

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 as one of the long-established Islamic educational institutions in Batu Bara Regency faces serious challenges related to the effectiveness and quality of leadership in the school. The leadership crisis at MAS Al-Washliyah Tanjung Tiram is the result of a complex interaction between internal and external factors. To overcome this crisis, strategic steps are needed that involve improving leadership competencies, strengthening communication, and adapting to external changes. The purpose of this article is to describe and analyze the internal and external factors that caused the leadership crisis at MAS Al-Washliyah Tanjung Tiram, Batu Bara Regency. This research uses a type of qualitative research with a case study approach. Data were collected through in-depth interviews, participative observation, and document analysis. The results showed that the internal factors that caused the leadership crisis at MAS Al-Washliyah Tanjung Tiram Batu Bara Regency included ineffective communication, lack of innovation and adaptation, problems in resource management, and lack of support and staff development. Meanwhile, from an external aspect, the causes of the leadership crisis at MAS Al-Washliyah Tanjung Tiram Batu Bara District are changes in government policy, economic pressure, competition with other educational institutions, and technological developments.

Keywords: Islamic Education Institution, Leadership Crisis.

Introduction

Poor leadership styles are often characterized by a lack of clear vision and an inability to inspire and motivate staff and students. Leaders who lack a clear vision tend to fail in providing the right direction for their institutions, resulting in stagnation in curriculum development and educational innovation. Without a strong vision, the goals of Islamic education that are supposed to bring enlightenment and a deeper understanding of religion may be hampered.¹ Regarding leadership, according to Bush and Glover, poor leadership style is also reflected in the leader's inability to communicate effectively with all stakeholders. Poor communication can create misunderstanding, mistrust and dissatisfaction among teachers, students and parents. This can lead to internal conflicts that hinder the cooperation and collaboration that should be the strong foundation of Islamic education.²

Furthermore, according to Ali, ineffective leadership styles often fail to provide good examples and role models for students. In Islamic education, moral and ethical values are highly emphasized, and leaders are supposed to be models that reflect these values. When leaders do not demonstrate integrity, honesty and responsibility, students may lose respect and trust for their leaders, which in turn can undermine a conducive learning atmosphere.³ Low leadership style can make Islamic education institutions lag in utilizing technology to improve the teaching and learning process. In fact, technology can be a very effective tool in delivering relevant and interesting learning materials for students.⁴

The general view is evenly seen that the process of implementing learning in the management of Islamic Religious Education has not yet reached the point of success. Because who wants to succeed must have knowledge, in accordance with the sanad atsar maqtu Imam Shafi'i, as follows:

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).

قال الشافعي رحمه الله تعالى: العلم أفضل من صلاة النافلة و قال: ليس بعد الفرائض أفضل من طلب العلم، وقال: من أراد الدنيا فعليه بالعلم ومن أراد الآخرة فعليه 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

Through this statement, it is clear that education is an object that is considered very influential in a learning and teaching interaction, the role of a leader is very influential in carrying out the teaching process towards the development and changes in the attitude of students directly. No matter how good the curriculum is packaged, no matter how complete the infrastructure in a foundation depends on the students in implementing the teaching, then the activity is not optimal and goes well.⁶

The main problem raised in this article is the identification and in-depth analysis of the causes that trigger a leadership crisis in educational institutions. MAS Al-Washliyah Tanjung Tiram, as one of the long-established Islamic educational institutions in Batu Bara District, faces serious challenges related to the effectiveness and quality of leadership in this school. The emerging leadership crisis not only impacts on the school's internal management but also has far-reaching implications for the quality of education provided to students.⁷

Some of the signs of crisis that have been identified include low motivation and performance of 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. In addition, dissatisfaction among parents and the surrounding community also adds to the complexity of the problems faced.

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.

This research uses qualitative research with a case study approach⁸ to deeply understand the factors that led to the leadership crisis at MAS Al-Washliyah Tanjung Tiram, Batu Bara district. Qualitative research was chosen because it allows researchers to explore the leadership phenomenon in its specific context, to explore a deeper understanding of the dynamics that occur in this educational institution.⁹

The main data sources in this study were school leaders, teachers, administrative staff and parents of students at MAS Al-Washliyah Tanjung Tiram. They were chosen as informants because they have direct knowledge and experience related to leadership in the institution. In addition, official documents such as annual reports, school policies, and evaluation results were also used as secondary data sources to enrich the analysis.

Data was collected through several techniques. First, in-depth interviews, which are semi-structured interviews conducted with school leaders, teachers and administrative staff to get their views on leadership in schools and the factors that influence it. This interview aimed to extract in-depth information about their experiences and perceptions of the leadership crisis. Second, participatory observation, where the researcher made direct observations in the school environment to understand the dynamics of interaction and leadership behavior in real situations. This observation was conducted to capture the social and cultural context that influences leadership in schools. Third was document analysis, where several relevant documents, such as school policies, meeting notes, and evaluation reports, were analyzed to get 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

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>.

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).

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 caused the leadership crisis at MAS Al-Washliyah Tanjung Tiram Batu Bara Regency are as follows. The first is ineffective communication. The leader of MAS Al-Washliyah Tanjung Tiram Batu Bara District was unable to communicate the school's vision and mission clearly to staff and students. Leaders are also not transparent in decision-making which can lead to distrust among staff and students.

Second, lack of innovation and adaptation. Leaders at MAS Al-Washliyah Tanjung Tiram, Batu Bara district, are reluctant to adopt new methods or technology which can make the institution lag in educational competition. The lack of initiative from leaders at MAS Al-Washliyah Tanjung Tiram in Batu Bara district to update the curriculum or extracurricular activities can be a cause of stagnation.

Third, problems in resource management. Leaders at MAS Al-Washliyah Tanjung Tiram Batu Bara District do not manage the budget well, this can lead to a lack of resources needed to run the school effectively. The imbalance in the division of tasks that sometimes arises at MAS Al-Washliyah Tanjung Tiram Batu Bara Regency between staff can lead to dissatisfaction and internal conflict.

And fourth, the lack of staff support and development. Leaders at MAS Al-Washliyah Tanjung Tiram Batu Bara District do not support the professional development of staff, which can lead to a decline in teaching quality. Lack of attention to the needs and welfare of staff at MAS Al-Washliyah Tanjung Tiram Batu Bara Regency which in turn can reduce their morale.

The leadership crisis in Islamic educational institutions is a complex and multifaceted issue,¹³ which can be influenced by various internal factors. In this context, these factors include aspects such as leadership legacy, human resource competencies and organizational culture. A deep

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

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>.

understanding of these factors is essential to identify and address the challenges faced by Islamic education institutions.¹⁴

One significant internal factor is leadership legacy, which is often passed down from generation to generation, highlighting that in many Islamic educational institutions, leadership is often passed down to individuals who are related by blood or kinship, without considering their credibility or competence. This can create a situation where leaders lack the necessary capabilities to effectively manage the institution, potentially leading to a leadership crisis. Therefore, reform measures are needed to change this culture and ensure that elected leaders have sufficient qualifications to move Islamic educational institutions forward.¹⁵

In addition, it emphasizes the importance of the leader's ability to create a climate of cooperation within educational institutions.¹⁶ Effective leaders must be able to mobilize human and non-human resources to achieve organizational goals. If leaders fail to create good collaboration, this can result in dissatisfaction among staff and students, which in turn can trigger a leadership crisis. Thus, the development of leadership competencies that focus on collaboration and communication is very important in the context of Islamic educational institutions.

Human resource competencies are also a key factor influencing leadership in Islamic education institutions. Maktumah and Minhaji point out that the quality of teachers and lecturers determines the success of educational institutions in achieving educational goals.¹⁷ If the teaching staff does not have sufficient competence, the learning process will be disrupted, and this can contribute to the leadership crisis. Therefore, Islamic education institutions need to evaluate and improve the quality of human resources on an ongoing basis to ensure that they can meet the increasingly complex demands of education.

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

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>.

Good leadership in Islamic education management must be based on determination and commitment to change.¹⁸ Leaders need to have a clear vision and the ability to inspire others to achieve common goals. Without a strong vision and commitment to change, Islamic education institutions will find it difficult to adapt to the changing environment and demands of society, which may lead 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.

Islamic leadership also has unique characteristics that can affect the quality of educational institutions. Islamic leadership emphasizes the balance between *dunyawi-ukhrawi* aspects, and demands high commitment to Islamic principles. Leaders who can integrate Islamic values in their leadership will be better able to build trust and loyalty among staff and students, which in turn can reduce the risk of a leadership crisis.

Effective leaders must be able to manage and develop the potential of human resources in educational institutions.²⁰ If leaders fail to manage human resources, then the quality of education will be affected, and this can lead to a leadership crisis. Therefore, the development of managerial and leadership skills among leaders of Islamic education institutions is essential to ensure the success of the institutions.

In addition, educational leadership should involve the process of motivating and provoking individuals to achieve set goals.²¹ Leaders who are able to motivate staff and students will create a positive and productive environment, which is crucial in addressing the challenges faced by Islamic

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>.

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

education institutions. Therefore, developing motivational skills in leadership should be a major focus in the training and development of leaders in Islamic education institutions.

The leadership crisis in Islamic education institutions can also be triggered by a lack of support from stakeholders. The presence of key figures such as Kyai in the leadership of pesantren is very influential on the development of the institution.²² If leaders do not get adequate support from stakeholders, then they will find it difficult to carry out their duties effectively. Therefore, it is important for leaders to build good relationships with stakeholders and involve 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.

Overall, the leadership crisis in Islamic education institutions can be influenced by various internal factors, including leadership legacy, human resource competencies, organizational culture and stakeholder support. To overcome this crisis, Islamic education institutions need to evaluate and improve in various aspects, including the development of effective leadership, improving the quality of human resources and creating a collaborative work environment. Thus, Islamic education institutions can achieve their expected educational goals and contribute to the development of a better society.

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

There are several external factors that caused the leadership crisis at MAS Al-Washliyah Tanjung Tiram, Batu Bara Regency, as follows. First, changes in government policy. Frequently changing education policies from the central or local government can cause confusion and uncertainty for leaders at MAS Al-Washliyah Tanjung Tiram in Batu Bara district in

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.

implementing these policies. Leaders also sometimes face pressure from other parties to meet certain standards or performance indicators, which can be difficult to achieve with existing resources.

Second, economic pressures. The economic crisis in the area around MAS Al-Washliyah Tanjung Tiram Batu Bara District or nationally has led to a **reduction** in the education budget, which in turn limits leaders' ability to manage the school effectively. There are families of students experiencing economic difficulties, which may lead to a decrease in enrollment or an increase in social problems at MAS Al-Washliyah Tanjung Tiram Batu Bara District, which school leaders have to deal with.

Third, Competition with Other Educational Institutions. Competition with other schools, both in terms of the quality of education and facilities, can create pressure for leaders at MAS Al-Washliyah Tanjung Tiram Batu Bara District to continuously improve school performance. The transfer of students to schools that are considered better can threaten the sustainability of MAS Al-Washliyah Tanjung Tiram Batu Bara District, which adds to the burden for leaders to attract and retain students.

Fourth, Technological Developments. The inability of MAS Al-Washliyah Tanjung Tiram Batu Bara Regency to keep up with technological developments can cause the institution to fall behind, posing a major challenge to leaders in modernizing teaching and administrative methods. The new technology that MAS Al-Washliyah Tanjung Tiram Batu Bara Regency experienced, thus drastically changing the way of teaching and learning and school management, which leaders at MAS Al-Washliyah Tanjung Tiram Batu Bara Regency were not prepared to handle.

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

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

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

Another external factor contributing to the leadership crisis is the socioeconomic condition of the community. Low socioeconomic conditions can limit access to educational resources, which in turn affects the quality of leadership in Islamic educational institutions.²⁸ Inadequate funding and educational facilities can hinder leaders in implementing innovative and effective programs. Therefore, support from the community and government is essential to create an environment conducive to the development of effective leadership in Islamic education institutions.

Good educational management is also influenced by effective communication patterns between leaders, teachers and students, suggesting that good communication can improve morale and collaboration among organizational members, which is crucial in creating a positive educational environment.²⁹ Leaders' inability to establish good communication can lead to misinterpretation and conflict, which in turn can exacerbate a leadership crisis. Therefore, leaders need to develop good communication skills to manage human resources effectively.

Transformational leadership is also one of the solutions to overcome the leadership crisis in Islamic educational institutions. Transformational leadership can encourage innovation and positive change in educational

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>.

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.

organizations.³⁰ Leaders who can inspire and motivate their members to achieve common goals will be more successful in creating a quality educational environment. Therefore, 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 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, emphasizing that policies that support the development of Islamic education will greatly affect the success of leadership in these educational institutions.³² Inconsistent or less supportive policies can cause confusion and uncertainty among leaders, which in turn can exacerbate the leadership crisis. Therefore, collaboration between educational institutions and the government is essential to create policies that support the development of quality Islamic education.

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

The leadership crisis in Islamic educational institutions can also be triggered by the lack of training and development for leaders and staff. Adequate education and training are essential to improve the competence of

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.

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.

leaders and staff in carrying out their duties.³⁴ In the absence of continuous skills development, leaders may be unprepared for emerging challenges, which could exacerbate the leadership crisis. Therefore, educational institutions should invest in training and development programs to increase the capacity of leaders and staff.³⁵

Thus, the leadership crisis in Islamic education institutions is caused by various interrelated external factors, including cultural heritage, socioeconomic conditions, communication patterns, transformational leadership, government policies and lack of training. To overcome this crisis, Islamic education institutions need to adopt a more innovative and adaptive approach and build strong collaboration between all stakeholders. It is expected that Islamic education institutions can improve the quality of education and produce quality human resources.

Conclusion

The leadership crisis experienced by MAS Al-Washliyah Tanjung Tiram Batu Bara Regency is the result of a combination of various interrelated factors. Overcoming this crisis requires a strategic approach that includes improving leadership competencies, improving communication and better adaptation to external changes. Full support from the school community and other stakeholders is also key in rebuilding stability and trust in the school's leadership. With the right steps, it is expected that the institution can function effectively again and continue to provide quality education for its students. By implementing the recommendations generated from this research, it is hoped that MAS Al-Washliyah Tanjung Tiram Batu Bara Regency can overcome the existing leadership crisis and return to functioning effectively as a quality and competent Islamic education institution.

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>.

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