Description Moral Leadership of School, Based on Religion, Philosophy, Psychology, and Sociology

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Abstract: **A leader will be tested for his skills when faced with unfamiliar situations. Changes in this situation will make leaders move from their comfort zone and be forced to face changes that are not in accordance with what was expected. This challenge creates problems and can even threaten the position of the leader. But one thing is certain, everyone must depend on the leader and a leader must find ways to meet the many expectations of him. The purpose of writing this paper is to describe how the Moral of Educational Leadership Based on Religion, Philosophy, Psychology, and Sociology The essence of leadership in the view of Islam is a mandate that must be carried out properly and accounted for not only in the world but also in the presence of Allah in the afterlife. According to the Philosophical Foundation the moral leader can do a job or oppression based on a deep way of thinking so that the negative and positive sides are really taken into account. According to the Psychological Basis, a person's moral leadership style influences the process of living his daily life, because it is the basic human nature from birth to death. According to the Sociology Foundation, moral educational leadership based on sociology is much influenced by the social conditions of society and its institutions. The application of moral leadership in an institution, especially in education, becomes a barometer for an institution to achieve success or not, because each leadership model that is applied has its own implications for the educational process carried out and the output produced.**

Keywords: **Moral Educational Leadership, Religion, Philosophy, Psychology, Sociology**

I. INTRODUCTION

The existence of a leader determines the progress and retreat of a country. As a position as a leader, he is required to have responsibility, both responsibility towards himself, as well as responsibility towards the people. This responsibility is related to the moral of the leader. How a leader behaves in his daily life both to himself and to others must also reflect a moral leader.

According to Sauri (S. Sauri: 2007) educational leaders in schools are able to adopt norms to activate and bring value-based thinking patterns. These norms include; a) pluralization of the workplace, b) the function of defending employees / members of the organization, c) the role of the socratic teacher (likes to ask questions to generate understanding), d) bridging people towards a mission, and e) arousing professional interests.

On the other hand, it can be said that moral leaders based on religion, philosophy, psychology and sociology will give birth to leaders who are just and wise. Therefore, there are several moral leadership criteria which will be discussed below and how a moral leader leads. In terms of how moral leadership is based on religion, philosophy, psychology and sociology, it is mentioned that the leader according to behavioral experts, such as how to delegate tasks, make decisions, communicate, and motivate subordinates. A leader who must have certain qualities (certain criteria) to lead. Leader's behavior is something that can be learned. So, someone who is trained with good and appropriate leadership morals will be able to become a leader who is trustworthy and Imamat.

These reasons can certainly give new hope and optimism to anyone who pays attention to the world of education, especially those related to moral leaders so that they can become qualified and Islamic leaders. Based on the description above, this paper takes the title "Moral Leaders based on religion, philosophy, psychology, and sociology" with the hope that this paper will make a good contribution, in understanding theoretically about educational leadership and it is hoped that it can be practically used in understanding and deciding. selection of the best educational leadership that can provide positive benefits for many people.

II. METHODE AND THEORY

Writing this paper uses a qualitative narrative method, narrative research is a typical form of qualitative research, usually focuses on the study of one person or single individual and how that individual gives meaning to his experiences through the stories that are told, data collection can be done by collecting stories , reporting individual experiences, and discussing the meaning of that experience for individuals (Cresswell, 2012). Theories used are moral theories, educational leadership, religious leadership, philosophy, psychology, and sociology

III. DISCUSSION

Leadership which comes from the word "lead" has the meaning of guidance, guidance or guidance, and can also be interpreted as showing a good or right path, but it can also be interpreted as being in charge of an activity or job (KBBI, 1990). According to Rivai (2003), leadership is defined as the art of directing and influencing people by means of obedience, trust, honor, and cooperation in achieving common goals. This is not much different from the notion of leadership according

to Stephen P. Robbins that leadership is the ability to influence a group to achieve goals (1983).

There is no standard definition of the meaning of leadership. This is as stated by Stogdill who says that "there are almost as many definitions of leadership as the number of people who have tried to define the concept" (1990). However, there are still general references in defining the meaning of leadership.

From some of the explanations about leadership above, leadership can be defined as a process of one's activities in influencing and moving a group or someone to create a collaboration to achieve predetermined goals. Often leadership is synonymous with leader, even though these two words have different meanings. A leader is someone who is in charge of leading, while leadership is a talent or trait that a leader must possess.

Educational leadership is a process of influencing individuals and is able to move these individuals in an organization or educational institution to achieve educational goals. In the book Democratic Supervision in Secondary School, Charles W. Boardman explains that:

As the educational leader of the school he must have the ability to organization and assist the faculty in formulating a program for the imporvement of instruction in school. He must inspire confidence in teachers, secure cooperation in developing the supervision program, and stimulate them into active participation in the effort to attain its objectives. (1997)

The orientation of educational leadership is to make human resources within the scope of education coordinated to work optimally in order to achieve specified goals. The goals achieved can be in the form of learning (activities in class), educational units, and also departments

Moral in general can be defined as behavior. Moral is a human term that refers to human steps that have positive / good values. So if there is a human being who does not have bad morals, it means that he does not have positive values in the eyes of others.

Moral is an absolute thing that humans must have. Moral traits can be obtained from two realms. 1) domains taught in school, 20 domains taught at home / neighborhood. If the person does something with the prevailing values (doing fun and good things) in the surrounding community, then the community considers the person to have good morals. Moral is a product of culture and religion.

There are several moral insights from some experts. According to Dian Ibung, moral is a value that applies in a social environment and regulates one's behavior. These rules include the attitude (attitude) and human behavior (Human behavior) as a human being in general. According to Maria J. Wantah, moral is something that is concerned with the skills in determining right or wrong, good or bad behavior in a person. According to Al-Ghazali, moral is a character that is

characterized as something good in society by passing shared values.

The moral of educational leadership is a very important and complex issue because it involves various components and dimensions that are interrelated with each other, covering the context and processes that are constantly evolving, in the context of education, especially in schools. In general, it can be stated that the moral key to educational leadership lies in the person's leadership style. Theoretically, various theories and leadership styles are offered. Among others: a) Bureaucratic: A style characterized by constant attachment to organizational rules. This style assumes that difficulties will be overcome if everyone obeys the rules. b) Permissive: This leadership style orientation is to make everyone in the group satisfied. Keeping people happy is the rule of the game. This style assumes that when people are satisfied with themselves and others, then the organization will function and thus, the work will be done. c) Laissez-faire: This style is not leadership at all. This style lets things take their course. The leader only performs the maintenance function. d) Participatory: This style is used by those who believe that the way to motivate people is to involve them in the decision-making process. e) Autocratic: This style is characterized by reliance on authority and usually assumes that people will do nothing unless ordered to.

In the world of education, leadership lies with the Principal. The principal is a component who plays an important role in developing the quality of education. The principal has a strong role in coordinating, mobilizing, and harmonizing all available educational resources to support the improvement of the quality of education. The leadership of the principal is one of the factors that can encourage schools to realize their school goals through planned and gradual programs. The principal in setting program objectives is adjusted to the vision and mission of the school, which is the school's fundamentals based on the foundation of education, laws and regulations, future challenges, community values and expectations. Then also the principal paid attention to the real challenges and school outputs in setting school goals.

In the Regulation of the Minister of National Education Number 17 of 2007, there are 5 (five) competencies that must be met by a school principal in leading an education unit, namely:

a. Personality Competencies include: having Noble Morals, Integrity, a strong desire for self-development, openness, self-control and talents and job interest.
b. Managerial competencies include: planning, developing organizations, leading schools, managing change, creating a conducive culture / climate, managing teachers and staff, managing facilities, managing relationships, managing students, managing curriculum, managing finances, managing companies, managing special service units , manage information systems, take advantage of technological advances and monitor evaluation and reporting.

c. Entrepreneurial competencies include: creating innovation, working hard, being motivated, never giving up, having entrepreneurial instincts.
d. Supervision competencies include: planning the supervision program, carrying out supervision and following up on supervision
e. Social competence includes: working with other parties, participating in social activities and having social sensitivity.

Aswarni Sudjud, Moh. Saleh and Tatang M Amirin in (Daryanto: 81) that the functions of the Principal are:

a. Formulator of work goals and school policy maker

b. Organizing school work, which includes:

1. regulate the division of tasks and authorities
2. Regulating the executive officer.
3. Organize activities (coordinate).

c. Supervision of school activities, including:

1. Set the smooth running of activities
2. Directing the implementation of activities
3. Evaluating the implementation of activities
4. Guiding and improving the ability of executors

The term leadership and leader comes from the word pimpin which contains several meanings that are closely related to the notion of pioneering, on the front, guiding, guiding, encouraging, taking initiative, moving early, preceding, giving examples, moving others, directing others, ordering people others and so on. Pamudji (1985: 5) explains that from the word pimpin the verb lead is born which means guiding or guiding and the noun leader, namely the person who functions to lead, or the person who guides or guides

According to Islamic teachings other than those mentioned in the letter al-Imron verse 159 that the concepts and principles of leadership in the Al-Qur'an are mentioned by the term Imamah, leader with the term Imam.

The Qur'an links leadership with guidance and guidance on truth. A leader must not commit injustice, and never commit injustice at all levels, both injustice in science and deeds and injustice in making decisions and their applications.

Departing from the understanding of the above leadership model analysis, the author will discuss leadership models that are familial in nature. This model, if adjusted to the theoretical leadership model, is closer to a transformational leadership model with a visionary leader's spirit to bring about change for the better. Because in practice, the principal in the institution has a far-reaching vision in order to advance the institution that is led so that the output produced is in accordance with the demands of an increasingly complex era.

Through the kinship system, steps are taken: First, building relationships with superiors, namely the foundation as the person who assigns us to carry out leadership activities or educational activities. So, whatever is done must be based on consultation with the foundation, whatever we take as a policy must involve the foundation for consultations that are carried out in a family manner.

Second, communicate in a friendly manner with teachers and employees. A task is done together, if there are obstacles, we try to talk about how we can solve these obstacles together.

Third, communicate in a friendly manner with the guardians of students, especially with regard to student problems. Fourth, communicate in a friendly manner with students either through the deputy head of student affairs or BP. Student problems are communicated what problems students face, what are the sources and how to solve them. Because, the student's delinquency is not solely due to the students, but many factors influence it. In essence, leadership in this school emphasizes more on togetherness, namely holding meetings together, deciding together and we are working together ".

The professionalism of school principals has a large enough role in advancing educational institutions that are led so that the output produced actually answers the needs of society as an agent of change in responding to the inevitable dynamics of life. The responsibility of the principal as visionary leadership is manifested by giving concern for the development of teacher performance from time to time. Serious attention to this matter will provide significant implications in improving the quality of teachers as expected.

Moral leaders viewed from the perspective of religion, philosophy, psychology and sociology.According to the Religion Foundation, moral leadership is not power, not a position and authority to be proud of. Leadership is not a merchandise that can be bought and sold. The essence of leadership in the view of Islam is a mandate that must be carried out properly and accounted for not only in the world but also before Allah in the afterlife. Leadership that is not carried out professionally and proportionally is betrayal of Allah and His Messenger

According to the Philosophical Foundation the moral leader can do a job or oppression based on a deep way of thinking so that the negative and positive sides are really taken into account. When it is related to decision making, the leader in making decisions must use the right way of thinking, so as to avoid wrong decisions. Etymologically, the word philosophy comes from the Greek "Philosophia" which consists of two words, namely philos / philein which means like, love, love and shophia which means wisdom, wisdom, or knowledge. Philosophia means "love of wisdom" or "love of knowledge"

According to the Psychological Basis, a person's moral leadership style affects the process he lives his daily life, because it is a basic human nature from birth to death, so that his leadership style is influenced by factors from within himself, while external factors are influenced by the knowledge he learns. , organizational experiences, literature and theory in real life

According to the basis of sociology, moral educational leadership based on sociology is much influenced by the social conditions of society and its institutions, this can be seen from some of the above understandings that in humans there is a desire to do greater than what is in themselves, be it for oneself. private and society in general.

IV. CONCLUSION

The application of moral leadership in an institution, especially in education, becomes a barometer for an institution to achieve success or not, because each leadership model that is applied has its own implications for the educational process carried out and the output produced. Conceptually, there are three leadership models, namely transactional, transformational and visionary leadership models. Another opinion states that there are four models of leadership, namely, autocratic, paternalistic, participatory and democratic.

In practice, the principal has a far-reaching vision to develop an institution that is led by mobilizing all elements to form a complementary unit. Leadership and power have an inseparable attachment. Because to become a leader is not only based on liking each other, but many factors. A moral leader should have several criteria depending on the point of view or approach used, whether it is his personality, skills, talents, traits, or authority which will greatly influence the theory and leadership style that will be applied.

The main secret of leadership is having a moral priesthood and trustworthiness because the greatest strength of a leader is not from his power, not his intelligence, but from his personal strength. A true leader always works hard to improve himself before he is busy fixing others. Leader is not just a title or position given from outside but something that grows and develops from within a person. Leadership is born from an internal process (leadership from the inside out).

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