

## **DEVELOPING FUTURE LEADERS: TEACHING ISLAMIC LEADERSHIP SKILLS IN SCHOOLS**

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### **ABSTRACT**

This article discusses the importance of providing Islamic leadership education in schools to nurture a generation of competent future Muslim leaders. Research shows the need to integrate values-based leadership skills and Islamic teachings into the school curriculum. Key emphases include emulating the leadership qualities of Prophets, organizing leadership training activities, and giving students opportunities to practice communication, management, and teamwork skills. Cultivating a leadership mindset from a young age is crucial to developing morally grounded Muslim leaders who are visionary, community-oriented, and prepared to undertake responsibilities to advance the ummah. A holistic educational approach can ensure that Muslim students are equipped with leadership abilities and Islamic values to serve as excellent leaders in the future.

**Keywords:** Islamic; Education; Leadership skills; Muslim students; Islamic schools

### **INTRODUCTION**

Developing future leaders with Islamic leadership skills is crucial for the Muslim community. Islamic schools play a pivotal role in nurturing these leaders by providing a skill development and empowerment platform. The influence of religious leaders in the community is significant, particularly in bridging the gap between educational programs and the community (Padmawati et al., 2019). Successful school leaders can build and nurture learning cultures among teachers, which is essential for fostering leadership skills (Qian et al., 2016). However, debates persist about the engagement of young Muslims in mainstream civic life, highlighting the need for effective leadership development (Harris & Roose, 2013).

Youth leadership programs emphasize empowerment, civic engagement, self-confidence, and skill development, all essential components for nurturing future leaders (Mortensen et al., 2014). Additionally, cultivating young leaders requires a focus on skills development, environmental factors, and a commitment to action (Redmond & Dolan, 2014). It is also important to consider the application of adult leadership theories to youth leadership development, particularly in terms of authority and decision-making power (MacNeil, 2006). Furthermore, the integration of Islam into science education is crucial for addressing the resistance faced by some Muslims due to globalization (Cahyo et al., 2019).

In the context of Muslim representation and governance, various modes of representation have emerged, creating dynamic competition among representative claims (Jones et al., 2014). The role of Muslim leaders in promoting health literacy and addressing

social issues, such as cancer screening and COVID-19 response, demonstrates their potential impact on community well-being (Khalid et al., 2022; Essa-Hadad et al., 2022). Moreover, the experiences of young mothers in Islamic contexts underscore the importance of Muslim leaders knowing the role of social workers (Hutchinson & O'Leary, 2016).

Leadership styles in Islamic educational institutions, such as charismatic, paternalistic, autocratic, and democratic leadership, play a significant role in shaping the development of future leaders (Muafiah et al., 2023). Additionally, the mediating role of innovation in improving organizational performance in Islamic higher education highlights the importance of leadership in fostering creativity and progress (Junusi & Mubarak, 2021).

In a nutshell, the development of future leaders with Islamic leadership skills is a multifaceted process that involves the active engagement of religious and community leaders, the nurturing of learning cultures in educational institutions, and the integration of Islamic principles into leadership development programs. These efforts are essential for empowering young Muslims to become effective leaders in their communities and beyond.

## **PROBLEM STATEMENT**

Developing future leaders with Islamic leadership skills in schools is a critical need in Malaysia. The current and future school leadership requirements in Malaysia are demanding, necessitating the development of competent and professional "super leaders" with ethical and Islamic leadership skills (Waheed et al., 2020). The religious background of Muslim women academic leaders in Malaysia guides them in managing multiple responsibilities, indicating the impact of Islamic values on leadership styles (Hamzah et al., 2016). Furthermore, the Malaysian Education Blueprint 2013–2025 and the National Professional Qualification for Educational Leadership (NPQEL) contribute to the development of school leaders' attributes and skills, aligning with the aspirations set out in the blueprint (Adams et al., 2020). The strategic leadership practices of school leaders in Malaysia have a high level of impact on academic performance and education quality, emphasizing the significance of effective leadership in educational institutions (Jaafar et al., 2022). Additionally, the extent of ethical leadership among youth is crucial for ensuring that Malaysia's future leaders possess the attributes to be ethical leaders and prevent misconduct (Rahim & Ahmad-Zaluki, 2018).

The development of leadership competency models and the implementation of policies for assessing the performance of school leaders are essential for developing effective school leaders in Malaysia (Alias et al., 2020; Welch & Hodge, 2017). Moreover, the need for English teaching materials based on Islamic values for young learners in Islamic elementary schools aligns with the goal of integrating Islamic principles into education (Rahmadany et al., 2021). The impact of school leadership on pupil outcomes and the role of leadership competency models in developing effective school leaders are crucial aspects to consider in the context of enhancing leadership skills in Malaysian schools (Day et al., 2008; Welch & Hodge, 2017).

Thus, the development of future leaders with Islamic leadership skills in Malaysian schools requires a comprehensive approach that integrates ethical, Islamic, and strategic leadership practices. The alignment of leadership development with the Malaysian Education Blueprint, the impact of leadership on academic performance, and the

integration of Islamic values into educational materials are essential considerations for fostering effective leadership in Malaysian schools.

## METHODOLOGY

By utilizing qualitative document analysis, this research endeavors to produce an article that outlines principles for leadership education in Islamic institutions, with a particular emphasis on Islamic perspectives. For the comprehensive nature of the analysis, theoretical literature and school-based documents will be incorporated from two distinct data sources. The initial group consists of scholarly publications that clarify concepts and theories pertaining to Islamic education and leadership development. To identify these sources, systematic searches will be conducted in scholarly databases and peer-reviewed periodicals within the pertinent fields.

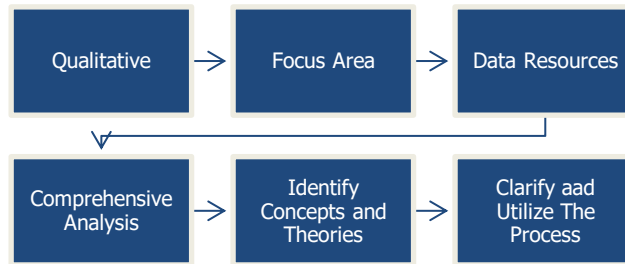


Figure 1 - The Process of Qualitative Document Analysis

## LITERATURE REVIEW

### *Integrating leadership lessons from Islamic history and Prophetic examples*

To integrate leadership lessons from Islamic history and Prophetic examples, it is essential to analyze the leadership qualities of prophets and caliphs, as well as their strategies and principles. Islamic leadership is deeply rooted in the teachings of the Quran and the exemplary behavior of Prophet Muhammad (PBUH) and the Rashidun Caliphs. The leadership model practiced in Islam is unique, as it encompasses both prophetic and caliphal leadership styles (Mir, 2010). The Quran and Sunnah serve as the primary sources of guidance for Islamic leadership, emphasizing principles such as justice, wisdom, consultation, and compassion (Putra & Ma'ruf, 2022). The caliphs, particularly the Rashidun Caliphs, are regarded as exemplary leaders who uphold Islamic values and principles in their governance (Roselani et al., 2023).

The leadership qualities of prophets and caliphs are reflected in the principles of Islamic leadership. These principles include the importance of collaboration as a shared role between leaders and followers in serving the organization (Faris & Parry, 2011). Additionally, Islamic leadership emphasizes the concept of fitrah, which denotes that leadership is inherent in every human being, aligning with the idea of motivating Islamic leadership (Roni, 2022). Furthermore, the principles of educational leadership in the Quran emphasize upholding Islamic values and leadership principles (Assa'idi et al., 2021).

The strategies employed by prophets and caliphs are also integral to understanding Islamic leadership. The transformational and servant leadership styles, as exemplified by Prophet Muhammad (PBUH), are significant in Islamic leadership (Sulaeman, 2020). The combination of transformational leadership manifests the message of mercy in Islamic leadership (Muhammad & Sari, 2021). Moreover, the Rashidun Caliphs demonstrated the importance of justice, wisdom, and receiving guidance from Allah in their leadership, reflecting the principles of Islamic leadership (Roselani et al., 2023).

Incorporating these leadership lessons into contemporary contexts requires a deep understanding of Islamic leadership and its impact. Studies have shown that Islamic leadership has a significant effect on various aspects, such as employee performance, organizational change, and educational institutions (Carter et al., 2012; Suriyadi et al., 2022; Yuvitasari, 2018). Furthermore, the role of Islamic leadership in influencing online learning systems and information system success has been demonstrated, highlighting its relevance in modern technological contexts (Asbari & Novitasari, 2022).

Integrate leadership lessons from Islamic history and Prophetic examples involves understanding the leadership qualities, strategies, and principles of prophets and caliphs. These lessons, rooted in the Quran and Sunnah, emphasize collaboration, fitrah, transformational-servant leadership, and upholding Islamic values. Incorporating these lessons into contemporary settings can have a profound impact on various aspects of organizational and educational performance.

#### *Inculcating Islamic values related to leadership like integrity and humility*

In developing future leaders, it is essential to instill Islamic values related to leadership, such as integrity and humility. Values serve as a crucial foundation for leadership as they guide decision-making, influence behavior, and shape organizational culture (Hamilton & Bean, 2005). In the context of Islamic leadership, these values are deeply rooted in the teachings of the Holy Quran and the Hadith, emphasizing honesty, trust, intelligence, and effective communication (Putra & Ma'ruf, 2022). Islamic leadership holds the principles of benevolence and moral values that can develop ethical behavior and a strong work ethic among individuals (Jasni & Sharip, 2022).

To instill these values in students, various activities and programs can be implemented. For instance, Kiai's program in Islamic boarding schools projects idealism that aligns with the development of Islamic boarding schools in the future, emphasizing the importance of instilling Islamic values in students (Fikriyah et al., 2021). Additionally, leadership educators can play a vital role in promoting social justice and critical consciousness among students, focusing on competencies like cross-cultural communication, empathy, and social perspective-taking (Chunoo et al., 2019). Furthermore, the internalization of gender equality values can be integrated into educational models to prevent bullying and promote ethical leadership (Hamidsyukrie et al., 2022).

Linking Islamic principles to the responsibilities of leadership, it is crucial to understand that leadership in an Islamic perspective is not only a social contract between the leader and subordinates but also a psychological contract between the leader and God (Na'imah & Muhibbin, 2020). Islamic leadership is deeply rooted in the Qur'an and the Hadith, emphasizing the importance of competence and quality of work life, which are essential for effective leadership (Yuvitasari, 2018).

In conclusion, developing future leaders with Islamic leadership skills involves inculcating values such as integrity and humility, which serve as the foundation for ethical and effective leadership. By integrating Islamic principles into leadership responsibilities and implementing programs to instill these values in students, educational institutions can contribute to the development of future leaders who embody the principles of Islamic leadership.

*Providing opportunities to exercise leadership skills*

Developing future leaders involves providing opportunities for students to exercise and develop their leadership skills. Co-curricular activities, such as clubs and projects, offer platforms for students to practice and demonstrate leadership traits (Ghani et al., 2020). Collaborations with community organizations can also provide valuable opportunities for students to engage in leadership activities and gain practical experience (Ishimaru, 2012). Research has shown that effective leadership is distributed through organizations rather than residing solely in an individual, emphasizing the importance of providing diverse opportunities for leadership development (McGregor, 2007).

Furthermore, it has been suggested that school leadership should encourage dialogue for mutual development, utilize the knowledge and practical understanding of all members, and provide space and time for collaborative processes (Aryani & Haryadi, 2023). This collaborative approach to leadership aligns with the idea of developing leadership within the community and fostering self-reliance through leadership development (Valli et al., 2014). Additionally, the role of women in educational leadership and the impact of certain extra-curricular activities on the development of leadership skills have been studied, highlighting the significance of inclusive and diverse leadership development initiatives (Mareque et al., 2022).

Moreover, the literature emphasizes the importance of integrating leadership skill development into the education system, as the socioeconomic development of nations commonly depends on the effectiveness of their education systems (Zeeshan et al., 2021). Co-curricular activities have been found to facilitate students in achieving their life goals, boosting their decision-making ability, and strengthening their self-confidence, all of which are essential aspects of leadership development (Zada & Alamzeb, 2021). Additionally, the integration of spiritual development activities into co-curricular leadership development programs has been suggested as a way to cultivate students' spirituality and the skills demanded by employers (Nolan-Arañez & Ludvik, 2017).

To developing future leaders involves providing diverse opportunities for students to engage in co-curricular activities, projects, and collaborations with community organizations to exercise and develop their leadership skills. It also requires a collaborative and inclusive approach to leadership development, integrating leadership skill development into the education system, and recognizing the impact of such initiatives on the socioeconomic development of nations.

*Developing key abilities like public speaking, decision-making, and teamwork*

Developing future leaders involves equipping students with essential skills such as public speaking, decision-making, and teamwork. These competencies are critical for future leaders as they enable effective communication, sound judgment, and collaborative problem-solving (Edy, 2022). To hone these skills, courses, training, and events can be designed to integrate Islamic values with language skills, emphasizing student-centered teaching and cultural awareness (Cahyo et al., 2019; Rahmadany et al., 2021). Educators

play a crucial role in nurturing these abilities in students by manifesting an Islamic leadership pattern towards them, emphasizing personal characteristics, and creating an environment conducive to Islamic leadership (Edy, 2022; Sarnoto & Rahmawati, 2022). Furthermore, the implementation of the synergy of transformational-servant leadership character in Islamic boarding schools highlights the importance of morals and humanity, especially in the context of Islam (Muhammad & Sari, 2021).

Islamic leadership is instrumental in disseminating Islamic teachings and fostering an ideal society based on justice and compassion (Rafiki, 2020). The Quranic perspective on leadership in educational institutions emphasizes the leaders' character and personal characteristics, underscoring the significance of the environment in which such leadership is carried out (Sarnoto & Rahmawati, 2022). Additionally, the development of English teaching materials for young learners based on Islamic values of integrated language skills demonstrates the practical application of Islamic leadership in educational settings (Rahmadany et al., 2021). Moreover, the role of leadership in developing missions and consistently working towards Islamic school improvement goals underscores the importance of leadership in educational institutions (Taufik, 2021).

Developing future leaders involves integrating Islamic values with essential skills, emphasizing the role of educators in nurturing these abilities, and implementing Islamic leadership principles in educational settings. By incorporating Islamic teachings into leadership development, schools can effectively prepare students to become competent and ethical leaders in the future.

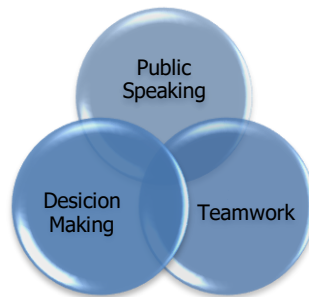


Figure 2 - To prepare ethical leaders in the future.

## FINDINGS AND DISCUSSION

To develop future leaders with Islamic leadership skills, it is essential to integrate exemplary leadership from Islamic history and analyze the leadership qualities demonstrated by prominent figures. This can be achieved by linking curriculum content and instructional approaches to inculcate core Islamic leadership values such as trustworthiness and justice (Usman et al., 2021). Effective programs and techniques to instill these values include providing experiential leadership activities and high-impact co-curricular activities for leadership skill application (Usman et al., 2021). Additionally, collaborative student projects that enable leadership experience and partnerships that enhance leadership exposure play a crucial role in developing critical leadership competencies (Nicol & Gordon, 2018).

Islamic leadership principles can be aligned with the responsibilities of leaders by presenting vital skills such as effective communication, strategic thinking, and teamwork (Sulaeman, 2020). Furthermore, courses, workshops, and events that build leadership capacities should be designed to reflect Islamic leadership values and principles (Sulaeman, 2020). The role of faculty guidance is also crucial in strengthening student

abilities, as it provides mentorship and support in the development of leadership skills (Nicol & Gordon, 2018).

The integration of Islamic leadership values into the curriculum is essential for the development of future leaders. This can be achieved through the development of an integrated Islamic curriculum that focuses on forming students' critical attitudes and character (Nurhayati & Andriani, 2021). The curriculum should also emphasize the reconstruction of Islamic education in the disruption era, focusing on cognitive development, character formation, and religious spirit (Yusmaliana & Widodo, 2019). Moreover, the Quranic perspective on leadership in educational institutions should be considered, highlighting the contextual, complex, and flexible nature of leadership according to the Qur'an (Sarnoto & Rahmawati, 2022).

The development of future leaders with Islamic leadership skills requires a comprehensive approach that integrates exemplary leadership from Islamic history, inculcates core Islamic leadership values, and aligns with Islamic principles on leadership responsibilities. This can be achieved through the integration of Islamic leadership values into the curriculum, effective programs and techniques to instill these values and the role of faculty guidance in strengthening student abilities.

## **CONCLUSION**

Based on the analysis of the references, it is evident that teaching leadership skills grounded in Islamic principles and context in Islamic schools is a multifaceted endeavor. Islamic leadership encompasses various dimensions, including transformational, instructional, visionary, and prophetic leadership, all of which are deeply rooted in Islamic values and teachings (Jasni & Sharip, 2022; Ali, 2009; Sarnoto & Rahmawati, 2022; Nafi'a & Sodikin, 2022). Furthermore, the leadership models in Islamic educational institutions consist of individual and collective leadership, emphasizing the importance of a holistic approach to leadership development (Kurniawan et al., 2022; Taufik, 2021). The Quranic perspective on leadership in educational institutions highlights the contextual, complex, and flexible nature of leadership, encompassing transactional, transformative, and serving leadership (Sarnoto & Rahmawati, 2022). Additionally, the implementation of Islamic universal values-based leadership power at State Islamic Higher Education emphasizes the significance of moral values and ethical practices in leadership (Irawan et al., 2022).

Moreover, the influence of Islamic leadership on various aspects such as employee performance, organizational culture, and work ethics in Islamic banks underscores the far-reaching impact of Islamic leadership beyond educational institutions (Hamzah et al., 2021). The dynamics of pesantren leadership from historical periods to contemporary times demonstrate the enduring influence of Islamic virtues on educational leadership (Ridwan, 2020). The e-leadership of school principals, facilitated by learning management systems, has been shown to increase school effectiveness by providing extensive support for managing the organization and promoting pedagogical effectiveness (Blau & Presser, 2013; Akram & Khan, 2020).

In conclusion, to effectively teach leadership skills grounded in Islamic principles and context in Islamic schools, it is imperative to adopt a comprehensive approach that integrates various dimensions of Islamic leadership, emphasizes moral values and ethical practices, and leverages modern tools such as learning management systems. Furthermore, the development of leadership materials and the incorporation of Islamic

values into English teaching materials for young learners in Islamic elementary schools underscore the importance of integrating Islamic principles into various aspects of education (Rahmadany et al., 2021). Therefore, Islamic schools should focus on nurturing leaders who embody the values of integrity, service, and vision, while also leveraging modern tools and methodologies to enhance leadership effectiveness within an Islamic framework.

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