Islamic Humble Leadership in Sustaining Education Quality at Madrasa

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Abstract

The leadership model in an educational institution plays a very important role in relation to school quality assurance. A leader holds the pinnacle of control in an organization and must be able to transform the vision and mission of the Institution so that it can be achieved optimally with effective and efficient work methods. Unfortunately, not all school principals have leadership characteristics that can serve their members rather than be served. This study aims to analyze humble leadership that can improve the quality of madrasah education. Humble leadership is the right choice for a leader to be able to optimize his leadership in the management practices of an increasingly complex and dynamic world of education. The methods used in data collection are observation, interviews, and documentation. Meanwhile, to ensure the validity of the data, researchers used source and technique triangulation. After the data is collected, the researcher analyzes it using the Cresswell model analysis. The findings of this study are that humble leadership can improve the process and quality of madrasah education management by maintaining good relations with its members, motivating them to continue developing, fostering a sense of belonging to the institution, motivating them to fight for common interests rather than personal interests and maintaining high moral standards.

Keywords: Islamic, Humble leadership, Education Quality

INTRODUCTION

In developing organizational quality and effectiveness in educational institutions, a leader with a suitable leadership model is needed so that organizational goals can be carried out optimally. Leadership in an educational institution will play a significant role in the speed of the development of schools managed (Bustamante & Combs, 2011). Educational institutions that are increasingly advanced and modern require a leadership model who has good character (Wahid, 2018) so that they can optimize the organization according to the principles of

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applicable education management (Syadzili, 2019). The success of an educational institution produces sound output in terms of productivity and the achievements of all elements that are actively involved in an organization managed by a leader. Leaders play an essential role in an organization (Moore, 2010).

Many theories discuss the ideal leadership style or model in modern times, which are increasingly complex and dynamic. The figure of leader is a figure that can be considered a significant role in life to uphold justice and prosperity and produce accurate work. Leaders with such character will undoubtedly make leaders charismatic and have integrity in managing what they lead, leaders with character will undoubtedly be someone who has an intellect that is different from humans in general, and he influences the knowledge he has. Expertise in managing will be tested from the extent to which the leader understands human nature and life (Ball, S. J., 1998). To create a superior and quality generation, of course, educational institutions are needed that have goals, visions and missions (Creemers, B. P. M., & Kyriakides, L., 2012).

Based on this, educational institutions can humanize humans and educate generations with a strong foundation. The strength of the foundation of the nation's generation will undoubtedly be related to character and mental strength and the optimal functioning of their reasoning power in the educational process. Educational institutions capable of creating a superior generation require reliable and professional management and educators so that educational management can synergize in producing products of good quality and competitiveness. The many models of leadership make leaders determine what style to use so that the institutions they manage can run and develop effectively and efficiently.

This article aims to analyze the pattern of humble leadership in madrasas to maintain the quality of education management so that it is more dynamic in carrying out the educational process and is ready to face complex educational problems in the modern era. Humble leadership can be the right choice in actualizing managerial effectiveness and efficiency in improving the quality of madrasah education.

LITERATURE REVIEW

Definition of Leadership

A leader is someone who, with his position, power, or prestige, tries to regulate, direct, organize and control the efforts or efforts of other people to initiate social behavior. While the limited understanding of the word leader is; someone who is strengthened in guiding and directing with the help of his persuasive qualities and potential and

voluntary acceptance/acceptance by his followers (Robbins & Judge, 2015). The leader has physical and spiritual responsibility for the success of the work activities of those who are led, so being a leader is not easy and not everyone will have the same thing in carrying out their leadership. Leadership can only be carried out by a leader. A leader is someone who has leadership skills and can influence the opinion of a person or group of people without asking the reasons.

A leader is someone who actively makes plans, coordinates, conducts experiments, and leads work to achieve goals together. Talking about the notion of leadership, it is often difficult to define precisely. Therefore, Jamaluddin Idris said many people tried to introduce their definitions according to their respective versions. For example, Robert Schuhulluer sees leadership as the force that selects your dreams and then sets your goals. Leadership is a force that moves your struggle or activity toward success. Schuller believes that in everyone, there is leadership potential, but unfortunately, many people do not realize it (Witziers, B., Bosker, R. J., & Krüger, M. L., 2003).

There are also several other definitions of leadership, including: Leadership is an interpersonal influence in certain situations and directly through communication to achieve one or several specific goals. Leadership is a personal attitude that leads the implementation of activities to achieve the desired goals. Leadership is a process that affects the activities of groups that are set to achieve common goals. Leadership is the artistic or technical ability to get a group or people to follow and obey their wishes. Leadership is a process that gives meaning (full leadership meaning) to cooperation and is generated by a willingness to lead in achieving goals (Skedsmo, G., & Huber, S. G., 2019).

Leadership as a leader's behavior in influencing individuals and groups can take place anytime and anywhere. The leadership process takes place both at home, at school, at the mosque, and in various organizations in society. The principal is the leader of teachers, employees and students. Meanwhile, teachers are educational leaders who influence students to carry out learning activities in order to achieve teaching goals (Brauckmann-Sajkiewicz, S., Kemethofer, D., & Warwas, J., 2020)

Educational organizations are realized because there is a process of various activities of a person or group of people who follow their respective functions and responsibilities and work together in realizing the goals that have been determined and mutually agreed upon. Quality education is obtained through a holistic mechanism, requiring the support of the integration of various influencing factors. Holistic understanding, according to Makmun, emphasizes purposive behavior, which means that the intrinsic aspects of oneself are the

main and determinant factors for giving birth to behavior (Sagala, 2008). The rate of development of an organization will be greatly influenced by the leader's figure in his leadership, good and bad, and the style and type of leadership often determine the advancement or decline of an organization.

A leader has an essential factor in leading; this factor is the character of a leader, as stated by Covey as quoted by Muhaimin (2015) about the failure of a leader, that the character of a leader causes 90% of various leadership failures. Leadership is a process that seeks to influence other members socially so that each member involved can carry out orders and work with high loyalty in actualizing what has been conceptualized and planned by the leader. Leadership is included in the scope of management, and management has a broader meaning than leadership (Siagian, 1989). This attachment will impact effectiveness and efficiency in actualizing what has been conceptualized together in managerial optimization in an educational institution (Statistics Austria., 2020).

Leadership Theory

As the author has mentioned above, leadership emerged along with human civilization since ancient times when people gathered together and worked together to maintain their existence. Since then, the cooperation between people in the world and the emergence of elements of leadership. Leadership is a process of influencing behavior that becomes a role model for interaction between leaders and followers as well as achieving more realistic goals and shared commitment in achieving goals and changing towards a more advanced organizational culture (Brauckmann, S., & Pashiardis, P., 2011). Leadership is also often known as the ability to gain consensus from members of the organization to perform management tasks to achieve organizational goals.

A leader is someone who can influence the behavior of others in their work by using power. Power is the ability to direct and influence subordinates concerning the tasks that must be carried out. According to Stoner, (1998) the more power sources available to leaders, the greater the potential for effective leadership. A leader must be able to combine elements of self-strength, authority possessed, personality traits, and social abilities to be able to influence the behavior of others (Bruggencate, G., Luyten, H., Scheerens, J., & Sleegers, P., 2012).

There are two kinds of leaders, namely formal leaders and informal leaders. Formal leaders must have formal powers and powers that the organization determines. In contrast, informal leaders, although they do not have the legitimacy of official powers and powers, must have the ability to influence significantly due to their strengths. Therefore, in the leadership process, several leadership theories have emerged.

The theory of leadership in organizations has evolved from time to time into various types and is the basis for leadership formation. Each theory provides a style that is effective in organizations. Many management studies have found the perfect leadership solution. It analyzes most of the leading theories and explores them. Leadership theory, there are several kinds of theories, including (1) Great Man Theory, (2) trait theory, (3) behavior, (4) situational and charismatic leadership.

a.   Great Man Theory

This theory says that great leaders are born, not made (leaders are born, not made). And based on the belief that a leader is a person who has extraordinary traits and is born with unique qualities that are innate and destined to become a leader in various kinds of organizations. People with quality can be successful and respected by their subordinates and become great leaders. In line with this, Kartini Kartono, in her book, divides the definition of this theory into two points, that is, a leader is not made but born to be a leader by extraordinary natural talents from birth and secondly, he is destined to be born to be a leader in a situation any condition whatsoever. James (1980), states that every era has great leaders. Social change occurs because great leaders initiate and lead change and hinder others who try to bring society in the opposite direction (Grisham, T., 2006).

This theory broadly explains the great man with his influence in the form of charisma, intelligence, wisdom or in the political field about the influence of his power, which has an impact on history. In this theory, most of them rely on the opinions put forward by Thomas Charly in the 19th century, who once stated that world history is not but the life history of great people. He believes a great leader will be born when needed, so these leaders cannot be created.

b.   Trait Theory

The trait theory of leadership distinguishes leaders from non-leaders by focusing on various personality traits and characteristics. This theory departs from the premise that a leader's success is determined by his traits or characteristics. Based on this thought, the assumption arises that being a successful leader is primarily determined by the leader's abilities. The personal ability in question is the quality of a person with various traits or characteristics in him (Reynolds, D., Teddlie, C., Chapman, C., & Stringfield, S., 2016).

In searching for measurable leadership traits, researchers used two approaches: they tried to compare the characteristics of two people who emerged as leaders with those who were not and compared the characteristics of influential leaders with those of leaders who did not. Effective. However, studies of these traits still need to reveal clearly

and consistently what differentiates leaders and followers. The results of this study were stated by Cecil A. Gibb (1969) that the leaders of a group are known to be slightly taller, brighter, more open, and more confident than those who are not leaders. Nevertheless, many people have these traits, and most have never been leaders. One of the findings is that people who are too intelligent compared to group members do not appear or do not become a leader; maybe this person is too far from the group.

This theory assumes that humans inherit certain traits and traits that make them more suitable for carrying out leadership functions. In addition, it also places several traits or qualities that are associated with the existence of a leader that allows the job or leadership task to be successful or effective in the eyes of others. A leader will be successful or effective if he has traits such as daring to compete, self-confidence, willingness to serve others, high loyalty, high intelligence, good interpersonal relationships, etc. Judith R. Gordon states that a leader must have character, such as intellectual ability, personal maturity, education, socioeconomic status, human relations, intrinsic motivation and drive to progress (achievement drive).

In order to succeed in carrying out the duties of leaders recently, much research has been carried out by experts in the hope that a good or effective leadership model can be found. However, the conclusion from the study results shows that only some models meet expectations. Concerning the characteristics of a leader, J. Slikboer stated that every leader should have three characteristics, namely traits in the academic field, character, and related to his duties as a leader. Ruslan Abdulgani (1958) stated that other different characteristics that a leader must have advantages in terms of using the mind, spirit, and body.

c.   Behavior Theory

Behavioral theory is also called social theory and is a refutation of genetic theory. Leaders must be prepared, educated, and formed, not just born (leaders are made, not born). Everyone can become a leader through preparation, education efforts, and encouragement by their own will. This theory does not emphasize the traits or qualities that a leader must have but focuses on how the leader behaves in influencing others, which is influenced by each leadership style (Danim, S., 2010).

The rationale for this theory is that leadership is the behavior of an individual when carrying out the activities of directing a group toward achieving goals. This theory views that leadership can be learned from behavior patterns, and not from the traits (traits) of a leader. The reason is that a person's character is relatively difficult to identify. Some views of experts, including James Owen (1973) believe that behavior can be learned. This means that people who are trained in

appropriate leadership behaviors will be able to lead effectively. However, research results have proven that leadership behavior that is suitable in one situation is not necessarily appropriate in another situation (Kartono, K., 2011).

However, the effectiveness of this leadership behavior depends on many variables. Robert F. Bales (Stoner, 1986) stated the results of research that most influential groups have a form of shared leadership; for example, one person carries out task functions, and other members carry out social functions. Leader-oriented behavior that is oriented toward his subordinates is characterized by an emphasis on superior-subordinate relationships, the leader's personal attention to satisfying the needs of subordinates and accepting differences in the personality, abilities and behavior of subordinates. In contrast, production-oriented leaders tend to emphasize the technical aspects of work, prioritizing the implementation and completion of tasks and achieving goals (Liebowitz, D. D., & Porter, L., 2019).

d.   Situational and Charismatic Leadership

Situational Leadership Theory is an approach to leadership that encourages leaders to understand the behavior of subordinates, and situations before using certain leadership behaviors. This approach requires leaders to have diagnostic abilities in human relations (Monica, 1998). This theory emerged as a reaction to the behavioral theory which places leader behavior in two categories: autocratic and democratic. In this theory, it is explained that a leader chooses the best action based on situational variables.

According to the behavioral view, examining leadership from several variables that influence behavior will make it easier to determine the most suitable leadership style. This theory focuses on the various leadership styles that are most effectively applied in certain situations. Leadership effectiveness does not depend on a particular style in a situation, but depends on the appropriateness of the leader's behavior according to the situation. An effective leader in this theory must be able to understand the dynamics of the situation and adapt his abilities to the dynamics of the existing situation (Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E., 2018).

The adjustment of the leadership style in question is the ability to determine leadership characteristics and behavior due to the demands of certain situations. The success of a leader according to the situational theory is determined by the characteristics of leadership with behavior that is adapted to the demands of the leadership situation and organizational situation encountered by taking into account the factors of time and space. In this theory, followers have

the belief that their leader is recognized as having extraordinary abilities.

The ability to influence followers is based not on tradition or formal authority but rather on the followers' perception that the leader is endowed with supernatural gifts and extraordinary powers. Where this extraordinary ability is only owned by certain people and not everyone has it. A leader is considered a person who knows better what will happen in the future. Charisma comes from the Greek, which means "greatly inspired blessing" or "God-given", such as the ability to perform miracles or predict future events.

Leaders will be seen as more charismatic if they make self-sacrifice, take personal risks and incur high costs to achieve the vision they support. Trust is seen to be an essential component of charisma and followers will trust a leader who appears to be less motivated by self-interest than by concern for followers. What is most impressive is a leader who actually risks considerable personal loss in terms of status, money, leadership position or membership in the organization. According to Weber (1947), charisma occurs when there is a social crisis, a leader comes up with a solution to that crisis, the leader attracts followers who believe in that vision. They experience several successes that make the vision visible, achievable and followers can believe the leader to be extraordinary. There are several things that affect the charismatic influence process of a leader, namely personal identification, (social identification) internalization) self-efficacy (Pietsch, M., & Tulowitzki, P., 2017).

Islamic Humble Leadership in Education

Humility is a quality that lets others see your humanity..." Some people, and this is the stigma that prevails in society, think that leaders are portrayed as strong and charismatic figures. This depiction shows that leaders should not have visible reproach. Leaders must demonstrate their strength and absolute authority in front of their followers. Such an approach is more of a top-down nature, meaning that leaders must be followed and have all solutions. However, the question is, what if that type of leadership is obsolete? , the condition of the generation, a lot has changed. There are too many aspects that the leader cannot see, but some are clearly visible to his followers. Consequently, not only can the leader be a solution, but members and the team too (Wahjosumidjo., 2007).

Therefore, a humble leader is needed as the driving force of the organization. Most leaders refrain from admitting their weaknesses in front of their followers. They rarely reveal what their weaknesses are. That's fine, but over time, the shortcomings that the leader has will be exposed as well. All that remains is how and under what conditions the shortcomings of a leader are exposed in front of its members. It

takes great courage to admit that leaders don't know everything. Leaders can only provide some of the answers to problems that occur in the field. Admitting this is very difficult, especially with the stigma that prevails in society that leaders are reluctant to show their weaknesses. However, in the current conditions and problems, the courage to admit that leaders are full of limitations is needed. That is the quality and characteristic of a humble leader. They are quick to communicate what is lacking.

Such a leader dares to reveal it to his members with the risk that his members may look down on him. However, the leader did it anyway because he wanted to build a close relationship with his members. It starts with themselves. Open access to information makes everything more transparent in the realm of work. The practice of 'humble leadership' allows the work process to be more open. Reduced formal communication barriers have been a scourge of communication barriers within the organization. This leadership approach is also effective in empowering employees to be more optimal. Leaders act as mentors and coaches in helping team members achieve their work goals. Nielsen et al (2010) in their research stated that humble leaders also contribute significantly to reducing 'turnover' in a company.

The practice of 'Humble Leadership' in daily life Humility 'humility' is the main ingredient of today's leadership. When everything is going very fast and full of uncertainty, awareness is needed that we are creatures full of limitations and unable to do everything alone. Another word for humility is self-awareness, self-aware of what one's strengths and weaknesses are. Knowing yourself for what is mastered, known, and owned is not merely being able to treat people according to their wishes. An atmosphere that is tense and scary at work is strictly avoided in the current work atmosphere, both in formal agencies such as ministries and government agencies, as well as in the private sector. A humble Leader' is not only a boss who adheres to 'doing the right things', but 'doing the right things' by providing space for growth, and emotional and moral support for his team members.

A humble leader is disciplined and consistent 24 hours in treating his team well. Practice respect regardless of job title and role. Owens and Hekman (2013) explain that 'Humble Leadership' also means leading from the ground, which means moving from below. A "bottom-up" leadership style that makes the team more independent (self-driven) and independent (self-managing). How can humility help leaders better transition organizations into a sustainable economy, facing complex social and environmental challenges? This leader is adept at positioning himself as a learner and a good listener at the same time for his team members (Hallinger, P., 2005).

If we refer to the leadership of Prophetic Education, the Prophet Muhammad was a victorious spiritual leader, on the other hand, a

victorious head of state and administrator. Whereas in the context of bringing change, he has succeeded in producing a significant revolution in the way of life and thought of Arab society. The nature of the educational leadership of the Prophet Muhammad includes the discipline of revelation, starting from oneself, providing exemplary, effective communication, being close to the people, always consulting, and giving praise. In general, the Prophet Muhammad SAW. is a storehouse of qualities of perfection that are difficult to compare. These characteristics can be a figure for Muslims.

The essence of leadership is basically influencing. In leadership, there are several essential traits that leaders must have. Some of the basic characteristics of leadership according to Warren Bennis in Imron Fauzi are first visionary, second passion, third integrity, fourth trust, fifth curiosity, emancipation, courage.

Meanwhile, the public nature of the Prophet is a trait that intersects with other people. In this case, it includes the leadership traits of the Prophet Muhammad because leadership also intersects with other people.

a.   Start from Yourself

Translating from the nature of the Prophet, the world of education needs leaders who can influence others and make themselves better. Setting an example from yourself will make it easier for members to follow the example given by the leader. Educational leaders can prepare themselves to set an example that starts with themselves for their members to emulate. Starting from oneself is an effort that is challenging for leaders, but has a significant impact on members (Klein, E. D., 2017.

Educational leadership is synonymous with the school principal, so in this case a school principal must start from himself before instructing his subordinates/members in educational institutions. In choosing educational leaders, people who have high charisma can be chosen so that in their leadership they can influence members easily (Dubrin, Dalglish, Miller., 2003). Without the need to order a lot, a leader will be able to influence members with charisma and a willingness to start before its members do something (Schratz, M., 2003).

b.   Give exemplary

The transformation of exemplary nature in the world of education can be done in various ways, exemplary leaders provide effective injections that can grow good personal members. When the Prophet exemplifies remaining gentle towards others even though they have made mistakes, educational leaders may be gentle with members if they have made mistakes even though it is difficult, but as educational leaders, they should be role models for members (Scheerens, J. (2012).

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However, does not mean everything is done gently, there must be firmness if needed. Looking at the characteristics of other prophets who can be used as role models is to have high commitment. High commitment gives a strong influence in leadership. As an educational leader, having high commitment is needed so that members are able to have commitment high in working and achieving the vision and mission of the institution's goals, members who are highly committed, loyal, militant, diligent and hardworking can help advance educational institutions (Hallinger, P., 2018).

c.   Effective Communication

Translating in the world of education communication is like a bridge that affects the course of an organization. The leader as the pinnacle of communication must be able to speak by involving the heart, feelings, thoughts and actual actions. Communication that involves the heart will reach members well. Light, clear, fluent conversation can help convey the message effectively. Good communication will affect the organization. Communication is very important to achieve the goals of the school institution. Vision, mission, and goals can direct educational institutions in bringing their institutions to good institutions (Kemethofer, D., & Weber, C., 2020).

An educational leader must be able to formulate, implement, and evaluate the vision created so that the institution is directed towards achieving the goals set as the target. Communication is an essential part of efforts to create quality schools. With communication, it is possible for an institution to be well organized. Honest and intelligent nature is also found in the person of the Prophet Muhammad. He has Siddiq and Fatonah traits that always accompany his leadership. In educational leadership, the nature of Siddiq and Fatonah must be embedded in the personality of every educational leader because honest communication is needed to foster member trust.

d.   Close to the People

The transformation of closeness to the people in the world of education is that leaders/principals who are close to members will facilitate their approach to subordinates. Educational leaders who are close to members can glue their personalities and foster good communication so that there is no awkwardness in communication. The closeness of the leader exemplified by the Prophet is like paying attention to needs, listening to wishes and complaints, and their potential. Transformational leadership that pays attention to listening to and following up on complaints, ideas, hopes, and input of the people they lead is a leadership behavior by getting closer to employees (members) emotionally, with communication will strengthen emotions between leaders and members. Guidance, direction, and willingness to listen to member complaints can

strengthen the emotional relationship between leaders and subordinates and increase trust in leaders. The leadership of the Prophet also often sends someone to do something (Robinson, V. M. J., 2010).

For example, in war, he delegated several friends to become commanders and divided the tasks properly. The leader has an element of delegation, namely having the right and authority to transfer his duties to members. This can be translated into that in education, a leader/principal can delegate and divide organizational tasks to its members so that they can be completed with full responsibility. The division of tasks will facilitate and accelerate organizational performance so that school institutions will be of high quality.

The division of tasks and authorities can be carried out by making a structure for the school management chart, for example the deputy for public relations, the deputy for curriculum, the deputy for student affairs, and the deputy for infrastructure and even the cleaning staff to facilitate the tasks that must be carried out, with this division it facilitates the performance of members and achieves the vision and mission school institution.

e.   Always Discuss

In leading, the Prophet always used deliberation to gather opinions from his companions to obtain the best decision. The transformation of the nature of always deliberating in education can be realized in every decision-making that requires a level close to the truth because deliberation can bring a person closer to the truth. Deliberation is a factor that can encourage (collective) leadership patterns to determine the best decision-making for solving a problem (Leithwood, K., Harris, A., & Hopkins, D., 2020.

f.   Giving Praise (Motivation)

In the leadership of the Prophet gave good praise to his friends. The transformation of giving praise in education is by providing support in the form of praise to members. The principal gives praise and rewards for every success members make but does not blame hard if members make mistakes. Even the slightest praise can reassure the heart and motivate to work better. In schools, praise or awards are usually given through compensation to those who have succeeded in doing something ordered. Praise can be done with small things, too, even when talking with members. Compensation can be in direct financial such as salaries, wages, bonuses, gifts, and commissions or non-financial compensation in the form of prestige (Grissom, J. A., Egalite, A. J., & Lindsay, C. A., 2021.

g.   Capable of Infecting and Influencing

The leadership of the Prophet was successful; the Prophet was able to invite and influence the Arabs little by little to convert to Islam. Like the Prophet Muhammad P.B.U.H., who with his tabligh and trustworthiness can infect and influence the people around him to convert to Islam and obey the commands of Allah and His Messenger. A leader/principal must be able to transmit goodness to his organization and influence members to work to devote all their abilities and energy to the excellence of their institution. Not only transmitting it, the Prophet also fosters friends to become firmly trained cadres; therefore, in educational organizations, it is urgently needed to train members in terms of knowledge and covering various things (Huber, S. G., Wolfgramm, C., & Kilic, S., 2013).

The principal is tasked with influencing the academic community to always be highly dedicated in carrying out the tasks assigned to each individual. They were quoting from Abid Mohammady's explanation that the principal also acts as an educator to his members, for example, by participating in workshops, upgrading, or training activities that are used to improve the performance of members (Reyes-Guerra, D., Maslin-Ostrowski, P., Barakat, M. Y. & Stefanovic, M.A., 2021.

h.   Have Morals

The transformation of the Prophet's ethical character in education can be applied to the leadership process. A leader who has ethics can direct and set an example for his members in behaving. A good education is one that develops a religious and ethical culture. Ethics is a guideline for behaving and behaving which contains an outline of moral values and norms that reflect a society that is scientific, educative, creative, polite and useful. The ethical nature that is always aligned with Ubudiyah makes a good balance. To carry out his duties and positions, an institutional leader, namely the school principal, requires a commitment that can be translated in the form of office ethics or leadership ethics. The good ethics of a leader can make his leadership as a successful principal and can make his school institution successful towards achieving the vision and mission of the organization.

METHODS

The research method is needed to determine the steps to be used in solving problems in the research being carried out. Creswell (2012) says that survey research is col data using questionnaires or interviews and statistically analyzing the data to describe trends in responses to questions. Survey research used questionnaires or interviews to obtain data and analyze data statistically to describe events obtained

from the responses to the questions. Meanwhile Narbuko, Cholid et al. (2004) in Muhammad Yuri Gagarin, Saleh Pallu, Baharuddin ST (2012) research method is an assessment in studying the rules contained in the research.

In this study, a survey was conducted on all participants or informants who were the object of research as the primary data source. Informants were given questions in the form of interviews related to the leadership style or behavior of the principal in an effort to improve the quality of Education at MIN 1 Banyumas. Informants who are sources of data are all subjects who can provide information on all research problems, according to Arikunto (2016), what is meant by data sources in research is the subject from which the data was obtained. In this study, there were 1 head and 5 field coordinators and 5 teachers.

Respondents were individuals who were only asked to tell about what they knew, and experienced only themselves, in answering research questions. The aim is to solve the problem that is the focus of this research. Data collection techniques used in this study were participant observation, in-depth interviews, and documentation. Interviews and observations were carried out in a systematic and structured manner. The type of data used in this research is qualitative data. According to Lexy J Moleong (2013) it is explained that interviews are conversations with specific intentions, namely, the interviewer (interviewer) ask questions, and the interviewee (interviewee) provides answers to the question. Furthermore, Lincon and Guba (1985) in Moleong (2013) include constructing people, events, organizations, feelings, motivations, demands, concerns and others. According to Guba and Lincoln (1981) in Moleong (2013) said that a document is any written material or film, different from a record.

In this study, documentation studies were used by researchers to strengthen findings in the form of documents and archives that were useful in this study. In the triangulation technique the researcher collects data that is a combination of various data collection techniques in research and existing data sources. In this case it can also simultaneously test the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources, this aims not to find the truth about some of the phenomena that have been found. According to Susan Stainback (1988) cited in Sugiyono (2013) states that the purpose of triangulation is not to find the truth about some phenomena, but rather to increase the researcher's understanding of what has been found).

RESULT AND DISCUSSION

In order to produce quality education in early childhood education, the management of early childhood education needs to be a very important concern for school principals as school leaders. Early childhood education is a very fundamental container in children's education, in essence early childhood education is education that is held with the aim of facilitating and stimulating the growth and development of children as a whole and emphasizing its goals on the development of the child's personality (Suyadi, 2013).

Therefore, the leadership relationship with the management of early childhood education, of course, must be integrated and integrated. The involvement of leaders in productive leadership will undoubtedly encourage the progress of managing an early childhood education institution. The spirit of the leader will dominate the effectiveness and efficiency of the performance of its members. Transformational leadership is leadership that has high emotional awareness, self-management, and social awareness in managing work relationships. Transformational leadership behavior patterns are expected to have a positive influence on its members in shaping the values and beliefs of achieving organizational goals (Whyte, W. H., 2013).

Humble leadership is an effort made by the head of MIN 1 Banyuman in managing the governance of the educational institution he leads, by involving and directing the views of its members to go beyond self-interest, and towards common interests. A humble school principal can make someone act on behalf of the agreed collective interest so that the improvement in the management quality of Banyumas 01 Public Elementary School can be carried out dynamically. Awareness of the importance of jointly maintaining and improving processes that produce better educational output in accordance with the demands of the times. A multidisciplinary approach can provide maximum results for character development (Baharun, 2017), especially in transformational leadership in early childhood education, because early childhood education is the first character-building process in the world of formal education.

Everything that is attempted by the humble leadership model in improving the quality of education at the early childhood education level is an effort made by the school principal to maintain balance and harmony in the relationship between educators, education staff, students and parents of students. High awareness will maintain high moral standards so as to be able to transform and influence better attitudes, actions, and values in its members. Humble leadership will arouse the emotions of organizational members, especially in early childhood education institutions, so that they have a high sense of belonging to the institution and motivate them to act outside the

framework that is described as an exchange relationship (Lavonen, J., & Salmela-Aro, K. , 2022).

The humble leadership practiced by the madrasa head at MIN 1 Banyuman is a leadership style that has a good vision and mission, rhetoric, and management skills to develop emotionally solid relationships and bonds with members. Humble leadership is able to motivate members to work to achieve goals that go beyond personal interests, so as to carry out the best educational process that can improve the quality of institutional management. Efforts made by school principals by mobilizing their followers to play an active role are part of how to improve the quality of education (Robinson, V., & Gray, E., 2019). Improving the quality of education will be optimal if all present have a sense of belonging and awareness of the responsibilities and tasks that have been carried out and entrusted to them. Sallis (2011) explains that quality is a quality that provides satisfaction that goes beyond the wants and needs of a person or group of people. Improving the quality of education will of course involve various factors involved in it (Weiner, J., Francois, C., Stone-Johnson, C., & Childs, J., 202).

The humble leadership model that takes place at MIN 1 Banyumas is one way to support improving the quality of education in an increasingly advanced era. The mindset that is increasingly developing with the demands of the times, requires leaders who are wise and prudent and able to provide active motivation in improving the performance of their members (Ainsworth, 2002). This type of leadership is one of the solutions in an effort to improve the quality of early childhood education to produce a superior generation in optimizing the golden age for the nation's generation of children. There are six characteristics of humble leadership that are important for an organization, namely: (1) Significantly improve organizational performance, (2) Have a positive relationship with long-term marketing orientation and customer satisfaction, (3) Higher commitment of its members to the organization will rise, (4) Workers' trust in management and organizational daily behavior will increase, (5) Workers' trust in leaders will increase, (6) Workers' stress will decrease and welfare will increase (Luyten, H., & Bazo, M. (2019).

The implementation of a humble leadership style at MIN 1 Banyuman has paid attention to the following: (1) Referring to religious values that exist within an organization and even a country, (2) Adjusting to the values contained in the organizational system, (3) Exploring the culture that exists within the organization, (4) The education system is a sub-system, so it must pay attention to the more extensive system that is above it, such as the State system (Runtuwene, 2011).

There are at least four trends in educational institutions, firstly all members want to have a leader who can be approached, both

professionally and personally. Second, there is a demand that members must be given space to be empowered, work, and have meaning. Third, implicitly, the survey above shows the importance of building healthy and constructive communication with its members, and fourthly, there is the desire of millennials, they want to be emotionally close to leaders (Thomas J, Sergiovanni. 1984). Therefore, the beginning of being a humble leader is the willingness to open constructive communication taps to its members. Give as much space as possible so that members feel that they can communicate their problems in the scope of work and personal. Especially the current generation, they want a work-life balance. From a leader's point of view, we can start with personal openness. The point is, leaders must dare to show their vulnerability (Day, C., Gu, Q., & Sammons, P., 2016.

Providing the broadest possible empowerment space for members will significantly impact productivity. Members of the organization will feel empowered and able to do something about their environment. This feeling will bring out positive energy that will inspire them to work and create. The Human-Centric Mindset There is one interesting conclusion From the changes in companies between foods. There is a change in the company's focus on humans that allows them to survive and innovate. In this case, when the company looks at the numbers only, then don't be surprised if its members will not be enthusiastic at work. Members are not numerical numbers but beings full of emotion and complexity (S-CLEVER Konsortium. (2021).

 As a school principal, he is considered a superior who often greets, chats, and has lunch with his team members, for example, office drivers, security guards, or office OBs. When in meetings, he gives other people the opportunity to have their opinions, only interrupts other people's conversations once he is finished, and appreciates everyone's opinion, and he does not hesitate to ask about any technical matters beyond his knowledge. Tata is considered to have never been selfish towards work, even though it is actually the work of his subordinates but still wants to help provide solutions and advice (Heißenberger, P., 2019).

In the end, to improve organizational performance, the mindset must change, no longer quantitative but qualitative. The point is that human relations are not transactional in nature; there are numbers and goods. Both leaders and members want to be respected, valued, and treated correctly. However, why should the leader do it to the members first, not vice versa? Simply put, to get rid of hierarchical tensions and boundaries. So that the stigma of a top-down organization disappears from members' minds, the 'humble leadership' approach to leadership is very relevant to the current situation.

What's more, waiting for changes ahead and many other problems and uncertain conditions requires leaders to be more adaptive and open to circumstances. The leader's real task is navigating change and changing what needs to be changed, including mindsets. Therefore, let's reflect together and make better changes. This writing can remind us all to avoid high egos and arrogant traits that can damage relationships with other people and our future careers. Being a 'humble leader' is a figure in today's leaders that our next generation wants and needs.

CONCLUSION

Based on built communication, the humble leadership model can, indirectly, improve the quality of education and optimize the learning process at MIN 1 Banyumas. Optimization of this educational process occurs when a leader of a madrasa educational institution maintains good relations with its members, motivates them to continue developing, fosters a sense of belonging to the institution, motivates them to fight for common interests rather than personal interests, and maintains high moral standards. Thus, all educational activities in the educational process at Madrasas take place effectively and efficiently. Humble leadership with high moral and ethical standards can inspire and set good examples so educators, employees, and students are inspired and motivated to emulate what leaders do.

Humble leadership is one of the solutions that can be offered in streamlining the educational management of madrasah ibtidaiyah or other levels of education. However, there is also a downside to this leadership model, namely when a leader does not have high ethical and moral standards. The leadership will hamper his leadership process because his personality and knowledge need to synergize better. Therefore, this theory can be used effectively when a leader is able to know himself well and has tried to optimize the multiple intelligences within him.

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