
Leadership Strategies In Overcoming Educational Problems

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Abstract

Education is an important thing in human life. The success of an educational institution is largely determined by the role of leadership. The role of a leader in carrying out and taking various strategies to advance educational institutions is very urgent. Because of its existence in overcoming various problems faced by educational institutions. A leader carries out strategic management as an effort to fortify himself so that educational activities can still be carried out and the quality of education can increase. This research uses a qualitative approach method with library research or literature study. As for the problems discussed, the author uses descriptive analysis method. The results of this study are the leadership of an educational institution must be able to implement strategies to overcome leadership problems in order to be able to create a conducive atmosphere for educational institutions.

INTRODUCTION

Education as the most important part in the order of human life and is a vehicle that can be done by humans themselves to form humans who are better than today. Moral education is for humans who shape the mindset of humans and change culture for the better in the future (Syafaruddin, 2015).

In the management of education, management knowledge is needed that is able to change the system for the better and with quality. The success of educational management is inseparable from how one's ability to lead an educational institution or institution is. Leadership is at the core of management activities in educational institutions.

Leadership as a process of influencing the activities of a person or group in an effort to achieve goals in certain situations. Meanwhile, Soepardi defines leadership as the ability to move, influence, motivate, invite, direct, advise, guide, order, command, prohibit, and even punish (if necessary and foster with the intention that humans as management media are willing to work in order to achieve administrative goals) effectively and efficiently (E. Mulyasa, 2007).

Educational institutions are always faced with various kinds of problems that affect their development and progress. These problems include institutional, leadership, finance, staffing, curriculum, student affairs, community support, level of trust, conflict, feudalism and so on. Each of these components has potential that hinders and within certain limits can threaten the existence, sustainability, competitiveness and progress of the educational institution itself.

In the development of schools that are adaptive to digitalization, the school, in this case the principal, needs to make all student writings even if only short stories, to be published at least in a blog, (Rahmatullah, AS, 2022) because assignments based on publication via the internet seem more credible and Accountability must be based on or published via the internet (online), (Syahrani, S. 2021) data that is always internet-based is currently considered a modern institution (Syahrani, S. 2022) is considered more advanced in terms of management (Syahrani, S. 2022) because organizations with this model look more ready to face the times (Syahrani, S. 2022) and are considered ready to compete with the outside world, (Shaleha, Radhia, and Auladina Salihah., 2021) because they are accustomed and adaptive to information technology that continues to develop, (Syahrani, S. 2018) especially in the Koran, there are actually many verses that talk about this, so that Islam is not left behind in various ways l, especially in terms of education (Syahrani, S. 2019) of course there are many strategies that must be carried out in order to be able to master the latest technology in terms of developing college assignments, (Chollisni, A., 2022) no matter how great a school, without adaptation to the times it still feels something is lacking (Syahrani., et al, 2020) especially now that there are many quality universities and advanced technology in providing journal-based assignments (Syahrani, 2018) if these two things are fulfilled, it is certainly easier to promote higher education, (Syahrani , 2017) it is hoped that the course of a school will be more ideal according to dreams, (Syahrani, 2017) although there are still many weaknesses, they must always be addressed (Syahrani, 2017).

METHODS

The method used in writing this article uses a literature study or literature study, namely the data obtained by conducting or studying several literatures relevant to the research topic (Siti Khodijah & Mohammad Syahidul Haq, 2021).

Qualitative descriptive analysis method is an analytical technique that focuses on understanding a problem, context, complexity, and subjectivity. In qualitative research, the

focus/research problem is expected to develop in accordance with the reality on the ground, emphasize the emic perspective, and move from facts/information/events to a higher level of abstraction (whether concept or theory) and not vice versa, from theory or concept to data/information (Hardani, et al. 2020).

RESULTS AND DISCUSSIONS

Article 5 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that every citizen has the right to quality education. Strategy is the key to the success of an organization in achieving its goals. Leadership strategy is a decision-making action that can be in the form of policies taken by a leader so that educational goals can be achieved. Strategy is the first step of a leader in running a program. This means that a leader must have appropriate leadership strategies in carrying out the planned activity program (Hardani, et al. 2020).

The Role of Leaders of Islamic Educational Institutions in Performing Strategic Management

Leaders have an important role in human life, both as individuals, in the family, community and state life. The important roles of leaders are as follows; 1) The main actors who provide examples in carrying out various tasks or programs that have been planned and agreed upon. 2) Act as a representative of all subordinates. The image of an organization, family, nation and state, including Islamic educational institutions is in the hands of its leaders. 3) Act as a controller and supervisor of all the activities of his subordinates. 4) Act as a root that strengthens the existence of the institution and its subordinates. 4) Protector, protector and nugemi. 5) Decision makers and problem solvers. 6) A place to complain about the community and their subordinates.

Meanwhile, Miftah Toha mentions three roles of a leader, namely: 1) The role as a figurehead is a role that is carried out to represent the organization he leads in every opportunity and problem that arises formally. 2) Role as a leader, namely the role as a leader. 3) The role as a liaison manager (intermediary official) is the role to interact with colleagues, staff and other people who are outside the organization to obtain information.

Strategy Implementation in Overcoming Leadership Problems in Educational Institutions

Leadership is an activity or process of leading in controlling an organization to achieve certain goals. Leadership does not only need to be possessed by people who occupy certain positions structurally (Depag RI, 2004). Leadership is the most strategic condition in educational institutions. If the leadership conditions are good, it will have a positive

impact on the development and progress of Islamic educational institutions. On the other hand, if the leadership condition is bad, it will have a negative impact on the survival of educational institutions. There are so many leadership problems that occur in educational institutions. Without realizing it, these problems will erode the existence of an institution if it is not addressed with a precise strategy to solve them. Here are some leadership problems and alternative strategies to overcome them.

Strategies for Facing Leadership Succession

In an organization, leadership is a necessity. Therefore, when a leader is absent, his term of office expires, or dies, he will be replaced with another leader. The process of changing leaders is called leadership succession. Leaders are selected and appointed based on certain complex and selective conditions to get the best figure. Meanwhile, subordinate positions are not selected, never appointed and are not subject to strict conditions. This mechanism can be analogous to prayer activities. The Imam of the prayer must be chosen from the best among the congregation, high in knowledge, good in behavior, the most senior, reading fluently and so on. However, to become a *makmum*, it is not necessary to have such criteria.

Leaders must be selected and appointed after going through strict requirements to obtain a person who has credibility, capability and competence. He has a great responsibility to control the organization, must be able to be a good role model in speech and deed, protect subordinates, block disturbances, overcome difficulties and influence the behavior of subordinates and so on. Therefore only people who have a strong and tough personality are able to become good leaders.

In principle, the appointment of leaders in Islamic educational institutions is not to enjoy the facilities provided, but to overcome problems, mobilize all education and education personnel, synergize their work, harmonize them, clean up conflicts that are still entrenched among them, respond to the challenges of the times, formulate strategies to achieve progress and so on.

In general, the succession of leadership in Islamic educational institutions is based on inheritance from elders or predecessors and passed down to descendants or people who still have sibling relationships or who still have blood ties. It doesn't matter whether they have credibility, capability or competence, as long as it comes from relatives it doesn't matter.

Steps to reform such a culture must be carried out for the success of the progress of an educational institution. However, this reform step is prone to resistance and hostility because its implementation is contrary to and contrary to the culture or norms that have been rooted in society for a long time in this context within the community of educational institutions.

Suharsimi Arikunto emphasized that educational reform is actually very expensive because it risks the greatest wealth owned by a nation, namely its young generation. This update carries a risk, because if it is mishandled, the glories of the coveted future will turn into a history of collapse.

On the other hand, the attractiveness of a leadership position makes many people try to pursue and achieve it and it is often done in ways that are rude, underhanded and justified by all means. This action occurs because leadership is only seen as a source of pleasure and fulfillment of the lust of power alone without being balanced by the opposite views. Leadership is actually a mandate that is very heavy with responsibilities and consequences.

Social piety must be prioritized over individual piety. Individual piety only provides benefits to oneself, but social piety in addition to being beneficial to oneself also provides many benefits to others. The motive of social worship can prevent them from blind ambitions to lead Islamic educational institutions.

If they have a social worship motive in leadership succession, then the selection of class leaders among students should be used as an example and a model for leadership succession in Islamic educational institutions. The class leader election model is the coolest election model without knowing the attitude of tackling, even many students tend to not want to be class president. Those who are not elected will support the continuity and progress of Islamic educational institutions.

Strategies to Overcome Inter-Leader Conflict

Conflicts between leaders have very basic consequences, including division as a force so that educational institutions lose control. Usually this split develops into destruction. The destruction will clearly affect social and work relations, leadership solidity, inter-education harmony, education system, institutional achievements, institutional image, student base, financial condition and public trust.

The motive for the conflict between leaders in educational institutions is not far around the issue of fighting over positions, authority, assets owned by the institution, institutional ownership, opportunities to replace existing leaders, proximity to top leaders and so on. Conflicts between leaders in educational institutions are generally very complicated because they involve many actors, diverse interests and positions of conflict actors who are at the top of the mountain in the organization or institution. However, efforts to resolve this acute conflict are not impossible, as long as there is a strong will to follow up.

Strategies to resolve conflicts between leaders that can be taken are: 1) Tabayyun, which is to explain or clarify each other's complaints and perceived problems. At this stage,

both parties are given the opportunity to express their problems freely in turn, the other party must listen carefully. 2) Tafahum, namely understanding each other's complaints. At this stage the mediator must be wary of each party wishing to present their own complaints according to their unilateral judgment. Conditioning and creating an atmosphere so that both parties can understand the feelings of the other is something that is important to do. 3) Ta'awun, namely helping each other, helping, minimizing demands and seeking mutually beneficial solutions or win-win solutions. The mediator must try and be able to find common ground between the two. 4) Ittifaq, namely the willingness to reach agreements or consensuses between the two warring parties. It is hoped that this agreement will open a new page to move together to develop Islamic educational institutions. 5) Islah, namely reconciliation or efforts to restore harmony and peace as it was before the conflict, can also mean efforts to improve relations between the two warring parties as before.

The approaches stated above provide a basis for organizational leaders to resolve conflicts that can occur at any time in the organization. Other strategies that can be used to deal with conflict in a practical way include the following proposed by Kilman and Thomas: 1) Understand or experience unacceptable conflicts. 2) Investigate the sources of conflict, and 3) Determine ways to resolve or intervene.

Strategies for Dealing with Authoritarian Leaders

The democratization of education today has raised the spirit to fight for education for all levels of society. This democratization also has an impact on the implementation of management in Islamic educational institutions. Islamic education leadership is demanded to be democratic by involving all parties related to the management and development of Islamic education and participating actively and intensively in making decisions, making plans, implementing plans into real activities and evaluating. On that basis, leadership in Islamic institutions is required to be transparent and accountable and accountable to the public.

In responding to this movement and wave of openness, educational institutions are seen as irrelevant if they are led by authoritarian leaders. In another sense, the figure of an authoritarian leader will not be able to actualize a democratic education system at the level of reality on the ground.

Authoritarian leaders in organizations cause minimal participation of subordinates in deciding a policy, lack of input, no control, no balance, being arbitrary, must be obeyed, no respect for the work of subordinates, cruel attitude, rigid work atmosphere, feelings of tension, worry being scolded, afraid to take steps, the emergence of hypocrisy at work, loss of independence, pressure, silenced ideas and various contrinsic and counterproductive attitudes.

In dealing with authoritarian leaders in educational institutions and to minimize their authoritarian attitudes, at least there are strategic steps involving 3 parties, namely: 1)

Direct superiors can give warnings, form a leadership operational system (regulation) that narrows the opportunities for authoritarian attitudes, conduct strict control over the implementation of the system. 2) Leaders of Islamic educational institutions should also do the following: a) Always carry out introspection and self-criticism towards their own authoritarian attitudes by changing the ways of leading them through increasing the participation of subordinates in providing input to a decision process. b) Facilitating subordinates to have the habit of taking initiative, c) Providing important information to subordinates openly, d) Creating solid and open teamwork, e) Often giving trust to subordinates to carry out an official task. 3) Subordinates For subordinates. To deal with authoritarian leaders, they can do strategic things that can influence the evolution of the authoritarian leadership style to become participatory. These actions include: a) Frequently submitting proposals that are carried out alternately about increasing the participation of subordinates in discussing the decision-making process, b) Frequently proposing new activity programs that are deemed important and strategic, c) Often providing valuable input that can taken into consideration in making decisions and policies, d) Often proposes sending subordinates to participate in various activities carried out outside the institution.

Through these three vertical paths, the authoritarian talent of the leader can be further controlled—even suppressed. These three paths will suppress the authoritarian space for the leadership of educational institutions so that they can be conditioned gradually and systematically to carry out their leadership duties in a participatory manner. Thus, effective leadership is formed, which is a form of leadership that utilizes the cooperation of subordinates to achieve organizational goals.

The three strategies for dealing with leaders above are inspired by: 1) Trait theory, according to this theory, the basic assumption raised is that leadership requires a certain set of traits or temperaments that guarantee success in the situation. The success of a leader lies in the personality of the leader himself. Therefore, in the perspective of adherents of trait theory, the theory can be developed by exploring the innate characteristics of leadership that have occurred, both successful and less successful. 2) Environmental theory, this theory assumes that the emergence of leaders is the result of time, place and circumstances. In this theory a statement appears: leaders are made not born, leaders are formed, not born. In its development, this theory assumes that leadership will succeed if the leader is able to be flexible to change his style to suit the situation and conditions. 3) personal and situation theory which explains that leadership is a product of the integration of three factors, namely the personality or personality traits of the leader, the nature of the group and its members, events (problems) faced by the group. This means that without being supported by conducive situations and conditions, a person will not be able to become a leader. Therefore, this theory is seen as a combination of environmental theory

and trait theory. 4) The theory of interaction and expectations, which is a combination of behavioral and environmental theories. The theory of interaction and expectation assumes that the more frequent interactions and participation in joint activities occur, the more feelings of mutual pleasure and mutual understanding of group norms will increase. Therefore, in this theory, several variables that are inseparable from each other, namely action, reaction, interaction and feeling variables, 5) Exchange theory is a modification of trait theory and behavioral theory which assumes that social interaction describes a form of exchange. open, both between leaders and their subordinates as well as between each member who contributes to each other. This exchange process makes all parties feel valued and get something they don't have and can contribute to members. This effort is carried out by developing the behavior habits of the leader, so that it affects members in the participation of various leader policies. The social process between the leader and those he leads is continuous because each party feels that they both benefit. Leaders feel a positive response from their members, so that their policies can be realized and members receive guidance and direction from their leaders so that their needs are met. Another term for this theory is the theory of mutual give and take (Hardani, et al. 2020).

CONCLUSION

Strategy is the key to the success of an organization in achieving its goals. A leader must have an attitude of responsibility towards what he leads. This means that a leader must have the right leadership strategies in carrying out the planned program of activities and also be able to overcome all the problems that occur in the educational environment. To overcome the obstacles that occur, a leader must find the right solution.

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