

IMPLEMENTATION OF STRATEGIC LEADERSHIP IN THE AT-TAQWA PAMULANG ISLAMIC EDUCATIONAL INSTITUTION, SOUTH TANGERANG CITY, BANTEN

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Abstract

This research aims to analyze the strategic leadership used by the Islamic Education Institute At-Taqwa Pamulang Foundation, South Tangerang City. The application of strategic leadership is one of the efforts to improve the quality carried out by At-Taqwa Pamulang Islamic Elementary and Middle School, South Tangerang City. This research uses qualitative methods with the research location at At-Taqwa Pamulang Islamic Elementary and Middle School, South Tangerang City. Data was obtained through observation, interviews and documentation. Interviews were conducted with school principals, teachers, employees and parents. Respondents for the interview were 30 people. This research concludes that Strategic leadership has been implemented at At-Taqwa Islamic Elementary and Middle School. The application of strategic leadership takes the form of schools preparing plans to achieve the expected educational goals. School planning is based on the school's vision, mission and goals, and takes into account the school's SWOT analysis. Schools prepare RKS, RAPBS, and SOP. The implementation of strategic leadership results in improved school quality. This research contributes to the literature in examining the application of strategic leadership in Islamic educational institutions in Indonesia.

Keywords: strategic leadership, school quality, and Islamic educational institutions.

INTRODUCTION

The government has made efforts to improve the quality of Islamic education at various types and levels of education, both public and private schools. Schools must have good quality, because good quality is a requirement for every school. Schools that have good quality must maintain their quality. School quality is influenced by input, process and factors output. School quality is also influenced by the school's vision, mission and goals. Good school quality is supported by good leadership and management.

In reality, not all schools are of good quality, because there are also schools that are of low quality. If the quality of education is still low, this can be caused by various problems such as management, leadership, human resources (HR), finance, and institutional aspects (Munzir, 2022). The main problem of low school quality is most dominantly caused by leadership factors, so increasing the role and leadership in schools is important so that success in improving school quality can be achieved. Schools must not hand over efforts to improve their quality to teachers alone without leadership participation. because it can result in the quality of the school actually decreasing drastically and then the schools can disband because the students abandon them. The school disbanded because it was not popular with students, one of the reasons being that the school was not of good quality. Suyanto, (2017) stated that it is very important for a

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leader to create an environment to implement various approaches to advance Islamic educational institutions.

One effort to improve school quality is the application of strategic leadership. According to Iskandar (2019), planned organizational management is called strategic leadership. Strategy includes planning, organizing, directing, coordinating and supervising, as well as continuing organizational activities to achieve organizational goals efficiently and effectively. According to Widiastuti et al, (2022) strategic leadership is a leader's ability to visualize, plan, lead and make the best of their resources to carry out strategies in a successful and efficient manner. Strategic leaders connect three things: goals, ways and means. Another theory says strategic leadership is a task carried out by people at the top levels of an organization (CEO, TMT members, Directors, General Managers) (Purwanto, 2020). Based on this opinion, it can be said that strategic leadership is a leader's ability to visualize, plan, lead, and make the best of the resources they have to carry out strategies efficiently and successfully. Strategic leaders combine strategic management with their strategic plans. While working to achieve that goal, their organization respects their leadership role and overall vision.

Private schools, both public schools and Islamic schools, which have succeeded in improving their quality are influenced by various factors, one of which is the role of strategic leadership from these educational institutions. SA quality school is a school that makes efforts to increase students' independence and abilities. A quality school is also a school that has great value for society and requires proof through the products it produces.

Research on the application of strategic leadership in educational institutions is still rarely conducted. Several previous studies reviewed the aspects of radicalism and terrorism (Putra, D.A. & Rulloh, A, 2023), research for the context of organizational learning (Halim, Y.M. & Tarigan, J, 2020), research for aspects of overcoming the Covid-19 pandemic (Widiastuti, N. & Tuti, R.D, 2022), research for aspects of national defense (Ningsih, S.J, et al, 2022), research for aspects of gender perspective (Kristiyanto, H, et al, 2022), research for aspects of higher education (Noer, E, 2019), research for aspects of employee performance (Hidayatullah, et al, 2022), and research for aspects of Islamic leadership (Iskandar, Z, 2019).

In this research, it is examined whether strategic leadership can be applied in Islamic educational institutions? There are many arguments that can be used as a reference regarding Islamic educational institutions. Islamic educational institutions are places where Islamic education is provided. It consists of Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah and general education institutions. Some of these institutions combine general education with religious education, such as Islamic Elementary School, Islamic Middle School, Islamic High School, Integrated Islamic Elementary School, Integrated Islamic Middle School and Integrated Islamic High School.

Islamic educational institutions are an important part of the education system operating in Indonesia and help the government carry out its responsibility to provide education to make the nation's life intelligent. Islamic educational institutions significantly help the country's educational progress, therefore, strengthening and improving the quality of Islamic educational institutions is very important.

This research aims to describe the application of strategic leadership in Islamic educational institutions. Research aimed at investigating the impact of implementing strategic leadership on aspects of radicalism and terrorism was carried out by Putra (2023) using a descriptive qualitative approach with data collection techniques through literature studies. Research to examine the influence of strategic leadership on organizational learning through an Accounting Information System with non-manufacturing company objects was carried out by Halim & Tarigan (2020) using Likert-type interval measurements for questionnaires to respondents. Research aimed at analyzing strategic leadership in overcoming the Covid-19 pandemic was carried out by Widiatuti & Tuti (2022) using qualitative methods with a descriptive approach. Research on the application of strategic leadership from a gender perspective was conducted by Kristiyanto et al (2022) using qualitative methods with a descriptive approach. Research which aims to determine the impact of implementing leadership on changes in higher education has been carried out by Noer (2019) using quantitative methods. Data is obtained through measuring variable X_1 , X_2 and Y . Research aimed at applying strategic leadership theories and concepts in Islamic leadership was carried out by Iskandar (2019) using qualitative methods with a descriptive approach. This research is different from those mentioned above and provides an understanding of how the application of strategic leadership can provide benefits in improving the quality of schools in Islamic educational institutions. A real contribution from the results of this research can be literature, especially in the application of strategic leadership in Islamic educational institutions, which is still rarely done, including in Indonesia.

LITERATURE REVIEW

Hitt et al (2007:56) describe strategic leadership (strategic leadership) as "conceptualize strategic leadership as the ability to anticipate, envision, maintain flexibility and empower employees to create strategic change as necessary".

As stated by Daft (2005:112), "strategic leadership is the ability to anticipate in envision the future, maintain flexibility, think strategically, and initiate change to will create a competitive advantage for the organization in the future".

According to Boal et al, (2001:170), additional definitions state "take an individual competence level focus. They suggested that effective strategic leaders must create and maintain absorptive and adaptive capacity in addition to obtaining managers wisdom. Absorptive capacity involves the ability to learn by recognizing the information, assimilating it and applying it in a discipline manner. Adaptive capacity involves the ability to change due to variation and conditions".

Strategic leadership according to Rowe (2001), Daft (2005:214), Hitt et al, (2007:88), Boal et al, (2001:188) and Speziale (2015), is a leader who translates the vision, mission and institutional goals. The vision represents what the organization wants and the mission is the organization's specific goals or reasons. Strategic leadership has the ability to anticipate, has the ability to see the future, has flexibility, thinks strategically, creates and initiates change to excel in competition by empowering all individuals in an organization or company. Leaders create strategies that adapt to changing situations and conditions faced.

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The elements in strategic leadership according to Hitt (2010:201) are: (1) having anticipatory abilities; (2) have the ability to see the future; (3) have flexibility; (4) strategic thinking; (5) creating and initiating change; (6) excel in competition; (7) empowering each individual; (8) creating strategies for change; (9) adapt to the situations and conditions faced. Meanwhile, according to Rowel (2001), the elements that need to be present in strategic leadership are: (1) a strategic combination of managerial and visionary leadership, (2) focus on ethical and values-based behavior, (3) assisting with daily operations and long-term strategy, (4) creating and implementing long-term growth strategies for the organization, (5) having strong and positive expectations for the performance of oneself, subordinates, colleagues and superiors, (6) focusing on monitoring strategies for the implementation of strategy and finance, (7) using and discussing implicit and explicit knowledge. at the individual and organizational levels, (8) using a linear and non-linear mindset, (9) believing in strategic choices that the chosen strategy brings change in the organizational environment. These nine elements emphasize that strategic leadership is a combination of managerial and daily leadership that is visionary, focused, focused on strategies for achieving organizational targets.

Hitt et al, (2007:102) are other researchers who divide leadership into six parts: (1) determining the company's goals or vision; (2) use and maintain core capabilities; (3) growing human resources; (4) maintaining a strong organizational culture; (5) emphasize ethical practices; (6) creating balance in carrying out organizational control. Meanwhile, Boal et al (2001) argue that "strategic leadership involves learning and changing managerial capacities and policies". Strategic leadership integrates 3 theories, namely: (1) charismatic leadership theory, (2) transformational leadership, (3) visionary leadership with the addition of social intelligence. Strategic leadership is stated to have all the characteristics of leadership.

Strategic leadership is defined as the ability to anticipate, look far ahead, be flexible, and empower others in order to shape necessary strategic changes (Wandrial, 2016). Hill et al, (2013) define strategic leadership as the creation of competitive advantage carried out by effective management through the strategy creation process.

Poli (2016: 101) says that strategic leadership is a relationship between the leader and those being led, which is carried out by: (1) the leader basing himself on certain values he adheres to, (2) the leader proactively continuously directs his subordinates, (3) the leader shapes the future of his organization. The values espoused by leaders become the basis for proactive efforts to improve the ability of oneself and the organization to be able to grow and develop sustainably in an environment that tends to continuously change.

According to Gaspersz (2011:182), the nine main roles in strategic leadership related to management implementation in contemporary industrial business organizations are as follows: (1) Navigator Strategic, (2) Entrepreneur, (3) Mobilizer, (4) Supporters Talent, (5) Captivator, (6) Thoughts Global, (7) Change, (8) Propulsion and (9) Protection Enterprise.

Based on the definition above, strategic leadership is leadership within the community in carrying out processes to achieve long-term goals by referring to the vision, mission and goals of the organization; empower existing resources with human resource development strategies; maintaining a good organizational culture; and also maintain the quality of processes and products.

The primary goals of strategic leadership are to simplify processes, increase strategic productivity, encourage innovation, and foster an environment that encourages employees to be productive, independent, and advance their own ideas. Strategic leaders sometimes utilize reward or incentive programs to encourage employees and help achieve predetermined goals

A leader can understand the vision, mission and goals of the organization, and use this understanding to design a strategic program that is expected to help achieve the organization's goals. This is what is called strategic leadership. Drucker (2012) said the spirit of an organization is created on the top, (the spirit of an organization is created from its top).

RESEARCH METHODS

In this research, what is used is a qualitative case study, which is a scientific research approach aimed at understanding social phenomena related to the implementation of strategic leadership in Islamic education providers. Data was collected through the triangulation method, which includes observation, interviews and documentation. Data collection was carried out at At-Taqwa Islamic Elementary School and Islamic Middle School, Jalan Benda Timur XV, Benda Baru Village, Pamulang District, South Tangerang City. The data collected is qualitative, and the analysis is carried out inductively (descriptively). The aim of this qualitative research is to find meaning related to the application of strategic leadership and find hypotheses (Sugiyono, 2023:24).

Data comes from respondents consisting of school principals, deputy principals, teachers and parent representatives, with a total of 30 respondents. Interviews were conducted using an interview guide and using a recording device in the form of a cellphone. The results of the interview recordings were then made into interview transcripts. From the interview transcript, results were obtained in the form of data and non-data. The interview results from the data group were then organized into groups, namely those that were urgent and had to be followed up until those that were not important and had to be discarded. Urgent group data is then coordinated to receive explanation and reinforcement, then synthesized according to the author's abilities.

The author explains the explanation in the results of this research completely based on the author's thoughts and imagination, of course based on the data obtained. The data or facts revealed by the author are based on the participation of respondents. The author develops values and draws conclusions based on the data collected, and is oriented towards the data collection process. Explanations are prepared according to the writer's abilities and the level of disclosure can be expanded or narrowed based on the writer's experience.

All data that will be obtained is narrative in nature, so its reliability and validity are unknown. Therefore, it is seen that the measurement tools are non-standard, so they do not follow the steps of the scientific method, therefore this research does not use hypotheses and also does not use a framework of thinking. The research steps carried out are of a flowing nature according to the desired data requirements and based on the existing situation and conditions. The developments that occur in this research are dynamic in nature and only stop in accordance with the author's wishes to stop or limit disclosure of the required data. Conclusions are drawn using induction analysis and total

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context explanation relating to the strategic leadership model of Islamic educational institutions in the context of improving school quality according to the author's thoughts and abilities.

The research was conducted from March 2024 to December 2024 with the respondents selected being school principals, all teachers, employees and representatives of student parents. The reason for selecting these respondents was because they were part of the At-Taqwa Islamic Elementary and Middle School entity which was credible enough to ask for their opinion. Questionnaire respondents have various characteristics consisting of dividing respondents based on age, gender, marital status, highest level of education and position. The characteristics of the questionnaire respondents are as follows:

Interviews were conducted with the principal, deputy principal, teachers and parents of students at At-Taqwa Pamulang Islamic Elementary and Middle School, South Tangerang City. They were chosen as respondents because they were part of the At-Taqwa Islamic Elementary and Middle School which had a big influence in determining the direction of the school's journey. Interview This is done through structured, semi-structured and unstructured interviews. Structured interviews were carried out primarily to follow up on the results of the analysis from the questionnaire that had been carried out, and the author prepared research tools such as written questions and recording equipment in the form of cellphone. Semi-structured interviews were conducted primarily to explore respondents' opinions about school quality as well as opportunities and obstacles in improving school quality. Meanwhile, unstructured interviews were used to explore research problems related to leadership, school quality and Islamic education. The content of the interviews conveyed by the respondents was strengthened by showing documents related to the interview material if necessary.

The characteristics of interview respondents were divided based on position, gender, age and educational background. Characteristics of interview respondents based on position consisted of: (1) principal, 2 people (6.7%), (2) deputy principal, 3 people (10%), (3) teachers, 20 people (66.7%), (4) and parents, 5 people (16.6%). Characteristics of interview respondents based on gender, consisting of: men, 8 people (26.7%) and women, 22 people (73.3%). Characteristics of interview respondents based on age, consisting of: (1) 31-40 years old, 14 people (46.7%), (2) 41-50 years old, 9 people (46.7%), (3) 51-60 years old, 6 people (20%), and 61-70 years old, 1 person (3.3%). Meanwhile, interview respondents based on educational background consisted of: (1) Master's graduates, 4 people (13.2%), (2) Bachelor's graduates, 24 people (13.2%), (3) D3 graduates, 1 person (3.4%), and D1 graduates, 1 person (3.4%).

The topics of the interviews conducted were: (1) Implementation of Strategic Leadership in At-Taqwa Islamic Elementary and Middle School; (2) Strategic Leadership Type of Principal of At-Taqwa Islamic Elementary and Middle School; and (3) Characteristics of Strategic Leadership Implemented in At-Taqwa Islamic Elementary and Middle School;

This research carries out analysis over a certain period of time before and after data collection. Data was analyzed based on the author's knowledge and abilities. At the time of the interview, the researcher has analyzed the interviewee's answers. If the results of the analysis are unsatisfactory, the researcher will ask more questions until the writer gets reliable data. Qualitative data analysis is carried out interactively and continuously

until completion, according to Suradika and Wicaksono, (2022) the data analysis process includes data reduction, data presentation and verification.

The process of reducing the data that has been collected, by grouping it based on data and non-data groups. Non-data groups should be discarded. Data groups were selected into urgent and non-urgent data groups. Urgent data groups are strengthened, while non-urgent data groups are discarded. In this research, some data was obtained but it did not match what was expected, therefore the data was then discarded. This data comes from At Taqwa Islamic Elementary and Middle School, Pamulang subdistrict, South Tangerang City, and is presented through descriptions, tables, pictures and other forms. Conclusion What is shown is only an initial conclusion which is still temporary and will change if strong supporting evidence is found at the next stage of data collection.

RESULTS AND DISCUSSION

Data was obtained through a series of research activities in the form of observation, interviews with checks and checking interview results through source triangulation methods and documentation checks to strengthen the interview results. Data that is considered final is subject to conclusions.

In this research, data testing was carried out using several techniques. This includes internal validity test, external validity test, test reliability, and objectivity test. In this case, the research only involves a single data case study, so the researcher only needs to test its validity and reliability. However, for the completeness of the test, the author also tries to test objectivity.

1. Implementation of Strategic Leadership in At-Taqwa Islamic Elementary and Middle School.

The principal of At-Taqwa Islamic Elementary and Middle School applies strategic leadership, namely: being able to anticipate possibilities that may occur in the school, being able to empower teachers and employees in every school activity, and being able to make strategic changes for the progress of the school. This finding is in accordance with the theory of Hitt et al (2007).

The principal of At-Taqwa Islamic Elementary and Middle School applies strategic leadership, namely: always being flexible in implementing policies, able to think strategically, and always trying to create school excellence. This finding is in accordance with Daft's (2005) theory. The principal targets that the condition of the school every year in the future must improve and the quality of this school must be at least the same as its competitors, namely Islamic schools in the South Tangerang area and efforts must be made to be better than its competitors, for example in the way of learning.

The principal of At-Taqwa Islamic Elementary School and Middle School applies strategic leadership, in the form of: always trying to improve the competency of each individual teacher and employee, always trying so that teachers and employees can always adapt to their respective work environments, always emphasizing that teachers and employees work with discipline, and always encouraging teachers to continue learning to increase their knowledge. This finding is in accordance with the theory of Boal et al (2001).

The principal of At-Taqwa Islamic Elementary and Middle School has the characteristics of strategic leadership, namely: carrying out programs and activities in

accordance with planned objectives, being able to carry out functions as a leader, and having a good impact on the progress of the school. This finding is in accordance with the research results of Iskandar (2019) and Purwanto (2020).

The implementation of strategic leadership at At-Taqwa Islamic Elementary and Middle School is as follows: The principal makes school programs and policies referring to the school's vision, mission and goals, as well as considering existing strengths, weaknesses, opportunities and threats. Planning and implementing programs and activities in accordance with predetermined objectives. The planning carried out by the school consists of long-term plans and short-term plans. Long term plans are plans for the next 5 years. The short-term plan is valid for 1 year and is also called the School Work Plan (RKS). RKS is also called the Annual School Program (Prota) or school work program. Every school program and activity that will be implemented must be included in the school work program and the post must be submitted first through RAPBS (School Budget and Expenditure Plan) and its implementation must be based on SOP (Standard Operating Procedure). RKS, RAPBS and SOP, prepared and discussed together with the school principal, Chair of the Foundation and Chair of the School Committee. After the program is approved by the school principal and the Foundation, the program can then be implemented.

The school program consists of the main program which is core business from school, namely teaching and learning activities (KBM) or extracurricular activities and carried out by teachers. Student programs carried out by students are called extracurriculars which are guided by extracurricular advisors and trainers. Programs that are held once a year are called co-curricular and are implemented by a committee. The committee decides and proposes how to implement it and how much it will cost

The activities committee prepares and submits the necessary budget and then submits it to the school principal. If the budget cannot be covered by the RAPBS budget, the school principal will submit an application cost sharing from parents. Size cost sharing from the parents submitted to the Foundation. The Foundation will approve the execution of activities as long as the budget is in accordance with the ceiling in the RAPBS including the amount cost sharing as long as parents don't mind.

The implementation of operational activities in schools is regulated by SOP. SOP is a standard provision that directly regulates the operationalization of At-Taqwa Islamic Elementary and Middle School in school activities. SOPs are prepared by the school principal and approved by the Chairman of the Foundation. SOP is part of the quality policy established by the school. SOP regulates various policies related to teachers, employees and students.

Any policy related to schools always takes into account the benefits, disadvantages and risks that must be borne, and is discussed through school work meetings (Raker). The working meeting was held at the work division meeting at the beginning of the year and invited the Foundation, namely the Management, Trustees, as well as parent representatives. The results of the working meeting must first be ratified by representatives of the School Committee and the Chair of the Foundation, then implemented. Meetings are also held every month, namely in the last week, with the aim of evaluating the progress of each program and activity that has been

implemented. Meeting activities are also carried out unscheduled or called incidental meetings.

The school principal also applies a calculated decision-making pattern, namely making decisions according to the problem. If the problem is urgent, very urgent, and the principal has the authority to resolve it, then the principal immediately makes a decision, then asks for opinions from the representatives to ensure that the steps taken are appropriate. If the steps taken are correct, the decision will be continued, whereas if something is not right, the decision will be revised, so that work culture and quality culture can be well maintained. To resolve problems that the Foundation has authority over, the school principal will propose to the Foundation how to resolve the problem

2. Strategic Leadership Type of Principal of At-Taqwa Islamic Elementary and Middle School

The strategic leadership type of the head of At-Taqwa Islamic Elementary and Middle School is adaptive leadership. This type of adaptive leadership can be illustrated from the example of the principal's actions. If there is a change in holidays, the principal will immediately convey this information to the WA group. The school principal will immediately notify the teachers if there are any changes related to policies from the government or the Foundation, and they will be implemented immediately in accordance with the SOP so that the school is not left behind in following up on the policy changes. For example, regarding the new regulations regarding changing the curriculum from the 2013 Curriculum (K13) to the Independent Curriculum (Kumer). The principal immediately consulted with the representatives and teachers and immediately adopted a policy to implement Kumer in the following school year, namely for the lower classes, namely class 1 and class 7 because classes 2, 3, 4, 5, 8 and 9 were still continuing to use K13.

Every policy taken by the school principal is always adapted to the situation and conditions of the school. The principal always emphasizes that teachers and employees can adapt to various work environments and always encourages teachers and employees to be able to solve the problems they face.

3. Characteristics of Strategic Leadership Applied in At-Taqwa Islamic Elementary and Middle School.

The principal of At-Taqwa Islamic Elementary and Middle School has strategic leadership characteristics in the form of: Anticipatory, which is characterized by being alert to detect various threats and challenges faced by the school. The school principal applies vigilance by thinking about and looking for solutions so that students are in a safe condition when passing through the road to school because the school is in a residential area by always communicating with the community around the school.

The principal has an open mind, in the form of always looking at problems from various points of view and solving problems, and the principal always asks for opinions from other people. The principal is also a resourceful person, who is characterized by always looking for solutions to solve problems even though they are difficult, always testing various options to solve problems, and always involving other people to add insight into various things, for example through meetings.

The principal will make decisions to solve problems even though they are difficult. For problems that are not urgent and still have a time period, decisions are made by asking for opinions from representatives and teachers. An example of a case

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related to the homeroom teacher's report is that now it's mumps season. For this matter, instructions from the Education Department and from the Foundation already exist, so efforts will be made to monitor each class to see how many cases of the disease there are. If the cases meet the requirements set by the Community Health Center, then PJJ (distance learning) must be carried out for students affected by mumps. Namely, for 2 weeks the child is not allowed to come to school, but the school continues to provide online educational services.

Another example of a case where the principal was not there was an incident when the child was about to pray. The child was in the prayer room about to take the mukena then fell. At the same time the deputy principal was having teaching hours. Then the child was taken by his parents to the hospital. When the principal came and received a report that this incident had occurred, the principal decided to give instructions to one of the representatives and was accompanied by the homeroom teacher to represent the school to visit the child in hospital.

The principal has diplomatic skills, for example in meetings with parents and committees, the principal is adept at finding common ground for various opinions and proposals and convincing them to reach an agreement, even though their respective opinions and views are different.

The principal has a mentality of not being afraid of failure, for example in the case of decision making he always predicts the consequences that arise and is ready to overcome them. If there is a failure regarding the decision he has taken, the principal is ready to accept the failure and admits that the failure of a program is his responsibility, and the principal never gives up on any failure he experiences.

CONCLUSIONS, LIMITATIONS AND IMPLICATIONS

The knot

Schools make plans to achieve the expected educational goals. The planning is carried out by the School Principal, Foundation Chair, School Committee Chair and RW and RT Chairs in the Pamulang Permai II Complex. School planning is based on the school's vision, mission and goals, and takes into account the SWOT analysis, namely the strengths, weaknesses, opportunities and threats that the school has. The plans prepared consist of Long Term Plans and Short Term Plans. Short term plans are called RKS or school programs. The program items listed in the RKS must be included in the RAPBS so that they can be implemented. Every program implemented in schools is implemented based on SOPs that have been prepared.

The RKS, RAPBS and SOP that have been prepared at the At-Taqwa Pamulang Foundation Work Conference (Muker) level are discussed by the School Principal together with the Head of the Foundation, Head of the School Committee, Heads of RW and RT. The RKS, RAPBS and SOP which have been decided at the Muker level of the At-Taqwa Pamulang Foundation, are followed up by discussion at the school Working Meeting (Raker) level which is held at the beginning of the school year. The RKS, RAPBS and SOP are ratified by the school principal and approved by the Committee Chair and Foundation Chair. The approved RKS, RAPBS and SOP can then be implemented in schools.

The programs listed in the RKS and RAPBS consist of intracurricular programs in the form of KBM, the implementation of which is carried out by teachers for students.

Extra-curricular programs implemented by extra-curricular coaches and coaches for students. Co-curricular programs implemented by the committee.

The principal makes decisions for urgent and urgent matters directly by the principal, while for matters that are not urgent, decisions are taken through deliberations held at monthly meetings or incidental meetings. The meeting also functions as a means of evaluating the programs run by the school. When solving problems that fall under the authority of the Foundation, decisions will be made to the Foundation.

Limitations

Limitations in this research include that respondents often do not understand the narrative of the questions submitted by the researcher, resulting in answers not being as expected or being biased. Another limitation is the lack of enthusiasm of respondents towards providing information in research due to the lack of knowledge possessed by respondents and the busyness of respondents, especially in carrying out daily tasks including teaching.

Implications

The implications of the implementation of strategic leadership carried out by At-Taqwa Islamic Elementary and Middle School are: (1) The school principal cannot implement programs that are not planned, and are not in accordance with the existing RKS, RAPBS and SOP; (2) Teachers may not carry out activities that are not in accordance with existing SOPs; (4) The school principal has the obligation to implement school programs in accordance with the RKS, RAPBS and SOP; and (4) The Chairman of the Foundation has the authority to control the implementation of operational activities at the school. The implication of the quality of At-Taqwa Islamic Elementary and Middle School is that schools must maintain this condition so that the existence of the school can be sustainable by continuously improving the quality of the school in accordance with existing demands.

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