncertain. He prefers to appoint employees with weak character who are willing to hail and praise him.

### **Psychological Theory**

The leader is developing the best motivation system, to stimulate the willingness of the subordinates to work or their nature. Leaders stimulate their subordinates so that they work towards the achievement of organizational goals as well as to fulfill personal goals. Leadership that is able to motivate others, will attach great importance to the psychological aspects of humans such as; recognition, emotional certainty, paying attention to staff wants and needs, appreciation, enthusiasm for work, mood interests and others.

## **Sociological Theory**

Leadership is considered as an effort to smooth relationships between relations in an organization. Through the theory of organizational conflict resolution can be overcome between group members, in order to achieve good cooperation. The leader applies the objectives by including followers in the final decision making. The leader determines the goals and instructions needed for staff to take every action, related to the interests of the organization.

## **Supportive Theory**

Leaders assume that followers or their nature want to do their best, and leaders can guide them as well as possible through certain actions. The leader creates a circle of work that helps to strengthen the desire of each member of his group to carry out the best work possible, able to work together with other parties, wants to develop his skills and has a strong motivation to realize organizational goals.

## **Laissez Faire's Theory**

In laissez faire leadership, a leader does not have the ability to coordinate all work and is powerless to create a cooperative working atmosphere. As a result, an unstable, chaotic organization is identical to a ship that loses its captain. A leader who applies the principle of laissez faire in essence is not a leader in the true sense. All staff or members of the organization are relaxed and have a motto "it's better we don't have to work", giving birth to indifference among members of the organization. Subordinates or members of organizations are practically not guided or controlled by their leaders.

## **Personal Behavior Theory**

A leader always behaves more or less the same, that is, not doing the same identical actions in every situation encountered. A leader must be flexible, have high elastic power, because they must be able to take the most important steps right for a problem. Solving social problems will never be identical in different time frames. The pattern of leader behavior is related to; 1) talent and ability, 2) the situation and conditions faced, 3) the desire to decide and solve problems that arise and, 4) the degree of supervision and sharpness of evaluation.

## **Nature Theory**

Efforts to identify the qualities expected of a leader, to predict the success of his leadership. There are several characteristics expected by a leader, namely; have high intelligence, many initiatives, are energetic, have emotional maturity, have persuasive

power, have confidence, are sensitive, creative, provide high social participation and others.

### **Situation Theory**

Leadership in situation theory must be 'multi-dimensional' in order to be able to involve and adapt to situations that are rapidly changing. This theory has a basic foundation, that leadership consists of three basic elements namely; leaders, followers and situations. The situation is considered an important element because the situation can affect the leader and the person they lead.<sup>2</sup>

Some theories about leadership described by Kartini Kartono in her book "*Educational Leadership and Character Building*" are as follows:<sup>3</sup> a). Autocratic Theory and Autocratic Leaders, b). Psychological Theory. c). Sociological Theory, d). Supportive Theory, e). Laissez Faire Theory, f). Personal Behavior Theory, g). The Great Men Theory (Traits Great Men), h). Situation Theory, i). Humanistic / Populistic Theory

Based on the leadership theory mentioned above there are nine theories of which eight of them have been explained before, therefore researchers only explain one additional theory that is not contained in the leadership theories put forward earlier by G.R Terry. The theory is a humanistic / populist theory.

According to Kartini Kartono in his book "*Educational Leadership and Character Building*" explains the humanistic / populist theory as follows: The function of leadership according to this theory is to organize human freedom and meet all human needs, which can be achieved through the interaction of leaders with the people. To do this, there needs to be a good organization and a good leader who wants to pay attention to the interests and needs of the people. The organization functions as a means to carry out social control, so that the government performs its functions properly, and takes into account the abilities and potential of the people. This can be done through good interaction and cooperation between the government and the people by taking into account their respective interests. In this theory there are three main variables, namely:

- 1) Leadership must pay attention to people's consciences, with all their hopes, needs and abilities.
- 2) Organizations to be relevant to the interests of the people and the government.
- 3) Intimate and harmonious interaction between the government and the people to build unity and integrity and live peacefully.

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<sup>2</sup>Syahrizal Abbas, *Manajemen...* p. 35-38

<sup>3</sup> Kartini Kartono, *Pemimpin dan Kepemimpinan*, (Jakarta: PT Raja Grafindo Persada, 2001), p. 71-80.

Based on the leadership theories that have been explained above, can be used as a basis in finding leadership styles. Leadership style is a model, a type that is owned by a leader in managing an organization. The leadership style can be identified in style; charismatic, paternalistic and materialistic, militaristic, autocratic, laissez faire, populist, administrative and democratic leadership styles.

### **Charismatic Style**

Charismatic leader style has an extraordinary appeal and trait, so he has followers and numbers that are extraordinary. Even now people do not know the exact reasons why a person has such great charisma. The researchers in leadership research find that a charismatic leader has a relationship with supernatural powers, where the strengths are obtained from the Almighty. The totality of the leader's personality exudes enormous appeal. Large figures that might be categorized into leaders who have a charismatic style include Genghis Khan, Gandhi, John Kennedy, Sukarno and others.

### **Paternalistic And Materialistic Style**

Paternalistic leadership style is a leadership style that follows the pattern of parent-child relationships, so this style is known as the "fatherly" leadership style. The characteristics of the Paternalistic leadership style are:

- a. Superiors consider subordinates to be immature human beings and overly protective, so that subordinates do not have the opportunity to develop themselves through innovations in carrying out their duties and responsibilities.
- b. Bosses rarely provide opportunities for subordinates to take the initiative or make their own decisions. As a result, staff are always overshadowed by their superiors in carrying out their duties.
- c. Bosses rarely provide opportunities or almost never give opportunities to their subordinates to develop their creativity.
- d. The boss is always more aware or more righteous, and can receive very little input and advice from his subordinates.

The externalistic leadership style is similar to the paternalistic leadership style, with a slight difference that is more prominent and accompanied by excessive affection.

### **Military Style**

The militaristic leadership style is different from the leadership style in military organizations. The nature and style of militaristic leadership include: a). Use more command or command systems to subordinates, b). Requires absolute obedience from subordinates, c). Enjoy excessive formalities and rituals, d). Menuntut adanya disiplin

keras dan kaku dari bawahannya (disiplin kdaver), e). Do not want suggestions or criticism from subordinates.

### **Autocratic Style**

The autocratic leadership style bases itself on power and coercion which must always be obeyed. The leader always strives to act as a "single player" and is very ambitious to rule the situation. Each order and policy is determined without consulting subordinates, and never gives detailed information about plans and actions to be taken by staff. All praise and criticism towards staff is given at their own discretion, and the leader is always far from the members / staff. Autocratic leaders always want absolute power and singularity, and always want to control the situation. Autocratic leadership is like a heating system, which gives energy, without seeing and considering the climate, the emotional situation of staff and their environment.

### **Laissez Faire Style**

The laissez faire leadership style is actually a practical leader who does not lead, because he allows the group or staff to act on their own free will, and the leader does not actively participate in group activities. All work and responsibilities must be carried out by his subordinates. The leader is merely a symbol, and he usually does not have technical skills. A person who becomes a leader with laissez faire style, usually gets this position through bribery, bribery, or because of the system of nepotism. He has no authority and does not have the ability to control his staff. In this leadership style, a leader cannot coordinate with his staff, and is completely powerless to create a cooperative working atmosphere. In short, a laissez faire leader by nature is not a true leader, because subordinates in such work situations are completely uncontrolled, without discipline, working all on their own.

### **Populist Style**

Worsley (1998) in his book *The Third World*, defines populist leadership style as leadership that awakens the solidarity of the people, such as Sukarno with his marhaenism ideology, emphasizing the issue of national unity, nationalism and cautious attitude towards the oppression of the rulers of foreign powers (foreign ). This populist leadership holds fast to traditional community values, and lacks trust in the assistance and support of foreign powers. Leadership with this style prioritizes the revival of nationalism. Eisentadt (1981) states that populism is closely related to traditional modernity.

### **Administrative Style**

Administrative leadership style is a leadership style that is able to carry out effective administration. While the leaders consist of individuals who are able to move the

dynamics of modernization and development. Through administrative leadership, an efficient administration and bureaucracy system can be established to govern, especially to strengthen integrity in particular and development efforts in general. With administrative leadership it is hoped that there will be technical developments, namely technology, industry and modern management and social development in the midst of society.

### **Democratic Style**

Democratic leadership focuses on efficient guidance to members/followers. Coordination works well with all lines, especially the emphasis on a sense of internal responsibility (on oneself) and good cooperation. This democratic leadership is not a matter of "the person or individual leader", but the strength lies precisely in the active participation of each group member.

Democratic leadership respects the potential of every individual, is willing to listen to the advice and suggestions of subordinates, is willing to recognize the expertise of specialists in their respective fields, and is able to utilize members as effectively as possible, at the right times and conditions.

Democratic leadership usually takes place steadily, with the following symptoms: the organization with all its parts runs smoothly, even if the leader is not in the office. The authority is fully delegated downward and each person is aware of their duties and responsibilities. In democratic leadership, a leader prioritizes the general welfare goals and the smooth cooperation of each group member. In this way democratic leaders function as catalysts to accelerate dynamism and cooperation, for the achievement of organizational goals in the way that best suits the group's spirit and situation. In summary it can be stated, democratic leadership focuses on the problem of the activities of its group members, including its leaders. All of them are actively involved in the determination of attitudes, the preparation of plans and programs, decision making, work discipline (which is instilled voluntarily by groups in a democratic atmosphere) and ethics.<sup>4</sup>

One form of organization is an educational institution. Researchers specializing in this research are Islamic education institutions. Islamic educational institutions are a form of organization that is held to develop Islamic institutions through efforts / programs that are neatly arranged and well organized following certain rules and regulations to achieve the stated goals.<sup>5</sup>

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<sup>4</sup> Syahrizal Abbas, *Manajemen...* p. 41-46

<sup>5</sup> Kurikulum, P, *Pengertian Lembaga Pendidikan Islam*, Retrieved Desember 19, 2019, from <http://portalkurikulum.blogspot.co.id/2016/10/pengertian-lembaga-pendidikan-islam.html>.

Being a great many educational institutions, such as: (1) mosque (surau, langgar, musholla, and meunasah); (2) madrasa and islamic boarding school (kuttab); (3) Islamic recitation and illumination (majelis taklim); (4) Islamic courses (Islamic training); (5) spiritual formation bodies (marriage bureaus; religious consulting bureaus); (6) religious consultation bodies; (7) Musabaqah Tilawatil Qur'an (MTQ).<sup>6</sup>

In Islamic educational institutions the function of the leader has a strategic role in realizing the institutional vision, especially in developing institutional quality, enhancing human resources (HR) and competitiveness in various fields. In connection with this, the active role of leadership is certainly not just to carry out structural functions, but as the realization of institutional goals and programs that have been planned collectively. Related to this, based on the results of research in various developed countries, the school leadership variable contributes an average of 40% to the development and quality of education, while the other 60% is determined by other variables. This is different from the findings of research in Indonesia that the principal / madrasa leadership only contributed an average of 10%, while the other 90% was determined by other variables.<sup>7</sup>

Based on the results revealed above, researchers see the contribution of leadership, especially in Indonesia, which is very small, which is due to various factors such as the lack of competence of a leader both from improving education and management, lack of communication skills with the people they lead, lack of professionalism of leaders, and lack of knowledge about leadership theories.

Based on the above problems, researchers are interested in further researching the relationship or the relationship of leadership theories in managing Islamic educational institutions so that the objectives of Islamic education can be achieved.

## METHOD

The research method used in this study is a qualitative research method with a literature review. Qualitative research aims to obtain an overall picture of a matter according to the views of the humans studied. Referring to Strauss and Corbin (1990) qualitative research is a type of research in which the discovery procedure performed does not use statistical or quantification procedures.<sup>8</sup> Researchers use various sources as research material ranging from books, journals, and websites.

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<sup>6</sup> Hamdani Ali HB, *Filsafat Pendidikan*, (Yogyakarta: Kota Kembang, 1987), p.203-204

<sup>7</sup> Imam Machali, *Kepemimpinan Pendidikan dan Pembangunan Karakter*, (Yogyakarta: Pedagogia, 2012), p. iv.

<sup>8</sup> Salim & Syahrums, *Metodologi Penelitian Kualitatif*, (Bandung: Citapustaka Media, 2016), p. 41



## FINDING & DISCUSSION

The capacity building of educational institutions is strongly influenced by the leadership patterns adopted by the school / madrasah principal. The headmaster is also required to have adequate management and leadership capabilities to be able to take initiatives to improve the quality and quality of education in the institution he leads.<sup>9</sup>

Effective leadership has a decisive role in the survival of an organization. Scholars provide diverse explanations of effective leadership. However, there are basic principles agreed upon about effective leadership, namely the attitude of a leader who is able to influence others (his staff) to work harder in carrying out their duties and responsibilities, as well as changing the behavior of organizational members in accordance with organizational goals.

Effective leadership can be identified with a number of leaders' abilities to coordinate, resolve conflicts, build communication, motivate and motivate employees to improve their productivity, foster staff and realize the welfare of members of the organization.<sup>10</sup>

Based on the nine leadership theories explained earlier, the researchers found that the nine leadership theories have a relationship with the success or failure of an educational institution, especially Islamic educational institutions studied in this study to achieve its goals. The findings are as follows:

1. Autocratic theory can be an inhibiting factor in educational institutions because leaders make decisions or policies of educational institutions themselves without involving and consulting with members so that there is no good cooperation within educational institutions.
2. Psychological theory can be a supporting factor in educational institutions because leaders provide motivation, appreciation, and to their subordinates so that the goals of educational institutions are more easily achieved by good cooperation between leaders and subordinates.
3. Sociological theory can be a supporting factor in educational institutions because leaders try to make relations between relations in an educational institution so that good teamwork is formed so that organizational goals are more easily achieved.

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<sup>9</sup>Firman Sidik. "Konsep Pengembangan Kurikulum Pendidikan Islam." (2016), *Irfani Journal*, Vol. 12 No. 1, p. 100-114

<sup>10</sup> Syahrizal Abbas, *Manajemen...* p. 62-63.

4. Supportive theory can be a supporting factor in educational institutions because leaders guide their subordinates as well as possible so that the goals of educational institutions are more easily achieved by good cooperation between leaders and subordinates.
5. The laissez faire theory can be an inhibiting factor in educational institutions because a leader does not have the ability to take care and submit all matters to his subordinates so that there is no responsibility by a leader and no teamwork.
6. Personal behavior theory can be a supporting factor in educational institutions because leaders are flexible, have high elastic power in taking appropriate steps in solving problems so that the goals of educational institutions will be more easily achieved and not impeded.
7. Nature theory can be a supporting factor in educational institutions because a leader must have high intelligence, many initiatives, energetic, have emotional maturity, and others.
8. Situation theory can be a supporting factor in educational institutions because leaders are not rigid and easily adapt to various demands of the situation and time so that organizational goals are more easily achieved and not impeded.
9. Humanistic / populist theory can be a supporting factor in educational institutions because leaders organize human freedom and meet all human needs, which can be achieved through interaction between leaders and those they lead well so that organizational goals are more easily achieved.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The researcher concludes that leadership theory is one of the supporting factors in achieving the goals of educational institutions especially Islamic educational institutions. However, leadership theory can also be one of the factors inhibiting the achievement of the objectives of Islamic education institutions if the leader is wrong in applying the leadership theory in the Islamic education institution he leads. Therefore, a leader should apply the right leadership theory in the Islamic educational institution he leads so that the leadership theory can be a supporting factor in achieving the objectives of Islamic education institutions.

A leader must also have some ability to realize the goals of the Islamic education institution he leads, namely: The ability to coordinate, resolve conflicts, build communication, motivate and move employees to increase productivity, foster staff and realize the welfare of members of the organization.

## Suggestion

The author realizes that in the discussion of this journal there are still many shortcomings. The author hopes that this journal will continue to benefit readers. So that suggestions and criticisms that are constructive with open arms will be accepted for perfection in the future. The author hopes to conduct studies directly on educational institutions in other schools so that this journal can get more accurate results.

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