



Leadership of Female Teachers in Islamic Religious Education Learning

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Abstract

This research aims to explore the role and dynamics of female teachers' leadership in Islamic Religious Education (PAI) learning in schools. The leadership of female teachers in this context covers various aspects, from classroom management to student motivation to the application of religious values in the learning process. This research uses a qualitative approach with case study methods in several elementary and middle schools in urban and suburban areas. The research results show that female teachers not only act as teachers, but also as moral and spiritual role models for students. They apply a more inclusive, empathetic and communicative leadership style, which supports the creation of a conducive learning environment full of religious values. In addition, female teachers often face multiple challenges in carrying out leadership roles, considering the social and cultural burdens that exist in society. However, their leadership has proven effective in increasing students' learning motivation and strengthening their understanding of Islamic teachings. This research provides important insights into the leadership contribution of female teachers in religious education and its implications for the quality of learning and student character development.

Keywords: Leadership; Women Teachers; PAI Learning.

Abstrak

Penelitian ini bertujuan untuk menggali peran dan dinamika kepemimpinan guru perempuan dalam pembelajaran Pendidikan Agama Islam (PAI) di sekolah-sekolah. Kepemimpinan guru perempuan dalam konteks ini mencakup berbagai aspek, mulai dari pengelolaan kelas, motivasi siswa, hingga penerapan nilai-nilai agama dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus di beberapa sekolah dasar dan menengah di wilayah urban dan suburban. Hasil penelitian menunjukkan bahwa guru perempuan tidak hanya berperan sebagai pengajar, tetapi juga sebagai teladan moral dan spiritual bagi siswa. Mereka menerapkan gaya kepemimpinan yang lebih inklusif, empatik, dan komunikatif, yang mendukung terciptanya lingkungan belajar yang kondusif dan penuh nilai-nilai agama. Selain itu, guru perempuan sering kali menghadapi tantangan ganda dalam menjalankan peran kepemimpinan, mengingat beban sosial dan budaya yang ada di masyarakat. Meski demikian, kepemimpinan mereka terbukti efektif dalam meningkatkan motivasi belajar siswa serta memperkuat pemahaman mereka terhadap ajaran Islam. Penelitian ini memberikan wawasan penting mengenai kontribusi kepemimpinan guru perempuan dalam pendidikan agama dan implikasinya terhadap kualitas pembelajaran serta perkembangan karakter siswa.

Kata Kunci : Kepemimpinan, Guru Perempuan, Pembelajaran PAI



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Introduction

Schools are one of the institutions providing formal education in Indonesia. They are also a forum for developing the nation's children as future leaders and heirs. Within them, the educational process takes place as a conscious and planned effort to create a learning atmosphere and process so that students effectively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state.(Mulawarman & Srihandari, 2021).

As a vehicle for realizing these ideals, schools are required to transform themselves in response to the demands of society. Student learning is a process that can be undertaken to initiate this change. The most important figure in transforming and improving school quality is a leader.(Yusof Boon & Musa Shaharuddin, 2011).

Leadership that takes place in educational institutions means carrying out a leadership process that is of a nature that influences educational personnel resources (teachers and employees) to take joint action to achieve educational goals.² Educational leadership as an ability and process to influence, coordinate and motivate other people who are related to the development of educational science and the implementation of education and teaching so that the activities carried out can be more efficient and effective in achieving educational and teaching goals.(Marhawati, 2017).

Schools, as formal educational institutions, require professional educators with admirable qualities. Furthermore, educators must understand student behavior during learning. A good understanding facilitates educators' guidance and service to students, ensuring appropriate and effective



learning.(Shunhaji, 2019).

The role of teachers in learning is crucial in education. The success or failure of an education is influenced by how a teacher conveys or teaches knowledge and life values that can lead students to realize their dreams, both for themselves, their families, their communities, and their nation. Regarding the importance of a teacher's role, it is appropriate for teachers to possess various skills, not only academic abilities but also how a teacher must have the ability to be a leader. This includes leading at school, where teachers serve as leaders in learning that will be carried out in the classroom.

More specifically, the role referred to here relates to the role of teachers in the learning process. Teachers are a very dominant determining factor in education in general, as they play a crucial role in the learning process, which is the core of the entire educational process. A leader is someone who has the ability to influence the behavior of others within their work unit through the use of power. Power is the ability to direct and influence subordinates regarding the tasks they must perform.(Work et al., 2013).

Meanwhile, E. Mulyasa leadership is the ability to move, influence, invite, direct, advise, guide, order, command, prohibit and even punish (if necessary) and foster so that humans as a management medium are willing to work in achieving goals effectively and efficiently. Herold Koontz argues "Leadership is the art of coordinating and motivating individuals and groups to achieve desired goals". (Leadership is the art/ability to coordinate and move an individual or group towards achieving the desired goals)(Oedjoe, 2004).

A teacher is someone who imparts knowledge to students. In society, a teacher is someone who carries out education in certain places, not necessarily in formal institutions, but also in mosques, prayer rooms, homes,



and so on. Teachers are professional educators with the primary task of educating, teaching, guiding, directing, and assessing and evaluating students in early childhood education, formal education, primary and secondary education.(Rianae et al., 2020).

In holding the position as a leader who can carry out his duties and carry out his role as a good and successful leader, several physical, spiritual and moral requirements are required, even appropriate socio-economic requirements. However, the personality requirements of a good teacher are to have an attitude, be humble, be helpful, be patient and have emotional stability, be self-confident, be honest, fair and trustworthy, have expertise in the position(Ilyas, 2022).

The basic requirements for educational leaders also apply to the requirements for teacher leaders, including: First, personality. In this case, personality is defined as individual characteristics. By possessing good personality traits, a person can gain recognition from others and simultaneously become a determining factor in their leadership. Personal attitudes as requirements for leaders include patience, steadfastness, self-confidence, helpfulness, a spirit of service, high dedication, stable emotions, courage, responsibility, honesty, humility, simplicity, discipline, wisdom, and physical health.(Syafirin et al., 2023).

SecondKnowledge. In this case, a leader must possess superior knowledge in the form of information and other social knowledge (Ummah, 2019). Finally, third is high intelligence. This section shows that analytical skills, high creativity, initiative, and broad insight are fundamental requirements for a leader, starting with the personality they possess. Because with a good personality, members will respect the leader more.



Teachers are responsible for educating their students. With dedication and loyalty, teachers strive to guide and nurture their students so they can become useful individuals in the future. It is the teacher's responsibility to instill these norms in students so they know what is moral and what is immoral, what is ethical and what is immoral. These norms don't have to be taught in class; teachers should also exemplify them through their attitudes, behavior, and actions outside of class. Education is not merely about words, but also about attitudes, behavior, and actions.(Mukhlis, 2019).

Students judge teachers more on what they display in their interactions at school and in the community than what they say. However, both what they say and what they display are important to students. Therefore, teachers must practice what they say in their daily lives.

So teachers must be responsible for all their attitudes, behavior and actions in order to develop the soul and character of their students. Thus, it is the teacher's responsibility to shape students to become capable, moral people who are useful for the religion, homeland and nation in the future.

Research Methods

This research aims to describe, explore, and uncover information regarding the leadership of female teachers in Islamic Religious Education learning activities. Based on the location, this research is considered field research. Based on data analysis, this study uses a qualitative approach, namely research conducted by observing and describing surrounding phenomena and analyzing them using scientific logic.(Mulyadi, 2013).

The informants in this study were key informants, the primary source of information regarding the research problem, namely female Islamic



Religious Education teachers. Then, there were supplementary informants, supporting sources who could provide information related to this research problem. The supplementary informants were the principal, the vice principal for curriculum, and the students at the school in question.

Data collection techniques are the most important step in research, as the primary goal of research is to obtain data. Without understanding data collection techniques, researchers will not obtain data that meets established standards. Because this research is classified as descriptive qualitative research, the author conducted observations, interviews, and documentation to obtain the necessary data.(Syahrizal & Jailani, 2023).

Results and Discussion

Researchers found that female teachers consistently demonstrated exemplary behavior in Islamic Religious Education (IS) instruction. In Islam, exemplary teacher behavior is fundamental to successful learning.

As explained above, leadership is crucial in any organization, whether in schools or in society. Furthermore, teachers are also leaders. Leadership within schools involves leading students in learning both inside and outside the classroom. The basic requirements for leadership are not determined by gender. If someone meets leadership requirements, such as personality, knowledge, and professional expertise, they can potentially become a leader in an organization. Similarly, female teachers can also become leaders in organizations.

If we look at gender, the word gender comes from English, gender, which means "sex", gender is defined as "the visible differences between men and women in terms of values and behavior".(Hidayati et al., 2019). The fundamental spirit of the relationship between men and women in Islam is one



of equality. Therefore, the subordination of women is a belief that has developed in society and is inconsistent with or contrary to the spirit of justice taught by Islam.

The concept of gender equality between men and women in the Koran includes the following: First, men and women are equal servants. As Allah says in the Koran surah adz-Dzariyaat [51] verse 56 which reads: "And I did not create jinn and humans except so that they would serve Me." (QS. adz-Dzariyaat [51]: 56).

This verse explains that in their capacity as servants, there is no difference between men and women. Both have the same potential and opportunities to become ideal servants. The ideal servant in the Koran is termed a person who is devout. Second, men and women as caliphs on earth. The aim and purpose of creating humans on this earth is in addition to being submissive and obedient servants and serving Allah, also to become caliphs on earth, as stated in the Koran surah al-Baqarah [2]: 30 and surah al-An'am [6]: 165: "And it was He who made you rulers on earth and he raised some of you above others (others) by several degrees, to test you regarding what He gave to you. Indeed, your Lord is very quick in His punishment and Indeed, He is Most Forgiving, Most Merciful" (QS. al-An'am [6]: 165). This verse explains that Allah created humans as caliphs on earth, and that He elevated them in terms of intelligence, knowledge, wealth, social standing, and physical strength. There is no distinction between humans; all of these qualities are shared by both men and women.(Mutawakkil, 2014).

Third, men and women accept the primordial covenant. Before a human child emerges from his mother's womb, he must first accept a covenant with his God. This is mentioned in the Koran surah al-A'raf [7]: 172 which



reads: Meaning: "And (remember), when your Lord brought forth the offspring of the sons of Adam from their groves and Allah took testimony of their souls (while saying): "Am I not your Lord?" they answered: "Yes (You are our Lord), we are witnesses". (We did that) so that on the Day of Resurrection you will not say: "Indeed we (the Children of Adam) are those who are heedless of This (the oneness of God)" (QS. al-A'raf [7]: 172).

The word *az-zuriyah* is defined as human offspring, both male and female. This verse explains that all humans, in their entirety, are subject to the instinctive promise (*fitrah*) that Allah has made to mankind. Both men and women receive this promise from Allah SWT. Fourth, both men and women have the potential to achieve success.

There is no distinction between men and women in achieving opportunities for achievement. It is mentioned in the Qur'an, Surah an-Nahl [16]: 97, al-Mu'min [40]: 40 and QS. an-Nisa [4]: 124 which reads: "Whoever does righteous deeds, whether male or female, while he is a believer, will enter Paradise and they will not be wronged in the least." (QS. an-Nisa [4]: 124).

This verse explains that whoever does all that he can among the deeds that can improve morals, manners, and social conditions, whether the person doing it is a man or a woman, then those who do righteous deeds and believe in Allah on the Day of Resurrection will enter Paradise. These verses imply the concept of ideal equality and provide clarity that individual achievement, whether in the spiritual field or professional career matters, should not be monopolized by one gender only.

Islamic teachings do not schematically differentiate between the factors that differentiate men and women, but rather view both individuals as a whole. They are biologically and socioculturally interdependent, and thus



each has a role. While some roles can be performed by both, such as office work, certain roles can only be performed by one gender, such as pregnancy, childbirth, and breastfeeding, which are roles that can only be played by women. On the other hand, there are certain roles that are more humanly appropriate for men, such as jobs that require greater strength and muscle tone. Women are encouraged to adopt a more democratic or participatory style, while men are encouraged to adopt a more autocratic or directive style.(Annisa Suhendra et al., 2023).

A form of femininity emerged that emphasized that women's experiences differed from men's. As American researcher Carol Shakeshaft put it: "the traditional ability of women 'to care about others, to listen and support, encourage and motivate,' and 'to get people to cooperate.' Women had a more democratic way of handling tasks and a greater focus on school improvement and instructional leadership than did male school leaders." "Women have the ability to care about others, to listen and support, encourage and motivate, and to get people to cooperate."(Larasati et al., 2022).

Women have a more democratic approach to tasks and a greater focus on school improvement and instructional leadership than male school leaders. In terms of position, men and women are equal. If there are any differences, they are only minor, if not nonexistent. The only differences are in character and emotions.(Oedjoe, 2004).

Thus, from the perspective of Islamic normality, the relationship between men and women is equal. As a woman, it is not impossible for her to become a leader in an organization, as is the case with female teachers. The differences between men and women can be seen in their respective characteristics, thoughts, tendencies, emotions, and potential. However, the



quality of a person lies solely in the level of their devotion and piety to Allah SWT. Allah gives equal and commensurate rewards to all humans, without discriminating between men and women for all their good deeds.(Shunhaji, 2019).

Female teachers set an example through their behavior during lessons, both intentionally and unintentionally. These examples include honesty, politeness, and dress in accordance with regulations, such as being polite and neat.

Based on the researchers' findings, the female Islamic Education teacher strives to set a good example both in and outside of the classroom. She strives to set a good example that can influence students to adopt good behavior and be emulated by others.

Conclusion

The exemplary behavior of female teachers in Islamic Religious Education learning at S shows that female teachers always strive to display good exemplary behavior to each student. The exemplary behavior of female teachers is seen in their friendly, polite, and courteous personalities, always neat and clean clothing, and discipline in carrying out their duties as teachers with full responsibility. With the exemplary behavior of female teachers, students want to emulate the example of female teachers so that they can become role models in society in the future.

The female teacher's interpersonal communication behavior in Islamic Religious Education (IS) teaching at school is good. She communicates closely with her students, never discriminating between them. She consistently uses polite and accessible language when delivering lessons. This



ensures the material is easily understood, and she never uses harsh or hurtful language.

Female teachers' reward behavior in Islamic Religious Education lessons at school includes applause and words of praise. The rewards given by female teachers have an impact on students, making them more courageous, enthusiastic, and engaged in learning.

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