

## **An Effective Leadership Model for *Madrasah* Principals in Indonesia**

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### **ABSTRACT**

This study aims at creating an effective leadership model for *madrasah* (Private Islamic High Schools) principals in Indonesia and in doing so getting an overview of the characteristics that nurture visionary leadership which encompass noble character, intelligence, communication skills, entrepreneurial spirit, leaders that uphold deliberation and establish a *madrasah* culture that is conducive; all of which help in the implementation of dynamic leadership at *Madrasah* in Indonesia. The effective leadership model of the *madrasah* principal is independently developed by research through the methodology which is adapted from Borg's research and development procedures. The findings of this study; (1) identified character traits synonymous with noble character, intelligence, effective communication, strategies in maintaining open climates, strategies in having an entrepreneurial spirit, and strategies in shaping *madrasah* culture; (2) provided an overview of the effectiveness of the effective implementation of the *madrasah* principal leadership at *Madrasah Aliyah* that is related to traits that are common to (a) visionary leadership in an effective manner; (b) effective attitudes; (c) effective intelligence; (d) effective ability to communicate; (e) ability to maintain open climates; (f) ability to encourage entrepreneurial spirits; and (g) ability to shape *madrasah* culture. This *madrasah* leadership model can be used in *madrasah* in South Sulawesi, Indonesia.

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## INTRODUCTION

Education is a conscious and planned effort to develop human potential and to empower human community to exist and develop. In other words, education is a process of engineering humans and human society whose core efforts are directed towards empowerment, development and improvement of human resources (Umaedi, 2002).

In the community there are still frequent complaints about the leadership of *madrasah* leaders who are unqualified and ineffective. This includes the Private Islamic High Schools in Southeast Sulawesi. This statement is in line with the statement of Umaedi (2002) that the noble purpose of education to date has not been achieved. The status quo in the human community today is contrary to educational goals such as low discipline and diminishing morality. One of the culprits behind the worsening condition of human community is inefficient leadership.

School is a social organization that provides learning services for the community. As an organization, school is an open system because it has relationships with entities in the environment. In addition to being a vehicle for learning, the environment is also the place where school inputs originate. School input is all the input needed by the school for processes to get the expected output (Komariah, 2005). Effective schools are schools where student achievement scores (student success) do not vary greatly in terms of their socioeconomic status. There are 5 (five) characteristics

of effective schools, namely: (1) strong leadership; (2) high expectations for learning achievement; (3) emphasis on basic skills; (4) regularity and controlled atmosphere; and (5) frequent assessment of student achievement (Syafaruddin, 2008).

Ideally a school principal must have three abilities, that is, besides being a leader, he also must be an entrepreneur and role model - role model where self-control is attached to it. (Baedhowi, 2007). According to Mantja (2008), a leader is supposed to have SASETO competencies (statesperson leadership, administrative leadership, supervisory leadership, educational leadership, team leadership and organization leadership). Such a model of leadership can help school principals in effective management of their schools which in turn can influence the quality of their output. The leadership model of the principal must receive serious attention – it needs to be revitalized and reviewed. In this context, *madrasah* heads, as leaders and managers, are expected to show visionary leadership, have good morals, have intelligence, have effective communication skills, have entrepreneurial spirit, and effectively uphold deliberation, so that in addition to improving *madrasah* performance, the quality of education also increases. This view is supported by Muhammadiyah et al. (2015) who wrote that an increase in the effectiveness of the headmaster's leadership would be followed by an increase in the quality of the *madrasah*. The higher the leadership qualities of the headmaster, the higher the quality of the *madrasah*.

The ability of the *madrasah* principal is important especially in relation to overcoming the five major problems in the Private Islamic Senior High School PESRI Kendari, Southeast Sulawesi (henceforth referred to as *the madrasah*). There is absence of leadership, low quality of output, lack of facilities and infrastructure, lack of financial support, lack of working spirit of both teachers and staff, lack of work discipline, low learning discipline and low teacher performance.

This problem (low performing *Madrasah*) is further compounded by the graduation percentage achieved in MAS PESRI Kendari Southeast Sulawesi education unit in 2015 and 2016 which are below the target set by the Head of the Regional Office of the Ministry of Religion, Southeast Sulawesi Province, Indonesia. Academically, they only achieved moderate ability qualifications. Another condition expected of *madrasah* is that as a center for excellence in the province of Southeast Sulawesi, it must accommodate the best learners and prevent them from going to other regions.

**Problem Formulation:** (1) What is the effective leadership model of the *madrasah* principal in managing *madrasah* in accordance to the conditions prevailing in the Islamic Senior High School PESRI Kendari Southeast Sulawesi?; (2) How is the conception of the effectiveness of the visionary leadership accomplished in accordance to the conditions of Islamic Senior High School PESRI Kendari Southeast Sulawesi?

## LITERATURE REVIEW

Leadership is the ability to motivate and influence people to be willing to act to achieve common goals, by giving them courage to make decisions on the activities to be undertaken (Shulhan, 2018). According to Lako (2004), leadership is an action to conduct and persuade the activities of the group members, provide vision, joy, excitement, love, trust, passion, obsession and consistency to the members of the organization.

### Leadership Model

In relation to this research, a model is interpreted as a pattern or example of reference. If it is associated with leadership, then the meaning it contains is the pattern displayed by a leader in carrying out the task he leads. Thus, the pattern of leadership of *madrasah* principal is a pattern or form of appearance of the *madrasah* principal that describes the competencies he has for managing *madrasahs* so as to achieve optimal results.

### Effective Leadership of School Principals in *Madrasah*

Effectiveness is a dimension of management objectives that focuses on the expected results, objectives, and targets. Effective schools are schools that determine success in inputs, processes, outputs, and outcomes that are characterized by the quality of the system components.

Effective schools are led by principals who are effective leaders (Goldring et al., 2009). The leadership of an effective

*madrasah* head would refer to leadership that can achieve optimal results. The optimization of a *madrasah* principal's achievement is inseparable from his role and responsibility as an educational leader. Mantja (2008) divided it into 6 competencies namely statesperson leadership, educational leadership, organizational leadership, administrative leadership, supervisory leadership and team leadership. Principals also need to develop their knowledge, skills, and dispositions necessary to influence the instructional practices of teachers to increase students' academic performance (Bethman, 2015).

In order to achieve optimal results, it is necessary for *madrasah* principal to have strong leadership skills which not only accommodate the competencies of the *madrasah* principal as mentioned above but also have elements of visionary leadership, having noble character, intelligence, communication skills and entrepreneurial skills. The principal is expected to maintain open climates and shape the school's culture (Chirichello, 2010).

### **Visionary Leadership**

Bennis and Nanus (2003) defined vision as something that articulated a view of a realistic, credible, attractive future for the organization; a condition that was better in some important ways than what existed at present. Visionary leadership is the ability of leaders in creating, formulating, communicating, socializing, transforming, and implementing ideal thoughts that come from themselves. These thoughts

may also result from social interaction between members of the organization and stakeholders that are believed to be the future ideals of the organization that must be achieved or realized through the commitment of all personnel. Hard work is a form of business that is directed at getting an outcome by using energy itself as input or working capital (Poniman et al., 2008).

### **Noble Character (*Akhlak al-karimah*)**

Morals are a commendable attitude that must be possessed by a person. The leader instructs his subordinates to be of good character, as well as a good teacher. A good attitude, a smile, and radiant expression can eliminate the limiting distance between a leader and his subordinates, between a teacher and his students. Other noble qualities that must be possessed by leaders and education personnel are: (a) sincerity b) good intention (c) honesty; (d) fairness; (e) humility (f) bravery; (g) healthy sense of humor; (h) patience; (i) verbal control; and (j) good attitude and behavior.

### **Intelligence**

Intelligence has a great influence on the success of leadership of an organizational leader (Thoah, 2007). Before Gardner (1995) proposed the concept of multiple intelligences, traditional intelligence tests assessed only a limited range of abilities. In Gardner's model, among these multiple intelligences were abilities related to music, interpersonal relations, athletics, and verbal intelligence. Additionally, Goleman (2017) introduced emotional

intelligence (emotional intelligence) as a type of intelligence that must be possessed for one's success. Emotional intelligence is the ability to understand, appreciate, and express emotions correctly and adaptively; the ability to understand emotions and emotional knowledge; the ability to access and / or arouse feelings when thinking about something; and the ability to regulate emotions in ways that help thinking (Antonio, 2015). Emotional intelligence is the ability to recognize our own feelings and those of others, the ability to motivate ourselves, and the ability to manage emotions well in ourselves and in relationships with others. Then, there is also what is called spiritual intelligence (SQ). Agustian (2007) states that Spiritual Intelligence (SQ) is the foundation needed to enable IQ and EQ to function effectively.

### **Communication Skills**

In carrying out an educational program, the activity of disseminating and conveying ideas and intentions throughout the organizational structure is very important. This process of conveying or communicating includes more than merely channeling thoughts, ideas, and intentions orally or in writing. A leader with effective communication skills: (a) has a desire to succeed; (b) is clear about actions that must be done; (c) believes that the recommended changes will bring positive results; (d) believes in equal opportunities for all members; (e) desires for freedom to determine, reject, or accept what is recommended; (and f) has a tendency to judge (based on morals and ethics, which

he adheres to) what is recommended, before implementation. (Purwanto, 1998).

An effective leader is responsive to various problems. Responsiveness is based on the approach of: (a) listening actively and carefully; (b) understanding precisely and completely; and (c) responding appropriately and positively (Prayitno, 2009). Besides being responsive, an effective leader also possesses the characteristics of a transformative leader (Ministry of Religion, 2004).

### **Maintaining Open Climate**

Open climate is a joint agreement in deciding on how to deal with a problem. Soetjipto (2003) stated that the leader moved subordinates starting from the view that humans were the most noble creatures, always trying to synchronize the interests and goals of the organization with subordinate personal interests and goals, prioritizing cooperation in achieving goals, giving freedom and guiding subordinates, striving for subordinates to be more successful than themselves, and always developing their capacity as leaders.

### **Entrepreneurial Spirit**

It is very necessary for a principal of the *madrasah* to have entrepreneurial skills. According to Tasmara (2000), such leaders care for changes in the world, the physical and spiritual realms. Mulyasa (2007) stated that one of the aspects of effective leadership was entrepreneurial skills which included the following characteristics: (1) confidence, (2) creativity; (3) positive

thinking ability; (4) result-oriented; (5) risk-taking capability; (6) having a leader's soul; (7) original thoughts; (8) forward-oriented and (9) liking challenges. The main capital in entrepreneurship is building trust and trustworthiness (*al-amen*), and then having technical competence related to business (Antonio, 2015).

### **Establishing *Madrasah* Culture**

Human beings are the only creatures that can educate and be educated and therefore they can have culture. Individuals are the result of culture and culture itself is the result of education which in turn produces cultural capital. Cultural capital is the capital for the development of a society (Tilaar, 2007).

So far not all *madrasah* principals have realized the importance of self-supervision, in terms of the era of SBM (School Based Management) / MBM (*madrasah*-based management). Cultural changes are needed to encourage SBM. This change can be initiated by applying integrated quality management principles, including: (1) focusing attention on customers (customer satisfaction); (2) planning school changes continuously, and (3) enforcing the effective use of school resources (Arismunandar, 2006).

School culture was formulated by Philips (1993) as "The beliefs, attitudes, and behaviors which characterize a school." In this definition, values, beliefs, attitudes and behaviors are essential cultural components that shape the character of the school.

## **METHODS**

This research was carried out at the Private Islamic Senior High School PESRI (referred to as *the madrasah* in this article) in Kendari, Southeast Sulawesi Province. It took place from March to August 2017. The study has an Educational Research and Development (R & D) design which is conceptually seen as a process for developing and validating educational products (Borg, 1983).

### **Model Development Procedure**

The development of this *madrasah* head leadership model methodologically was adapted from Borg (1983). The steps for developing the model are as follows: *potentials and problems, data collection, conceptual design, validation of conceptual design, revision of conceptual design, limited testing, product revision, and developed product.*

### **Model Validation**

The target validation group is education stakeholders namely experts, bureaucrats and education practitioners. For education management experts, it is expected that validation can be obtained with input regarding the support of theory or other important information in accordance with their expertise. For educational bureaucrats, it is expected that with validation, other inputs can be obtained from them based on the guidelines and mechanisms that are in accordance with the corridor based on their experience for further guidance, as well as to obtain high quality designs.

The subjects of this study were divided into two groups, namely the subjects of conceptual model validation and the subjects of limited trials. The subjects of conceptual model validation consisted of 3 education management experts, 2 education bureaucrat officials, 2 city education council members, 1 *madrasah* principal, 2 supervisors, 6 teachers (curriculum director + senior teacher), and 2 *madrasah* committee officials. Thus, the total number of conceptual validation subjects was 18 people. On the other hand, the subjects of the trial consisted of 1 *madrasah* head, 2 supervisors, 4 teachers from the *madrasah*, totaling 7 people. A purposive sampling technique was followed to select the samples because this research had a specific purpose and the selected cases were considered appropriate based on the expected objectives.

The number of subjects measuring needs was 15 people consisting of 2 members of the city education council, 4 supervisors, 2 *madrasah* committee officials, 1 *madrasah* head, and 6 teachers. All of these subjects were part of conceptual model validation, chosen based on the consideration that they understood and were well-aware of the educational needs of the *madrasah*. They were also highly experienced as education practitioners in *madrasah*.

Data collection techniques used in this developmental research were non-test techniques in the form of:

Questionnaire - a number of items developed by the researcher to collect data about the effectiveness of the *madrasah* head leadership model developed (conceptual

model validation test and limited model testing);

Focused discussion - the activity of researchers in an effort to capture complementary data from the target group so that the data obtained in this developmental research are regarded complete. The intended respondents are education management experts, education bureaucrats and education practitioners mentioned above (conceptual model validation);

Interviews - complementary data retrieval instruments related to limited model trials; and

Observations - complementary data retrieval instruments related to limited model testing.

### Data Analysis

Data analysis technique used was descriptive analysis technique using the following percentage formula:

$$\text{The percentage of answers} = \frac{F}{N} \times 100\%$$

where F stands for frequency of subjects who choose alternatives and N for the total number of research subjects (Sugiyono, 2014).

As an effort to provide meaning in decision making related to the draft revision of the effective leadership model of *madrasah* leadership, the researcher also used data interpretation tables and follow-up of model development product validation in terms of categories, percentages, qualifications and follow-up (Table 1).

Table 1

*Cut-off points for product validation on the development of effective leadership model of madrasah heads*

Category	Percentage	Qualification	Follow-up
4	91-100 %	Very good	No Revision Needed
3	76-90 %	Good	Revisions needed
2	56-75 %	Weak	Replace with a new proposal/ discard
1	0-55 %	Bad	Eliminate if $\geq 77\%$ propose this

The level of effectiveness of the implementation of an effective *madrasah* principal leadership model (through limited trials as an approach to determining

interpretation and research results), (P-Kim) is as in Table 2.

Table 2

*Cut-off points for the effectiveness of leadership model implementation*

No.	Category (%)	Qualification	Recommendation	Annotation
1.	86-100	Very Effective	Maintained and improved	Accepted
2.	76-85	Effective	Improved as needed and developed	Accepted with correction where necessary
3.	66-75	Quite Effective	Repaired as needed and improved	Accepted with some improvement
4.	$\leq 65$	Less Effective	Fundamentally improved and enhanced	Accepted with fundamental changes

## RESULTS

### Identification of Needs

The dimensions and indicators of the leadership (of the head of the *madrasah*) considered an effective leader as an individual with visionary leadership, *akhlakul karimah* (noble character), intelligence, ability to communicate, deliberation, entrepreneurial spirit, and building *madrasah* culture. The results

of the measurement and analysis of data revealed that 6 people (40%) stated 'yes', which means that the current leadership of the *madrasah* was effective, while the other 7 (47%) expressed doubt, and there were 2 people (13%) who evaluated the current leadership as ineffective. This was revealed in question number 1. In connection with this, there were 15 people (100%) stating that the existence of an effective *Madrasah*



head leadership was needed so that its performance would be effective. This was revealed through question number 2.

Data also revealed that the *madrasah* manager has visionary leadership, has *akhlakul karimah*, has intelligence, has the ability to communicate, upholds the concept of deliberation, has an entrepreneurial spirit, and builds positive *madrasah* culture. This is in line with the respondents' answers to questions 3-8 which state that all indicators offered are important and necessary in managing *madrasahs* effectively.

### **Results of the Development of a Conceptual Model**

The results of the conceptual development of the effective leadership Model of the *madrasah* leader in MAS PESRI Kendari showed a number of characteristics of the effective leadership of the *madrasah* head, which consists of 7 dimensions (visionary leadership, moral character, intelligence, communication skills, upholding consultation, entrepreneurial spirit, and building *madrasah* culture). Each dimension contained several indicators, which would total up to 45. The 45 indicators consisted of 94 items. Out of these items, 79 items were accepted after the validity trial of the instrument.

The results of the focused discussion showed that the effective leadership model offered for the *madrasah* head was ideal and very relevant to the current condition of Islamic religious education including in Kendari (in particular) and Southeast Sulawesi in general. But there were some

issues that needed to be addressed and improved, among which was effective leadership, which was the focus of this study.

The data from interviews and observations show that in the presence of the effective leadership model of the *madrasah* head (from the results of this study), there have been significant changes and improvements in some aspects of the leadership of the *madrasah* head when compared with the previous one.

### **Instrument Validity Test Results**

The trial of the research instrument resulted in the development of an effective *madrasah* head leadership model. Data was obtained from the 14 respondents on the 94 items in the instrument showed that there were 15 invalid items. Therefore, the instrument items declared valid were finally items.

### **Results of the Conceptual Model Validation**

The prototype of the leadership development model was sent for validation. Experts on education / administration education management, the education bureaucracy, education practitioners and education managers at the education unit level evaluated the prototype using validation questionnaires. Data obtained from the validators, is shown in table 2. All indicators of each dimension of leadership of an effective *madrasah* head were assessed with a range of values from 1 to 4, with 4 signifying 'very good and no need for

revision', 3 showing 'good but revision needed', 2 showing 'not good, to be replaced/discarded', and 1 signifying 'not good, to be eliminated/replaced (if 77% of validation experts propose this)'.

The validation results of the conceptual model, after being processed, were tabulated according to the values given by each validator based on their respective target groups, namely education / education management experts, education bureaucracy, education practitioners or education managers. The average percentage of validator assessments reached 89.1%, which shows that the conceptual model developed is of good value in the eyes of the validators. In other words, the responses and suggestions given by the validators do not actually change the substance of the existing indicators.

### Limited Model Test Results

The results of the trial were limited to the implementation of an effective *madrasah* head leadership model. It was assessed by a questionnaire. Items 1 to 4 cover the *madrasah* head leadership indicator of MAS. The description of the attitude of the head of the *madrasah* related to the indicator 'having high ideals and setting standards of excellence' reached an average of 93% (processed from items 5-6).

Other characteristics (Processed from items 7-10), such as 'possessing and growing inspiration, enthusiasm, excitement and commitment', only reached an average of 46.25%. Furthermore, 'creating meaning for members of the organization' and

'reflecting the uniqueness or idiosyncrasy of the organization' reached an average of 50%, which means it was less effective in its implementation (items 11-12). The characteristic of 'being able to apply values that are upheld by the organization in practice' only reached an average of 57%, which indicated the less effective category. The head's ability in 'paying close attention to the organization's relationship with the environment and the history of the development of the organization concerned' was considered effective with an average of 64%. In terms of 'enthusiasm for the development of the institution which he leads', the head scored 57%, while 71% is the score for 'enabling his institution to be highly accepted by the community' (items 16 and 17).

Indicators assessed on the pillars/dimensions of morality are described in the following. 'Having good behavior and being emulated' reached 86%, which meant the head was very effective in this (item 18). Indicators for 'sincerity at work' and 'success in encouraging co-workers' showed 65%, revealing quite effective level of leadership (items 19 and 20).

The score for the characteristic of 'keeping to his word' and 'being in accordance with his actions' was 72% and considered quite effective (items 21 and 22). Then, the characteristics of 'having integrity, trustworthiness, honesty and fairness towards subordinates' had an average of 50% which meant it was considered to be less effective (items 25 and 26). Characteristics related to 'having

the character of *tawadhu*' and 'being brave in seeking the truth' reached 64% indicating less effective category (items 27 and 28).

The characteristics of 'being patient' and 'having healthy humor' showed an average of 50%, indicating a less effective level (items 29 and 30). The characteristics of 'transparency and accountability in carrying out their duties' and 'being the protector of their subordinates' showed an average of 43% (items 31-33). The next dimension is intelligence. The head must have adequate knowledge as required, such as education level of S.1 or S.2 or even S.3. The score was 71% which indicated it was favorable and quite effective.

*Madrasah* heads must also be able to 'adapt to the community environment'. This revealed an average of 71% which means it was quite effective. 'Having the ability to monitor themselves and control themselves in dealing with problems' with an average value of 43% showed it was less effective and it needed to be improved (items 36-37). In addition, the head of the *madrasah* must have 'the ability to give spiritual meaning to the thoughts, behavior and activities of the institution' which was scored at 71.5% showing a quite effective level (items 39-40).

The dimension of communication skills of the head showed a score of 86% which meant that it was very effective. The head of the *madrasah* must also have 'the ability to communicate with superiors or officials with regards to his duties'. This reached 71%, which meant that it was quite effective. 'Communication relations with the press,

radio and television institutions' revealed a score of only 19%, which meant it was less effective, so it needed to be improved (items 44-46). 'Effective communication with parents and the community in the *madrasah*', and 'effective communication links with the local government' showed a score of 71%, indicating a quite effective level. The ability to convey the results achieved by *madrasahs* to the community as a form of *madrasah* accountability to the public is very necessary in the development of *madrasahs*. Dimensions uphold deliberation. Deliberation is very necessary in managing *madrasahs* because deliberation move *madrasah* programs to achieve the expected goals.

For the indicator 'has an open attitude and can be a good and polite listener' only 43% agreed, so it was in the less effective category (items 51-52). 'Being able to create relationships with other institutions / organizations and colleagues' was considered quite effective (items 57-58). The dimension of 'head has entrepreneurial spirit' is in the category of less effective (items 63-64).

## DISCUSSION AND CONCLUSION

The analysis of the development needs of an effective *madrasah* principal leadership model at *Madrasah Aliyah* in Indonesia shows that the offered model is seen as an effective guide to streamline the leadership of *madrasah* principals.

Based on the data and the results of the conceptual model validation analysis, it can be interpreted that the average number

of 89.1% of the validator's assessment shows that the effective leadership model of the *madrasah* principal of MAS PESRI Kendari is considered 'very good'. This indicates that it can be applied to other *madrasahs* in Southeast Sulawesi. This is very grounded because the study of leadership models developed so far does not have advantages such as the findings of this study, which in addition to the finding related to the dimensions of effective leadership of *madrasah* leaders, it also came with the formulation of indicators and their respective practice descriptions in detail.

The effective leadership model (Figure 1) of the *madrasah* principal that suits the conditions of the *madrasah* reflects the leadership of VB5M (Visionary Leadership, has a noble character, has intelligence, has the ability to communicate, upholds effective deliberation, has an entrepreneurial spirit, and builds an effective *madrasah* culture).

The description of the effectiveness of the manifestation of the VB5M leadership dimension are as follows: (a) the realization of visionary leadership; (b) the realization of having an *akhlakul karimah* (c) the embodiment of having intelligence (d) the realization of having the ability to communicate e); (e) the embodiment of having an entrepreneurial spirit; (f) the realization of building a *madrasah* culture.

The advantage of this research finding is that *madrasah* principals can easily check which dimensions show weaknesses in leadership and can even find out directly in which indicators and which points of

practice weaknesses are present without having to do complex investigations.

The results of this study can also serve as a driving force for principals to take action to change. Similarly, it becomes a practical guide for *madrasah* heads who want their leadership in *madrasahs* to be more effective. Sagala (2008) stated that the effectiveness of the organizational function of schools was strongly influenced by subordinate support and clear leadership guidelines in *madrasahs*.

Based on the results of the analysis of the limited trial in the implementation of an effective school principal leadership model in practice, it can be interpreted that the head of the *madrasah* has implemented an effective *madrasah* principal leadership model even though it requires further improvement in terms of both quantity and quality.

This condition shows that even though the leadership model of the school principal is effective, the results of this developmental research have many advantages compared to the leadership models of other school leaders. However, it must be remembered that the desire, determination and innovation of a school principal to implement it becomes a factor that contributes to greater effectiveness levels. Therefore, to strengthen the success of the implementation of the leadership model of this school principal, it takes determination, innovation and the prioritizing of clients. Also, the school principal must have the sincerity to make improvements to everything that has been implemented by him.

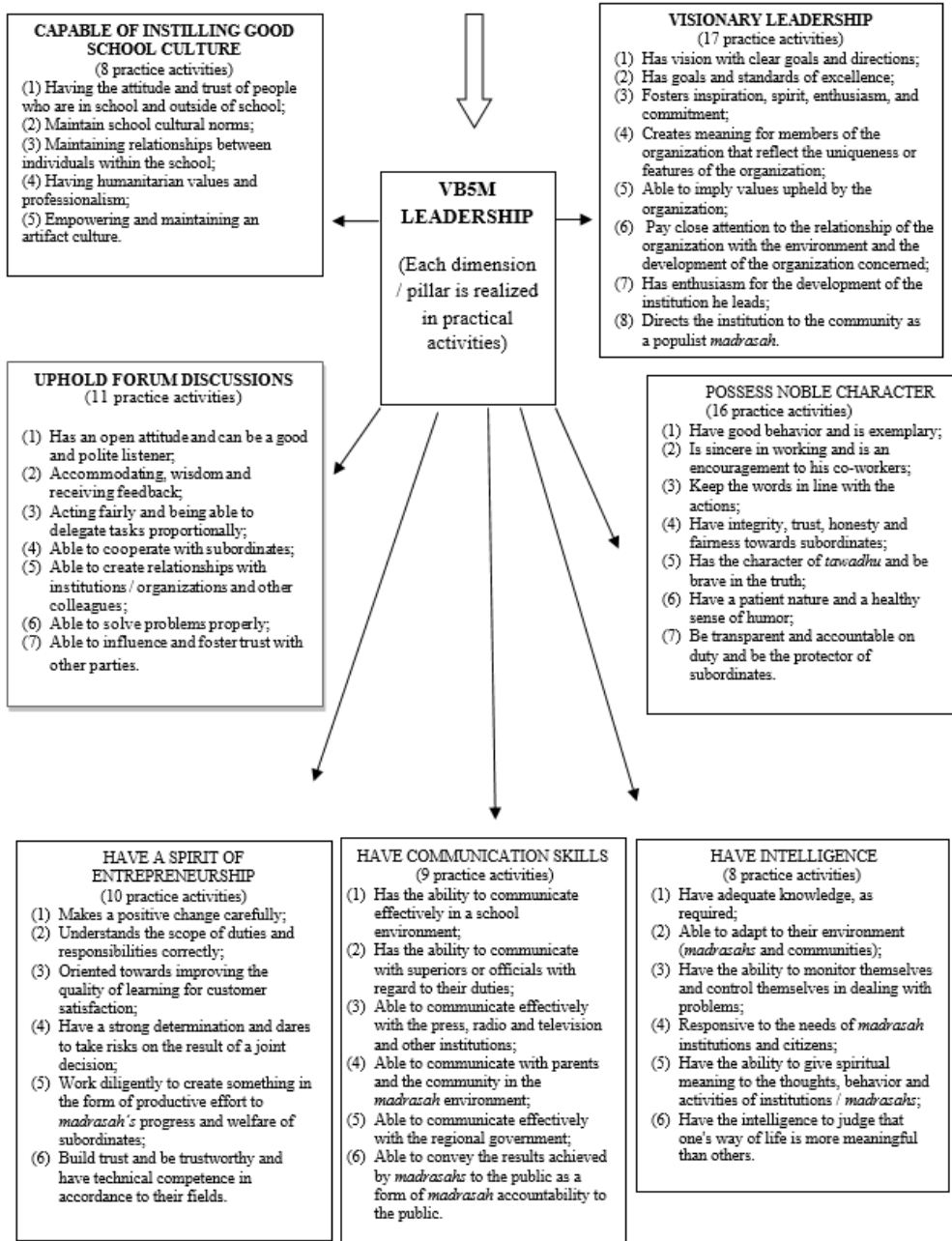


Figure 1. Final effective leadership model for the *madrasah*

Based on the results of the interpretation above, it can be recommended that the effective leadership model of the school principal be used as a reference for creating effective leadership of school principals in *madrasahs*. In the same context the effective leadership of the school principal will be very prominent if the items related to teaching are implemented properly. This is consistent with the statement that in order for the school principal to be effective in his leadership at the *madrasah*, one of his activities is to supervise learning. Supervision of learning is very important because it also determines the quality of the output.

The results of this study can still be subjected to the possibility of weaknesses, because of the factor of limited trials and the fact that it is not a tested school principal leadership model that is proven to be widely effective. Therefore, it is recommended that the results of the research on the development of an effective school principal leadership model be applied in all *madrasahs* in Southeast Sulawesi for the moment.

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