LEADERSHIP OF PRIVATE ISLAMIC Universities Perspective MANAGEMENT THEORY OF EDUCATIONAL INSTITUTION MANAGEMENT

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Abstract. For leadership management, education cannot run perfectly if education management is not implemented properly, in various theories and legislation clearly regulates the role of educational institutions, especially education run by private universities, these rules are the main point to be read and understood. This research was conducted with the aim of knowing how the leadership management of private universities is in terms of institutional management theory. This study uses library research methods or literature research. Data collection techniques in this study were carried out by collecting and analyzing primary data sources from books, articles, and research results related to the problems discussed. The results of the study conclude that leadership means the ability to influence others with various types of leadership with their advantages and disadvantages, with quality Islamic higher education leadership and guided by the rules made by the government will create quality higher education, because quality education is seen as a means of and infrastructure for higher education is considered a quality campus that produces quality students as well.

Keywords: education management; private islamic universities; higher education quality; education quality.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Chen & Huang, 2012); (Bronkhorst, Meijer, Koster, & Vermunt, 2011).

In every formal educational institution there is a leader who is usually appointed by a higher body with the position of a head, therefore everyone who is appointed as a leader should be based on the advantages he has compared to the people he leads, according to (Balaban et al., 2019) "*Because to lead means to guide, direct, guide and pave the way*.

Leadership theory is important in building a university, especially private universities, most of which have not received serious attention from the government, in various existing theories management is the procedure for a leader in managing his activities, sometimes the management cannot be separated from the various problems that exist, especially problems relating to access to information, access to financing and other access (Mason & Kwok, 2010); (Witbooi & Ukpere, 2011).

Being a leader is a mandate that we must carry out by following the provisions of the applicable rules. Leaders have a responsibility to be fair to the people they lead. So as a leader, give good service in the organization he leads. O David, indeed We have made you caliph (ruler) on earth, so judge (cases) between people.

يَـٰدَاوُۥدُ إِنَّا جَعَلْنَـٰكَ خَلِيفَةً فِى ٱلْأَرْضِ فَٱحْكُم بَيْنَ ٱلنَّاسِ بِٱلْحَقِّ وَلَا تَتَّبِعِ ٱلْهَوَىٰ فَيُضِلَّكَ عَن سَبِيلِ ٱللَّهِ إِنَّ ٱلَّذِينَ يَضِلُّونَ عَن سَبِيلِ ٱللَّهِ لَهُمْ عَذَابٌ شَدِيدٌۢ بِمَا نَسُوا۟ يَوْمَ ٱلْحِسَابِ ﴿٢٦﴾

because it will lead you astray from God's way. Indeed, those who stray from the way of Allah will have a severe punishment, because they forgot the day of reckoning. (Surat Shaad [38]: 26)

Based on the translation of the verse above, it can be understood that a leader must have the ability to lead and act fairly and wisely in the management of the organization they lead, and therefore a leader is required to standardize his work in accordance with the regulations. That has been determined which ultimately results in good performance so that it can carry out its duties as expected (Laka & Suprasto, 2020); (Afifah, Sari, Anugerah, & Sanusi, 2015).

Leadership can be interpreted "*as the ability to influence and move others to be willing, able and able to follow the wishes of management in order to achieve predetermined goals efficiently, effectively and economically*". Leadership can also be interpreted as actions/actions between individuals and groups that cause both individuals and groups to advance towards certain goals.

Private Islamic universities are actually not much different from state universities in terms of their aims and objectives, when translated in general, of course, in order to educate the lives of the nation's children, this intention is certainly the intention of all existing universities, especially Islamic universities. which becomes the driving

force in the dissemination of qualified educator candidates and understands Islam as a whole.

METHODS

This study uses literature research methods, by collecting primary data sources from books, articles, and research results related to higher education management. Related to this, Nazir said that apart from looking for used data sources that support research, library research or literature research also needs to know the level of scientific relevance. Research has been developed, the extent to which conclusions and generalizations have been reached to obtain the desired situation.

RESULTS AND DISCUSSION

A. Understanding Leadership

Leadership can be interpreted "*as the ability to influence and move others to be willing, able and able to follow the wishes of management in order to achieve predetermined goals efficiently, effectively and economically*". Leadership can also be interpreted as actions / actions between individuals and groups that cause both individuals and groups to advance towards certain goals.

The theory of leadership put forward by George R. Terry, leadership is the activity of influencing people so that they like to try to achieve group goals. A similar opinion was expressed by Stogdill who stated that "*Leadership is the process of influencing group activities toward goal setting and goal achievement*".

In Stogdill's opinion, suggests that leadership has ten dimensions:

1. Leadership is the art of creating conformity of understanding within a group.
2. Leadership is an effort of persuasion or appeal, not coercion.
3. Leadership is a personality that is reflected in superior traits and character so that excellence has an influence on the party being led.
4. Leadership is an action or behavior to direct joint activities in achieving shared interests and goals.
5. Leadership is the focus of the process of group activities so that leadership can give birth to new ideas, new changes, and an atmosphere that is conducive to growing group activities.
6. Leadership is a power relationship, in the sense that the party who leads influences others more than is influenced by others.
7. Leadership is a means to an end.
8. Leadership occurs as an interaction between a person and another person or group.
9. Leadership is a different role. A leader has a different role from the person being led. The difference occurs because of various advantages or advantages that are recognized by others.
10. Leadership is a structured initiation position, meaning that leadership is not a passive position but an active and initiating position in the structure of activities to achieve

goals.

Meanwhile, according to Hadari Nawawi, leadership is the ability to move, motivate and influence people to be willing to take actions that are directed at achieving goals through the courage to make decisions about activities that must be carried out.

Thus in the leadership of an institution there are factors led by group leaders, goals, activities, communication/interaction, situation and power.

For this reason, a leader in a formal educational institution must try to understand and master environmental data and be able to use it properly, including utilizing new information related to the problems he faces.

Private universities as an important institution in distributing information from various scientific sides, the information is certainly taught by lecturers who are within the scope of the campus, the existence of lecturers or teaching staff on private campuses is a benchmark so that education in private institutions can run properly.

Universities are not only required to comply with applicable policies but are also required to become agents of education, as well as agents of research and development, agents of knowledge and technology transfer and agents of economic development for the environment and surrounding communities. In addition, universities as educational institutions are expected to be able to produce graduates who are able to compete and defend Indonesia from academic invasion and foreign workers. This can be achieved, if the university has a world class university standardization (World class university).

Some of the definitions of leadership that have been stated above, it can be concluded that higher education leadership is the process of achieving a function to influence the activities of subordinates, either a person or a group in certain situations to achieve a goal. Leadership is inherent in the leader in the form of personality (personality), ability (ability), and ability (capability). So the principal's leadership is a process of interaction between the leader, being led and the situation.

To understand leadership theory, there are several approaches, the approach consisting of various kinds is essentially an attempt to answer or provide solutions to the problems that arise.

B. Style and Type of Leadership Leadership

Style is a behavioral norm used. by a college chairman when that person tries to influence the behavior of lecturers and staff as he sees it, in this case efforts to harmonize perceptions between people who will influence behavior with people whose behavior will be influenced become very important.

When viewed from how the leader uses his power, three basic types are found, namely: autocratic, democratic, or participative, and free rein or laissez faire.

1. **Authoritarian type (autocratic)**

    Leadership places power in the hands of someone who is called a superior as a ruler. While the person he leads is called a subordinate whose position is no more than the executor of the superior's decision. The superior acts as an undeniable ruler or determinant and must submit to his authority by using threats and punishment as a tool in carrying out his leadership.

    Authoritarian leadership is seen as a style based on the power of position and the use of authority. If the head of the college uses this type, he always gives orders and expects them to be carried out in a dogmatic and always positive manner, with all his might, he tries to frighten his subordinates by giving certain punishments for those who do negative things, and rewards for subordinates who do a good job.

2. **Democratic or Participation Type Democratic**

    Leadership places humans as the main and most important factor. The relationship between the leader and the people being led is realized in the form of a Human Relationship which is based on the principle of mutual respect and respect. Democratic leadership is an active, dynamic and direct leadership that seeks to utilize everyone for the benefit of the progress and development of the organization (school). Suggestions, opinions and criticisms of each person he leads are channeled as well as possible and endeavored to use them for the growth and progress of the organization as a manifestation of shared responsibility.

    Democratic leadership divides tasks that allow each member to clearly have the authority and responsibility to contribute work to the achievement of goals. Decisions and manifestations in a disciplined atmosphere are the result of deliberation and consensus so that they are not perceived as coercion. Everyone will work earnestly without feeling afraid and pressured and full of responsibility. Punishments and sanctions are not used as tools to force someone to work and are used when deemed necessary.

3. **Type Laissez Faire**

    Leadership is basically not carrying out activities in any way. The leader is located as a symbol because in reality his leadership is carried out by giving full freedom to the people he leads to act and make decisions individually. The top leadership in carrying out their leadership functions as an advisor and provides an opportunity to ask questions when they feel necessary. So as long as the people being led feel able to make their own decisions and implement them themselves, the leader will not function. Freedom is given according to the will of the people being led, not directed so that the

realization of work becomes chaotic.

The head of the college using this type gives high freedom to his subordinates in all their actions. The head of the college has a great dependence on group members to set goals to be achieved.

Based on the three forms/types of leadership above, it seems that democratic leadership is the most suitable form in the formal education environment because it allows every personnel to actively participate in developing and advancing the school as a forum that carries out the mission of student maturity. Because with this leadership, every suggestion and opinion as a reflection of initiative and creativity, is always considered to be realized for the common good as well.

According to (Baartman & De Bruijn, 2011), the teaching and learning process requires a certain qualification profile in terms of knowledge, abilities, attitudes and values as well as personal characteristics, "*so that the process can take place effectively and efficiently*".

C. Higher Education

Law Number 12 of 2012 concerning Higher Education explains that Higher Education is a level of education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on Indonesian culture.

It is clear in the law above that higher education is education that organizes diploma, bachelor's, master's, professional doctoral and specialist programs on the basis of Indonesian culture, while private universities are also explained as universities established and/or organized by the community.

Education is a process of self-development and training that includes aspects of knowledge (Kassymova et al., 2018); (Georgievich, 2014); (Cord & Clements, 2010), skills, and personality (character), especially those carried out in the form of educational activities including processes in generating and transferring knowledge carried out by individuals and groups. Higher education is a continuation of secondary education organized to prepare students to become members of the community who have academic and professional abilities who can apply, develop and create knowledge (Kang & Ritzhaupt, 2015); (Creamer & Austin, 2017).

Higher education consists of two types of education, namely academic education and professional education (Rienties, Brouwer, & Lygo-Baker, 2013); (Nurtanto, Pardjono, & Ramdani, 2020). Academic education is education that is directed primarily at the mastery of science (Morton, 2012); (Van Dinther, Dochy, & Segers, 2011). The types of academic education are as follows:

1. Undergraduate
2. Program, Postgraduate
3. Program, Doctoral Program, Meanwhile, professional education is education that is directed primarily at the readiness of certain skills.

The types of professional education are as follows:

1. Diploma I
2. Diploma II
3. Diploma III
4. Diploma IV

Several types of academic education above are found in various universities, their existence is clearly regulated in various existing legislation and of course it is important to know the academic type of various programs education above.

As for religious universities, the government has issued a Government Regulation (PP) which regulates religious universities, the rules are contained in Government Regulation Number 46 of 2019 concerning Religious Higher Education.

The explanation of the Government Regulation is that Religious Higher Education is a higher education level after secondary education which aims to develop the potential of students to study religious knowledge with an insight into the integration of knowledge, having religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. himself, society, nation and state.

The main mission of religious colleges is to seek, find, disseminate, and uphold the truth. In order for this mission to be realized, universities as higher education providers must be free from any influence, pressure, and contamination such as political power and/or economic power, so that the Tridharma of Higher Education, namely education, research, and community service can be carried out based on freedom. academic and scientific autonomy.

The main task of the state in the implementation of higher education is to ensure the quality of higher education so that the interests of the community are not harmed. Meanwhile, the main task of the state in managing higher education is to ensure that higher education autonomy can be realized. General Provisions from Government Regulation Number 46 of 2019 concerning Private Religious Higher Education, hereinafter abbreviated as PTKS, is a PTK established and/or organized by the community.

The above definition illustrates that private religious universities are an initiative from the community to establish and organize religious education. Apart from that, private religious universities are also important to get serious attention from the government, especially in terms of coaching which should be carried out regularly and continuously.

In the opinion of Mujamil Qomar that the average student or students enroll in Islamic educational institutions because they are unlikely to be accepted in public public education

institutions. They are Muslim children who fail to enter public education institutions in the country, choosing Islamic educational institutions, thus, Islamic educational institutions become fugitives. Or because they realize that their abilities are low so they don't enroll in state public education institutions.

This phenomenon shows that there is an element of compulsion rather than not going to school or college, it is still better to enter an Islamic educational institution. Even if it was not due to compulsion, at least Islamic educational institutions would still not be the main choice for students, but this opinion could be different from the opinion of other fakars who said that not a few students prefer to study in Islamic educational institutions, not only public but also private institutions.

D. College

Management Management is a process in order to achieve goals by working together through people and other organizational resources. Management in language means the process of managing, organizing, implementing and managing activities in an agency or organization to achieve goals (Rohiat, 2008, p. 13). That means management tries to focus attention on the main administrative processes including planning, organizing, and controlling which are very essential if the organization is to achieve its main goals and objectives. Medina and Kasan further explained that managerial activities take place in business,

government, educational, social and other organizations where the human element and physical resources are combined to achieve the goals to be achieved.

The Plan for Restructuring the Higher Education System is intended so that higher education has performance that can refer to the continuous improvement and development of the quality of education. This can be achieved with the support of all parties who can assist the success of the implementation of higher education. The function of higher education in society can be seen as a professional institution that provides services and services to meet the needs of the community.

Management is a process in planning to achieve certain goals. According to Hasibuan, "management" is a science and art that regulates the process of utilizing human resources and other resources effectively and efficiently to achieve certain goals. Meanwhile, according to GR Terry, "management" is a process that has a characteristic that includes all planning, directing, organizing, and controlling actions aimed at determining and achieving predetermined goals through the use of various sources, including human resources and other sources.

Every tertiary institution that has a professional institution has a context for creating a Higher Education Administration System (SPPT) must direct its entire management to create a work atmosphere to improve the quality of sustainable higher education,

because at the final stage the quality of higher education is determined by the quality of the performance of each member.

Management of Islamic education, which means a process of managing Islamic educational institutions in an Islamic way by dealing with learning resources and other related matters to achieve the goals of Islamic education effectively and efficiently, is a clear reason that Islamic educational institutions must also pay attention to the following aspects: things that appear around it in this case is the existence of a market share, must be able to follow the competition and in getting consumers, so that education customers feel satisfied and comfortable with the Islamic education services delivered. If this is fulfilled, then the existence of institutions and the goals of Islamic education can be realized effectively and efficiently.

Etymologically, management comes from the ancient French language "management", which means "the art of implementing and managing". Management is defined as the art of getting work done through other people. This definition means that a manager is tasked with organizing and directing others to synergistically achieve organizational goals.

Management Functions According to Rohiat Management functions consist of:

1. **Planning (Planning)**

    Planning is the process of a series of activities to determine in advance the expected goals for a certain period of time or a predetermined time period, as well as the stages that must be passed to achieve these goals.

2. **Organizing**

    Is the process and series of activities in the division of work that are planned to be completed by members of the work group, determining good work relations between them, and maintaining an appropriate work environment and facilities.

3. **Directing**

    Is a series of activities to give instructions or instructions from a superior to a subordinate or several subordinates, or to people who are organized in formal groups and in the context of achieving the goals that have been set.

4. **Motivating Motivation**

    Is a process and a series of activities that a manager can provide inspiration, enthusiasm, and enthusiasm for work as well as encouragement to employees to be able to carry out activities as expected.

5. **Controlling**

    Is a process and a series of activities to ensure that a job can be carried out in accordance with a predetermined plan and the stages that must be passed. Thus, if there are activities that are not in accordance with the plans and stages, it is necessary to take corrective action.

    The five management functions above emphasize more on planning

that must be mature in carrying out leadership management, organizing requires cohesiveness and a proper workplace to achieve goals, besides that of course really needs direction and instructions from superiors so that activities do not deviate from the main goal.

Furthermore, motivation becomes moral capital in building a management, motivation can be in the form of rewards or it can also be praise given in the context of motivation to subordinates, apart from rewards, controlling all activities is very important to do, controlling can be done at the beginning of the activity, when the activity takes place or after walking activities.

E. Quality of Islamic

Higher Education Private Islamic higher education with all its shortcomings and advantages is required to always improve its quality, especially quality related to the educational process, this is the hope of all parties, especially parties with an interest in the world of education.

According to the Big Indonesian Dictionary, quality is a measure of the good or bad of an object, condition, level, or degree (intelligence, intelligence, etc.), thus the general meaning of the quality of education is whether or not a process or implementation of education itself is good.

Law Number 20 of 2003 concerning the National Education System Article 50 paragraph (6) stipulates that universities must carry out internal supervision of the higher education they provide. This provision is further elaborated in Government Regulation Number 19 of 2005 concerning National Education Standards which requires a horizontal supervisory structure in every education unit by implementing an education quality assurance system.

The education quality assurance system aims to enable educational units to meet or exceed the National Education Standards (SNP). Furthermore, in Law Number 12 of 2012 concerning Higher Education it is stated that the national standard of higher education (SNPT) is the SNP plus the standards of research and community service. The quality assurance system includes the process of planning, implementing, controlling, evaluating and developing higher education quality standards consistently and continuously so that both internal and external stakeholders obtain satisfaction.

The Internal Quality Assurance System (SPMI) is one of the sub-systems of the Higher Education Quality Assurance System (SPM-PT) issued by the Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia. The SPM-PT includes three sub-systems, namely the National Higher Education Database (PDPT), the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). Higher

education databases cover systemic activities in the collection, processing and storage of data and information on the administration of higher education.

SPMI is a systemic activity to ensure the quality of higher education by universities(internally driven)to oversee the implementation of higher education in a sustainable manner. SPME is a systemic activity to assess the feasibility of study programs and/or higher education institutions by BAN-PT or international accreditation institutions such as the Asean University Network Quality Assurance(AUN-QA). To carry out SPMI in study programs, quality standards are needed which are indicators of quality achievement. Quality

for assurance all universities through the Higher Education Quality Assurance System (SPM Dikti) has long been announced by the government. Based on Law no. 12 of 2012 concerning Higher Education, this SPM Dikti includes the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) or better known as Accreditation. So SPM Dikti is an internal and external quality assurance system.

One of the problems of education in Indonesia, namely the problem of the low quality of education at every level of education such as elementary, middle and high school even higher education, actually in improving the quality of education has been done in various aspects of qualification such as lecturers, facilities, curriculum, as well as procurement of books and learning tools.

According to Hadari Nawari in Arbangi et al, Integrated Quality Management is functional management with an approach that is continuously focused on improving quality, so that its products comply with the quality standards of the people served in carrying out public service tasks and community development.).

Most universities are more concerned with accreditation or SPME than with SPMI, indeed accreditation has always been the goal of improving the quality of study programs or universities. As soon as the accreditation exits the institution, it no longer conducts quality evaluation internally, in the Act, the SPMI process must be carried out by universities at least once a year.

If study programs or universities only improve their quality in order to achieve good accreditation scores, there is a tendency that internal quality will not increase. The most important thing to achieve good accreditation is to apply theContinuous Quality Improvement(CQI) pattern. By improving the internal quality first, it is certain that the accreditation process will also be good.

Assurance of the quality of higher education, which was later referred to as SPMI, has several interests including:

1. **SPMI as a Solution to the Challenges of Higher Education**

   The Internal Quality Assurance System (SPMI) is seen as one of the solutions to various problems of

higher education in Indonesia. In addition, SPMI is considered capable of responding to the challenges of higher education.

In general, the definition of quality assurance in higher education is:

a. The process of establishing and fulfilling education quality standards consistently and continuously so that customers get satisfaction.

b. The process to ensure that the quality of graduates is in accordance with the specified/promised competencies so that quality can be consistently maintained and continuously improved.

In other words, a university is said to be of high quality if it is able to establish and realize the campus vision through the implementation of its mission (deductive aspect), and is able to meet the needs/satisfy stakeholders(inductive aspect), namely the needs of students, society, the world of work and professionals. Thus, universities must be able to plan, run and control a process that ensures the achievement of quality.

To realize it all, normative requirements are needed that must be met by every university. These requirements are contained in several principles, namely:

a. Commitment
b. Internally driven
c. Inherent responsibility/supervision
d. Compliance with the
e. Evaluation
f. Continuous quality improvement

2. **Policy foundation for SPMI Implementation Policy foundation for SPMI**

Implementation in Higher Education, namely:

a. Law number 20 of 2003 concerning SISDIKNAS
b. Higher Education Long Term Strategy (HELTS) 2003 – 2010
c. Guidelines for Quality Assurance PT, Dikti 2003
d. Quality Assurance Working Group, Dikti 2003
e. Government Regulation number 19 of 2005 concerning National Education Standards
f. Government Regulation number 17 of 2010 concerning Management and Implementation of Education
g. Government Regulation number 66 of 2010 concerning Amendments to Government Regulation number 17 of 2010 concerning Management and Implementation of Education.
h. Regulation of 2014 Number 050 PT
i. Permenristekdikti Quality Assurance System Number 44 of 2015 concerning SNPT
j. Permenristekdikti Number 62 of 2016 concerning SPMI

3. The purpose of SPMI

The purpose of quality assurance is to maintain and improve the quality of higher education in a sustainable manner, which is carried out internally to realize the vision and mission of PT, as well as to meet the needs of stakeholders through the implementation of the Tridharma of Higher Education.

This can be carried out internally by the PT concerned, controlled and audited through accreditation activities carried out by the National Accreditation Board (BAN) for Higher Education or other institutions externally. So that the objectivity of the assessment of the maintenance and improvement of academic quality on an ongoing basis in a university can be realized.

4. SPMI Support System

In implementing SPMI and maintaining Continuous Quality Improvement (CQI), universities need a reliable tool or system in its implementation, so that the form reporting process measures the performance of each unit and individual with KPI (Key Performance Indicators) and the AMI (Quality AuditInternals) becomes easier.

Some of the uses and interests of quality assurance above symbolize that tertiary institutions are required to have the lowest quality of good value, it will be more important if the value is superior, because the quality of education should be increasing from time to time.

The existence of SPMI is a challenge for private Islamic campuses in improving the quality of their education so that they can compete with large campuses and other countries. This is certainly the dream of private Islamic campuses not to be left behind by state campuses in the vicinity or even throughout Indonesia.

The existence of SPMI is also a guide in improving the quality of education, because the SPMI has determined the quality, what quantity must be increased by universities, of course this becomes the university standard in determining the quality of education on their respective campuses towards greater competition. competitive with various campuses in Indonesia.

CONCLUSIONS

Private Islamic universities which are increasingly mushrooming have a positive impact on the development of the Islamic world and education, the existence of private Islamic universities with all their advantages and disadvantages is able to compete with other state universities.

All educational processes, especially private universities, are required to have higher education management with quality management. The quality of this management cannot be separated from the existence of leadership that protects, provides direction, and provides rewards

for the success of higher education both institutionally and personally. The style and type of leadership is important to carry out in order to get to a university with qualified quality to create professional students.

The government with all its authorities has issued regulations related to improving the quality of all tertiary institutions, these rules include Law Number 20 of 2003 concerning the National Education System, Guidelines for Quality Assurance of PT 2003, Government Regulation Number 19 of 2005 concerning National Education Standards, Ministerial Regulation of the Republic of Indonesia Year 2003. 2014 Number 050 PT Quality Assurance System, Permenristekdikti Number 62 of 2016 concerning SPMI and many other regulations that want to improve the quality of higher education in Indonesia.

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