INCREASING ATTRACTION AND SUCCESS THROUGH NATURE LEADERSHIP IN MADRASAH

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ABSTRAK
Tujuan dari penelitian ini adalah untuk menyelidiki bagaimana kepemimpinan alamiah dapat meningkatkan ketertarikan dan sugesti. Wawancara, observasi lapangan, dan dokumentasi tertulis merupakan tiga metode utama yang digunakan dalam pengumpulan data. Setelah itu data dievaluasi dengan cara mereduksi dan menampilkan data berdasarkan sumber dan metodologi yang digunakan dalam penelitian ini. Penggunaan metode deskriptif kualitatif akan memungkinkan kajian dan pemahaman mendalam terhadap situasi sosial untuk menemukan contoh terbaik, menghasilkan hipotesis dan mengarah pada teori-teori yang muncul. Dapat disimpulkan bahwa kepemimpinan alamiah dalam meningkatkan daya tarik dan kesuksesan di Madrasah Ibtidaiyah Nurul Abror Asembakor sejalan dengan cara Kepala Madrasah memimpin dirinya sendiri dan orang lain sedemikian rupa sehingga dapat dilakukan secara efisien. Kemampuan ini memungkinkan kepala madrasah mendelegasikan tugas secara tepat, menghindari kekacauan yang tidak perlu, dan menentukan upaya pencapaian tujuan madrasah yang telah ditetapkan.

Kata Kunci*: kepemimpinan alamiah, daya tarik, kesuksesan madrasah*

ABSTRACT
The purpose of this study is to investigate how nature leadership can boost attraction and suggestion. Interviews, observations made in the field, and written documentation are the three primary methods used for data collecting. After that, the data were evaluated by reducing and displaying the data based on the sources and methodologies used in this research. Using descriptive qualitative methods will allow in-depth study and understanding of social situations to find the best examples, generate hypotheses and lead to emerging theories. It can be concluded that Natural Leadership in Increasing Attraction and Success in Madrasah Ibtidaiyah Nurul Abror Asembakor is in line with the way the Madrasa Principal leads himself and others in a way that can be done efficiently. This ability

allows the principal to delegate tasks appropriately, avoid unnecessary chaos, and determine efforts to achieve school goals that have been set.

Key Words: *nature leadership, attraction, succesfull madrasah*

INTRODUCTION

Education is a conscious effort to find and develop the potential of individuals or students in society so that these individuals can carry out their roles in life, as well as a process of humanism, from now on known as humanizing humans. Therefore, we should be able to respect the human rights of every human being (Habibi et al., 2020; Pristiwanti et al., 2022). Education is the beauty of teaching and learning with a human approach (man-centred). Education is more than that, enabling humans to conquer the future and themselves with their thinking, dhikr, and creativity (Awwaliyah & Baharun, 2018). Education is an effort to pass on values and, at the same time, become a helper and determinant of humanity in living the life and civilization of the people. Without education, it can be believed that humans are not different from other creatures who do not receive an education. The presence of education to develop human potential, change and develop its potential in a better direction (Julaiha, 2019; Arifuddin & Karim, 2021).

Humans in their lives can not be separated from change. The impact of these changes, on the one hand, is optimistic. On the other hand, it has a negative impact. In this case, every change will be followed by social, cultural, economic and political changes, including leadership (Kurniawan, 2022; Hifza et al., 2020). Leadership is the ability to influence, guide, move, and set an. Example in the use of power (Badrudin, 2015). Leadership is essential in managerial terms because it means that the management process will run well and employees will be passionate about doing their jobs. An organization will run well if leadership has a high sense of responsibility. Leadership is essential in managerial terms because it means that the management process will run well. Employees will be passionate about doing their jobs. An organization will run well if leadership has a high sense of responsibility (Marjaya & Pasaribu, 2019; Sahadi et al., 2020). The principal's leadership is essential because the principal plays a role in the school management system, directing the input, process and output of education in schools. The school principal monitors the teaching and learning process so that he understands more deeply and knows what is going on in the school (Kusumaningrum et al., 2020).

The role of the leader is enhanced in conditions of technological advances, strengthening of the globalization process and efforts by business actors to maintain and increase competitiveness and respond to modern business challenges through organizational changes, management structures, technology bases and product quality because, in the minds of many people, a leader is the captain of business or organization (Bojović & Jovanović, 2020; Abun et al., 2021). Leadership often, in fact, always becomes an endless discussion because its existence plays a strategic role in an organization. Leadership issues in various fields, such as economic, social, political, and educational organizations, have received much attention (Fadilah & Hamami, 2021; Tabrani & Harefa, 2021). Leadership is one of the determining factors for whether an organization

is good or not; the success of an organization is also primarily determined by leadership factors. In leadership, there are leaders and followers (Supriani et al., 2022). As important as a leadership position in an institution, then a leader needs to have the skills in leadership to build quality in a non-profit institution peciesly the svhool to create success (Affandi et al., 2022).

Every school has personal and spiritual values that are believed to improve the quality of the school. Every individual behaviour in the school environment can also be a powerful pull for the school in order to build public trust. Bearing in mind that the very swift flow of globalization has the potential to erode the values of life that are maintained to falter, heads, schools, teachers, school committees, parents, and the community must cooperate in creating the next generation of a civilized and good-natured nation nation (Achdiat et al., 2021). The environment is one of the essential things in education society. That is why marketing in an educational institution is necessary so that it is known and gets the public's attention, so they are interested in sending their children to that educational institution (Nisa' & Musaddad, 2021; Muthia, 2018).

This study aims to understand the nature of leadership in increasing attraction and success at MI Nurul Abror Asembakor. Leaders have a significant role that is dominant in an organization. However, this dominant role can affect morale, job satisfaction and especially an organization's achievement level. Also, the director's ability and leadership skills are essential to managers' effectiveness.

In connection with the problems at MI Nurul Abror Asembakor, they still have to improve the quality of their education to achieve attraction and successful Madrasas through the nature of leadership. Based on the research results, the researchers found several problems that occurred in the field: 1) Low quality of physical facilities, 2) Low quality of teachers, 3) Low student achievement, 4) The relevance of education to needs is still low, 5) Collaboration between leaders, teachers and school employees is still lacking. Based on the problems at MI Nurul Abror Asembakor, there needs to be an improvement, mainly because the school principal, as the highest leader in the institution, must be able to overcome problems that occur in the institution. Nevertheless, more is needed to identify, know, and be aware of it. All of these problems must be found a way out so that in the future, all these problems can be resolved or at least can be minimized.

According to Monaliza, Icon, and Gistituati the principal of SDN 01 Campago Ipuh uses successful and sustainable leadership well at a score of 80 (high) and sustains leadership approaches through two methods: distributed leadership and leadership succession. The service should evaluate school principals and establish succession program regulations based on successful and sustainable leadership (Monaliza et al., 2022). Wati et al.'s findings proved that 1). Democratic-monarchy governs. 2) The principal leads, supervises, administers, innovates, and motivates (Wati et al., 2022).

According to Noprika, Yusro, and Sagiman by Robiyono, Arafat and Setiawan, the principal applies effective and sustainable leadership well at a score of 80 (high) and uses two sustainable leadership methods: distributed leadership and leadership succession. The service should evaluate school principals and establish succession program regulations based on successful and sustainable leadership (Noprika et al., 2020; Robiyono et al., 2021).

Triani improves the school's image by analyzing and recognizing its strengths and weaknesses, making continual changes by assessing opportunities and threats to meet the vision and purpose, enhancing physical and non-physical circumstances, and promoting to the general public (Triani, 2022). Emriko and Heryanto found that 1) work culture influences the work leadership of kindergarten teachers in Pariaman City, 2) compensation influences it, 3) work culture and compensation together influence it, and 4) work culture influences work commitment. Kindergarten instructors in Kota Pariaman are culturally influenced by employment and compensation (Emriko & Heryanto, 2020).

Based on the descriptions of some of the previous researchers above, the researcher suggests that leadership is a benchmark that can be used to measure the quality of human resources resulting from the educational process. The better the leader, the better the quality of human resources owned. Although previous researchers have researched how leaders increase school attractiveness and success, researchers found new research findings where using natural leadership can increase attraction and success at MI Nurul Abror Asembakor.

METHOD

This study chose a descriptive qualitative model with research data in words from sources and photographs. Using descriptive qualitative methods will allow in-depth study and understanding of social situations to find the best examples, generate hypotheses and lead to emerging theories. Researchers use qualitative methods because they are based on the principle of descriptive analysis. This descriptive analysis is an analysis that is used for problem-solving actions. The role played by the principal will significantly impact the virtues or task processes implemented by the school.

The approach used for this research is a case study. A *case study* is a problem that can involve individuals or a particular group. As described by Creswell, there are several terms to interpret the word case. According to him, a case is a system that is interrelated with events, times, places and actors, which also contains information to be used as supporting data related to the response to the incident.

This research occurred at MI Nurul Abror Asembakor, Asembakor Village, jl. Klampokan, key. Kraksaan, district. Probolinggo. It will be held for three months, starting from November to December and from January 2022 to 2023. The research informants will provide data through oral answers through observation, interviews, or written answers through instruments. This study's informants are the institution's head, teachers and school employees. The data collection technique in this study is observation, namely observing data before data collection begins so that researchers can observe the research data. Furthermore, interviews, namely data collection instruments, use direct dialogue to ask questions related to research informants. Data analysis in this study used data reduction and data display. That is a collection of research data that combines the results of interviews, observation and documentation.

RESULTS AND DISCUSSION

Leadership style is the result of interaction between the leader and the people he leads in various circumstances that affect him. Leadership styles that

describe behaviour in these interactions, when compiled based on their dominant similarity, will produce various types of leadership that remain visible even though the conditions that affect them change because they are incidental. Under different conditions, it is necessary to analyze and utilize each situation encountered and will provide an overview of leadership style (Zamroji, 2020). To achieve the intended school goals, principals are expected to demonstrate the instructional competencies, knowledge, skills and abilities expected of them. Their effectiveness is believed to be critical to the successful performance of the schools they lead (Hamad et al., 2021).

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Participatory Leadership

Participatory leadership style is a pattern of behaviour and strategy preferred and often applied by a leader to achieve organizational goals. Another formulation regarding participatory leadership is a leadership personality that can attract the attention of a group of organization members to imitate or follow it (Prasetyo, 2022). According to the interview with the MI school principal, Nurul Abror Asembakor, they accept everyone's opinions and encourage collaboration. Even if they make the decisions, this type of leader distributes the responsibility for making decisions to everyone.

The concept of leadership is often associated with organizations, giving rise to the impression that managers are leaders and employees are followers. Leaders do not have to be managers (Alajmi, 2022). The results of the study show that the principal's participatory model leads to the involvement of work teams where leaders actively coordinate the formation of groups down to lower-level supervision. This feedback has an impact on improving madrasa performance, and these conditions can be monitored from the implementation of activities that actively involve all components of the madrasa. In addition, in the process, the communication pattern created by the principal is an interpersonal or two-way communication, where the principal gives freedom to teachers and employees to express all ideas or problems related to implementing program activities.

The leadership effectiveness of the participatory leadership style was also observed from the conditions of MI Nurul Abror Asembakor, which were supported by a conducive organizational climate. The term expressed by the principal is that the pattern of work that occurs in madrasas runs through the principle of autonomy because the dynamics of madrasas occur simultaneously and never stop. The education system that runs in madrasas is related to a participatory leadership style.

In the context of decision-making, the principal involves teachers and employees, especially regarding long-term programs and other strategic policies. Technically, the decision-making process is carried out by creating an open and democratic environment for the people of MI Nurul Abror Asembakor to encourage the involvement of individual behaviour directly in the decision-making process. These conditions encourage personal contributions to achieving the goals of the madrasa organization itself.

The participatory style of the principal is translated through attitudes and actions in the form of a madrasa movement, meaning that the leadership educates teachers directly through a working system dealing with problems. This can be seen in how the principal gives assignments, communicates, gives orders, makes decisions, encourages subordinates, guides/supervises work, evaluates, leads meetings, and admonishes mistakes. Through these assumptions, the form of leadership participation can be reviewed through the following aspects: decision-making, handling organizational conflicts and communication strategies in forming an influential madrasa culture.

Leaders encourage and appeal to the organizational community in their efforts to develop educational practices. The learning process is carried out from the leader to the lowest worker. So with this learning process, all human resources in it will always be able to read various phenomena that occur in schools both at the macro and microscope. This condition then causes managers of educational institutions to be adaptive in dealing with change.

Benefits of Participatory Leadership

From interviews with teachers and employees at MI Nurul Abror Asembakor, the participatory leadership style refers to the decision-making process in a small scope, such as per division, not in large areas that affect the entire organization. This type can increase members' awareness of issues to see new perspectives. From the results of research, researchers can find several benefits of participatory leadership for both superiors and subordinates; participatory leadership style provides potential benefits, namely: 1) Increase team productivity because they feel that their work and voice are valued, 2) Encourage creative solutions or ideas from a variety of innovative new thoughts and ways, 3) Employees are willing to work together in finding a solution to a problem, 4) Foster employee loyalty thereby increasing employee retention and reduce turnover, 5) reduce competition and increase collaboration, 6) Decisions taken are usually more acceptable to members, 7) form a solid team unit.

The results of interviews with the principal of the madrasa as a participatory leader show that they are absent in giving orders but appear as facilitators. Thus, it becomes a challenge for a leader to direct members to make a joint decision. One characteristic that must be possessed in participatory leadership is 1) Approachable (Easy to Approach). The participative leadership style will only be effective if employees feel comfortable approaching the leader. Therefore, the leader needs to be easy to get along with. 2) Good Communicator (Good Speaker) Participative leaders must also speak well. This leadership style requires two important communication aspects: the ability to give and receive information. 3) Thoughtful (Wise).

Whatever the leadership style, a leader must be wise, especially in decision-making. This wisdom helps leaders in dealing with teams that contain people with different characteristics. 4) Open-Minded A participative leader must be open-minded in all things. This is necessary because employees' various ideas and opinions can conflict with the leader's will. Therefore, to receive all input, one must have an open mind. 5) Empowering (Empowering) A leader with a participatory leadership style must be able to empower their members. Make sure they have the opportunity to learn and develop themselves, not only from the brainstorming process but also from the decisions made together. 6) Empathy (Sense of Empathy) Participative leaders must also empathize with members. Moreover, this leadership style is related to feelings, where emotional stability must be maintained. If not, instead of dissolving conflicts between members during brainstorming, they can add new conflicts with members.

Delegative Leadership

Leaders use delegative leadership to empower their subordinates to perform tasks they cannot do themselves. If staff are motivated and skilled, delegation leadership works well. Consequently, the leader provides his followers with few directives and more assistance (Mattayang, 2019). Leadership contributes to employee performance (Abun et al., 2020).

From the results of interviews with the MI Nurul Abror Asembakor principal, although many think that leaders with this delegation style are more silent and do not do anything, in fact, the Principal always tries to direct his subordinates to be able to share responsibility and knowledge and apply it. At every level in the organization, they lead. After establishing management that the Principal trusts, the next thing the Principal will do is give complete control over the work process and the result to each team member and manager appointed. Head schools apply a style delegate that shares authority with the member for carrying out Duty organization.

Even though in this organization, the Principal still holds the position of a leader, they will hand over some things that should be the responsibility and rights of a leader to the people they have appointed earlier, such as permitting them to make a decision. In addition to giving rights or authority to his subordinates, the Principal will also provide various resources and tools that they will need.

From interviews with teachers and employees at MI Nurul Abror Asembakor head school, they give direction because teachers can define institutional programs and implement them, resolve problems independently, and decide the best solution for interest achievement purpose education.

The results of research suggest that delegative leadership applied by the Principal to increase engagement and success at MI Nurul Abror Asembakor has many benefits; from the results of interviews with the Principal, some of the benefits of delegating leadership include.

Highlighting Team Work Expertise

Under delegation leadership, each member has the potential to be highly self-motivated so that they can work independently and strive to become skilled individuals to contribute to the work team where they are placed. This, of course, cannot be separated from the role of the Principal, who can recognize the

expertise of each of his subordinates well so that the Principal can provide a position that is appropriate for each of his subordinates to take responsibility and control over the part that suits their expertise.

Usually, the performance of this team will be even more optimal with guidance from the Principal. In the future, each team member will be able to carry out their role independently. Most people will have more initiative in work and learning when given authority.

Leveraging Team Expertise to Cover Each Individual's Shortcomings

It is undeniable that every great leader must have some shortcomings because it is impossible for him to really master everything perfectly. It is not even strange if subordinates have better abilities than their leaders in some aspects. By realizing this, the Principal can use delegation to rely on his team's ability so that the results received will be better because they are done by people who are competent in that field. It must be acknowledged that with delegation leadership, every ability, knowledge, quality, and experience of each individual in the organization will be expanded as much as possible so that the projects produced by this organization will be of a much better quality. Thus, instead of relying only on their abilities and knowledge, the Principal can take advantage of the background and experience of his knowledgeable team.

No Need to Mind the Small Things

With a delegation leadership style, the Principal does not have to take care of and manage small things. The Principal has transferred these duties and responsibilities to specific team members by delegating managerial tasks. In the daily operations of the school, the Principal no longer needs to worry about these little things. On the other hand, he still has to provide input to create better team performance, as well as guide and add insight to each member of his team.

Creating a Motivating Work Environment

One of the Principal's crucial roles is to motivate his subordinates to bring out their full potential. With the practice of delegation carried out by the Principal, each individual's contribution will simultaneously become more valued. That way, teachers and employees will feel that their superiors care about every effort they make.

This will inspire more members, motivate them to create even better results in the future and trigger each individual's creativity. Of course, the school will benefit if its subordinates work well, from increasing production to achieving its core goals, increasing engagement and success in MI Nurul Abror Asembakor. The Principal needs to realize that when the leader gives responsibility, the Principal indirectly gives a sense of belonging so that teachers and employees will have an extra sense of belonging. The work will be done even better. The results of interviews with teachers and MI Nurul Abror Asembakor employees will be quick to give maximum effort in carrying out their roles and provide feedback that will benefit the school.

Visionary Leadership

Visionary leaders can create, formulate, communicate, socialize, transform, and implement ideal thoughts that originate from themselves or from social interaction between members of the organization and stakeholders, which are believed to be the organization's future ideals that must be achieved or realized. Staff dedication (Mukti, 2018) . Leadership is nothing more than creating a successful vision related to formulating goals by providing strategies that achieve a spirit of cooperation. Leaders who prioritize formulating successful future visions must have a spirit of creativity and work to bring something together (Al Yasiri, 2020) .

MI Nurul Abror Asembakor is expected to make changes that are more responsive to the school environment, which can win school competitions in the future. It is hoped that MI Nurul Abror Asembakor is expected to be able to respond to changes quickly. Change is a change from the current state to the desired state in the future to achieve a better state than before (Wibawani et al., 2019).

According to an interview with MI Nurul Abror Asembakor, a school principal, a visionary administrator can lead a vibrant school and focus on growth. School development programs foresee future changes. So, a visionary principal is best for school development.

Interviews with school principals revealed at least four functions of visionary leadership: Direction establishing, the school principal considers the strategic environment while choosing and setting goals. Advancement can entail improved efficiency and the ability of school principals to set milestone targets within a specified timeframe.

Agent of Change: The principal is responsible for stimulating change in schools, for example, the performance of teachers and school administration, resources and facilities to achieve a vision in the future. To become a good agent of change, the principal must be able to anticipate various developments outside of his school, estimate the implications for the school he leads, create a sense of urgency and priority for change implied by the school's vision, promote teacher best practices and empower them in school organizations.

Spokesman as a skilful speaker, attentive listener, and school representative, the principal promotes and negotiates for the school. To be an effective spokesperson, the principal must be the key negotiator in building a network of external interactions to provide ideas, resources, support, or information that benefits the school he leads. The principal's imaginative leadership must convey that the school's future is beneficial, engaging, and pleasurable.

Coach, the principal, is a team builder who motivates all school employees to "live the vision" and functions as a mentor and role model in various attempts to fulfil this vision. The principal must communicate the vision to the school community and explain how it will be achieved to be an effective trainer. The principal must also celebrate the success of all teachers, administrative personnel, and students in his school, respect them, increase their confidence, help them grow, and show them how to realize their vision.

Factors Supporting School Principals in Implementing Visionary Leadershi

From interviews with school principals, the supporting factor is that almost all teaching staff or teachers at MI Nurul Abror Asembakor have undergraduate education qualifications (S1), are senior teachers, and, of course, have experience in teaching. Related to the supporting factors for teaching staff at MI Nurul Abror Asembakor, the average educational qualification of a bachelor's degree is a demand of the times that requires a teacher to be professional.

Factors Inhibiting Principals In Implementing Visionary Leadership

From the results of interviews with the school principal, the inhibiting factor for the principal as a leader of change in improving the quality of education at MI Nurul Abror Asembakor, which complies with the required conditions, is not supported by the average age of teachers approaching retirement and the shortage of teachers is a severe condition. Contrary to the expectations to become a school with exemplary achievements.

Efforts to Overcome the Principal's Inhibiting Factors in Implementing Visionary Leadership

Improving teacher performance is carried out by participating in education and training organized by the Education Office, which school principals have carried out to improve the quality of learning. The upgrading and training attended by teachers at MI Nurul Abror Asembakor include various types of training, including ICT training, KTSP upgrading, learning methods upgrading, Scientific Writing upgrading, and competency certification.

Pacesetting Leadership

The pacesetting model is a type of leadership that demands perfection. This model will set very high standards and model to its members how it can do well, requiring all of them to do the same. When someone cannot reach the standard, he may be replaced by a new person (Arief, 2018). The pacesetter is productive, efficient, and reliable. Teammates must emulate them. The leader completes tasks if team members cannot.

According to principal interviews, the pacesetting leadership strategy is utilized to discipline instructors for attendance. The Madrasa head always arrives early and leaves late so the teacher can follow his example. Pacesetting leadership works when the principal sets clear goals and inspires team members to reach them. This leadership will succeed when team members are frustrated, overworked, and unmotivated.

This leadership style requires every employee to work well together and be enthusiastic about the goals they want to achieve. This will build cohesiveness between all employees and their leaders. If employees become less enthusiastic or unable to work together well, this will significantly affect the company's performance. For this reason, a leader is responsible for ensuring that every member can work together.

According to the interview with the principal, the purpose of this leadership style is to combine previous experience as a determinant of pace, high motivation and team energy to complete tasks with high involvement and motivation. The characteristics of a pacesetting manager that a school principal must have are: 1) High Achievers: The pacesetting leader is a high achiever in his field and uses his experience to guide the team. 2) Working at high speed: The pacesetting

leader prefers to work quickly from the start. The team under him must perform with high energy, engagement, and motivation. 3) Prefer to Multitask Alone: Principals often set an example by multitasking. 4) Motivate By Setting High Standards Of Excellence: The principal motivates his subordinates to set high standards of excellence, and those who cannot match them are assigned different tasks.

From the results of research conducted by researchers at MI Nurul Abror Asembakor, pacesetting leadership has advantages and disadvantages; some of the advantages that can be obtained from pacesetting leadership are 1) High Energy And Team Spirit. Employees and teachers often like to work with well-known personalities. This motivates them to work better. 2) More Motivation: Setting high standards of excellence motivates employees and teachers to excel. Weaknesses in pacesetting leadership, namely: 1) Impossible High Standards Principals sometimes set very high standards, which demotivates employees and teachers. 2) Too Much Pressure, the never-ending expectation to excel oneself, often puts pressure on employees and teachers.

CONCLUSION

Based on the results of the research that the researchers have done about Nature Leadership in Improving Attraction and Success in Madrasah Ibtidaiyah Nurul Abror Asembakor, it can be concluded that based on the research results, researchers found several problems that occurred in the field 1) Low quality of physical facilities, 2) Low quality of teachers, 3) Low student achievement, 4) The relevance of education to needs is still low, 5) Collaboration between leaders, teachers and school employees is still lacking. The principal tried to overcome these problems, one of which was using Natural Leadership to improve the Engagement and Success of Madrasas. The Madrasa community can feel the impact of Nature Leadership in improving Madrasa's action and success. It can even be very decisive in efforts to achieve school goals that have been set. From the research results above, to increase the engagement and success of Madrasah Ibtidaiyah Nurul Abror Asembakor, Madrasa Principals apply several leadership methods, including participative leadership, delegation leadership, visionary leadership, and pacesetting leadership.

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