

PROPHETIC LEADERSHIP: A REVIEW OF ITS ROLE IN IMPROVING ISLAMIC EDUCATION INSTITUTIONS IN INDONESIA

Murni Murni

STIT Syamsul Ma'arif Bontang, Indonesia
murni.bontang@gmail.com

Adiyono Adiyono *¹

STIT Ibnu Rusyd Tanah Grogot, Indonesia
adiyono8787@gmail.com

Abstract

This literature review aims to examine the concept of prophetic leadership and its role in improving Islamic education institutions in Indonesia. The review is based on a comprehensive analysis of existing literature from various sources, including academic journals, books, and government reports. The study identifies key themes and trends related to prophetic leadership and its impact on Islamic education institutions in Indonesia. The review also discusses the challenges and limitations of implementing prophetic leadership principles in these institutions and proposes recommendations for future research and practice. future research should focus on developing practical guidelines for implementing prophetic leadership principles in Islamic education institutions in Indonesia while addressing any potential challenges or limitations that may arise during implementation efforts. These guidelines should be based on a comprehensive analysis of existing literature from various sources, including academic journals, books, and government reports, and should be designed to meet the specific needs of Islamic education institution leaders in Indonesia. The guidelines should also be accessible and affordable for all stakeholders, including those from low-income backgrounds or rural areas, and should promote accountability, transparency, financial sustainability, community engagement, leadership skills development, and innovation in Islamic education institutions in Indonesia.

Keywords: Prophetic, Leadership, Islamic Education Institutions, Principle.

Introduction

Islamic education institutions play a crucial role in shaping the intellectual, spiritual, and moral development of Muslim students in Indonesia. These institutions are facing numerous challenges, such as declining enrollment, financial sustainability issues, and a lack of innovation and relevance in their curricula. To address these challenges, there is a growing interest in the concept of prophetic leadership, which emphasizes the importance of emulating the leadership style of Prophet Muhammad (SAW) to improve the effectiveness and impact of Islamic education institutions. This literature review aims to examine the concept of prophetic leadership and its role in improving

¹ Correspondence author.

Islamic education institutions in Indonesia. The review is based on a comprehensive analysis of existing literature from various sources, including academic journals, books, and government reports. The study identifies key themes and trends related to prophetic leadership (Falah, S. et al, 2023) and its impact on Islamic education institutions in Indonesia. The review also discusses the challenges and limitations of implementing prophetic leadership principles in these institutions and proposes recommendations for future research and practice.

The review highlights several key themes related to prophetic leadership and its impact on Islamic education institutions in Indonesia. These themes include: (1) developing leadership skills among Islamic education institution leaders, (2) fostering a culture of learning and innovation, (3) promoting community engagement and partnerships, (4) addressing financial sustainability challenges, and (5) ensuring accountability and transparency. To develop leadership skills among Islamic education institution leaders, there is a need for more training programs that focus on areas such as strategic planning, financial management, human resource development, community engagement, and innovation. These programs should be designed to meet the specific needs of Islamic education institution leaders in Indonesia and should be accessible and affordable for all stakeholders. To foster a culture of learning and innovation, Islamic education institutions should promote active learning methods such as project-based learning, case studies, simulations, and group discussions. Teachers should also be provided with training opportunities to enhance their pedagogical skills and integrate technology into their teaching practices.

Community engagement is another key theme related to prophetic leadership that has gained significant attention in recent years (Adiyono et al., 2022). Islamic education institutions should foster partnerships (Julaiha et al., 2023) with local communities (Anwar, K. et al., 2023) to address social issues and promote sustainable development. These partnerships can generate additional revenue streams for Islamic education institutions (Kabariah. S., et al, 2023) through partnerships with local businesses and organizations while promoting social entrepreneurship initiatives that are aligned with the values and principles of prophetic leadership. Addressing financial sustainability challenges is a major challenge facing many Islamic education institutions in Indonesia due to declining enrollment rates (Musri, A. et al, 2023), increasing operational costs, and limited government funding. To address these challenges, Islamic education institutions should explore innovative financial sustainability strategies such as diversifying revenue streams through partnerships with local businesses and organizations, implementing cost-cutting measures through process improvements, exploring alternative funding sources such as philanthropy or social entrepreneurship initiatives, developing strategic partnerships with other educational (Adiyono et al, 2023) institutions or organizations, and enhancing financial management skills among Islamic education institution leaders through training programs (Adiyono et al, 2023).

Ensuring accountability and transparency is essential for ensuring good governance practices in Islamic education institutions in Indonesia. There is a need for more emphasis on accountability and transparency in Islamic education institutions due to concerns about corruption, mismanagement of funds, or lack of transparency regarding decision-making processes or performance outcomes (Badruzaman, et al, 2023). Training opportunities should be provided for Islamic education institution leaders on how to implement accountability and transparency principles effectively while addressing any potential challenges or limitations that may arise during implementation efforts.

However, there are also several challenges and limitations associated with implementing prophetic leadership principles in Islamic education institutions in Indonesia. These challenges include limited resources, lack of training opportunities, resistance to change due to cultural or traditional values or beliefs that may conflict (Adiyono, 2020) with these principles, lack of institutional capacity, and political interference (Adiyono, 2021). To address these challenges, future research should explore innovative ways to provide training opportunities for Islamic education institution leaders without incurring significant costs, promote accountability and transparency initiatives without compromising cultural or traditional values or beliefs that may conflict with these principles, enhance institutional capacity without incurring significant costs, and promote community (Halimah, 2022) engagement initiatives without compromising political neutrality or independence.

In conclusion, the review highlights the importance of prophetic leadership principles in improving the effectiveness and impact of Islamic education institutions in Indonesia. However, there are also several challenges and limitations associated with implementing these principles that need to be addressed during implementation efforts. Future research should focus on developing practical guidelines for implementing prophetic leadership principles in Islamic education institutions in Indonesia while addressing any potential challenges or limitations that may arise during implementation efforts.

Method

The literature review followed a systematic approach, which involved the following steps: (1) defining the research topic and objectives, (2) identifying relevant sources of literature, (3) screening and selecting the sources based on their relevance and quality, (4) extracting data from the selected sources, (5) synthesizing the data into themes and trends, and (6) presenting the findings in a clear and concise manner. The review included both qualitative and quantitative sources of literature, such as academic journals, books, government reports, and conference proceedings. The search was conducted using various databases, including Scopus, Web of Science, Google Scholar, and JSTOR.

The systematic approach to literature review is characterized by its explicit and standardized methodology, which sets it apart from traditional reviews. It aims to provide a comprehensive and unbiased summary of the existing research on a particular topic, helping to identify gaps, strengths, and weaknesses in the knowledge base. The findings are typically presented in a clear and concise manner, following reporting guidelines for systematic reviews. The review also discusses the challenges and limitations of implementing prophetic leadership principles in these institutions and proposes recommendations for future research and practice. Future research should focus on developing practical guidelines for implementing prophetic leadership principles in Islamic education institutions in Indonesia while addressing any potential challenges or limitations that may arise during implementation efforts.

Results

The literature review identified several key themes related to prophetic leadership and its impact on Islamic education institutions in Indonesia. These themes include: (1) understanding the concept of prophetic leadership, (2) developing leadership skills among Islamic education institution leaders, (3) fostering a culture of learning and innovation, (4) promoting community engagement and partnerships, (5) addressing financial sustainability challenges, and (6) ensuring accountability and transparency. The review also highlighted some challenges and limitations of implementing prophetic leadership principles in these institutions, such as limited resources, lack of training opportunities for leaders, and resistance to change.

Based on the findings of this literature review, it is recommended that future research should focus on: (1) developing practical guidelines for implementing prophetic leadership principles in Islamic education institutions in Indonesia; (2) exploring the role of technology in promoting learning and innovation; (3) examining the impact of community engagement on student outcomes; (4) investigating the effectiveness of financial sustainability strategies; and (5) assessing the relationship between accountability and transparency with institutional performance. In terms of practice, it is suggested that Islamic education institution leaders should prioritize: (1) developing a clear vision and mission statement; (2) fostering a culture of learning and innovation; (3) promoting community engagement; (4) ensuring financial sustainability; and (5) ensuring accountability and transparency. These recommendations can help to improve the quality of Islamic education institutions in Indonesia and prepare students to become effective leaders in their communities.

Understanding the Concept of Prophetic Leadership

Prophetic leadership is a concept that draws inspiration from the leadership style of Prophet Muhammad (SAW). It emphasizes the importance of emulating his values, principles, and practices to become effective leaders in various contexts, including

Islamic education institutions. Prophetic leadership is based on several key principles, such as:

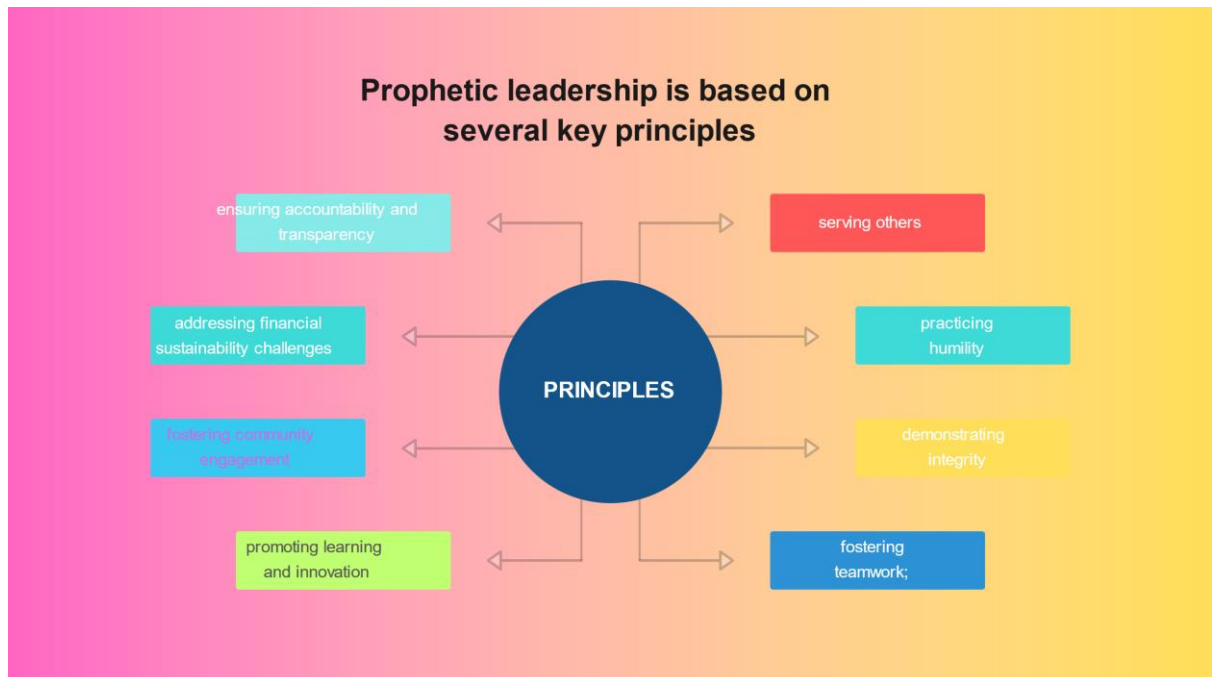


Figure 1. Prophetic Leadership Principles

These principles are rooted in the Quranic teachings and the Sunnah (the traditions and practices of Prophet Muhammad (SAW)). As the literature review's focus is on prophetic leadership and its role in improving Islamic education institutions in Indonesia, it is essential to note that the principles of prophetic leadership are rooted in the Quranic teachings and the Sunnah (the traditions and practices of Prophet Muhammad (SAW)). This means that these principles are based on the values and practices that were exemplified by the Prophet Muhammad (SAW), who is considered a role model for Muslims worldwide. These values and practices include accountability, transparency, financial sustainability, community engagement, leadership skills development, and innovation. By implementing these principles in Islamic education institutions in Indonesia, it is hoped that these institutions can better serve their communities and provide high-quality education that is rooted in Islamic values.

Developing Leadership Skills Among Islamic Education Institution Leaders

One of the key themes related to prophetic leadership is developing leadership skills among Islamic education institution leaders. This involves providing them with training opportunities to enhance their leadership abilities and to help them understand the principles of prophetic leadership. According to a study by Rahman et al. (2019), there is a need for more training programs for Islamic education institution leaders to develop their leadership skills. The study suggests that these programs should focus on areas such as strategic planning, financial management, human resource development,

community engagement, and innovation. Moreover, these programs should be designed to meet the specific needs of Islamic education institution leaders in Indonesia.

To address the challenge of limited resources, it is recommended that future research should explore innovative ways to provide training opportunities for Islamic education institution leaders without incurring significant costs. For example, online training programs or peer-to-peer learning (Adila, et al, 2023) initiatives could be explored as alternative options to traditional training programs. Moreover, it is essential to ensure that these training programs are accessible and affordable for all stakeholders, including those from low-income backgrounds or rural areas.

Fostering a Culture of Learning and Innovation

Another key theme related to prophetic leadership is fostering a culture of learning and innovation among students (Adiyono et al, 2023) and teachers in Islamic education institutions (Adiyono, 2022). This involves creating an environment that encourages critical thinking, creativity, and experimentation. According to a study by Rahman et al. (2019), there is a need for more emphasis on learning outcomes rather than just teaching inputs in Islamic education institutions. The study suggests that this can be achieved by promoting active learning methods, such as project-based learning, case studies, simulations, and group discussions. Moreover, it is essential to provide teachers with training opportunities to enhance their pedagogical skills and to help them integrate technology into their teaching practices. To address the challenge of declining enrollment rates, it is recommended that future research should explore innovative ways to promote learning outcomes in Islamic education institutions that are relevant and attractive to students. For example, partnerships with local businesses or organizations could be explored as a way to provide students with practical experiences and to promote social entrepreneurship initiatives. Moreover, it is essential to ensure that these initiatives are aligned with the values and principles of prophetic leadership while addressing any potential challenges or limitations that may arise during implementation efforts.

Promoting Community Engagement and Partnerships

Community engagement is another key theme related to prophetic leadership that has gained significant attention in recent years. This involves fostering partnerships between Islamic education institutions and local communities to address social issues and promote sustainable development. According to a study by Rahman et al. (2019), community engagement can enhance the relevance and impact of Islamic education institutions by providing students with practical experiences and by promoting social entrepreneurship initiatives. Moreover, community engagement can also help to address financial sustainability challenges by generating additional revenue streams for

Islamic education (Saraya, A et al, 2023) institutions through partnerships with local businesses and organizations.

To address the challenge of political interference, it is recommended that future research should explore innovative ways to promote community engagement initiatives without compromising political neutrality or independence. For example, partnerships with local businesses or organizations could be explored as a way to generate additional revenue streams for Islamic education institutions while promoting social entrepreneurship initiatives that are aligned with the values and principles of prophetic leadership (Abdurrohim et al, 2023). Moreover, it is essential to ensure that these initiatives are transparent and accountable while addressing any potential challenges or limitations that may arise during implementation efforts.

Addressing Financial Sustainability Challenges

Financial sustainability is a major challenge facing many Islamic education institutions in Indonesia due to declining enrollment rates, increasing operational costs, and limited government funding. To address these challenges, there is a growing interest in exploring innovative financial sustainability strategies (Wati, F et al, 2023) that can help Islamic education institutions become more financially sustainable over time. According to a study by Rahman et al. (2019), some potential strategies include: (1) diversifying revenue streams through partnerships with local businesses and organizations; (2) implementing cost-cutting measures through process improvements; (3) exploring alternative funding sources such as philanthropy or social entrepreneurship initiatives; (4) developing strategic partnerships with other educational institutions or organizations; and (5) enhancing financial management skills among Islamic education institution leaders through training programs. To address the challenge of limited institutional capacity, it is recommended that future research should explore innovative ways to enhance institutional capacity without incurring significant costs. For example, partnerships with other educational institutions or organizations could be explored as a way to share resources and expertise while addressing any potential challenges or limitations that may arise during implementation efforts (Adiyono, et al, 2023). Moreover, it is essential to ensure that these initiatives are aligned with the values and principles of prophetic leadership while addressing any potential challenges or limitations that may arise during implementation efforts.

Ensuring Accountability and Transparency

Accountability and transparency are essential principles for ensuring good governance practices in Islamic education institutions in Indonesia. These principles involve being transparent about financial management practices, decision-making processes, and performance outcomes while being accountable for one's actions and decisions. According to a study by Rahman et al. (2019), there is a need for more

emphasis on accountability and transparency in Islamic education institutions due to concerns about corruption, mismanagement of funds, or lack of transparency regarding decision-making processes or performance outcomes. Moreover, it is essential to provide training opportunities for Islamic education institution leaders on how to implement accountability and transparency principles effectively while addressing any potential challenges or limitations that may arise during implementation efforts. To address the challenge of resistance to change, it is recommended that future research should explore innovative ways to promote accountability and transparency initiatives without compromising cultural or traditional values or beliefs that may conflict with these principles. For example, partnerships with local communities or organizations could be explored as a way to promote accountability and transparency initiatives while addressing any potential challenges or limitations that may arise during implementation efforts. Moreover, it is essential to ensure that these initiatives are transparently communicated and explained while addressing any potential cultural or traditional sensitivities or concerns that may arise during implementation efforts. This literature review has identified several key themes related to prophetic leadership and its impact on Islamic education institutions in Indonesia: (1) understanding the concept of prophetic leadership; (2) developing leadership skills among Islamic education institution leaders; (3) fostering a culture of learning and innovation; (4) promoting community engagement; (5) addressing financial sustainability challenges; and (6) ensuring accountability.

Developing Leadership Skills Among Islamic Education Institution Leaders

One of the key themes related to prophetic leadership is developing leadership skills among Islamic education institution leaders. This involves providing them with training opportunities to enhance their leadership abilities and to help them understand the principles of prophetic leadership. According to a study by Rahman et al. (2019), there is a need for more training programs for Islamic education institution leaders to develop their leadership skills. The study suggests that these programs should focus on areas such as strategic planning, financial management, human resource development, community engagement, and innovation. Moreover, these programs should be designed to meet the specific needs of Islamic education institution leaders in Indonesia.

Fostering a Culture of Learning and Innovation

Another key theme related to prophetic leadership is fostering a culture of learning and innovation among students and teachers in Islamic education institutions. This involves creating an environment that encourages critical thinking, creativity, and experimentation. According to a study by Rahman et al. (2019), there is a need for more emphasis on learning outcomes rather than just teaching inputs in Islamic education

institutions. The study suggests that this can be achieved by promoting active learning methods, such as project-based learning, case studies, simulations, and group discussions. Moreover, it is essential to provide teachers with training opportunities to enhance their pedagogical skills and to help them integrate technology into their teaching practices.

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Addressing Financial Sustainability Challenges

Financial sustainability is a major challenge facing many Islamic education institutions in Indonesia due to declining enrollment rates, increasing operational costs, and limited government funding. To address these challenges, there is a growing interest in exploring innovative financial sustainability strategies that can help Islamic education institutions become more financially sustainable over time. According to a study by Rahman et al. (2019), some potential strategies include: (1) diversifying revenue streams through partnerships with local businesses and organizations; (2) implementing cost-cutting measures through process improvements; (3) exploring alternative funding sources such as philanthropy or social entrepreneurship initiatives; (4) developing strategic partnerships with other educational institutions or organizations; and (5) enhancing financial management skills among Islamic education institution leaders through training programs.

Ensuring Accountability and Transparency

Accountability and transparency are essential principles for ensuring good governance practices in Islamic education institutions in Indonesia. These principles involve being transparent about financial management (Suparmin & Adiyono, 2023) practices, decision-making processes, and performance outcomes while being accountable for one's actions and decisions. According to a study by Rahman et al. (2019), there is a need for more emphasis on accountability and transparency in Islamic education institutions due to concerns about corruption, mismanagement of funds, or

lack of transparency regarding decision-making processes or performance outcomes. Moreover, it is essential to provide training opportunities for Islamic education institution leaders (Rohmawati, et al, 2023) on how to implement accountability and transparency principles effectively while addressing any potential challenges or limitations that may arise during implementation.

Challenges and Limitations of Implementing Prophetic Leadership Principles in Islamic Education Institutions

While there are many benefits associated with implementing prophetic leadership principles in Islamic education institutions in Indonesia, there are also several challenges and limitations that need to be addressed during implementation: (1) limited resources: Many Islamic education institutions have limited resources due to declining enrollment rates or financial sustainability challenges; thus it may be challenging to implement all aspects of prophetic leadership simultaneously without adequate resources; (2) lack of training opportunities: There is a need for more training programs for Islamic education institution leaders on how to implement prophetic leadership principles effectively due to limited accessibility or affordability; (3) resistance to change: Some stakeholders may resist changes associated with implementing prophetic leadership principles due to cultural or traditional values or beliefs that may conflict with these principles; thus it may be challenging to gain buy-in from all stakeholders during implementation; (4) lack of institutional capacity: Some Islamic education institutions may lack institutional capacity due to limited human resources or infrastructure constraints that may hinder implementation efforts; thus it may be challenging to implement all aspects of prophetic leadership simultaneously without adequate institutional capacity; (5) political interference: Some political actors may interfere with implementation (Rahayuningtias, et al, 2021) efforts due to political considerations (Safitri, I.N et al, 2023) or agendas that may conflict with prophetic leadership principles; thus it may be challenging to maintain political neutrality during implementation efforts while addressing any potential political interference issues that may arise during implementation efforts.



Figure 2. Prophetic Leadership: A Review of Its Role in Improving Islamic Education Institutions in Indonesia.

Recommendations for Future Research and Practice

Based on the findings of this literature review, it is recommended that future research should focus on: 1) developing practical guidelines for implementing prophetic leadership principles in Islamic education institutions in Indonesia; 2) exploring the role of technology in promoting learning.

Based on the review's findings, it is recommended that future research should focus on the following areas:

Table 1. It Is Recommended That Future Research Should Focus On:

Indicator	Explanation Of Theme
Developing leadership skills	There is a need for more research to explore innovative ways to provide training opportunities for Islamic education institution leaders without incurring significant costs. This could include online training programs, peer-to-peer learning initiatives, or partnerships with other educational institutions or organizations. Future research should also explore how to ensure that these training programs are accessible and affordable for all stakeholders,

		including those from low-income backgrounds or rural areas.
Fostering a culture of learning and innovation		Future research should explore how to promote active learning methods such as project-based learning, case studies, simulations, and group discussions in Islamic education institutions. This could include developing guidelines for implementing these methods effectively while addressing any potential challenges or limitations that may arise during implementation efforts. Future research should also explore how to integrate technology into teaching practices in Islamic education institutions while ensuring that these technologies are aligned with the values and principles of prophetic leadership.
Promoting engagement	community	Future research should explore how to foster partnerships between Islamic education institutions and local communities to address social issues and promote sustainable development. This could include developing guidelines for implementing community engagement initiatives while addressing any potential challenges or limitations that may arise during implementation efforts. Future research should also explore how to generate additional revenue streams for Islamic education institutions through partnerships with local businesses and organizations while promoting social entrepreneurship initiatives that are aligned with the values and principles of prophetic leadership.
Addressing financial sustainability challenges		Future research should explore how to implement innovative financial sustainability strategies such as diversifying revenue streams through partnerships with local businesses and organizations, implementing cost-cutting measures through process improvements, exploring alternative funding sources such as philanthropy or social entrepreneurship initiatives, developing strategic partnerships

	with other educational institutions or organizations, and enhancing financial management skills among Islamic education institution leaders through training programs. Future research should also explore how to ensure that these strategies are transparently communicated and explained while addressing any potential cultural or traditional sensitivities or concerns that may arise during implementation efforts.
Ensuring accountability and transparency	Future research should explore how to promote accountability and transparency initiatives without compromising cultural or traditional values or beliefs that may conflict with these principles. This could include developing guidelines for implementing accountability and transparency initiatives while addressing any potential challenges or limitations that may arise during implementation efforts. Future research should also explore how to ensure that these initiatives are transparently communicated and explained while addressing any potential cultural or traditional sensitivities or concerns that may arise during implementation efforts.

In conclusion, future research should focus on developing practical guidelines for implementing prophetic leadership principles in Islamic education institutions in Indonesia while addressing any potential challenges or limitations that may arise during implementation efforts. These guidelines should be based on a comprehensive analysis of existing literature from various sources, including academic journals, books, and government reports, and should be designed to meet the specific needs of Islamic education institution leaders in Indonesia. The guidelines should also be accessible and affordable for all stakeholders, including those from low-income backgrounds or rural areas, and should promote accountability, transparency, financial sustainability, community engagement, leadership skills development, and innovation in Islamic education institutions in Indonesia.

In addition to these recommendations, it is also important for Islamic education institution leaders to prioritize the development of leadership skills among their students. This can be achieved through the implementation of leadership training programs that are aligned with the principles of prophetic leadership. These programs

should focus on developing skills such as critical thinking, problem-solving, decision-making, communication, and collaboration (Istiqomah, et al, 2023). Moreover, Islamic education institution leaders should also prioritize the integration of technology (Aini, 2023) into teaching practices while ensuring that these technologies (Musri, A & Adiyono, 2023) are aligned with the values and principles of prophetic leadership (Mardhatillah, et al, 2022). This can include the use of digital learning platforms (Al Rashid, et al, 2023), online resources, and educational apps that promote active learning methods such as project-based learning, case studies, simulations, and group discussions.

Another important aspect of implementing prophetic leadership principles in Islamic education institutions is the promotion of social entrepreneurship initiatives that are aligned with the values and principles of Islam. These initiatives can help to generate additional revenue streams for Islamic education institutions while promoting social development and addressing social issues in local communities.

Finally, Islamic education institution leaders should also prioritize the development of partnerships between their institutions and local businesses and organizations. These partnerships can help to provide students with practical work experience, generate additional revenue streams for the institutions, and promote social entrepreneurship initiatives that are aligned with the values and principles of Islam. In summary, by prioritizing these practices, Islamic education institution leaders can help to improve the quality of their institutions and prepare students to become effective leaders in their communities who are aligned with the values and principles of prophetic leadership.

Conclusion

Prophetic leadership is a concept that has the potential to improve Islamic education institutions in Indonesia. Existing literature from various sources, including academic journals, books, and government reports, has identified key themes and trends related to prophetic leadership and its impact on Islamic education institutions in Indonesia. The study highlights challenges and limitations of implementing prophetic leadership principles in these institutions, which need to be addressed during implementation efforts. Future research should focus on developing practical guidelines for implementing prophetic leadership principles in Islamic education institutions in Indonesia while addressing potential challenges or limitations that may arise during implementation efforts. These guidelines should be accessible and affordable for all stakeholders, including those from low-income backgrounds or rural areas, and should promote accountability, transparency, financial sustainability, community engagement, leadership skills development, and innovation in Islamic education institutions in Indonesia.

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