LEADERSHIP STYLE, WORK DISCIPLINE OF LECTURERS IN ISLAMIC HIGHER EDUCATION

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ABSTRACT

To improve the quality of education, it is necessary to have a leadership pattern that empowers all members of the academic community. In other words, it can be said that the leadership model is an important factor in school administration because it refers to a phenomenon of one's ability to move, guide, and direct others in a collaboration. In practice, implementing quality leadership in managing schools often does not materialize. This is caused by a lack of leadership competence (leadership). The main problem faced by universities is the incompetence of leaders in leading universities. The low empowerment of human resources in the academic sphere is basically caused by unsystematic patterns of thinking, organizing, and analyzing education. many positions in universities are given to people who do not have sufficient expertise. Style is the ability to act, strength or attitude, gesture, or variety (way, appearance, form) that is special (regarding writing, essays, language use, building houses). Thus, the leadership style referred to here is an attitude or way of doing that is used in carrying out or carrying out a leadership task

Key Words: Leadership, Islamic College

A. INTRODUCTION

In order to improve the quality of teachers and lecturers, the government has made maximum efforts to conduct inservice training by organizing upgrading, training, workshops in a few weeks so that teachers leave their classes, but after returning to school the teachers do not apply their knowledge to make learning effective. This is due to several reasons that are often stated by teachers such as not having enough time to apply the suggested methods, approaches and learning models. If applied, it takes a long time so that the teacher cannot complete the delivery of enough learning material to students.

In conducting evaluations/assessments, teachers generally use written tests, so the tests are only oriented to the cognitive domain, only a few lecturers use rubrics for assessment. This means that the teacher's understanding of the assessment is only in the cognitive domain, not in the affective and psychomotor domains. It is suspected that there is no difference in professionalism between "quality" university lecturers and "poor" tertiary institutions, which means that both "quality" universities and "poor" universities have the same professionalism, which is both not yet professional.

To improve the quality of education, it is necessary to have a leadership pattern that empowers all members of the academic community. In other words, it can be said that the leadership model is an important factor in school administration because it refers to a phenomenon of one's ability to move, guide, and direct others in a collaboration.[1] In practice, implementing quality leadership in managing schools often does not materialize. This is caused by a lack of leadership competence (leadership). The main problem faced by universities is the incompetence of leaders in leading universities. The low empowerment of human resources in the academic sphere is basically caused by unsystematic patterns of thinking, organizing, and analyzing education, many positions in higher education are given to people who do not have sufficient expertise.

The failure to run and develop Higher Education Management is caused by the tendency to apply an authoritative leadership system in managing the Higher Education they lead. The pattern of working relationships between university leaders and teachers tends to be in the form of a bureaucratic-hierarchical working relationship and is not based on a peer-professional working relationship pattern. This pattern of working relationships not only reduces the effectiveness of higher education management but also becomes an obstacle in achieving goals related to the teaching and learning process that schools want to achieve.[2]

This is in line with what is the goal of national education, namely educating the nation's life and developing a complete human being, namely a human being who believes and is devoted to God Almighty and has noble character, has knowledge and skills of physical and spiritual health, a strong and independent personality and a sense of social and national responsibility. However, of course, it is not enough to just have the intelligence of thinking and intellectual ability, but it must also be accompanied by mental health and noble character or noble character. Most people are of the view that efforts to improve intelligence of thought, mental development, character or noble character is the task of the

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[1] Hendiyat Soetopo, Educational Leadership and Supervision (Jakarta: Bina Aksara 1984) p 3
[2] Sudarwan Danim, A New Vision of School Management, (Jakarta: Bumi script 2008) p 19

world of education.[3]

B. METHODOLOGY

This type of research is a descriptive qualitative narrative. For Bogdan and Tylor as well as what is taken by Lexi Moleong, what is meant by qualitative descriptive is the method used to analyze information by defining information through the form of recorded words or words from many people and observed behavior.[4]This research uses a descriptive qualitative narrative type of research, because there are several estimates, including: this research has the character of describing, describing something about what it is, meaning that the combined data is in the form of words or reasoning, pictures, and not numbers and values. This is caused by the existence of qualitative applications; presentation of information is tried by direct method based on research ties with respondents; more reliable and more able to get used to reality.

C. DISCUSSION

1. Leadership Style

Style is the ability to act, strength or attitude, gesture, or variety (way, appearance, form) that is special (regarding writing, essays, language use, building houses).[5]Thus, the leadership style referred to here is an attitude or way of doing that is used in carrying out or carrying out a leadership task[6]

The trait approach was not able to explain what causes a person to be an effective leader, therefore the behavioral approach can be studied, then an effective leader. An effective leader is a leader who uses a style that can achieve his goals, for example by delegating tasks, establishing effective communication, motivating subordinates, exercising control and so on.[7]According to Husaini Usman in his book*Educational Management, Theory, Practice and Research*Talking about leadership style is the norm of behavior by a person when that person influences others. For years people have talked about leadership styles and they have identified two extreme leadership styles: authoritarian and democratic. Some manifestations of leader behavior with subordinate orientation are 1) emphasizing superiors and subordinates. 2) the leader's personal attention to satisfying the needs of subordinates and 3) accepting the differences in personality, abilities, and behaviors found in subordinates.[8]

The leadership technique is studied by analyzing the various possibilities of the approach taken by the university leadership. The approach to educational leadership techniques is intended to study leadership styles, investigate one's own abilities to develop a strength to take the steps that must be taken.[9]Husaini Usman said that: The

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[3]Hadari Nawawi, School Organization and Classroom Management, (Jakarta: PT Gunung Agung, 1982) p 27

[4]Lexi Moleong, Qualitative Research Methods, (Bandung: Rosdakarya Youth, 2000), p. 3.105

[5]Drafting Team, Indonesian Dictionary (Jakarta: Language Center, 2008) p 443

[6]Kurniawan, M. A. (2021). Kehidupan Guru dan Murid dengan Beberapa Aspek dan Karakteristiknya pada Periode Klasik (571-750 M). *Az ziqri Islamic Studies And Education*, *1*(1), 65-76.

[7]Husaini Usman, Management, Theory, Practice and Educational Research (Jakarta: Bumi Aksara 2006) p 267

[8]Agus Kurniawan, M., & Yahya. (2022). Thinking of islamic study in universities as inspiration. Az Ziqri Islamic Studies And Education, 1(2), 58-69.

[9]Ibid h 143

researchers identified two leadership styles, namely 1) task-oriented. 2) subordinate or employee oriented. Task-oriented style emphasizes task completion and very strict supervision so that the task is completed according to his wishes. The subordinate-oriented leadership style tends to pay more attention to good relationships with subordinates, motivates employees more than closely supervises them, and more importantly feels more about the feelings of their subordinates.[10]

2. Various Leadership Styles

AM Kadarman on the theory of Kontz, O'Donnell and Weirich states that leadership styles are classified asbased on the way the leader uses his power, namely: autocratic, democratic/participatory and free rein.[11] Meanwhile, according to Stoner there are 2 leadership styles commonly used by a leader in directing or influencing subordinates, namely:

1) Task-oriented style of leadership (task-oriented style)

2) Employee-oriented leadership style (employe-oriented style).*[12]*

According to Sofyan Safri Harahap, there are three leadership styles, namely::

1) *Charismatic Leadership,*the charismatic leadership styleLeadership is the personality of the leader who raises aspirations.

2) *entrepreneurial leadership,*namely a leadership style in which aLeaders encourage, motivate and innovate in shaping the future of the organization.

3) *symbolic,*that is the style of a leader who utilizes structureformal organization in running the organization.[13]

Meanwhile, Hadari Nawawi argues that an educational leader has the following leadership style: First, autocratic leadership. Second, laissez faire leadership. Third, laissez faire leadership style.[14]In line with Hadari Nawawi, there are three main leadership styles or can also be called extreme, according to Ngalim Purwanto, namely: (a) Authoritarian Leadership; (b) Laissez Faire Leadership; (c) Democratic leadership.[15]The types of leadership according to Sondang P. Siagian are: (a) tocratic; (b) paternalistic; (c) charismatic; (d) Laissez faire; (e) democratic.[16]Furthermore, according to Likert's theory as quoted by Husaini Usman, compiling his theory starting from two types of task-oriented behavior or leadership style and on subordinates or people, dividing leadership behavior or style into four systems as follows:

1) *Explorative Autocratic*, namely the behavior or leadership style shown by the leader as the party who has the right to solve organizational problems, by behaving as the sole decision maker and giving orders that must be carried out by its members.

2) *Benovolent Autocratic*, namely this leadership behavior or style is indicated by having begun to provide opportunities for subordinate organizational members to submit comments on the decisions and orders of the leadership as superiors.

3) *Participative*, namely this leadership behavior or style is shown by providing

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[10]Husaini Usman. Loc.Cit

[11]AM Kadarman SJ, Jusuf Udaya, Introduction to Management Science, (Jakarta: Gloria, 2001) p 144

[12]*Ibid*h 143

[13]Sofyan Safri Harahap, Contemporary Management, (Jakarta: Raja Grafindo Persada, 1996) p 241

[14]Hadari nawawi, Education Administration (Jakarta: Haji Mas Agung, 1993) p 96

[15]M. Ngalim Purwanto, Education Administration and Supervision (Bandung: Rosdakarya Youth) p 48

[16]Hadari Nawawi, Op. cit h 91

opportunities for members of the organization/subordinates to participate in setting goals, making decisions and discussing orders.

4) *Democratic*This leadership style is shown through solving work and organizational problems together.[17]

Of the various leadership styles mentioned above,it seems that participatory and democratic leadership styles are very supportive for the creation of effective leadership, in this case in the educational environment, namely universities, madrasas or Islamic schools as well as public schools. In addition, the author considers that these two leadership styles have viewed humans as subjects who can work together.[18]However, the leadership style applied by a leader should be adapted to the situation and conditions of his subordinates because a leader does not have to maintain a consistent style in all his activities, but a leader must be flexible in determining his leadership style. Theoretically, leadership styles can be distinguished which in practice may be carried out purely and may also be realized together. Furthermore, forTo find out more about leadership styles, the author tries to describe them as follows:

1) Autocratic Leadership Style

Autocracy comes from the words autos (self) and kratos (power, strength). So, autocrat means self-power or absolute ruler. Autocratic leadership is based on absolute power and coercion that must be fulfilled. The leader is always willing to act as a single player/on a one man show. He is very ambitious to dominate the situation, every order and policy that is set without consulting his subordinates. The subordinates were never given detailed information about the plans and actions to be taken. All praise and criticism of all subordinates is given at their own discretion.[19] The way leadership is developed is developedcalled working on his group. Activities only carry out orders from superiors, subordinates are not given the opportunity to take the initiative and issuehis opinions. Autocratic leadership is also known as dictatorial or directive leadership. People who adopt this approach make decisions without consulting the subordinates who must carry them out or the employees who are affected by the decisions. They determine what others expect them to doobey it. Meanwhile, in terms of perception, an autocratic leader is a very selfish person. [20]

This autocratic leadership style, rights and power in carrying out something is centered on the leader so that communication only goes in one direction, namely from the leader to subordinates. The advantages of this style are discipline, attention to subordinates is very high and can be controlled well because subordinates carry out their work in an orderly and orderly manner. The drawback of this autocratic style is that subordinates cannot develop and express creativity well because they do not get the opportunity to participate in decision making.

2) Laissez Faire Leadership Style

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[17]Husaini Usman Op. cit h 269

[18] Fitria, N., & Akmansyah, M. (2019). Pengaruh Perilaku Pimpinan Terhadap Akuntabilitas Manajemen Perguruan Tinggi Keagamaan Islam Se-Kota Metro Lampung. *Ijtimaiyya: Jurnal Pengembangan Masyarakat Islam*, *12*(1), 29-46.

[19]Hadari Nawawi, Op. cit h 91

[20] Sondang P. Siagian, Op. cit h 13

The leader is located as a symbol because in reality his leadership is carried out by giving full freedom to the people being led to act and make decisions The top leadership in carrying out its leadership only functions as an advisor, providing an opportunity to ask questions when they feel necessary.[21]It can be said that a Laissez Faire leadership's perception of his role as a person revolves around his view that in general the organization runs smoothly by itself because the members of the organization consist of mature people who know what the organization's goals are, what suggestions they want. achieved, what tasks are to be achieved, what tasks must be accomplished by each member and a leader does not need to intervene too often in organizational life.[22]

In this type of leadership, the leader does not actually give leadership, this type is interpreted as letting people run riot. Leaders who belong to this type do not provide control and correlation with the work of their members. The division of tasks and cooperation is left to group members without instructions and suggestions from the leader. Power and responsibility are confused, scattered among group members, unequally.

3) Democratic or Participatory Leadership Style

Leaders who are "democratic" or 'participatory' consults with subordinates about proposed actions and decisions and encourages the participation of subordinates.[23]This leadership style is also known as consultative or consensus leadership. People who adopt this approach involve employees who must carry out decisions in the process of making them. It is actually the leader who makes the final decision, but only after receiving input and recommendations from team members. Democratic leaders have confidence in themselves and put their trust in their members that they have the ability to work well and responsibly. Democratic leaders always try to foster a sense of kinship and unity. He always tries to build the spirit of group members in carrying out and developing their work power. Besides, it also provides an opportunity for emergence.

a) In moving subordinates starting from the opinion that humans are the noblest creatures in the world.

b) Always try to synchronize interests and goals organization with the personal interests and goals of subordinates.

c) Happy to receive suggestions, opinions and criticism from subordinates.

d) Prioritizing cooperation in achieving goals.

e) Give the widest freedom to subordinates and guide them.

f) Strive for subordinates to be more successful than himself.

g) Always developing personal capacity as a leader.[24]

3. Characteristics of Leadership Style

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[21] Hadari Nawawi, Op. cit h 95
[22]Sondang P. Siagian, Op. cit h 38
[23] M. Ngalim Purwanto, Op. cit h 49
[24]Ibid h 50

To arrive at the level of the ideal type of leader, it is necessary to have a leader who has ideal characteristics as well. The study of the characteristics of leaders is obtained through research that compares the physical and psychological characteristics of leaders and non-leaders. From the results of the analysis of a number of Cyril Poster studies as quoted by Muhaimin, there are a number of characteristics that are more consistent in marking an effective leader, namely:

a) Responsibility
b) Emphasize task completion
c) Energy
d) Stubbornness
e) Risk taking
f) Authenticity
g) Self-confident
h) Ability to control stress
i) Ability to influence, and
j) The ability to coordinate the efforts of others in achieving goals.[25]

Almost the same essence using a different review was put forward by Ary Ginanjar Agustian, in Muhaimin who stated that superior leadership is divided into five successive levels of leadership, namely:

a) Beloved leader

b) Trusted leader

c) The guiding leader

d) Personalized leader

e) eternal leader[26]

To be able to lead well, a leader must love the people he leads. A leader to be able to start leading well is to have compassion or love for those he leads. With this trait, the leader will make HR the most important main asset and is unmatched by any asset. After being able to lead that focuses on humans by prioritizing the nature of compassion and love.[27] Leaders must have high integrity to achieve their vision and ideals. With the trust he has gained, it does not mean that the leader exploits his followers at will, but on the contrary, the leader must be able to guide his followers to become good leaders. At this stage the leader will gain high loyalty from his followers. This loyalty is obtained because of the high recognition as a result of the mentoring process from the leader. Furthermore, to become a great leader, he must be able to know himself and control himself. In this connection it is often said that leaders must be able to lead themselves. Leaders who are able to know themselves and control themselves and are able to maintain their integrity are called personality leaders.While the last level of leadership is an eternal leader. Eternal leaders are often no longer referred to as leaders but are usually referred to by great titles, such as Prophet, Kiai, Panglima and others. At this level the leader works by prioritizing his conscience or his

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[25]Muhaimin, Education Management: Its Application in the Preparation of School/Madrasah Development Plans, (Jakarta: Kencana, 2010) h. 33

[26]Ibid h. 35

[27] Muslim, M., & Garianto, G. Spectrum of Islamic Education Management. *Roqooba Journal of Islamic Education Management*, *2*(1), 51-58.

nature. Furthermore, the characteristics of the leadership of the Prophet Muhammad are described in four characters, in which four of his leadership characteristics are respected by friends and respected by opponents, namely:

a) *Siddiq*(Honest). This is the quality of honesty that the Prophet emphasized both to himself and to his companions (may we also emulate him). It is the hallmark of a Muslim to be honest. So that Islam is not only a religion but also a great civilization.

b) *Trust*(can be trusted). This trait is especially instilled in friends who are assigned to all kinds of things to be able to do what is mandated, not cheat (or corrupt in this day and age) in any case. Something that is now very rare in Muslim countries though (sad).

c) *Tabligh*(Saying the right one). It is the nature of the Apostle not to hide true information especially for the benefit of the people and religion. Never once did he keep valuable information only to himself.

d) *Fathonah*(Intelligent). The nature of the leader is intelligent and knows clearly what the root of the problems he faces and what actions he must take to overcome the problems that occur in the people.[28]

By knowing some of these traits, we might be able to understand a little why a Prophet who was ummi (cannot read) was able to become a Prophet, Apostle, Head of Family, Father, Husband, Imam of Prayer, Leader of the Ummah, Leader of War to be very successful in everything he did. he struggles. These characteristics should be the basis for Muslim leaders to be able to imitate what has been exemplified by the Prophet Muhammad. In carrying out the leadership function, leadership activities will take place. If this is sorted out, it will show leadership styles with their respective patterns.

C. CONCLUSION

Efforts toAssessing the success or failure of the leader is done, among others, by observing and recording the qualities and qualities or qualities of his behavior, which are used as criteria for assessing his leadership. The theory of traits or traits put forward by several experts suggests 6 (six) leadership traits, namely:

a) Ability in his position as a supervisor or implementer of the basic functions of management.

b) The need for achievement in work, including the search for responsibility and the desire for success.

c) Intelligence, includes wisdom, creative thinking, and thinking power.

d) Assertiveness, or the ability to make decisions and solve problems skillfully and appropriately.

e) Self-confidence, or a view of yourself so that you canface a problem.

f) Initiative, or ability to act

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[28] http://www.scribd.com/doc/10280692/Makalah-Kepemimananaccessed 18/02/2014

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