

Leadership Competency Model for Islamic School Leaders

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Abstract—this research aimed to develop a leadership competency model for Islamic school leaders by using the documentary research method. The primary inquiry motivating this research is to identify the components of leadership competency for Islamic school leaders which based on Islamic values and principles in leadership in Islamic perspectives. The objectives of research are (1) to study the dimensions of leadership from Islamic and Western perspectives, (2) to develop a leadership competency model for Islamic school leaders. The results show that leadership competencies for Islamic schools comprises four vital aspects which Managing Self, Organizational Development, Relating with People, Acquiring Knowledge, and Leading and Managing.

Keywords— Leadership, Leadership Competency, Islamic School Leader, Leader

I. INTRODUCTION

A CRUCIAL factor for moving schools toward excellence is educational leadership as Saleh [1] states that “A positive and healthy leadership in any educational organization is crucial in creating a successful educational system...” Many scholars also agreed and concluded that the efficiency of school leaders contribute to the school’s success and the role of an effective school leader is a vital to the achievement of the school. [2 - 5]. As a school leader is the key to success in improving student achievement and creating quality of the school, it is necessary to develop the leadership model which is appropriate to the context of Islamic school leaders in order to achieve school excellence.

This research focuses on identifying key components of leadership competency for Islamic school leaders. Because of the uniqueness of principles and beliefs of Islamic school culture, the development of appropriate educational leadership competency needs to be carefully considered. In order to gain broader view which helps develop an appropriate educational leadership model, Islamic foundations as long as Western perspectives on educational leadership theory have been taken into full consideration.

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II. RESEARCH OBJECTIVES

- 1) to study the dimensions of leadership from Islamic and Western perspectives,
- 2) to develop a leadership competency model for Islamic school leaders.

III. RESEARCH METHODOLOGY

A. Theoretical Framework

This study considered the following theories and concepts as theoretical framework. Two Western theories and a research on educational leadership were used as the ground theories since they are related to Islamic thoughts. These theories were Transformational Leadership by Bass [6] and a research on effective school leadership by Marzano [7]. Three concepts of Leadership from Islamic perspectives were used as a basis for examining and for developing the model. The first ground concept for studying Islamic values was The Islamic Leadership Principles by Aabed [8]. The second and third concepts applied as basis for model development were the Ten Leadership Dimensions and Fundamentals of Islamic Educational Leadership by Saleh [1].

Western Theories and research:

- Transformational Leadership
- School Leadership that Works: From Research to Results

Islamic Concepts:

- Islamic Leadership Principles
- Fundamentals of Islamic Educational Leadership
- Ten Leadership Dimension

B. Research Method

This research is a documentary research aims to identify important components of leadership competencies that are appropriate to Islamic school leaders.

Both Western and Islamic Perspectives were taken into consideration to identify the major components of leadership competency. Educational leadership theories, principles and research from both Islamic and Western viewpoints were reviewed and analyzed in order to develop and validate a leadership competency model through connoisseurship model.

IV. RESEARCH FINDINGS

TABLE I
ANALYSIS OF LEADERSHIP THEORIES FROM WESTERN AND ISLAMIC PERSPECTIVES

Trans-formational Leadership	Ten Leadership Dimensions	Islamic Leadership Principles	Twenty-One Responsibilities of the School Leader	Fundamentals of Islamic Educational Leadership
Individual Influence	Observing the Islamic Value System	1. Leadership in Islam is embedded in the belief and willing submission to Allah (the creator). Its core is on serving Allah 9. Effective Islamic leaders should possess some leadership qualities	-Ideals/Belief	-Respectfulness
Individualized Consideration	Building a Positive Culture	4. Leaders have a vital role in creating and upholding the culture of their organization	-Relationship -Culture	-Building a Positive Environment
	Managing and Leading	7. Leaders need to provide room for constructive criticism	-Communication -Input -Order -Discipline	-Shura (Mutual Consultation) -Training of the Organization's Members
	Relating to Students		-Visibility -Affirmation -Communication	
	Relating to the Community		-Outreach	
Intellectual Stimulation	Challenging the Process	8. Leaders should be able to initiate, guide, and control change in order to accomplish the objectives	-Change Agent	
Inspiration Motivation	Inspiring a Shared Vision	3. Leaders need to communicate their vision to others in order to generate strong commitment to serve as a support to attain the desired goals	-Culture -Communication	
Intellectual Stimulation	Enabling Others to Act	6. Leaders should sustain the harmony and cooperation among followers and the momentum of their development	-Flexibility -Optimizer	-Authority -Freedom
Individual Influence	Modeling the Way	2. Leaders should stipulate a vision or directions to their organization	-Ideals/Belief -Focus	-Clarity of Mission and Vision
Inspiration Motivation	Encouraging the Heart	5. Leaders have an important role in sustaining the organization over the long-term	-Affirmation -Contingent Rewards	-Motivation and Encouragement
			Monitor/ Evaluating	
			Intellectual Stimulation	
			Involve in Curriculum and Instruction, and Assessment	
			Knowledge of Curriculum, Instruction, and Assessment	
			Situational Awareness	
			Resource	

The major findings of objectives 1 resulting from literature reviews are presented in table 1.

From table 1, it is shown clearly that Transformational leadership theory and Islamic Perspectives on Leadership are correlated in a way that they both put emphasis on the importance of relationship between the leader and their followers. Both perspectives also highlighted the individual empowerment and the mutual consultation among the team members. Obviously, Ten Leadership Dimensions could well represent the ideal leadership from both points of view. However, there were some unrelated components and could not be combined. Analyzing all leadership theories in both point of views; therefore, the list of key leadership components for Islamic school leaders is showed as follows:

1. Observing Islamic Value System
2. Building a Positive Culture
3. Managing and Leading
4. Relating with Students
5. Relating with Community
6. Challenging the Process
7. Inspiring Shared Vision
8. Enabling Others to Act
9. Modeling the Way
10. Encouraging the Heart
11. Monitoring/Evaluating
12. Intellectual Stimulation
13. Involve in Curriculum and Instruction, and Assessment
14. Knowledge of Curriculum, Instruction, and Assessment
15. Situational Awareness
16. Resource

All 16 key components were instrumental in the development of the leadership competency model. The researcher has designed and developed the model from findings of research objective 1 and verified by a committee of experts using the connoisseurship model. There were seven participants consist of 2 Educational Leadership experts and 3 Islamic leaders who are well known, well-respected by Islamic school leaders and have experience in leading Islamic schools or any educational organizations for at least 5 years.

After the proposed model had been analyzed and examined by the group of experts, the revision was made according to their comments in order to increase its efficiency and effectiveness. The following figure presents the finalized model of leadership competency model for Islamic school leaders.

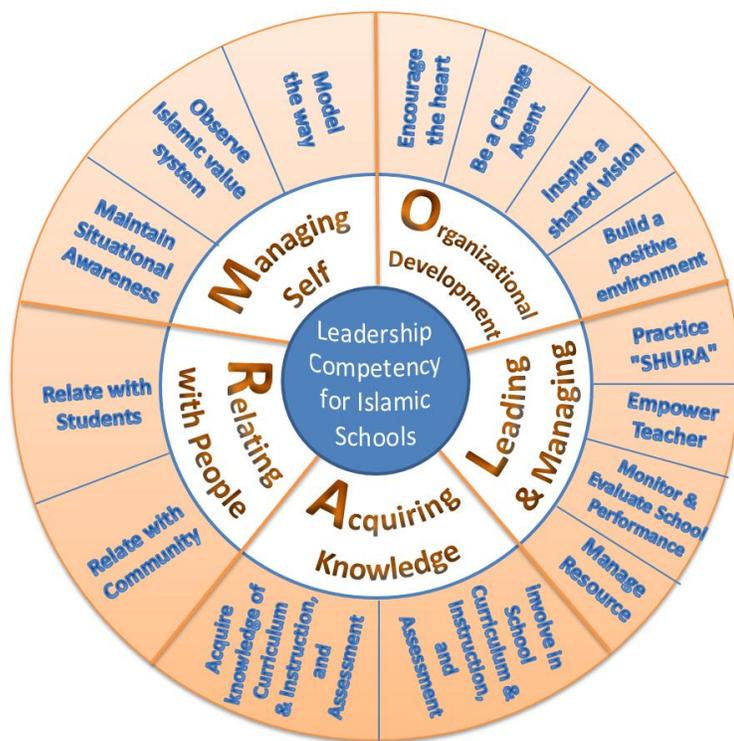


Fig. 1 Leadership Competency Model for Islamic School leaders (MORAL Model)

Fig. 1 shows the leadership competency model for Islamic school leaders which demonstrated as a diagram. The model shows that leadership competency for Islamic schools comprises five vital aspects which are **Managing Self** (Observe Islamic Value System, Maintain Situational Awareness, Model the Way), **Organizational Development** (Inspire a Shared Vision, Build a Positive Environment, Encourage the Heart, Be a Change Agent), **Relating with People** (Relate with Students, Relate with Community), **Acquiring Knowledge** (Acquire knowledge of Curriculum, Instruction, and Assessment, Involve in School Curriculum, Instruction, and Assessment), and **Leading and Managing** (Practice "SHURA", Empower Teacher, Manage Resource, Monitor & Evaluate School Performance).

V. CONCLUSION

The key components of leadership competency for Islamic schools were developed through documentary research and validated the proposed model through connoisseurship model. The results show the important of five major aspects: Managing Self, Organizational Development, Relating with people, Acquiring Knowledge, and Leading and Managing. Each aspect has its own descriptions.

The researcher intended to develop a leadership competency model of for Islamic school leaders with the expectation that this model could be the shining light of Islamic school leader improvement which considerably has an impact on the overall Islamic Educational system as well as contributes to the society and the country. In addition, the implementation of the

model will have a huge impact on enhancing teachers' performance and also students' achievement. Finally, as there was no research had been done directly about Islamic school leadership, this research will be an informative resource for future researchers.

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