

# **The Roles, Opportunities and Challenges of PAI Teacher Leadership in Indonesia Senior High Schools Context**

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## *Abstract*

Islamic teaching (PAI) teachers need to step on the leadership to develop their competence. Leadership skill is a part of the important competences based on the religious ministry affair rules that has to be achieved by PAI teachers. This study aims to explore the role of PAI teachers leaders to lead the students to reach their best achievement, the opportunities and challenges for them to be PAI teachers leaders. This is a qualitative study conducted in several State Senior High Schools in Central Java, Indonesia. The interview, documentation, and observation were applied to collect data. The data collected was then analyzed based on Miles and Huberman, by simultaneously using three steps: reducing data, displaying data, and drawing a conclusion or verification data. The result shows that PAI teachers leaders in Several Senior High Schools have the roles to lead their pupils to reach the best students' achievement. In addition, PAI teachers leaders have the opportunity to develop their leadership skill if supported by the principal who distribute his / her leadership roles well, has the democratic leadership style in leading the school, dan also supported by school culture. Whereas, the structure of school in which voluntarily the time of PAI teachers to lead the students outside of the classroom might be the hinder of their steps to participate in the leadership roles outside the classroom.

## *Abstrak*

Guru PAI perlu melangkah ke jalur leadership untuk mengembangkan kompetensi kepemimpinannya. Keterampilan kepemimpinan merupakan salah satu kompetensi utama yang harus dimiliki oleh setiap guru PAI berdasarkan peraturan kementerian agama. Tulisan ini bertujuan untuk mengeksplorasi peluang dan tantangan guru PAI untuk berkembang di sekolah. Penelitian ini merupakan penelitian kualitatif yang dilakukan di beberapa SMA Negeri Jawa Tengah, Indonesia. Wawancara mendalam, observasi dan dokumentasi digunakan untuk mengumpulkan data. Data yang terkumpul kemudian dianalisis berdasarkan Miles dan Huberman

melalui tiga langkah yaitu mereduksi data, menampilkan data dan menarik kesimpulan atau verifikasi data. Hasil penelitian menunjukkan bahwa *teacher leader* PAI di beberapa SMA mempunyai peran dalam memimpin siswanya untuk mencapai prestasi terbaik. Selain itu, *teacher leader* PAI memiliki peluang mengembangkan skill kepemimpinannya jika didukung oleh kepala sekolah yang dapat mendistribusikan peran kepemimpinannya dengan baik, dan memiliki gaya kepemimpinan demokratis dalam memimpin sekolah, serta didukung oleh budaya sekolah. Sedangkan struktur sekolah yang menggratiskan waktu bagi guru PAI untuk memimpin siswanya di luar kelas, dapat menjadi penghambat langkah mereka untuk berpartisipasi dalam peran kepemimpinan di luar kelas.

## Introduction

Human resources is an important factor in determining the quality of education (Sholihah, 2018) Therefore, the progress of an educational institution can be determined by the quality of its human resources. School can develop significantly if the human resources has high performance quality and competence. As teachers with high competences will be able to manage teaching learning process well to produce high standard of students' outputs. Thus, the competence of a good teacher is closely linked to the success of the learning program, which in the end has a direct impact on student performance, achievement, and school progress.(Badrudin et al., 2021)

Nevertheless, the fact show that there are some incompetent teachers. Research proves that both the quantity and quality of teachers are still limited.,”(Rozi, 2019) In the “Problematics of Islamic Education in the Era of the Industrial Revolution 4.0,” not a few teachers still have low competence from the aspect of pedagogical competence, for example, teachers are not assessed to be able to manage learning to the maximum, both in terms of understanding of the pupils, planning and implementation of learning, evaluation of the learning outcomes, as well as the development of pupils to update the various potential they have. (Marcellus, 2011).

Teachers less able to innovate in learning. Most of them don't prepare a learning process that's focused on a well-organized goal. Leonard in “Educator Energy Competence in Indonesia: Analysis of the Low Impact of Teacher Quality and Solution Improvement,” meant that the teacher's competence is very urgent to be further enhanced. Meanwhile, there are still problems related to the quality of teacher (Kuku, 2002), such as self-development programs available from both the government and schools, not seen by teachers as something that can add value for them. The minimum awareness of teachers to share knowledge, skills, and experiences with their colleagues, and to strengthen each other and successfully develop the learning process in the

school, the low interest of teachers to write, and develop and advance the practice of teaching-learning in the study room with continuously running Classroom Action Research, as well as not a few teachers who are still mentally easy to find or think instantly.

Those are the series of problems related to the competence of teachers. Besides, some teachers in various Islamic schools have not met the standards of academic competence and qualification. (Said, 2013) Some of them have not good skills in IT or digital technology. Although there are Google Meet or Google Classroom, there are Zoom Meeting, and there is YouTube, the majority of them have not been able to take advantage of the variation of technology in online learning properly (Sennen, 2017). Thus, there are still some teachers in Indonesia who have not met the established standards of competence (Leonard, 2016).

Regarding the fact that teacher's competence in Indonesia is still low, which has been shown above, based on the UKG of 2021, the rate of teachers' competence test results is 50.64 (Setiawan, 2021) That's a long way from the standard of 75. From the results of these pedagogical competence tests, there are still many teachers who teach boringly and have not mastered the right learning methods. This can be caused by a disorderly condition, such as teaching that does not correspond to its field of expertise because it meets the quota, and teaching subject matters that different from the academic background. For example, teacher from social science academic background, teaching English subject matter. So, the teacher's pedagogical competence still needs to be enhanced (Yunus, 2017).

Therefore, it is necessary to make serious efforts to enhance the competence of teachers to have a better quality of education in Indonesian. Some of the agendas run by policymakers to address the low quality of teachers, is to improve the level of teachers well-beings. The welfare of teachers can be improved through the granting of certification benefits to competent and professional teachers. However, teachers' certification benefits have not been fully used to improve the competence by teachers, but the money is still being spent on consumption needs. Therefore, it is not surprising that there has been no significant improvement in the performance of teachers in the social facts of education. (Tri Wahyuni, 2015) In other words, teachers have not given priority to learning and developing themselves in spending the certification fund. As a result, the fact that teachers are paid more does not immediately lead to a significant increase in the competence and quality of teachers.

Encouraging teachers to become leaders, is hoped to be one of the solutions to the effort to overcome the low competence of teachers (Kemendikbud RI, 2021). Encouraging teachers to become leaders is mentioned by various literature as a powerful way to enhance teacher competence. One of them, as mentioned by Kazen Mayer (2009), in his book "Awakening the sleeping Giant, helping teachers become leaders. So, if a teacher is encouraged to step on the leadership path, and become a teacher leader, then these teachers will have the extraordinary abilities of a giant that wakes up from sleep. It is described that they are modelling teachers who are not only able to lead their pupils but also their colleagues. Teacher leadership can be defined in a variety of ways. According to Katzenmeyer and Moller, teachers leaders are teachers who lead inside and outside the classroom; joining and contributing to the community of teachers, learners, and leaders who can influence other teachers through optimization educational practice; and accepting responsibility as a result of their leadership(Katzenmeyer & Moller, 2009),

Teacher leadership is related to the leadership role and their strength in making decisions without withdrawing from the classroom (Harris, 2003). The Center for Total School Reform and Improvement defines teacher leadership as the process in which teachers, individually or collectively, influence their colleagues, school heads, and members of the school community to improve teaching-learning practices to improve the quality of education. Wasley, as quoted by Muijs and Harris, defines teacher leadership as the ability to encourage his colleagues to change, and do something they hadn't thought before to do (Harris & Muijs, 2003). A teacher who encourages his peers to be motivated, and contributes to improve the learning process of teaching at school(Cowdery, 2004).

Some literature from journals discusses the roles of PAI teachers to lead their students. However, very few of the literature discusses the roles, opportunities and challenges of Islamic Teaching (PAI) to lead their students to reach the best students' learning achievement in secondary schools' context of Indonesia. This article aims to analyze the leadership roles of PAI teachers for their pupil to reach the best achievement, and the supporting and hindering factors of PAI teachers to lead in the context of secondary schools in Indonesia.

## **Literature Review**

Research by Khalilah Nasution with the title *Master Leadership in Improving Learning Effectiveness PAI*, (Nasution, 2016) This study examines the leadership of teachers towards their pupils. How the teacher's efforts in influencing, directing, motivating, and guiding the students

leads to the desired goal of creating effective learning. Research by Azamul Fadhly Noor Muhammad with the title *Model of Teacher Leadership in the Learning Process in the Classroom At Jenjang SD/MI*, the study presents an Analysis of the truth of teacher leadership towards students in the classroom. The leadership of the teacher has greatly influenced the movement of the student within the vision of the teaching-learning process. Teachers can be leaders both in the practical implementation of learning in the classroom and outside of the class. Teacher leadership is meant for teachers to lead according to their functions and aims for learning to be achieved.

Fatmawati's research has the title *Implementation of the Leadership Competence of PAI Teachers in Actualizing the Honorable Morals of the Students* This study deals with teachers as leaders in the educational process. They do not merely give affirmation in the improvement of intellectual intelligence, with all the limitations on the transfer of knowledge, nor can they activate the f spirituality taught by Islam in the process of speaking and daily life based on the teachings of Islam. Teachers have various forms of power in enhancing a culture of noble morality and also instill a variety of decency and noble values that are fundamental besides enlightening the minds of the students. Teachers have basic expertise, teaching ability, and skills to constantly develop and adapt competencies that are applied or required by law. The teacher needs to implement his leadership to update the noble morality of the student (Fatmawati, 2020).

Research by Amalia Kamilah and Maemunah Sa'diyah with the title *Leadership Competence Role of Teachers of Islamic Education in Creating Islamic Values*. This study discusses the relationship between the leadership competence of PAI Teacher in creating religious culture in 1 Leuwiliang High School. Social competence also requires a teacher to be used in communicating with students, parents, fellow teachers, and the community around the school. Competence related to the personal behavior of the teacher must also be possessed to enhance the dignity of the student, which includes maturity, wisdom, intelligence, agility, and noble morality (Sa'diyah, Maemunah, Kamilah, 2018).

The main different of my research with all other research about PAI Teacher leadership above is that my research discusses the roles, opportunities and challenges of Islamic Teaching (PAI) to lead their students to reach the best students' learning achievement in secondary schools context of Indonesia. what factors that support and hinder PAI teachers to be a good leader in secondary schools' context.

## **Method**

To answer the problem, this study applied a qualitative approach (Sugiyono, 2013). In this context, the research is analyzed from a sociological perspective within the boundaries of the school educational environment. Data required are the data of Islamic Teaching (PAI) teachers, principals and selected students from several secondary schools in Central Java, Indonesia, as the primary source of data. Other data also needed is from observations to feedback as well as the impact of the field research processes directly in the acquisition and data collection. Secondary data sources are written documents such as scientific journals, books, and applicable law (Bernard, n.d.).

This research is qualitative research with a phenomenology approach (Muhadjir, 2018) carried out at some Central Java State High Schools, in Indonesia. The data collection techniques are carried out through in-depth interviews, observations, and document studies. The interviews are conducted to explore the roles of PAI teachers to lead the students to reach the best achievement based on Miles and Huberman through three steps: data analysis is carried out in three levels: data analysis acquisition from the field, theoretical data analysis, and philosophical analysis. Data obtained through library as well as field research is analyzed using descriptive-qualitative techniques to obtain data reduction, presentation of data, and retrieval of results with quality data form (Denzin & Lincoln, 2011).

## **Result and Discussion**

### **Teacher Leadership Patterns of Senior High School**

Leadership patterns refer to behavior, attitudes, values, perceptions, and the ability to influence and lead a person to a specific goal. Leadership types can be democratic, paternalistic, autocratic, laissez-faire, and charismatic. The attitude and behavior of a teacher, as well as the way they lead and influence others, indicate a teacher's equality. Doing good is an example that teachers should give to their students. Good-heartedness, affection, friendship, honesty, peace, respect, loyalty, courage, freedom, potential, self-discipline, allegiance, purity, and justice are character values instilled in children from childhood. As seen in State Senior High School (SMAN 1 Batu), a teacher's leadership pattern is influenced by diverse individual needs. Simply put, a leader must update his leadership style.

The "socialist" style of leadership is used in SMAN 1 Batu. This leadership style emphasizes morality, action, and good example. To solve problems, discussions are crucial. In

certain situations, the actions of a leader to promote social morality are known as socialist leadership. Social consciousness covers the attitudes, perceptions, values, and social styles of a leader wherever he is. SMAN 1 Batu also sees the role of the teacher as very important in building the character of the student's affection. By the material and curriculum of the school, students are given examples of peace in the classroom. Outside the classroom, educators teach students about compassion through habit (Riyadi, 2022). Successful and highly qualified students are heavily influenced by the teacher's leadership style. Teachers can influence students' productivity in the classroom as they provide information and train students to be skilled. Teachers can lead with authoritarian, democratic, or let students move on their own. The teacher's leadership style should be in line with the student's character and designed to help and guide the student to complete tasks appropriately and efficiently.

The teacher leadership (Lord & Miller, 2000) style in the learning process focuses on relationships and creates a classroom environment that supports the achievement of goals. Learning depends on the teacher's ability to manage and lead the classroom. Teacher leadership style is crucial in the learning process because it serves as a facilitator that affects the interaction between the teacher as a leader and the student as the receiver of the leader. Teachers with a good leadership style can provide guidance, give advice, influence, direct, advise, guide, motivate, and motivate their students to high results and a specific goal.

The way teachers manage learning is very important. The attitude and behavior of students can be influenced by responsible teachers and encourage them to learn well. The ability to lead by the teacher, and guide his pupils to the goal of learning. Leading teachers is crucial to learning success. Teachers become the center where students learn, and they are called the center because the role of teachers is crucial to learning success. Teacher's teaching style is a term that refers to the way a teacher leads or supervises a student during the learning process. Teacher leadership styles also influence how students can speak and make decisions.

As a leading leader in the learning management system in the classroom, teachers have a strategic role in ensuring a good quality of learning in classrooms. This is because it is the responsibility of teachers to develop learning devices that are tailored to students' situations, conditions, and needs so that teachers can help students develop and understand what they are learning. In addition, teachers are also responsible for ensuring that learning devices fit students' needs (Greenlee & Assistant Professor, n.d.).

The teacher's leadership style can influence the pupil. A good teacher must have some qualities, such as discipline, good teaching skills, a good understanding of the matter, motivation and innovation, and a good personality. Autocratic is the most common style of teacher leadership. This style can prevent students from sharing knowledge. In this way, the teacher rejects the criticism, input, and opinion of the student. They also become the sole owners in determining what is taught to students and setting learning goals based on individual goals. Besides, teachers rely too much on their formal authority as a source of knowledge. Learning often involves coercion and punishment of students. As a result, students only participate in activities when there are instructors, and if there are no instructors all learning activities will stop. Therefore, learning depends heavily on the role of the teacher.

In addition, less experienced leaders often use the *Laizess Faire* leadership style. *Laizess Fair's* learning style gives students the freedom to choose what lessons they want to learn in the classroom. This style of leadership does not seek to control or improve the student's work; instead, group members are asked to work together without the help or advice of the leading teacher. A *laissez-faire* leadership style is usually less productive, especially if teachers force students to do activities that only attract their attention. When the teacher is not in the classroom, student activity is usually more productive (Miss Ilharm Charotmah, 2020).

A democratic teacher leadership style allows students to participate in the learning process and make them have fun with the material they learn. Even when they are not supervised by a teacher, students can learn productively, and this method helps create an ideal learning environment. At SMAN 05 Ogan Komering Ulu (OKU), the head of the school and teachers have worked together to improve the quality of learning. The process of working with teachers to create a Learning Implementation Plan (RPP), which was then approved by the head of the school, was one of the steps taken. It's an attempt to raise. This action is aimed at maximizing the professionalism of teachers and improving the quality of education at school (Ahya et al., 2021).

A leader's concept of leadership evolved with the development of the functions he performed as a leader. This leadership capacity has existed since birth. Besides, one can make a leader. He is a leader because he has a very strong determination to lead and has research and experience to use. There's a theory that a good leader is based on the combination of innate talent education and experience. For a teacher to succeed, they need to have some skills. Experts in the educational world from Stanford University and the University of Sydney have found 22 types of



teaching skills among them: forming groups, creating appropriate benchmarks, achieving solutions, identifying and collecting existing behaviors, giving feedback, applying appreciation and punishment, controlling participation, reducing repetition and redundancy, providing illustrations and examples, asking basic questions, different directions questions, high-level questions, problem-solving questions, and problem-solving questions (“Disertasi TEACHER LEADER 5,” 2018; Ningsih & Wijayanti, 2019).

Teachers must create an active, creative, and flexible learning environment. They also have a vision, a purpose, and a mission to help students their best achievement. It's teachers must have a variety of experience for this task, teachers should have a deep understanding of the theory of effective leadership. In addition, they must have the ability to plan, control, and implement education effectively. Besides, making decisions and setting academic goals is the responsibility of teachers too. They must have the ability to encourage the collaboration of parents and students toward academic objectives. Through their daily interactions, students can witness and understand how teachers lead. Teachers must have the expertise to comply with the regulations and professionals that have been discussed earlier. The results of this study embody the existence of a very important, highly competitive, and explain that there is a strong correlation between the competence of teachers and output student learning, by the theory and framework of thought that exists.

The best method to measure a teacher's ability as a leader is to use the metrics of competence in his leadership. One way to measure a teacher's ability is to see how they can plan and create a good learning experience, especially in Islamic lessons, and encourage ethics as part of the learning process. In addition, they need to organize components dynamically and systematically to support the learning experience of students at school. Moreover, teachers must have the ability to encourage, guide, help, and enhance the student's learning experience. Furthermore, they must be able to direct, control, maintain, and create experiences that are beneficial to pupils, especially experiences that have a positive spiritual impact on pupils (Multazam, 2018).

Based on the interviews of PAI teachers in several secondary schools in Central Java, Indonesia. These are the roles of PAI teachers to lead the students to reach the students’ learning achievement.

No.	Informant statements
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1.	I guide students to the national champion level. National championship achievements have been achieved by the children I guide. National scientific work won 2nd rank nationally, continued the National Spiritist Camp, and alumni said to me, "Thank you, sir, sir, in student affairs our aspirations are accommodated; what do we want to be facilitated?" This finally turned into a national achievement in pencak silat. Then twice in Cibubur, then in Bangka Belitung, up to the national level. <i>(Interview with T.F.K., T.L.01, December, 2022)</i>
2.	In PAI quiz competition, we won as the First winner at the district level and the 1st winner in the PAI debate" and quite often won in the PAI competition. Our student also won as the "1st winner in reading and reciting Qur'an (MTQ) district, then took part in competitions in the province as the 1st winner too" <i>(Interview with F.H.R., T.L. 03., March, 2023).</i>
3.	I galvanize children through ruqyah by inviting teachers to build children's character by being role models in terms of punctuality in congregation and in the teaching learning in the classroom. As a result, the children I observed, the more they improved their character and mentality, the better they were at studying and achieving at school <i>(Interview with U.T.R., T.L.02, December, 2022).</i>
4.	I'm a spiritual advisor; I'm also an OSIS and MPK supervisor too, so as the spiritual advisor specifically for MPK religions, I automatically do general studies. For debate competitions, I usually do it long beforehand; for example, for the 2023 competition, I already formed the group of candidates of PAI debate competition in 2022. Then, for example, this tambourine I created a tambourine group, so in preparation for the competition, I had prepared it long beforehand. Thus by well – prepared, they can be the winner. <i>(Interview with M.U.S., T.L. 05., January , 2023)</i>

Figure 1. data-data form PAI teachers

The leadership of teachers of Islamic Religious Education requires some competence. According to Article 39 (2) of the RI Act No. 20 of 2003, educators are considered to be the powers of professional teachers who are responsibilities in the process of carrying out the planning on the learning side and also helping with the guidance and training process to the community, especially for educators in colleges. Therefore, teachers should not only tell students what they know but also be able to build students' mental skills and attitudes. (transfer nilai). Law No. 4 of 2005 Article 10 (1) on the staff of educators and teachers or lecturers states that teachers must have four competencies: pedagogical competence, personal competence, social competence, and professional competence. Where as based on the regulation of Religious minister of Republic Indonesia, number 16, 2023, stated that Islamic Teaching (PAI) teacher must have leadership competences besides of those four competences(Aidla & Vadi, 2008).

Teachers of Islamic education must have leadership skills as they are responsible for leading, educating, and influencing students and entire school citizens to implement and practice Islamic values and culture. Since they are expected to provide good service to their students, PAI teachers must have a strong leadership spirit. Teachers not only give students what they know in the learning process, but they also act as trainers who encourage students to their best potential.

## The opportunities of PAI teacher to lead students to reach the best achievement

Academic reference studies found that the factors that support teacher leadership. These include teachers who support the head of school policy, a culture of collaboration in schools, schools as learning organizations, and teachers involved in decision-making as learning organizations. Besides, mutual support among teachers is also an important component of teacher leadership (Mertz, 2010).

Based on the interview with the principals from those several PAI teachers in secondary schools of Central java Indonesia. These are the ways that they do to support PAI teacher to develop their leadership skills to improve students learning outcomes. These principals' support can be the opportunities for PAI teachers to develop their leadership skills to lead students reach their best achievement.

No	Informant statements
1.	By properly distributing school leadership tasks to teachers, distributing leadership tasks to teachers is one way for teachers to participate in the leadership of the school principal. School principals need to delegate leadership tasks to teachers so that they can develop their leadership skills. <i>(Interview with A.S.Y., KEP.SEK. from T.F.K., December, 2022).</i>
2.	Principal of M.U.S. Distributing his leadership duties by giving delegations as wide as possible to PAI teachers to prepare religious programs in schools and fully manage mosque activities in schools so that the mosque is prosperous with various religious activities led directly by PAI teachers. <i>(Interview with Y.W.N., KEP.SEK. from M.U.S., January, 2023).</i>
3.	Be democratic by giving teachers the opportunity to convey their aspirations, opinions, suggestions, and even criticism to the school principal. Teachers can provide direct advice via the W.A. personally to him, meet him in person, or put him in the criticism and suggestions box in the waiting room in front of the principal's office. <i>(Interview with S.A.N., KEP.SEK. from U.T.R., Agustus, 2023).</i>
4.	The principal of M.U.S. stated that he created a daily morning meeting program for 30 minutes every day for teachers to directly provide suggestions or asking question to the principal, which ended with prayer with all the teachers every morning. He said that he was very open to various teacher inputs, so he held this program. From here, he trained teachers to voice their opinions well. <i>(Wawancara dengan Y.W.N., KEP.SEK. dari M.U.S., Januari, 2023)</i>
5.	Motivate and facilitate teachers not to be reluctant to develop themselves by participating in various trainings, seminars, and workshops or professional learning, as well as getting out of their comfort zone, just teaching students at school, and feeling satisfied with the knowledge and skills they acquired during their bachelor's degree. <i>(Interview with S.A.N., KEP.SEK. from U.T.R., Agustus, 2023).</i>

Figure 2. data-data form the leader of schools

PAI teachers play an important role in providing moral education to their students. They have a greater responsibility to teach students the values of spirituality and morality. Therefore, spiritual principles should be taught to the students, so that they can implement them in their daily

activities. Religious lessons and relevant activities strengthen their understanding to the Islamic Teaching subject matters should be given to encourage the student to apply morality. To begin cultivating these values, schools can create programs that integrate Islamic values into the material. They can also oversee activities, especially those related to teaching in Islamic education, and motivate them by participating in students competition.

Islamic education (Fauzi & Hosna, 2022) is an education of Islamic religion and consequently is an educational process in which teachers give their leadership and students can conduct an examination of the understanding and practice of the Islamic teachings to various things concerning the way of life toward beauty and to obtain well-being both in the world and in the Hereafter. The way a religious teacher becomes every student. Religious teachers should be good examples for their students. They will be acceptable examples for others and themselves by following the "*ibda' binafsik*" principle.

The principle of leadership of teachers of Islamic Religious Education (PAI) is more inclined towards Islamic education, especially in terms of policy and integrity. If an Islamic educational teacher doesn't perform with integrity in every activity rather than become a role model, then the responsibility for what he leads will be increased. They have double responsible, especially in giving Islamic knowledge, because every wrong deed or word will be responsible in the Hereafter. A good PAI teacher can set an example for his pupils. Being a teacher must be respected and imitated by students and the community around them. The morality and morality of a teacher towards his pupils and the way an educator can behave and act can influence the determination of a good morality for each student according to the various purposes desired of a perfect human being (Bahi & Santosa, 2022).

The ability of PAI teachers to plan and facilitate the experience of Islamic teaching and noble moral behavior in students as the process of learning Islamic religion; an organizational ability that is systematically integrated to support the empowerment of the Islamic learning experience in the school environment. The ability to oversee every activity, help with every problem, and generate concepts for students. It seems that PAI teachers are actively involved in every situation and circumstance to improve and improve the morality of pupils. Thus, it is a great ability to control and guide in the noble values of spirituality and not to provide care for harmony between the various religions outside of Islam.

The leadership of PAI teachers to optimize learning as demonstrated by the Prophet SAW, has some important qualities that can be used as examples for contemporary leadership. A leader who can speak well, speak the truth, and tell the truth, as well as educate and direct others to obey the rules. Leadership aspects such as credibility, quality, discipline, responsibility, motivation, justice, high work ethos, example, and class management are essential to improving learning outcomes. A high PAI teacher's quality is one of the conditions for leadership. Because students are disciplined by following what they see, teachers must be disciplined. Teachers are responsible for enlightening their children's lives. They are also responsible for teaching them moral and moral values based on religion and philosophy, and compete in kindness as instructed by the Quran and Sunnah.

Teachers are initiators who motivate with various abilities to encourage and support the students to acquire knowledge. Teachers are a fair figure in avoiding differences between students and teachers have a working spirit that is visible from the various daily activities in the school. Thus, it shows the indicator of the religious integrity of the teacher as an example both in the attitude as well as in the expression of their words and appearances. The influence of teacher leadership on the learning outcome is an example. Teachers are responsible for teaching ethics and are strategically responsible for ensuring the quality of learning in the classroom. If a teacher uses a leadership style that matches their needs, students will get the best learning outcomes (Satyawati, 2020; Ramayati, 2020).

In the Qur'an, surah Al-Mujadilah, verse 58 verse 11, it is explained that Allah will exalt those of you who believe and those who are given knowledge in a degree. Allah is All-Knowing of what you do. The most important factor in determining the success of learning processes in educational institutions is teachers. Teachers serve as examples and models for their students, and they are responsible for developing and choosing learning materials, learning resources, and learning media. Therefore, a teacher must understand the experience, ability, and competence of the character because the actions he does well will have a positive impact on his pupils. Without a good teacher, education will not work. Teachers affect all aspects of education, including the quality of education and the success of teaching and learning processes, as well as the achievement of the goals of effective and organizational learning for students (Kasmawati, 2017). Based on the research data, it can be explored that one of the important roles of teacher is to lead the students to achieve students' learning achievement.

## Challenges of PAI Teacher Leader

The result of interviewing of all PAI teachers' and principals in several secondary schools in Central Java, school usually is voluntarily the teachers' times to supports their students to reach their best achievement. They do their leadership job to lead students' outsides of the classroom voluntarily, they want to do this just because of Allah or *lillahi ta'ala*. So, the challenge is from the structure of the school that have reward system to appreciate teachers to lead their students' outsides of the classroom. Although all PAI teachers say that they do not mind to sacrifice their time and energy to support the student's success in the competition or learning achievement without getting the enough financial support or appreciation for their spending time and efforts.

Even they often spend their own money for transportation and accommodation when accompanying the students to join competition. However, that would be better if the principals can allocate the money to support the teachers' financially if they are involved in the leadership roles outsides the classroom. Islamic Teaching (PAI) roles to lead the students is not easy, because they are not only responsible for improving the intelligence of students but are also responsible for building students' morality, especially in the present era when a lack of moral discipline toward students has become a common problem in society. Thus more support from principal should be improve by giving more reward to their leadership effort (Huda, 2018).

By working with school members, PAI teachers are shaping a culture of adaptation of pupils by incorporating various religious values into the learning carried out in the school in the process of developing various interests and talents of the pupils. They are also taught to accept differences in both social religious and customs of each individual who has an orientation to equality over religious education to fill the prevailing noble morals as the competence of PAI teachers. Sociologically, families, schools, and societies form the educated generation. However, due to changing perspectives as well as various methodological misunderstandings in the learning process carried out by institutions they often do not work properly. This can lead to inappropriate actions including being parents who have important roles can teach their children ethics at all times. It's because children are heavily influenced by their family environment.

It also ensures that the moral values that are taught in the school neighborhood can be carried out by children and parents, making a good example in this education of morality. Without the unity of the parents and also the family, any values taught at school can not be useful. This can result in the existence of a good moral education that can include various elements of both affection

and feelings or even profound touches even in the form of daily worship. How pupils behave is also influenced by their communities. Student behavior will be influenced either well or badly by the social environment. Master PAI As part of the education system must also change to produce a generation of intelligent and noble Muslims. They should think about integrating science and religion into learning to draw pupils who are not only intellectually intelligent but also have noble morals.

It combines students' intellectual and moral strength. Schools are a great place to teach moral values with a variety of general or religious lessons that can be studied thoroughly by school teachers. Moral education is a basic education that is the source of religious lessons as well as general lessons. As a result, the application of integration in learning is crucial. Curriculum development is the implementation of integrated learning in today's educational institutions. The purpose of the development of this curriculum is for students to learn a model of science that is united with Islamic religious education well science will be able to help them shape and discover the noble morality, which will help them to form and cultivate morality.

The training method is very effective in reviving students' morals. Equality is a path that can be applied in the world of education to shape and build morality. Can serve as a model and center for identifying and consulting each student. It can serve as the best idol and figure for its pupils and therefore all expressions and actions will be inherent in the character of students and religious schools as well as in general can provide a teaching of morality curriculum that is expected to give students a mastery of the variety of sciences integrated with Islamic religious education and science with the application of teaching-learning integrated into the educational institutions.

The school community or the family environment are social media center for the students and also to update their behavior and attitudes Then entering the institution education is directed to be able to work together and perform various functions and roles effectively from an early age so that there is not too much of a good understanding angle in the educational process either in the family school or in the society as a whole(Fatmawati, 2020).

The steps taken to provide the learning process solve the problem of PAI teachers. No doubt, the challenges that arise during the educational process vary and are seen as a barrier to student progress. As a teacher, you must face the challenge of running an effective learning process. The educational program known as Islamic education aims to provide moral education

based on religious values. The goal is to change the interaction between educators and students so that a good collaboration between the two is created. It will produce a school or a community that has a good sense of wisdom and a good faith based on Islam.(Suriyati et al., 2022).

Problems in the learning process of Islamic education include interesting materials, teachers who do not understand the material, inappropriate hours of lessons that are usually placed in day classes, poor readiness of students to study, a variety of learning through unattractive media as well as a lack of good facilities and other infrastructure. This is a pattern of problems that is often faced by teachers and students in teaching PAI and PAI teachers face different characteristics of students when teaching in the classroom. The behavior-forming process of religious teachers can carry out a process of cooperation with a variety of other teachers to help the diversity of student characteristics. The character of the pupil tends to be difficult to regulate and given input either explicitly or indirectly will be faced with various parties and this is a challenge for teachers (Aziz et al., 2020).

The less positive view of PAI teaching is clearly due to many factors, both those coming from outside the school and factors in PAI's teaching practice that are still very weak. Among them, Amin Abdullah (1998) discussed the reasons for the success of PAI teaching in schools in the book *Islamic Education Paradigm* by Muhaimin et al. He said that religious education focused more on cognitive religious theoretical issues than on real worship practices. Religious education does not understand how students internalize religious cognitive knowledge into "meaning" and "value" through various media, forums, and approaches. Religious education strongly emphasizes textual correspondence, with greater emphasis on mastering existing religious texts (Anwar et al., 2021)(Abdul Majid, 2017).

## **Conclusion**

PAI teachers have the role to lead their students, not only in the classroom but also in the outsides of the classroom to reach the best achievement. Several PAI teachers can lead their students to be the winners, especially in the various competition related to PAI subject matters, such as debate in PAI subject matters, Reading and Reciting Holy Qur'an (MTQ), "Rebana" and Quiz competition in the field of PAI.



Their leadership roles can be developed well if they are supported by the principal who can properly distributing school leadership tasks to teachers, delegate as wide as possible to PAI teachers to prepare religious programs in schools and fully manage mosque activities in schools, apply democratic leadership style by giving PAI teachers the opportunity to convey their aspirations, opinions, suggestions, and even criticism to the school principal, created a daily morning meeting program for about 20 - 30 minutes every day for teachers to directly provide suggestions or asking question to the principal, motivate and facilitate teachers not to be reluctant to develop themselves by participating in various trainings, seminars, and workshops or professional learning.

Whereas, PAI teacher can be hindered by the structure of the school, in which PAI teachers have to voluntarily their time and effort to support their students to reach the best achievement in the outside of the classroom. So, their responsibility has been doubled by conducting leadership job in the outside of the classroom, and by making sure their students not only have good moral and attitude in this challenging era of moral degradation, and make sure that their students can reach the best achievement. Therefore, the principal need to pay more attention and support for PAI teachers to give more reward and appreciation who want to lead their students to reach the best achievement in the outside of the classroom.

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