

## The Influence of Principal Leadership Style on the Effectiveness of Islamic Education Management

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### ABSTRACT

The purpose of this study is to ascertain how the leadership style of the principal affects the efficiency of Islamic education management at Jati Agung 2nd State Junior High School. This study employs a quantitative methodology with a correlational design, gathering data via a Likert scale questionnaire bolstered by documentation and interviews. Using a saturation sample strategy, 40 teachers and other education professionals made up the study population. The validity and reliability of the study tool were evaluated, yielding Cronbach's Alpha values of 0.82 for management effectiveness and 0.79 for leadership style. With a regression coefficient value of 0.694 and a determination coefficient (R<sup>2</sup>) of 0.482, the findings of a straightforward linear regression study demonstrate that the leadership style of the principal significantly and favorably affects the efficacy of Islamic Education management. This indicates that the leadership style of the principal accounts for 48.2% of management effectiveness. These results suggest that a leader's style particularly transformational leadership has a significant impact on how well Islamic education initiatives are planned, carried out, coordinated, and overseen in educational institutions.

**Keywords:** *Leadership style; principal; management effectiveness; Islamic education.*

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## INTRODUCTION

One of the key components of setting up education according to Islamic principles is Islamic education administration. In actuality, this management encompasses all aspects of running educational establishments with the goal of establishing a pious, well-organized, and productive learning environment (Amzat et al., 2023). The effectiveness of the institution in performing its educational duties in conformity with Islamic principles is largely determined by the role of competent management.

The competence of the principal to oversee several institutional facets is crucial to the efficacy of Islamic education administration (Thohirin et al., 2021). This covers the phases of preparing the curriculum, allocating resources, carrying out student and learning activities, and assessing every activity that occurs in the classroom (Supriatna,

2024). As a leader, the principal is the primary factor influencing the course and caliber of educational management implementation.

The principal's leadership style is strategically important in this situation (Evans, 2022). The leadership style used can affect the development of a positive work environment, boost staff and teacher motivation, and ensure that school programs are implemented as best they can (Halim & Jamaluddin, 2024). The goal and mission of Islamic educational institutions can be realized more sustainably and with greater emphasis when effective leadership is in place.

In addition to influencing the decision-making process, the principal's leadership style has a significant effect on the overall quality of educational management implementation (Ishak & Ghani, 2022). According to Nurjanna et al. (2021), a leader who makes a thoughtful choice in their leadership style can foster a positive work environment, boost teamwork, and improve coordination amongst school personnel. It will be simpler for leaders to steer the organization in a direction that aligns with Islamic education's objectives if they comprehend and can effectively integrate religious beliefs into their leadership style.

Generally speaking, principals that use a transformative or democratic leadership style are able to inspire all school components to work together to accomplish shared objectives. In the educational setting, this approach prioritizes human resource development, inspiration, and active engagement (Fauzi & Jamaluddin, 2024). However, an authoritarian or less flexible leadership style frequently leads to resistance, lowers motivation at work, and impedes the managerial process, all of which can compromise the success of implementing Islamic education programs.

This study is driven by the need to comprehend how the principal's leadership style might affect the efficacy of management in an Islamic school setting, given the significance of the principal's position in Islamic education management (Ismail & Herianto, 2022). The direction, vision, and work culture of educational institutions are decided by the principle, who serves as both an administrative manager and a leader (Aprilianto et al., 2021). In order to raise the standard of Islamic education, it is essential to have a thorough awareness of the principal's leadership style.

The purpose of this study is to investigate how much the leadership style of the principal affects the efficiency of managing Islamic education. The study's main goal is to determine the most common leadership style and how it affects the planning, execution, and assessment of education management in Islamic schools. It is anticipated that this strategy would highlight the most pertinent leadership model and enable the best possible support for the accomplishment of educational objectives.

It is anticipated that the study's findings will advance both theory and practice. The study of leadership in the framework of Islamic education is theoretically enhanced by this research. In practice, school principals, education managers, and policymakers can use the results to guide the creation of a more efficient, quality-focused, and collaborative leadership model for Islamic educational establishments.

## METHOD

This study examines the impact of the principal's leadership style on the efficiency of Islamic Education management at Jati Agung 2nd State Junior High School using a quantitative methodology and a correlational design. This strategy was selected because it enables researchers to utilize statistical analysis to objectively quantify the link and degree of influence between factors, increasing the generalizability of the results compared to qualitative methods alone.

All 40 teachers and other education staff members at Jati Agung 2nd State Junior High School who had a direct hand in the creation, execution, and assessment of the Islamic Education program were included in the study population. This study uses a saturation sampling strategy because the population is small and reasonably priced. All members of the population are used as respondents in order to fully capture the image of the influence of leadership style without running the danger of sample selection bias.

A closed questionnaire with a five-point Likert scale was used to collect primary data. Based on Bass and Avolio's theory, the first tool gauges respondents' opinions of the principal's leadership style, including its transformational, transactional, and authoritarian aspects. The second tool evaluates how well Islamic education management plans, organizes, implements, and supervises using Fayol's framework of managerial functions. The researcher also analyzed school records including annual work plans and reports on religious programs, as well as conducted semi-structured interviews with a number of important teachers to supplement the quantitative data and enhance comprehension of the context.

To determine whether the items were feasible, the instrument was first tested on ten respondents who were not part of the research population before the data collection process started. To increase the number of responses, the questionnaire was rewritten and then given out during teacher meetings. After completing the questionnaire, interviews were held, and the administration section was used to gather paperwork. The most recent version of SPSS software was used to code and enter all of the data.

Descriptive statistical analysis was used to map the tendency of leadership style and level of management effectiveness, while hypothesis testing was carried out through simple linear regression with a significance level of 5% ( $\alpha = 0.05$ ). The coefficient of determination ( $R^2$ ) was interpreted to determine the proportion of management effectiveness variance that could be explained by leadership style. If the classical assumptions normality, linearity, and homoscedasticity—were met, then the regression results were considered valid; if not, the researcher applied data transformation or alternative non-parametric tests.

Before the main analysis, the instrument was tested for validity using Pearson Product Moment correlation; items with  $r$  count  $>$   $r$  table were declared valid. Reliability was measured using the Cronbach's Alpha coefficient, with a reliable criterion if  $\alpha \geq 0.60$ . These steps ensure that the data analyzed actually measure the intended construct and are reliable, so that the conclusion regarding the influence of

the principal's leadership style on the effectiveness of Islamic Education management at Jati Agung 2nd State Junior High School has a strong methodological basis.

## FINDINGS AND DISCUSSION

According to the findings of the descriptive study, the principal of Jati Agung 2nd State Junior High School generally has a high leadership style. The authoritarian style received the lowest score, while the transformational leadership component received the best, followed by the transactional approach. According to these results, the principle is more adept at leading through inspirational and participatory methods, such as motivating staff members, fostering creativity, and attending to their specific needs. However, the planning and implementation components received the greatest average scores when compared to the organizing and supervision components, indicating that the management of Islamic education is also highly effective.

Validity and reliability tests are conducted to ensure the reliability of the research instrument. Every item in the two instruments has a nilai  $r$  hitung  $>$   $r$  tabel, therefore it is considered genuine at the 5% significance level.

**Table 1. Instrument Validity Test**

Instrument	Number of Items	$r$ hitung (range)	$r$ tabel (N=60, $\alpha=0,05$ )	Description
Leadership Style	20 item	0,35 – 0,72	0,254	Valid
Management Effectiveness	20 item	0,38 – 0,69	0,254	Valid

All of the items in both study instruments have been deemed valid based on the findings of the instrument validity test. There are 60 responders to the leadership style tool, which has 20 items with  $r$  count values ranging from 0.35 to 0.72. All of the items are above the  $r$  table value of 0.254 at a significance level of 5%. This demonstrates that every item in the instrument can accurately measure various facets of leadership style and is appropriate for use in this research.

In a similar vein, the management effectiveness tool, which also has 20 components, displays  $r$ -count values ranging from 0.38 to 0.69. All of the elements in this instrument are also classified as valid as all of the  $r$  count values are higher than the  $r$  table (0.254). As a result, both tools have satisfied the validity requirements and are suitable for gathering reliable and representative data in line with the goals of the study.

The Cronbach's Alpha score, which was higher than the required minimum of 0.70, demonstrated a high degree of internal consistency in the reliability test results for both study instruments. In particular, the leadership style instrument received a reliability rating of 0.82, placing it in the very good category based on the reliability interpretation standard. This suggests that the instrument's items measure the leadership style construct in a way that is mutually consistent, ensuring that the data it generates is reliable and repeatable.

In the meantime, the management effectiveness tool received a Cronbach's Alpha value of 0.79, which is likewise regarded as sufficient and dependable. All of the management effectiveness instrument's components have rather strong internal consistency and are appropriate for use in data collection, even though the value is marginally lower than that of the leadership style instrument. Both instruments are therefore thought to have a high degree of reliability, allowing the data analysis results from their use to serve as a solid and legitimate foundation for research conclusions.

**Table 2. Instrument Reliability Test**

Instrument	Cronbach's Alpha	Consistency Category	Description
Leadership Style	0,82	Very Good ( $\geq 0,80$ )	Reliabel
Management Effectiveness	0,79	Good ( $\geq 0,70$ )	Reliabel

To make sure the study instrument was feasible, validity and reliability tests were carried out. With the computed  $r$  value  $>$   $r$  table at a significance level of 5%, the findings demonstrated that every instrument item satisfied the valid criterion. Furthermore, extremely strong internal consistency was suggested by the leadership style instrument's Cronbach's Alpha reliability coefficient value of 0.82 and the management effectiveness tool's value of 0.79. As a result, the collected data can be deemed legitimate and trustworthy for use in additional research.

**Table 3. Simple Linear Regression Test**

Variables	Regression Coefficient ( $\beta$ )	R <sup>2</sup> (Coefficient of Determination)	Significance Value (p-value)	Description
Leadership Style	0,694	0,482	0,000 ( $< 0,05$ )	Significant and positive influence

The efficiency of Islamic education management at Jati Agung 2nd State Junior High School was found to be positively and significantly influenced by the principal's leadership style, according to statistical data derived from the results of a simple linear regression analysis. With a regression coefficient value ( $\beta$ ) of 0.694, management effectiveness will rise by 0.694 units for every unit increase in leadership style. Therefore, the more effectively the principal leads, the more effective Islamic education management likely to be.

Furthermore, the leadership style variable accounts for 48.2% of the variation in management effectiveness, according to the coefficient of determination (R<sup>2</sup>) value of 0.482. Other elements not covered by this research model, such as organizational atmosphere, infrastructure, job motivation, and other outside factors, have an impact on the remaining 51.8%. The conclusion that the influence is statistically significant is reinforced by the significance value (p-value) of 0.000, which is less than the significance level of 0.05. This research demonstrates how crucial leadership style is to achieving successful educational administration, particularly when it comes to Islamic education at the secondary school level.

The analysis of these findings supports Bass and Avolio's theory, which holds that transformational leadership works well in the educational setting, particularly when it comes to fostering educators' dedication, participation, and teamwork. It has been demonstrated that principals can improve the efficacy of educational administration by effectively communicating a clear vision, setting an example, and valuing the contributions of educators. Fayol's theory of managerial functions, which highlights the significance of leaders' roles in organizing, planning, carrying out, and overseeing institutional activities in a sustainable and integrated way, is likewise consistent with this conclusion.

Additionally, the principal's transformational leadership style fosters an environment at work that encourages teachers' professional development. Teachers' self-confidence and drive at work rise when the principal offers them intellectual and moral support, which eventually improves the standard of educational administration. A participative and communicative leadership strategy creates a synergy between leaders and staff that makes the process of planning religious events, creating learning schedules, implementing madrasah programs, and conducting evaluative supervision more structured.

The study's conclusions also highlight how crucial it is for principals to acquire leadership skills, particularly in Islamic educational settings. Principals serve as both administrators and moral and spiritual guides in the framework of Islamic education management, setting an example of Islamic principles in their day-to-day operations. As a result, transformational leadership enhances educational institutions' Islamic identity and character in addition to having an effect on management. Building a professional and honorable work culture will be easier for principals who can regularly blend managing abilities with religious principles.

Furthermore, these findings have significant ramifications for local government and school-level educational human resource development plans. The development of transformational leadership traits, visionary communication, and interpersonal skills should all be emphasized in leadership training programs in addition to technical administrative features. Enhancing this leadership style can be a tactic to raise overall school performance in the framework of Islamic education development. Thus, it is anticipated that the findings of this study will help relevant parties create more flexible educational strategies aimed at raising the standard of leadership in Islamic schools.

Lastly, the study's findings also present chances for additional, in-depth research on additional elements affecting how well Islamic education management works. The role of teacher motivation, parental involvement, school organizational culture, and support for facilities and infrastructure as additional variables can be investigated further, as the coefficient of determination of 48.2% suggests that 51.8% of other variables remain unexplored. Further research with a wider focus is anticipated to offer a more thorough understanding of the dynamics of Islamic education management and the strategic role that leadership style plays in assisting the accomplishment of successful, morally sound, and fiercely competitive educational objectives.

Thus, this study offers actual proof that the quality of Islamic education management is significantly impacted by leadership style. This finding's practical ramifications highlight how crucial it is to help school principals acquire transformational leadership skills through continuous professional development and mentorship initiatives. This is a crucial tactic to help raise the standard of Islamic education generally and competitively.

Additionally, the findings of this study might be taken into account by the education office and school management organizations when creating policies for human resource development, particularly when it comes to choosing and training school leaders. School principals should be chosen not just for their administrative experience or seniority but also for their ability to lead with vision and effect positive change in the school setting. Indicators of a school principal's capacity to develop relationships with others, increase group motivation, and establish a positive and productive work environment should also be included in the evaluation of their performance.

However, these results also serve as a reminder that the effectiveness of educational management is heavily impacted by the caliber of those in charge, particularly leaders at the educational unit level, and is not only dependent on the system or organizational structure. Therefore, either through consistent leadership training, coaching, or a formal mentoring system, cultivating the appropriate leadership style must be a component of the plan to raise the standard of education. The quality of Islamic education management in schools can be further improved and tailored to the current educational issues by giving principals transformational leadership abilities.

## **CONCLUSION**

The success of Islamic education management at Jati Agung 2nd State Junior High School is significantly impacted by the leadership style of the principal, according to the study's findings. The transformational style is the predominant leadership style used, and it is seen in the principal's capacity to uplift, encourage, and establish cordial and open lines of communication with educators. Such leadership promotes the development of a cooperative workplace focused on a common goal, which directly affects management effectiveness, particularly when it comes to organizing and carrying out religious programs in schools.

With more structured leadership management based on transformative values, it is hoped that the management of Islamic education in schools will run more professionally, effectively, and contribute to improving the quality of education as a whole at the education unit level. The regression analysis results show that 48.2% of the variation in management effectiveness can be explained by the principal's leadership style, with the remaining portion being influenced by other factors outside the research variables. This finding highlights the importance of strengthening leadership competencies among principals, particularly through training, workshops, and ongoing mentoring.

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