The Influence of School Leadership on Islamic Education Curriculum: A Qualitative Analysis

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Focusing on school leadership relations between Islamic education of curriculum. The method of this study is qualitative analysis, determine research sample by considering data objectivity by extracting information or primary source that is the headmaster of the Islamic school and vice head mater in curriculum field that comprehensively technically implementation of education and six teachers that teaches Islamic education. Result this study is the implementation of decisions in democratic leadership implemented with the consciousness and willingness of subordinate members based on the duties and functions of each subordinate, without any element of coercion from the leadership. This is as one of the strategies in realising organizational goals. It can be concluded that the headmaster of Islamic school uses a model of democratic leadership through a system of open communication style and deliberation on every policy established by the institution together all the components of Islamic school that is teachers as educators and other administrative staff that can support the achievement of goals, vision and mission of headmaster of Islamic school.

Key words: *school leadership, Islamic education, curriculum.*

Introduction

Organisational change and organisational innovation are used interchangeably to indicate ideas about change (Alifianty & Susanty, 2016). In observe to school change or innovation, several scholars have endeavoured to develop the change models in instructive contexts that describe the steps of the change process and explain how change can be implemented more effectively (Park, 2012).

The focal points of the change models are two-folds. First, change in schools is explained as a process rather than as an event (Zawawi & Idris, 2016). Second, most models involved which affective issues toward innovation are focused on by the individual proposed adopters, specifically the teachers, or what the individual projected adopters are doing concerning the innovation (Salami, 2007). Specifically, when focusing on a constant process of adoption of a new idea or behaviour. Innovation is disseminated from a change agent to an intended adopter through the channelling of communication, communication process, organizational members' honesty or attitude toward change plays a crucial role because it is people who implement various innovative ideas or behaviours (Ibrahim, et all., 2013). Therefore, for a successful school change, it is required that the effective change facilitator should understand how his or her clients (e.g., teachers) perceive change (Cooper, et. all 2016). Since the organisational climate is reflected in organisational members' attitudes and expectancies held toward the organization.

Schools are present primarily to provide education to students. The education gives to be formal and structured if it is to be of advantage to the recipients. The school leader is at the head of the school's organizational structure, and he/she acts the critical role of coordinating and overseeing the proper implementation of the formal curriculum (Moswela & Kgosidialwa, 2017).

In hard work to achieve quality education for the students, the leader together with his/her staff set high goals and expectations for students and try in every way possible to help students achieve the school expectations. Symbolic power endows leaders with the power to create and legitimize a particular identity for their followers and constituency (Sorabi, 2015). Schools the world over involve leaders who are stimulating and effective if their teachers are to teach anything of significance to the future life of the students (Tabulawa, 2011).

He correlates good education with the production of highly skilled personnel that is economically competitive. Malik (Malik, 2011) holds that leadership is a running head start for the team, anticipating what is going to happen and directing the team on the right path. Headmaster Islamic school is very influential on the success of educational institutions in achieving the goal of Islamic education. The headmaster as a leader is always able to bring his institution towards the achievement of the goals set in the implementation of Islamic education in headmaster Islamic school is very influential on the success of educational institutions in achieving the goal of Islamic education. Schools depend on leadership during the organization to shape dynamic futures through a process of self-renewal (Apple, 2011). To expand the leadership capacity of schools attempting to develop their academic performance, some principals involve teachers in sustained dialogue and decision making about educational matters (Ghavifekr & Pillai, 2016).

While enduring central agents for transform, these principals recognize teachers as equal partners in this process, acknowledging their professionalism and capitalizing on their knowledge and skills (Fang & Huang, 2015). Focusing on school leadership relations between principals and teachers, this study examines the prospective of their active collaboration around instructional matters to enhance the quality of teaching and student performance. The purpose of education is; 1) education as an activity that has a purpose, 2) in education some plans are arranged and arranged systematically, 3) the plan is implemented in schools through the established system (Tenuto, 2014). School leaders can have an incredible effect on student learning through the teachers they employ, how they give those teachers to classrooms, how they retain teachers and how they create opportunities for teachers to improve (Lee & Low, 2016). Aspects related to the curriculum that the principal needs to know by the headmaster as a supervisor is the subject matter (Ghavifekr & Pillai, 2016), the learning process, the evaluation of curriculum implementation, curriculum management and development (Isjoni, Hermita, & Samsudin, 2017). Furthermore social human resource has been well recognised that the leadership style of the school principal can strongly influence various elements of the school environment, including teachers' practice and students' learning (Muhamed, Jasmi, & Zailaini, 2016).

The analysis is grounded in a comparison of some conceptions leadership and instructional, functioning as leaders; principals can serve to transform school cultures or to maintain them. This study aims to investigate principal leadership instruction for developing Islamic education of curriculum in Islamic senior high school.

Methodology

In this research, the researcher determines research sample by considering data objectivity by extracting information or primary source that is headmaster of the Islamic school and vice head mater in curriculum field that comprehensively technically implementation of education and six teachers that teaches Islamic education. The primary data source is selected because it is believed to provide valid information on the required data related to the Islamic leadership model, curriculum development and its implementation in learning Islamic education curriculum. The source of data is used as informants who hold strategic positions in designing, implementing curriculum and as an evaluator in the implementation of Islamic education curriculum in Islamic school. The main instrument in this study is researchers by involving students in collecting data. The researchers' position, in this case, is as planners, implementers in data collection and implementers in analysing data. In other words, researchers as the leading pioneers in the implementation of research. The typical features of human beings as instruments include responsive, adaptable, emphasizing wholeness and basing themselves on knowledge, processing and concluding, taking advantage of unusual or idiosyncratic response opportunities (Choi, Goh, Adam, & Tan, 2016).

Results and Discussion

Result of this research was Islamic school management in terms of planning, implementation, organizing, mobilizing and evaluation involves all components of the school as well as mutual respect and respect among the components of the Islamic school. Togetherness can encourage all components of Islamic school to improve performance in performing their duties and functions respectively to support the achievement of the vision and mission of the Islamic school that has been established. The headmaster of the Islamic school should be able to formulate a vision and mission, responsibility, insight, and strong managerial skills. He/she should be able to play a role as a locomotive of change towards the creation of a qualified Islamic school. Managers were as leaders in school have the power to direct, provide guidance, control and evaluate and become a driving force in strengthening and renewing the ethos, ideals and continuous imagination that are done in a truly, systematic, directed and professional way. The meeting or meeting aims in addition to involving all components of the school to determine where the direction and objectives of the Islamic school are to be developed so that all components in the school know, understand and implement synergistically between leaders, educators and other education personnel in developing Islamic school especially in the development of Islamic education curriculum so that Islamic school more advanced and qualified.

To measure the achievement of the vision and mission of the Islamic school that is implemented in the Islamic education curriculum Islamic school determined achievement indicators are achievement of learners, the ability of learners in developing scholarship in society, the practice of worship as a form of faith and piety to Allah (God) has moral values and Islamic ethics as evidenced by the respect and appreciation of the Islamic school, to the teachers, to other education personnel and the cooperation of learners and to maintain a clean and healthy environment to be comfortable in following the learning process. Therefore, it takes a type of leader who can innovate, have creative and productive power in organizing all resources that are owned by Islamic educational institutions to make changes and the provision of Islamic educational institutions in the form of school that he leads. Based on the principle of deliberation, it can be understood that the leadership model of the Islamic school. Using a democratic leadership model that is a model capable of responding to the willingness and real needs that exist in the school environment and can accommodate all the interests of components in the Islamic school for the progress and development of Islamic school that are more quality, achievers, independent, which is based on faith and piety to Allah SWT, and prioritizes beauty based on clean environment. Democratic leadership as one of the leadership models is the best choice in developing Islamic educational institutions because decision-making by involving other parties in decision-making will support the implementation of programs that have been agreed with components in the environment. Democratic leaders easily bend their subordinates to perform their duties and functions well

because the policies are implemented on the basis of mutual decisions. Therefore, in the implementation of decisions in democratic leadership implemented with the consciousness and willingness of subordinate members based on the duties and functions of each subordinate, without any element of coercion from the leadership. This is as one of the strategies in realizing organizational goals.

The leadership of the democratic model is the ability to influence others to cooperate in achieving the stated objectives utilising various activities to be undertaken jointly between leaders and subordinates. Democratic leaders view their role as coordinator and integrator of various organizational elements and components. Leaders establish themselves as controllers, regulators and supervisors of the organization by not hindering the rights of their subordinates to argue. He also serves as a liaison between departments or areas within an organization.

Principal's leadership can be defined from different perspectives (Simamora, 2013). As a change agent or a facilitator, principal's leadership plays a vital role in successfully implementing school change and improvement (Ibrahim, et all., 2013). Tenuto (2014) describing the principal's role in terms of leading change at the school. Effectively engaging in school change requires principals to move from being managers of the status quo to facilitators of change (Zawawi & Idris, 2016). If school change or innovation is to be successful, it is argued that principals must adopt a different leadership style, one that supports innovative acts by school members. While this is the case, when examining school change, empirical studies of leaders and leadership styles have been scarce (Tabulawa, 2011).

For successful school change, more emphasis needs to be placed on the principal's effective leadership to facilitate school change. How exactly does the principal leadership figure in guiding a successful school change? What teachers do in schools, as the indented adaptors of school change, is primarily influenced by what the principal does (Simamora, 2013). Throughout extensive studies of principal intervention behaviours, they validated that there were three different styles of principal leadership leading to school change.

Teamwork is one of the strategies that is quite effective in performing the duties, functions and objectives of the school as an Islamic educational institution that is expected to produce students able to understand well between Islamic education with equal education. Balanced his knowledge and understanding of the religious sciences as a hallmark of Islamic school with the general sciences as taught on subjects in other public schools. Based on the components of the curriculum set out in the subjects Islamic education in this school understood that it has been in accordance with the standardisation of curriculum development components, curriculum development principles and the foundation of the development of

Islamic education curriculum by educational experts. This proves that the subjects of Qur'an Hadith can produce learners who can understand the material well in accordance with the design set in lesson plan so that it is expected to produce a good output quality and able to implement the values of the Qur'an. The values contained in the Qur'an and the Prophet's hadith about the substance of the material learned by the learners regarding the duty of dakwah, human responsibility in the life of the household and society and the obligation to do justice and honest in everyday life in society.

Investigating principal instructional leadership demonstrated both direct and indirect effects on student's achievement for measuring of principal influence operating through school governance, instructional organisation and school climate (Cooper, et all., 2016). Specifically, an inclusive approach to governance worked to promote an effective system of instructional organization and a school supportive of teaching and learning. Efforts that build a sense of teamwork in the school proved particularly important, such as clarifying, coordinating and communicating a unified educational mission to teachers, students and community. Teamwork is one of the strategies that are quite effective in performing the duties, functions and objectives of Islamic school as an Islamic educational institution that is expected to produce students able to understand well between Islamic educations with equal education. Balanced his knowledge and understanding of the religious sciences as a hallmark of Islamic school with the general sciences as taught on subjects in other public schools. Although the importance of instructional leadership places on vision structure can construct an essential and an enduring sense of purpose in the organization, the model lacks an explicit focus on teaching and learning. Instructional leadership, emphasizing the technical core of instruction, curriculum and assessment, provides direction and affects the day-to-day activities of teachers and students in the school (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2013). The action orientation of shared instructional leadership moves a school staff forward to accomplish each goal and in so doing, to enact the vision.

Conclusion

Islamic school that has achievement, independence, environmental insight, faith and piety for learners are implemented in an integrative and sustainable. The head master of Islamic school performs the Teachers' Teacher Training activity. In this activity aims to design the curriculum of each subject, to evaluate the implementation of learning to be more measurable and well planned. In the drafting of the concept and its implementation, headmaster of Islamic school uses a model of democratic leadership through a system of open communication style and deliberation on every policy established by the institution together all the components of Islamic school that is teachers as educators and other administrative staff that can support the achievement of goals, vision and mission of headmaster of Islamic school.

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