

PAI TEACHER LEADERSHIP PARADIGM IN ACHIEVING LEARNING OPTIMIZATION AT SMPIT TITIAN ILMU BEKASI

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Abstract

Nowadays, students are required to be able to apply Islamic Religious Education (PAI) lessons in their daily lives, so pai teacher leadership is needed to achieve this goal. The purpose of this study is to find out the paradigm of PAI teacher leadership, to find out the problems of PAI teachers, and to find out the leadership of PAI teachers in achieving learning optimization at SMPIT Titian Ilmu Bekasi. This research uses a qualitative approach with the content analysis method (content study). Data collection techniques with literature review and observation. The results of this study are (1) the leadership of a PAI teacher can be measured by benchmarking the extent to which he can implement leadership indicators. (2) Some of the problems of PAI teachers include insufficient student interest, less conducive subject hours, lack of mastery of the material, and uninteresting learning methods or media. (3) The leadership of pai teachers at SMPIT Titian Ilmu Bekasi is in accordance with effective leaders, in accordance with the leadership component and in accordance with leadership in the Islamic view, although not perfectly but already represents the overall nature of teacher leadership in the Islamic view.

Keywords: Leadership, Teachers, Islamic Education

INTRODUCTION

Educational institutions must essentially be able to attract the younger generation or human resources who are educated and knowledgeable in order to face various challenges in life. These challenges can be categorized in national, local, regional, or international aspects. For this reason, education plays an important role in the formation of a person's person related to the development of individuals, groups, communities, and

nations, (Julacha 2019) and is able to adapt to the social character of society that is running as it is today.

Education is an active activity or action with dynamic interaction. In the process, education is a conscious action taken so that there is a change in the attitudes and behavior of students, which can be expected to become intelligent, skilled, independent, disciplined and noble human beings who can later be applied to the global community. (Susanto and Mattalatta 2018) At least a person's morals are a high threat and can roll up the values, traditions of society, and the morals of the students themselves. (Mukhafadzoh 2010) Thus, it is not enough for students to be equipped with material alone, but students also need the application of social life in society and the surrounding environment. So that education is not only directed to intellectuals but also leads to thinking skills that can be oriented to practical skills.

In the application of noble morals into the minds of students, the teacher is one of the important components in the application of these morals. With the outline, the teacher is someone who has a responsibility in educating his students. Teachers are also expected to be able to instill fundamental values and transform science or can provide positive motivations for students so that noble morals can be formed from an early age.

The task of PAI teachers is not only to improve student intellectuality, but also to play a role as a leader in the formation of student morals, especially in conditions like today with a lack of moral discipline in students. This kind of situation has spread widely to the surrounding community. This phenomenon is characterized by a large number of complaints from parents, educators themselves and people who take part in the world of education. As a result, religion and social conditions in society are difficult to control due to the lack of morale of students.

Such conditions can be used as evaluation material for PAI teachers in an effort to improve the morals of students, parents, teachers, and the surrounding community. Teachers are one of the important components in the application of moral education of students, especially PAI teachers. PAI teachers have more responsibility to educate students' morals and provide spirituality values to students. (Kholifah et al. 2020) This will make these spiritualist values embedded in students' minds and applicable in everyday life. For this reason, the strategic step that must be taken for the application of noble morals to students is to provide religious lessons and activities that can instill the values of spirituality

in students. The cultivation of these values can start from the conception of teaching materials, organizing, school activities that are sustainable with Islamic values, to the implementation of activities and supervision in these activities. Especially activities that lead to the values of Islamic religious teachings.

At SMPIT Titian Ilmu Bekasi, students are taught religion by PAI teachers in class and outside of class hours. The leadership attitude of PAI teachers makes the implementation of PAI lessons in this school look quite good. Some religious programs owned by the school can support the achievement of pai subject goals. The attitude and treatment given by the teacher affects the character of the students. Students are required to be able to apply Islamic religious education such as behaviors taught in the Qur'an or Hadith can be practiced in everyday life.

From the explanation above, researchers are interested in discussing research on the leadership of PAI teachers in learning at SMPIT Titian Ilmu Bekasi. The purpose of the study is the pai leadership paradigm, to find out the problems of PAI teachers, and to find out the leadership of PAI teachers in achieving optimization of learning at SMPIT Titian Ilmu Bekasi.

METHOD

The research uses a qualitative approach. Qualitative research is research used to investigate, find, describe, and explain the quality or specialness of social influences that cannot be explained, measured or described through a quantitative approach. (Sugiyono 2019) The method used in this study is the *content analysis* method. X Weber states that content review is a research methodology that utilizes a set of procedures to draw valid conclusions from a book or document. (Moleong 2021) This research was conducted by examining the content of books or articles related to the development of PAI learning materials.

The type of data used in this study is qualitative data. As Lofland states, qualitative data takes the form of soft data, in the form of words, actions, written data sources, photos, and statistics. (Moleong 2021) In this study, the authors used a type of written data, namely data on the development of PAI learning materials. The techniques used in collecting data are literature studies and observations. This literature study is a review of the thoughts of figures about the development of PAI learning materials. The data that has

been collected will be analyzed through a process of unity, *categorization*, interpretation and drawing conclusions. Moleong 2021) A literature study was conducted to find data on teacher leadership in Islamic religious education and its principles. Meanwhile, observations were made to obtain data on the condition and development of pai teachers' competence in learning at SMPIT Titian Ilmu Bekasi.

RESULTS AND DISCUSSION

Result

Leadership of PAI teachers in achieving learning optimization at SMPIT Titian Ilmu Bekasi

The leadership of PAI teachers at SMPIT has a role and ability in an effort to influence students, and contains a series of certain actions or behaviors towards the students they affect. (Kholifah et al. 2020) According to Muchlis as quoted by Wardani, states that teacher leadership is an ability and readiness possessed by a teacher to influence, guide and direct or manage his students so that they are willing to make something for the achievement of learning objectives. (Wardhani 2018) According to Kirkpatrick, an effective pemimpin must have special characteristics, namely: (1) *drive* (can direct), (2) *desire to lead*, (3) *honesty and integrity*, (4) *self-confidence*, (5) *intelligence*, (6) *job relevant knowledge*, and (7) *extraversion*. (Nugroho 2019)

Learning activities include three main activities, namely preliminary activities, core activities and closing activities. Preliminary activities aim to create an effective opening or beginning learning atmosphere that allows students to follow the learning process well. Core activities are middle activities that cover all aspects of the discussion in them. Meanwhile, the closing activity is aimed at two main things, namely (1) validation of concepts, laws and principles and (2) enrichment of the subject matter mastered by students. (Pratiwi 2017)

To achieve the optimization of learning, it is necessary to know its relation to several components of leadership: (Kholifah et al. 2020)

1. Berkualitas, teachers have high quality in the field of science and knowledge.
2. In addition, teachers are also required to be disciplined because student discipline exists because it adapts from what they see so that they imitate.

3. Responsibly, teachers have the responsibility of providing guidance to students related to the teachings of the Qur'an and Hadith.
4. Motivator, the teacher can provide motivation / encouragement so that students understand the importance of learning.
5. Fair, teachers are able to be fair so that students do not feel distinguished from others because each brand has different characteristics, abilities.
6. High work ethic, teachers are active in every activity held by the school both in the form of religious activities and other activities.
7. A good example, the teacher gives a positive example ranging from appearance, words, attitudes and so on.

According to Buchari according to Sofyan S. Harahap, the Messenger of Allah SAW in memimpin has several main characters that can be used as tauladan in the current leadership. Some of the characters that the Prophet saw as a leader are Shiddiq, Amanah, Fathanah, and Tabligh. A leader who has the ability to be able to convey, communicate correctly, convey the truth, and be able to educate and direct people to obey the rules. (Harahap 2011)

Student character can be shaped by character building strategies through the teacher's perspective which is carried out through exemplary examples from the teacher for students directly. (Suriansyah 2015) This exemplary example can be done on a daily basis. Good habituation through direct involvement between teachers and students can be done with learning and a touch of heart and words of wisdom that can motivate students.

The teacher's strategy in shaping leadership values according to Arsyad in the journal Suriyansyah stated that the leadership strategy can be formed by discipline, good habituation, exemplary stories, and a sense of awareness contained in each child. (Suriansyah 2015) Sedangkan menurut Sulham that the values i leadership of teachers in the formation of student character can be through incorporating the concept of character in the learning process by adding good values in students, and by using ways that make children have a sense of always doing good and can love good, making slogans that are able to cultivate good habits towards children, continuous monitoring in discipline. (Kholifah et al. 2020)

When viewed from the explanation above, the leadership of PAI teachers at SMPIT Titian Ilmu Bekasi is in accordance with an effective leader, in accordance with the leadership component and in accordance with leadership in the Islamic view, although not perfectly but already representative of the whole. In learning, teachers in this school not only convey their knowledge when in class, but teachers also give directions outside the classroom to always uphold the values of Islamic teachings.

Looking at the aspect of effective leaders, PAI teachers seem to have an effective leader spirit, one of which is that Mr. Putra Dwi as the teacher of Aqidah Akhlak has a *drive* attitude (can direct), as can be seen from when giving directions to students easy to understand and implement both in small and large matters. In addition, it also has *self-confidence*, as evidenced by the teacher being the filler of the kultum program at the time after the dhuha prayer in the morning and before the implementation of the congregational dhuhur prayer.

PAI teachers who are in accordance with the leadership component can make PAI learning more optimal and applicable. In this regard, PAI teachers at SMPIT Titian Ilmu Bekasi have been seen according to these components including an attitude of discipline and responsibility. Mrs. Putri Laila Sari As a teacher of the Qur'an and Hadith instills a disciplined attitude to students, she explained that discipline is so important, especially in matters of time that are in accordance with the explanations in the verses of the Qur'an which explain a lot about the importance of time. It is also his responsibility as a teacher of the Qur'an and Hadith to instill values and provide guidance to students related to the teachings of the Qur'an and Hadith.

From the aspect of leadership in the Islamic view, PAI teachers at SMPIT Titian Ilmu Bekasi try to apply the qualities taught by Islam, such as the nature of the Apostle. Among these traits is *Tabligh*, a teacher who strives to be a leader who has the ability to be able to convey, communicate correctly, convey truth, and be able to educate and direct students to obey the rules in the school. Teachers also try to form leadership values in students.

Teacher strategies in shaping leadership values in the person of students can be given directly by the teacher through classroom learning. This context refers to the parenting that PAI teachers give students. Forms of behavior that can be given by teachers to students such as giving group assignments with the aim of providing space for students

to *explore* leadership and social values. Some activities are formed in groups in order to stimulate students to dare to show themselves at least in front of their group of friends. This habituation is carried out as an effort that contains leadership values in classroom learning. There are also other activities that can be a form of parenting student leadership values such as giving a mandate to the class leader to deliver assignments. A form of light activity that teachers can do, allows students to get used to daring to give themselves the opportunity to socialize.

Discussion

PAI Teacher Leadership Paradigm

In fostering and shaping noble morals in students in order to become kamil people and be able to pursue religious values, it depends on how the teacher educates the student, how the teacher puts himself as a figure for students which can be admired and imitated. (Qowim 2020) Leadership can be interpreted as an activity to influence others to be willing to work towards a certain goal. Activity as a leader can be interpreted as an art and not a science, an art that can coordinate and give direction to group members in order to achieve a specific goal. (Juhji et al. 2020)

A teacher's ability to lead can be measured to the extent to which the teacher can implement competency indicators in leadership. Fatma revealed in her journal, that a teacher's ability can be measured according to the following:(Fatmawati 2020)

1. The ability to make plans and be able to cultivate about learning experiences, especially in Islamic religious lessons and cultivate noble behavior towards the school environment as part of the learning process.
2. Expertise or ability to organize elements in the school dynamically and systematically in order to support the cultivation of learning experiences in schools.
3. The ability of teachers to be motivators, mentors, counselors, facilitators and inpvators in the development of doctrinal experiences in schools.
4. The ability to direct, control, maintain, and cultivate good experiences for students, especially experiences that lead to students' spiritual motivations.

In Islam, the teacher is a very noble profession, because knowledgeable people will be more glorified and respected by others. As a profession of glory because the glory of

knowledge that is imprisoned and glorifies the teacher is a religious commandment, which even includes the best human beings, as in the Word of the Prophet Muhammad saw that "the best of you is the one who learns and the one who teaches the Qur'an" including the teacher is the teacher, because the teacher besides teaching must also learn.

According to Zakia Daradjat, Islamic religious education is education through the teachings of the Islamic religion, educators guide and nurture students so that they can understand, live and practice the teachings of the Islamic religion as a whole, and make the teachings of the Islamic religion a view of life to achieve safety and prosperity in the world and in the hereafter. In the sense that *First*, the religious teacher must give or be a good example and example for the student, which is expected that the religious teacher can be a leader for others then he will produce an example that is acceptable to the surrounding environment or a leader for himself by sticking to the principle of "*ibda' binafsik*".

The teacher is a person who is engaged in the world of education with the main goal is to shape students to have a personality so that they are able to choose what is good for themselves, thus the task of a teacher is not only as an educator but also a teacher also plays a role in changing the student's personality for the better. Meanwhile, according to H.M Arifin, it is revealed that the religious teacher is a servant of Allah who has Islamic ideals, which have matured spiritually and physically and understand the developmental needs of students for their future lives, he not only provides Islamic values and rules into the person of students so that they unite and color the behavior of those who breathe Islam. from the above understanding, it can be concluded that PAI teachers are teachers who have duties and a responsibility that is not only a *transfer of knowledge* but a person who always calls for things of a benevolent nature.

There are several principles of pai teacher leadership. Principles have the meaning of principle, principal, importance, beginning and main rule. Whereas in the Big Dictionary of Indonesian, principle is defined as a principle (truth that is the basic point of thinking, acting, etc.). Meanwhile, etymologically, leadership is a caliphate, imamah and imarah which has the meaning of one's actions in leading. Meanwhile, in terminology, leadership is an ability to invite others to achieve the goals that have been implemented.

According to Bernes in the book Behavior In Organizations says that a leader in a team of kaizen focuses his attention first on humans and then on the results, so the responsibility of the leader is the opposite of the supervisor's task. (Sahabuddin and

Syahrani 2022) The principle of kaizen leadership according to Bernez is put forward taking into account that kaizen contains nine principles,(Kholifah et al. 2020) namely:

1. Holding continuous upgrades. The task can be carried out properly , so it is necessary to divert attention to something new. Where success is not the final key to the success of a task but success is the key to the next step.
2. Publicly acknowledge the problem. Openness as a force that can control and overcome various problems quickly and equally as soon as possible can realize abilities.
3. Promoting openness to traditional organizations, science is a personal power. For kaizen organizations, however, the knowledge is to be shared with each other and the communication relationships that support it are a great source of efficiency.
4. Creating a work team. In the organization of kaizen the team is the basic building material that forms the organizational structure. Each employee individually contributes a reputation for efficiency, work performance and improvement.
5. Provides the correct labor relations process. In kaizen organizations do not like the mutually hostile and controversy-filled relationships that occur within the company purely centered on things that have a culture of blaming each other.
6. Develop personal discipline. Discipline in the workplace is a natural trait that requires personal sacrifice to create a harmonious atmosphere with colleagues in the team and the main principles of a company so that the most important individual traits can be maintained.
7. Provide information to employees. Information is important in kaizen companies. Leaders and managers recognize that employees cannot be expected to participate beyond their daily duties.
8. For example, their task is in the company's target system, the kaizen cycle or the quality cycle of project teams.
9. Authorize each employee. Through training in a wide range of skills, encouragement, responsibility, decision-making, access to budget fund data sources, corporate reputation reciprocity and rewards, kaizen employees choose the power to influence their own affairs and company affairs.

Meanwhile, the principle of pai teacher leadership is the same as other teachers but more inclined to Islam, for example in relation to wisdom and honesty. Teachers have a

great responsibility for what is led, especially in relation to giving knowledge related to the Islamic religion which must be doubled in responsibility because if you make a misstep or a little mis-word, it will be accounted for in the afterlife, an example that can reflect on the students who deserve to be exemplary in leading. (Kholifah et al. 2020)

According to Yus Orgianus in his book quoted by Fatmawati in his journal, he said that leadership is an activity that can influence a person to be able to carry out certain tasks and goals. (Fatmawati 2020) Holding as a teacher's title that can be called *digugu* and imitated is a public figure for students and the community and the surrounding environment. The formation and cultivation of students' noble morals in achieving the goals of the kamil people is so inclined from the nature and morals of a teacher towards his students, how a teacher behaves and behaves.

The leadership of PAI teachers can be measured by benchmarks for the extent to which leadership indicators can be applied, namely:(Fatmawati 2020)

1. The ability to design planning and cultured experiences of Islamic religious teachings and noble moral behavior in students which is a learning process of Islamic religion.
2. The organizing ability in it has been systematically integrated in order to support the experience of Islamic religious teachings in the school environment.
3. The ability to be a guide in every activity, a facilitator in every problem, an innovator for students. In this case, PAI teachers seem to play an active role in every situation and condition which is an effort to improve and improve the quality of student morals.
4. The ability to control, direct in every way, maintain the values of spirituality and maintain harmony among followers of religions other than Islam.

In these four indicators, it is hinted that teachers must have high creativity in leading and controlling every activity carried out. In order to maintain harmony in each student, the teacher must be able to package a friendly and multicultural Islamic religious education with other religions, and how to have a good relationship with people of other religions, and be able to orient the mission of *makaarimal akhlak* as the mission of *uutama* adherents of Islamic religion which has been exemplified by the Prophet to his people.

That leadership must produce significant change that can give birth to strong and potential leaders. Strong leadership is leadership that is able to build an effective community culture and a conducive organizational climate. Leadership in effective Islamic

education is able to give birth to effective and proud educational institutions. (Fauzi 2015)
The leadership of Islamic educational institutions must be able to empower and develop the spirit of Islamic jihad in the context of Islamic education.

Spiritual leadership is important to do in order to produce a higher quality education and be able to educate each student. Especially in the problems that are being experienced by most young people like today which concerns science with spirituality. With this, the leadership of spirituality will become stagnant so that the portrait in the world of education is still not able to show its role optimally because of the absence of a better leadership. The principles of leadership are implication, motivation, facilitation, innovation, mobility, preparedness, and determination.

Leadership in the Islamic view is broadly in five scopes, namely:(Kholifah et al. 2020)

1. Responsibility, not privilege. When a person is appointed or appointed to lead an institution or institution, then he actually bears a great responsibility as a leader who must be able to account for it,
2. Sacrifice, not the facility of being a leader or an official is not to die of luxury or the pleasure of life with various pleasant worldly facilities, but rather he must be willing to sacrifice and show sacrifice, especially when the society he leads is in difficult and very difficult conditions
3. Hard Work, not relaxing. Leaders have a great responsibility to face and overcome the various problems that plague the society they lead to further direct people's lives to be able to live a good and right life and achieve progress and prosperity.
4. Authority serves, not arbitrary. The leader is a servant to the person he leads, therefore being a leader or official means getting great authority to be able to serve the community with better service
5. Exemplary and Pioneering, not clubbers. In all forms of kindness, a leader is supposed to be an example and a pioneer, not a clubman who has no attitude towards the values of truth and goodness. When a leader calls for honesty to the people he leads, then he has shown that honesty.

The criteria for a Leader According to Islam is that every human being born on the face of the earth is a leader, at least he is a leader for himself. Whether a leader is good or

not will definitely have implications for what he leads. (Fikri 2015) Therefore, being a leader is a mandate that must be carried out and carried out properly by the leader, because one day God will hold him accountable for his leadership.

Pai Teacher Problems

Education is one of the steps taken to provide a learning process. (Baro'ah 2020) Problems related to the educational process are of course various, so they are considered as an obstacle in achieving the process of learning success. As a teacher tentunya finds perceived problems in achieving a good learning process. Islamic religious education is a learning program of an educational institution as an effort to provide teaching in moral aspects based on religious values. (Samrin 2015) The effort was formed not only for changes to students but also to teachers. So that there is a good correlation between teachers and students that will form a school community that is virtuous, devout, and knowledgeable in accordance with the objectives of Islamic education.

Some of the problems associated with PAI learning in schools include, uninteresting subjects, lack of accuracy of PAI subject hours which are usually placed in less conducive class hours (during the day), teachers lack of mastery of the material, lack of student learning readiness, uninteresting learning media, and inadequate facilities and infrastructure. These things are patterns of problems that are often encountered by students and teachers in the scope of PAI learning. Somestudent characters are also a problem for a PAI teacher in providing the learning process in the classroom. The character of students who tend to be naughty or difficult to give input expressly or impliedly causes difficulties for the teaching teacher. So what can be done to help the diversity of student character in the process of forming behavior by religious teachers is to collaborate between other teaching teachers, families and environmental contributions.

The problem of education from several parts of it is common. A process of forming patterns of behavior must involve good cooperation between the components that support the success of the education. Of course, this is a common task as components of successful learning in an educational institution. The success of teachers in educating students well in the sense of mature character and devotion can be achieved easily if they pass the form of cooperation between environmental development, family support and moral *support* .

According to Ibn Maskawaih in the journal Nur Zaidi Salim revealed that morals or morals are something inherent in a person's soul, which can be done easily without a thinking process. (Salim, Siregar, and Mulyo 2022) Pulling from the problem of morals is something that is done consciously, so morals must be underlined as a problem that exists in a person, as well as his environment. A PAI teacher is one of the main components highlighted in improving morals towards his students. The learning process carried out on dutch students emphasizes moral values that build akhlak karimah on the basis of the Qur'an and Assunnah. Of course, the learning process provided by PAI teachers as a form of influence influences as an educational process requires family assistance, student will, and environmental support that can make learning a success.

CONCLUSION

The leadership of PAI teachers at SMPIT Titian Ilmu Bekasi is in accordance with the principles of leadership in general and in Islamic views, although not as a whole but sudah represents. From the aspect of effective leaders, PAI teachers seem to have an effective leader spirit, including *drive* (can direct) and *self-confidence* (*self-confidence*). From the aspect of the leadership component, PAI teachers have an attitude of discipline and responsibility. And From the aspect of leadership in the Islamic view, PAI teachers try to apply the traits taught by Islam, namely in accordance with the nature of the Apostle, one of which is Tabligh such as conveying material and information correctly. Teachers also try to shape the values of leadership in students through learning strategies in the classroom.

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