ANALYSIS OF LEADERSHIP CRISIS FACTORS IN ISLAMIC EDUCATIONAL INSTITUTIONS (CASE STUDY AT MAS AL-WASHLIYAH TANJUNG TIRAM)

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Abstract: MAS Al-Washliyah Tanjung Tiram, a long-established Islamic institution in Batu Bara Regency, is currently experiencing a period of transition in its leadership structure. The crisis in leadership is the result of a complex interplay of internal and external factors. In order to address this crisis, it is necessary to implement strategic measures, including improvements in leadership competencies, enhancements in communication, and adaptations to external changes. The objective of this article is to examine the internal and external factors that have contributed to the leadership crisis at MAS Al-Washliyah Tanjung Tiram. A comprehensive analysis is presented. The research employs a qualitative design with a case study approach. The data were collected through a combination of in-depth interviews, participative observation, and document analysis. The findings revealed that internal factors, including ineffective communication, a lack of innovation, resource management challenges, and inadequate staff development, were contributing to the crisis. From an external perspective, the crisis was precipitated by shifts in government policy, economic pressures, competition from other institutions, and technological advancements.

Keywords: Islamic Education Institution, Leadership Crisis.

Introduction

A deficiency in leadership styles is frequently evidenced by an absence of a clearly defined vision and an inability to inspire and motivate staff and students. Those in leadership roles who lack a clear vision are unable to provide the necessary direction for their institutions, which in turn results in a lack of progress in curriculum development and educational innovation. In the absence of a robust vision, the objectives of Islamic education, which are designed to foster enlightenment and a more profound comprehension of religion, may be impeded.[1] With respect to leadership, Bush and Glover posit that ineffective communication is a hallmark of poor leadership. Poor communication can engender misapprehensions, mistrust, and disquiet among teachers, students, and parents. This can give rise to internal strife, which can impede the collaboration and cooperation that are the cornerstones of Islamic education.[2]

Moreover, Ali posits that ineffective leadership styles frequently fail to provide exemplary models and role models for students. In Islamic education, moral and ethical values are of paramount importance, and leaders are expected to exemplify these values. When leaders exhibit a lack of integrity, honesty, and responsibility, students may lose respect and trust in their leaders, which can ultimately impede a conducive learning environment.[3] A deficient leadership style can hinder Islamic education institutions from leveraging technology to enhance the teaching and learning process. In fact, technology can be an invaluable tool in delivering relevant and engaging learning materials for students.[4]

The prevailing opinion is that the process of integrating learning into the management of Islamic Religious Education has not

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[1] Shaikah Al-Taneiji and Lorraine McLeod, "Towards Decentralized Management in United Arab Emirate (UAE) Schools," *School Effectiveness and School Improvement* 19, no. 3 (September 2008): 275–91, https://doi.org/10.1080/09243450802246384.

[2] T. Bush and D. Glover, *School Leadership: Concepts and Evidence* (Reading: National College for School Leadership (NCSL), 2003).

[3] Abbas J. Ali, "Islamic Perspectives on Leadership: A Model," *International Journal of Islamic and Middle Eastern Finance and Management* 2, no. 2 (January 1, 2009): 160–80, https://doi.org/10.1108/17538390910965167.

[4] N. Selwyn, *Education and Technology: Key Issues and Debates* (London: Continuum International Publishing Group, 2011).

yet achieved the desired level of success. This is because, in accordance with the sanad atsar maqtu Imam Shafi'i, as cited below, those who seek success must possess the requisite knowledge:

قال الشافعي رحمه الله تعالى:العلم أفضل من صلاة النافلة و قال: ليس بعد الفرائض أفضل من

طلب العلم، وقال: من أرادالدنيافعليه بالعلم ومن ارادالاخرةفعليه بالعلم.

> "Imam Shafi'i said: The pursuit of knowledge is more important than the voluntary prayers. He said: There is no deed after the obligatory deeds that is more important than learning and he also said: Whoever wants happiness (in the world) should do so with knowledge, and whoever wants happiness (in the hereafter) should do so with knowledge."[5]

This statement demonstrates that education is a significant factor in the learning and teaching process. The role of a leader is pivotal in facilitating the teaching process and influencing student attitudes. Regardless of the quality of the curriculum or the adequacy of the infrastructure, the success of the teaching activity depends on the students' engagement.[6]

The primary issue addressed in this article is the identification and comprehensive examination of the underlying causes that precipitate a leadership crisis in educational institutions. MAS Al-Washliyah Tanjung Tiram, one of the long-established Islamic educational institutions in Batu Bara District, is confronted with significant challenges pertaining to the efficacy and caliber of its leadership. The evolving leadership crisis not only affects the school's internal governance but also has far-reaching ramifications for the quality of education imparted to its students.[7]

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[5] Abdul Manan, Oyoh Baria, and Khalid Ramadhan, "Ilmu Bermanfaat: Dalam Perspektif Imam Burhanul Islam Az-Zarnuji," *Al-Ulum Jurnal Pemikiran Dan Penelitian Ke Islaman* 9, no. 4 (September 25, 2022): 487–404, https://doi.org/10.31102/alulum.9.4.2022.487-404.

[6] Jeremy Roschelle, Jennifer Knudsen, and Stephen Hegedus, "From New Technological Infrastructures to Curricular Activity Systems: Advanced Designs for Teaching and Learning," in *Designs for Learning Environments of the Future: International Perspectives from the Learning Sciences*, ed. Michael J. Jacobson and Peter Reimann (Boston, MA: Springer US, 2010), 233–62, https://doi.org/10.1007/978-0-387-88279-6_9.

[7] David Litz, "Globalization and the Changing Face of Educational Leadership: Current Trends and Emerging Dilemmas," *International Education Studies* 4, no. 3 (August 2011): 47–61.

The following indicators of crisis have been identified: low motivation and performance among teaching staff, ineffective communication between leaders and staff, and management's inability to deal with external changes, such as changes in education policy and technological developments. Furthermore, the presence of parental and community dissatisfaction adds to the complexity of the problems faced.

This research employs a qualitative case study approach to gain a comprehensive understanding of the underlying factors that precipitated the leadership crisis at MAS Al-Washliyah Tanjung Tiram, Batu Bara district.[8] Qualitative research was selected as the methodology of choice because it enables researchers to delve deeply into the specific context of the leadership phenomenon, thereby facilitating a more nuanced exploration of the dynamics that shape the functioning of this educational institution.[9]

The primary data sources for this study were school leaders, teachers, administrative staff, and parents of students at MAS Al-Washliyah Tanjung Tiram. The informants were selected on the basis of their direct knowledge and experience of leadership within the institution. Furthermore, official documents, including annual reports, school policies, and evaluation results, were employed as secondary data sources to enhance the analytical process.

The data was collected through a number of techniques. Firstly, semi-structured interviews were conducted with school leaders, teachers and administrative staff in order to gain insight into their perspectives on leadership in schools and the factors that influence it. The objective of this interview was to elicit detailed information about their experiences and perceptions of the leadership crisis. Secondly, participatory observation was employed, whereby the researcher made direct observations within the school environment with the aim of understanding the dynamics of interaction and leadership behaviour in real situations. This observation was conducted in order to capture the social and cultural context that influences leadership in schools. Thirdly, document analysis was conducted, whereby several relevant documents, such as school

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[8] Joe R. Feagin, Anthony M. Orum, and Gideon Sjoberg, *A Case for the Case Study* (UNC Press Books, 2016).

[9] Alan Bryman, "Qualitative Research on Leadership: A Critical but Appreciative Review," *The Leadership Quarterly* 15, no. 6 (December 1, 2004): 729–69, https://doi.org/10.1016/j.leaqua.2004.09.007.

policies, meeting notes and evaluation reports, were analysed in order to gain a more complete picture of the background and development of the leadership crisis.

The data that has been collected is analyzed using thematic analysis techniques.[10] The steps of data analysis include coding, finding themes, and drawing conclusions.[11] Data obtained from interviews, observations, and documents were decomposed into smaller units of information through the coding process. These codes were then grouped based on themes relevant to the research. From the codes that had been established, key themes related to the factors of the leadership crisis were identified. These themes formed the basis for understanding how the factors interacted and contributed to the leadership crisis. Once the main themes were identified, the researcher drew conclusions by relating the findings to the theoretical framework used. These conclusions were then used to explain how internal and external factors contributed to the leadership crisis in this educational institution.[12]

Internal Factors Leading to a Leadership Crisis at MAS Al-Washliyah Tanjung Tiram, Batu Bara Regency

The internal factors that precipitated the leadership crisis at MAS Al-Washliyah Tanjung Tiram, Batu Bara Regency, are as follows: The initial issue is the ineffective communication. The leader of MAS Al-Washliyah Tanjung Tiram Batu Bara District was unable to effectively convey the school's vision and mission to staff and students. Furthermore, leaders often demonstrate a lack of transparency in decision-making processes, which can ultimately foster a sense of distrust among staff and students.

Secondly, there is a dearth of innovation and adaptation. The leaders of MAS Al-Washliyah Tanjung Tiram in Batu Bara district are reluctant to adopt new methods or technology, which could result in the institution being left behind in the context of educational competition. The absence of initiative on the part of leaders at MAS

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[10] Victoria Clarke and Virginia Braun, "Thematic Analysis," *The Journal of Positive Psychology* 12, no. 3 (May 4, 2017): 297–98, https://doi.org/10.1080/17439760.2016.1262613.

[11] Carla Willig and Wendy Stainton Rogers, *The SAGE Handbook of Qualitative Research in Psychology* (SAGE, 2017).

[12] Kimberly A. Neuendorf, "Content Analysis and Thematic Analysis," in *Advanced Research Methods for Applied Psychology* (Routledge, 2018).

Al-Washliyah Tanjung Tiram in Batu Bara district with regard to the updating of the curriculum or extracurricular activities may be a contributory factor in the institution's tendency towards stagnation.

Thirdly, issues pertaining to the management of resources have been identified. The budgetary management practices of leaders at MAS Al-Washliyah Tanjung Tiram, Batu Bara District, have been observed to be inadequate. This can result in a lack of resources required to effectively operate the school. The unequal distribution of tasks among staff members at MAS Al-Washliyah Tanjung Tiram, Batu Bara District, may result in dissatisfaction and internal conflict.

Furthermore, there is a dearth of support and development opportunities for staff. Leaders at MAS Al-Washliyah Tanjung Tiram Batu Bara District do not prioritise the professional advancement of their personnel, which may result in a deterioration in instructional standards. The lack of consideration for the necessities and well-being of staff at MAS Al-Washliyah Tanjung Tiram Batu Bara Regency, in turn, may diminish their motivation.

The issue of leadership crisis in Islamic educational institutions is a complex and multifaceted one, which can be influenced by a number of internal factors.[13] These include aspects such as the legacy of previous leadership, the competencies of the human resources employed, and the culture of the organisation. In order to identify and address the challenges faced by Islamic educational institutions, it is essential to gain a deep understanding of these factors.[14]

One significant internal factor is the legacy of leadership, which is often transmitted from one generation to the next. This underscores the fact that in numerous Islamic educational institutions, leadership is frequently bestowed upon individuals with whom the institution is closely affiliated, without due consideration of their credibility or competence. This can result in a scenario where leaders are lacking the requisite capabilities to effectively oversee the institution, potentially precipitating a leadership crisis. Consequently, reform measures are imperative to alter this culture and guarantee that

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[13] Sudipta Roy, Samia Huq, and Aisha Binte Abdur Rob, "Faith and Education in Bangladesh: A Review of the Contemporary Landscape and Challenges," *International Journal of Educational Development* 79 (November 1, 2020): 102290, https://doi.org/10.1016/j.ijedudev.2020.102290.

[14] Hayat Kabasakal and Muzaffer Bodur, "Leadership and Culture in Turkey: A Multifaceted Phenomenon," in *Culture and Leadership Across the World* (Psychology Press, 2007).

elected leaders possess the necessary qualifications to propel Islamic educational institutions forward.[15]

Furthermore, it underscores the significance of the leader's capacity to foster a collaborative environment within educational institutions.[16] Effective leaders must possess the ability to mobilise human and non-human resources in order to achieve organisational goals. In the event that leaders are unable to establish effective collaboration, this can result in a sense of dissatisfaction among staff and students, which in turn can give rise to a leadership crisis. Consequently, the cultivation of leadership competencies that prioritise collaboration and communication is of paramount importance within the context of Islamic educational institutions.

The competencies of human resources represent a pivotal element in the context of leadership within Islamic educational institutions. Maktumah and Minhaji posit that the calibre of teaching staff is a key determinant of the success of educational institutions in achieving their educational goals.[17] In the absence of sufficient competence amongst the teaching staff, the learning process will be disrupted, which can contribute to a leadership crisis. It is therefore incumbent upon Islamic education institutions to evaluate and improve the quality of their human resources on an ongoing basis in order to ensure that they can meet the increasingly complex demands of education.

Effective leadership in the field of Islamic education must be founded upon a resolute determination and unwavering commitment to transformation.[18] Those in positions of authority must possess a discernible vision and the capacity to motivate others to collectively

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[15] Idham Khalid et al., "Superioritas Kepemimpinan Lembaga Pendidikan Islam Studi Kasus Sekolah Madrasah Aliyah Negeri Di Kota Jambi," *Jurnal Ilmu Hukum, Humaniora Dan Politik* 1, no. 2 (August 31, 2021): 139–57, https://doi.org/10.38035/jihhp.v1i2.660.

[16] Kenneth Leithwood and Doris Jantzi, "Linking Leadership to Student Learning: The Contributions of Leader Efficacy," *Educational Administration Quarterly* 44, no. 4 (October 1, 2008): 496–528, https://doi.org/10.1177/0013161X08321501.

[17] Luluk Maktumah and Minhaji Minhaji, "Prophetic Leadership Dan Implementasinya Dalam Lembaga Pendidikan Islam," *Jurnal Pendidikan Islam Indonesia* 4, no. 2 (April 15, 2020): 133–48, https://doi.org/10.35316/jpii.v4i2.196.

[18] Abi Sopyan Febrianto et al., "The Influence of Psychological Empowerment and Islamic Spiritual Leadership on Organizational Commitments and Intrinsic Motivation," *Jurnal Aplikasi Manajemen* 17, no. 3 (August 31, 2019): 381–90, https://doi.org/10.21776/ub.jam.2019.017.03.01.

pursue shared objectives. In the absence of a robust vision and dedication to change, Islamic educational institutions may encounter significant challenges in adapting to the evolving environment and societal expectations, potentially leading to a leadership crisis.

In this context, it is also important to consider the role of transformative leadership in Islamic education institutions, explaining that transformative leadership focuses on motivating and inspiring subordinates to exceed their expectations.[19] Transformative leaders can create an environment that supports innovation and collaboration, which is essential in facing the challenges that exist. Thus, the application of the transformative leadership model can be a solution to overcome the leadership crisis that may occur in Islamic educational institutions.

The distinctive characteristics of Islamic leadership can also influence the quality of educational institutions. Islamic leadership places an emphasis on achieving a balance between worldly and spiritual aspects, and it requires a high level of commitment to Islamic principles. Leaders who are able to integrate Islamic values into their leadership style will be better equipped to build trust and loyalty among their staff and students, which can help to mitigate the risk of a leadership crisis.

It is incumbent upon those in positions of leadership in educational institutions to be able to manage and develop the potential of their human resources.[20] Failure to do so may result in a deterioration in the quality of education, which could ultimately give rise to a crisis in leadership. It is therefore crucial that leaders in Islamic education institutions develop their managerial and leadership skills in order to ensure the success of their institutions.

Furthermore, educational leadership should encompass the process of motivating and inspiring individuals to achieve predetermined objectives.[21] Leaders who are adept at motivating staff

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[19] Zaenal Arifin and Binti Maunah, "Efforts to Build a Culture of Transformational Leadership in Islamic Education Institutions," *Indonesian Journal of Islamic Education Studies (IJIES)* 3, no. 2 (December 27, 2020): 127–40, https://doi.org/10.33367/ijies.v3i2.1204.

[20] Marion Spendlove, "Competencies for Effective Leadership in Higher Education," *International Journal of Educational Management* 21, no. 5 (January 1, 2007): 407–17, https://doi.org/10.1108/09513540710760183.

[21] Andy Hargreaves, "The Emotional Politics of Teaching and Teacher Development: With Implications for Educational Leadership," *International Journal of*

and students will foster a positive and productive environment, which is vital in addressing the challenges faced by Islamic education institutions. Consequently, the development of motivational skills in leadership should be a primary objective in the training and development of leaders in Islamic education institutions.

A lack of support from stakeholders can also precipitate a leadership crisis in Islamic education institutions.[22] The role of key figures such as Kyai in the leadership of pesantren is of significant influence on the institution's development. In the absence of adequate stakeholder support, leaders may encounter challenges in fulfilling their duties effectively. It is therefore crucial for leaders to cultivate positive relationships with stakeholders and engage them in the decision-making process.

In this context, the implementation of transformational leadership can increase the effectiveness of educational institutions.[23] Leaders who can inspire and motivate their subordinates to achieve common goals will be more successful in overcoming the leadership crisis. Therefore, applying the principles of transformational leadership in Islamic educational institutions can be an effective strategy to improve the quality of education and overcome existing challenges.

The leadership crisis in Islamic education institutions can be influenced by a number of internal factors, including the legacy of previous leaders, the competencies of the human resources, the organisational culture and the level of support from stakeholders. In order to overcome this crisis, Islamic education institutions must evaluate their current situation and implement improvements in a number of areas, including the development of effective leadership, the quality of their human resources and the creation of a collaborative work environment. By doing so, they will be better placed to achieve their educational goals and contribute to the development of a better society.

Leadership in Education 1, no. 4 (October 1, 1998): 315–36, https://doi.org/10.1080/1360312980010401.

[22] Farid Wajdi et al., "The Pattern of Leadership of Kiai in Managing Learning Pesantren," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 1 (March 20, 2022): 15–30, https://doi.org/10.31538/ndh.v7i1.1832.

[23] Masduki Ahmad and Heni Rochimah, "Improving Teaching Effectiveness through Transformational Leadership and Integrity," *International Journal of Evaluation and Research in Education* 10, no. 4 (December 2021): 1316–24.

External Factors Leading to a Leadership Crisis at MAS Al-Washliyah Tanjung Tiram, Batu Bara Regency

The leadership crisis at MAS Al-Washliyah Tanjung Tiram, Batu Bara Regency, can be attributed to a number of external factors. Firstly, alterations to government policy. The frequent alteration of educational policies at the central or local government level can engender confusion and uncertainty among leaders at MAS Al-Washliyah Tanjung Tiram in Batu Bara district with regard to the implementation of such policies. Furthermore, leaders are frequently subjected to pressure from external parties to meet specific standards or performance indicators, which can prove challenging to achieve given the limitations of existing resources.

Secondly, economic pressures have also been identified as a contributing factor. The economic crisis in the area surrounding MAS Al-Washliyah Tanjung Tiram, Batu Bara District, or nationally, has resulted in a reduction in the education budget, which in turn has constrained leaders' capacity to effectively manage the school. There are families of students experiencing economic difficulties, which may result in a decline in enrollment or an increase in social issues at MAS Al-Washliyah Tanjung Tiram, Batu Bara District, which school leaders are tasked with addressing.

Thirdly, there is the issue of competition with other educational institutions. Competition with other educational institutions, both in terms of the quality of education and facilities, can exert pressure on leaders at MAS Al-Washliyah Tanjung Tiram, Batu Bara District, to pursue continuous improvement in school performance. The transfer of students to alternative educational establishments perceived to offer a superior standard of education may jeopardise the long-term viability of MAS Al-Washliyah Tanjung Tiram Batu Bara District, thereby intensifying the challenge for leaders to attract and retain students.

Fourthly, technological developments. The inability of MAS Al-Washliyah Tanjung Tiram Batu Bara Regency to keep pace with technological developments may result in the institution falling behind, thereby posing a significant challenge to leaders in modernising teaching and administrative methods. The advent of new technology has precipitated a radical transformation in the manner of teaching and learning, as well as in the administration of schools.

Leaders at MAS Al-Washliyah Tanjung Tiram Batu Bara Regency have been ill-prepared to navigate these changes.

The leadership crisis in Islamic educational institutions can be understood through various external factors that affect the dynamics of the organization. In this context, external factors include social, cultural, economic and government policy aspects that influence the way leadership is carried out. One of the main factors is the cultural heritage that governs leadership patterns in Islamic educational institutions. Leadership is often passed down from generation to generation without considering the credibility or competence of the individuals leading, which can result in stagnation in innovation and development of educational institutions.[24] This suggests that a change in leadership culture that is more progressive and based on meritocracy is needed to improve the quality of Islamic education.

In this regard, the importance of an education system that is adaptive to changing times. In the era of globalization, Islamic educational institutions are required to innovate and improve the quality of education to compete with other educational institutions.[25] The inability to adapt to the demands of this era is often the cause of a leadership crisis, where leaders are unable to implement the changes needed to improve the quality of education.[26] Therefore, a systemic approach to education management is crucial to understanding and overcoming the challenges.[27]

An additional external factor contributing to the leadership crisis is the socioeconomic condition of the community. Low socioeconomic conditions can restrict access to educational resources, which in turn affects the quality of leadership in Islamic educational

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[24] Khalid et al., "Superioritas Kepemimpinan Lembaga Pendidikan Islam Studi Kasus Sekolah Madrasah Aliyah Negeri Di Kota Jambi."

[25] Umi Kultsum, Muhammad Abrar Parinduri, and Abdul Karim, "Comparative Studies between Public and Private Islamic Schools in the Era of Globalization," *International Journal of Evaluation and Research in Education* 11, no. 1 (March 2022), https://eric.ed.gov/?id=EJ1340432.

[26] Andy Hargreaves and Dean Fink, "Sustaining Leadership," *Phi Delta Kappan* 84, no. 9 (May 1, 2003): 693–700, https://doi.org/10.1177/003172170308400910.

[27] R. Willamo et al., "Learning How to Understand Complexity and Deal with Sustainability Challenges – A Framework for a Comprehensive Approach and Its Application in University Education," *Ecological Modelling* 370 (February 24, 2018): 1–13, https://doi.org/10.1016/j.ecolmodel.2017.12.011.

institutions.[28] Inadequate funding and educational facilities can impede leaders in implementing innovative and effective programmes. Therefore, support from the community and government is essential to create an environment conducive to the development of effective leadership in Islamic educational institutions.

Effective communication between leaders, teachers and students is also a key factor in good educational management. The ability to communicate well can improve morale and collaboration among organisational members, which is crucial in creating a positive educational environment.[29] Conversely, poor communication can lead to misinterpretation and conflict, which can exacerbate a leadership crisis. Therefore, leaders must develop good communication skills to manage human resources effectively.

Transformational leadership represents a potential solution to the leadership crisis currently facing Islamic educational institutions. By encouraging innovation and positive change, transformational leadership can facilitate the development of educational organisations.[30] Leaders who are able to inspire and motivate their members to achieve common goals are more likely to succeed in creating a quality educational environment. Consequently, it is important for leaders of Islamic educational institutions to adopt a more transformational leadership style, which focuses on developing individual and collective potential.

In this context, the importance of leadership based on Islamic values cannot be ignored either. Leadership in Islamic education must be based on the teachings of the Qur'an and Sunnah, which provide moral and ethical guidelines for leaders in carrying out their duties.[31]

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[28] Mansour M. Alayoubi, Mazen J. Al Shobaki, and Samy S. Abu-Naser, "Strategic Leadership Practices and Their Relationship to Improving the Quality of Educational Service in Palestinian Universities," *International Journal of Business Marketing and Management (IJBMM)* 5, no. 3 (2020): 11–26.

[29] Rose Ngozi Amanchukwu, Gloria Jones Stanley, and Nwachukwu Prince Ololube, "A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management," *Management* 5, no. 1 (2015): 6–14.

[30] Hsi-Chi Hsiao and Jen-Chia Chang, "The Role of Organizational Learning in Transformational Leadership and Organizational Innovation," *Asia Pacific Education Review* 12, no. 4 (December 1, 2011): 621–31, https://doi.org/10.1007/s12564-011-9165-x.

[31] Tri Na'imah and Ahmad Muhibbin, "Characteristics of Islamic Education Leadership: Literature Review," *Technium Social Sciences Journal* 11 (2020): 59–67.

Leadership that is not only results-oriented, but also on the process and values upheld in Islam, will create a more harmonious and productive atmosphere in educational institutions.

Furthermore, government policy factors also play an important role in determining the direction and quality of Islamic education. It is emphasised that policies that support the development of Islamic education will greatly affect the success of leadership in these educational institutions.[32] In contrast, inconsistent or less supportive policies can cause confusion and uncertainty among leaders, which in turn can exacerbate the leadership crisis. It is therefore essential that educational institutions and the government collaborate to create policies that support the development of quality Islamic education.

In addressing the existing challenges, Islamic education institutions must also develop more innovative and adaptive strategies. Principal leadership and organisational culture are crucial in improving teacher performance and education quality.[33] Leaders who can create a positive and supportive organisational culture will be more successful in overcoming the leadership crisis. Therefore, developing a healthy and inclusive organisational culture should be a key focus in Islamic education management.

The lack of training and development for leaders and staff can also precipitate a leadership crisis in Islamic educational institutions. It is imperative that leaders and staff receive adequate education and training to enhance their competence in carrying out their duties.[34] In the absence of continuous skills development, leaders may be ill-prepared for emerging challenges, which could exacerbate the leadership crisis. Therefore, educational institutions should invest in training and development programmes to increase the capacity of leaders and staff.[35]

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[32] Saeeda Shah, "Educational Leadership: An Islamic Perspective," *British Educational Research Journal* 32, no. 3 (2006): 363–85, https://doi.org/10.1080/01411920600635403.

[33] Juan Carlos Riveras-León and Marina Tomàs-Folch, "The Organizational Culture of Innovative Schools," *Revista de Științe Ale Educației* 42, no. 2 (2020): 21–37.

[34] Chinelo Maryann Chiemeka-Unogu, "Principals Participation in Staff Development Programmes for Effective Performance in Public Secondary Schools in Rivers State," *International Journal of Scientific Research in Education* 11, no. 2 (2018): 204–19.

[35] Mohammad Zaini, "Strengthening The Quality of Human Resources (HR) In Improving The Quality of Islamic Education in Madrasah," *Didaktika Religia* 9, no. 1 (June 23, 2021): 81–100, https://doi.org/10.30762/didaktika.v9i1.3164.

The leadership crisis in Islamic education institutions is caused by a number of interrelated external factors, including cultural heritage, socioeconomic conditions, communication patterns, transformational leadership, government policies and a lack of training. In order to overcome this crisis, it is necessary for Islamic education institutions to adopt a more innovative and adaptive approach and to establish effective collaboration between all stakeholders. It is anticipated that this will result in improvements in the quality of education and the production of quality human resources.

Conclusion

The leadership crisis currently being experienced by MAS Al-Washliyah Tanjung Tiram Batu Bara Regency can be attributed to a complex interplay of interrelated factors. To surmount this crisis, a strategic approach is required that encompasses the enhancement of leadership competencies, the optimisation of communication and the cultivation of greater resilience in the face of external change. Furthermore, the school community and other stakeholders must be fully supportive in order to facilitate the rebuilding of stability and trust in the school's leadership. It is anticipated that, with the implementation of the recommended steps, the institution will be able to resume its effective functioning and continue to provide quality education for its students. It is hoped that the recommendations generated from this research will assist MAS Al-Washliyah Tanjung Tiram Batu Bara Regency in overcoming the existing leadership crisis and enabling it to resume functioning effectively as a quality and competent Islamic education institution.

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Bryman, Alan. "Qualitative Research on Leadership: A Critical but Appreciative Review." *The Leadership Quarterly* 15, no. 6 (December 1, 2004): 729–69. https://doi.org/10.1016/j.leaqua.2004.09.007.

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