

# Empowering Islamic Values: The Role of Madrasah Head Leadership in Extracurricular Enrichment

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## Abstract:

This research aims to analyze the leadership of madrasa heads in developing Islamic culture through extracurricular activities. A qualitative approach with case study methods is used to gain an in-depth understanding of leadership practices and their implementation. Data was collected through in-depth interviews, participant observation, and document analysis. The research results show that the madrasa head's adaptive and inspiring leadership plays a vital role in strengthening Islamic values among students. The madrasa head is the main driver in aligning the vision with daily activities, including extracurricular activities designed to develop student's character and spirituality. The implications of this research highlight the importance of visionary and strategic leadership in creating an educational environment conducive to forming Islamic character and morals. The implication of this research is the importance of visionary and participatory leadership of madrasah heads in developing Islamic culture through extracurricular activities to strengthen students' moral and spiritual values. The Mediating Role of Devolved Management on the Influence of Organizational Support on Teacher Creativity

**Keywords:** *Educational Leadership, Islamic Culture, Extracurricular Activities*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang kepemimpinan kepala madrasah dalam mengembangkan budaya Islam melalui kegiatan ekstrakurikuler. Pendekatan kualitatif dengan metode studi kasus digunakan untuk mendapatkan pemahaman yang mendalam tentang praktik kepemimpinan dan implementasinya. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Hasil penelitian menunjukkan bahwa kepemimpinan kepala madrasah yang adaptif dan inspiratif berperan penting dalam penguatan nilai-nilai keislaman di kalangan siswa. Kepala madrasah bertindak sebagai penggerak utama dalam menyelaraskan visi madrasah dengan kegiatan sehari-hari, termasuk kegiatan ekstrakurikuler yang dirancang untuk mengembangkan karakter dan spiritualitas siswa. Implikasi dari penelitian ini menyoroti pentingnya kepemimpinan visioner dan strategis dalam menciptakan lingkungan pendidikan yang kondusif bagi pembentukan karakter dan moral Islam. Implikasi dari penelitian ini adalah pentingnya kepemimpinan kepala madrasah yang visioner dan partisipatif dalam mengembangkan budaya Islam melalui kegiatan ekstrakurikuler untuk memperkuat nilai-nilai moral dan spiritual siswa.

**Kata Kunci:** *Kepemimpinan Pendidikan, Budaya Islam, Kegiatan Ekstrakurikuler*

## INTRODUCTION

Leadership in Islamic educational institutions plays a vital role in academic teaching and the inculcation and development of Islamic values (Khaidir & Suud, 2020; Rohaeni et al., 2021; Rusdi et al., 2022). Educational institutions such as Madrasah Aliyah Amsilati stand as a place of learning and as a centre for character-building and spiritual students. In this madrasa, the leadership of the head of the madrasah is crucial because they not only manage the administrative and academic aspects but are also responsible for integrating Islamic values into all aspects of education, including extracurricular activities (Saputra et al., 2020; Ayuningsih et al., 2020; Diana, 2023).

The leadership of the head of the madrasa in developing Islamic culture is not an easy task (Mujib & Ali, 2022; Kusumaputri et al., 2023; Norman et al., 2024); it requires a deep understanding of Islamic values as well as the ability to apply them in a modern context (Lahmar, 2020; Uyuni & Adnan, 2020; Santoso et al., 2021). This is important because madrasahs are expected to produce academically capable graduates and those with Islamic solid morals and ethics (Isnaini et al., 2020; Nasser et al., 2022; Chuanchen & Zaini, 2023). Through extracurricular activities, madrasah heads have a golden opportunity to strengthen classroom learning with practical experiences that enrich students' understanding and practice of Islam (Rohaeti et al., 2021; Wijaya et al., 2022; Sastrawan et al., 2024).

Extracurricular activities at Madrasah Aliyah Amsilati, designed to cover various aspects such as sports, arts, science, and religious activities, become an effective means of instilling these values. Each activity is directed to develop students' technical skills and strengthen values such as cooperation, honesty, perseverance, and discipline in an Islamic context. For example, through debate clubs, students are taught how to articulate arguments politely and ethically, per Islamic teachings on communication.

In addition, activities such as environmental stewardship and community social activities instil the important value of caring and responsibility towards God's creation, which is a basic principle in Islam. These activities also show how Islamic teachings can be integrated into practical solutions to contemporary problems, such as environmental preservation and social welfare.

Through leadership to madrasahs, they must be able to create strategies that support and motivate teachers and staff to actively participate in the development and implementation of these extracurricular activities (King et al., 2021; Mahoney et al., 2021; Yulianti et al., 2022). This includes adequate training for teachers to integrate Islamic values into their teaching and adequate resources to support extracurricular activities (Zuhaeriah et al., 2020; Tabroni et al., 2022; Ansori et al., 2023). With effective leadership, the head of the madrasah will increase the effectiveness of extracurricular activities and the motivation and involvement of students in those activities.

The influence of the head of the madrasah's leadership in developing Islamic culture through extracurricular activities is very significant. Visionary and strategic leadership will increase students' awareness and appreciation of Islamic

values, encouraging them to apply them in madrasahs and their daily lives (Rohaeni et al., 2021). This overall supports the mission of Madrasah Aliyah Amsilati in forming a young generation who are not only intellectually intelligent but also spiritually and morally strong.

Although the importance of leadership in developing Islamic culture through extracurricular activities has been recognized, there are still obstacles to effective practical implementation that can integrate these values thoroughly (Puspitasari et al., 2020). The fundamental question is how the leadership strategy of the head of the madrasah in developing Islamic culture through extracurricular activities can be optimized to produce a significant impact on the formation of student character (Isnaini et al., 2020; Arar et al., 2022; Mulang & Putra, 2023).

Several studies have identified various aspects of leadership in Islamic education. For example, a study by Rohaeti et al. (2021) in the *Journal of Islamic Education Studies* found that the transformative leadership of madrasah heads contributes significantly to students' motivation to participate in extracurricular activities. Another study by Lahmar (2020) in the *International Review of Islamic Education* discusses how participatory leadership can increase student engagement in activities that promote Islamic values. Meanwhile, Khaidir and Suud (2020) in the *Asian Journal of Islamic Management* revealed that there is still a gap in the application of effective leadership in instilling Islamic values through extracurriculars in several madrasahs.

Despite advances in understanding leadership strategies in madrasahs, more research has yet to delve into how madrasah heads in MA Amsilati specifically implement and adapt these strategies to develop Islamic culture through extracurricular activities. Furthermore, how these strategies can be optimized to support students' holistic development still needs to be comprehensively documented.

The novelty of this research lies in its deep focus on the influence of the leadership of the head of Madrasah Aliyah Amsilati in implementing and optimizing extracurricular activities as a tool to develop Islamic culture. This research reveals how adaptive and inspiring leadership can integrate Islamic values into the practice of extracurricular activities, not only as a means of skill development but also as a vital platform for strengthening moral and spiritual values.

Another novelty of this research is the application of modern leadership theory in the context of Islamic education in Indonesia, especially in Madrasah Aliyah. This includes using transformative and participatory leadership approaches that assess how madrasah heads can influence, motivate, and engage all education stakeholders—teachers, students, parents, and communities—in creating a conducive and value-packed learning environment.

In addition, the study also attempts to fill gaps in the existing literature by exploring the relationship between educational leadership and cultural development in actual practice, providing new insights on effective strategies for integrating Islamic teachings in extracurricular activities at the madrasah level. This study's results are expected to guide other madrasah heads in Indonesia to design and implement similar effective strategies, improving the quality of Islamic

education that prioritizes character building and student spirituality.

This study aims to identify and analyze leadership strategies used by the head of Madrasah Aliyah Amsilati to develop Islamic culture through extracurricular activities. It also aims to evaluate the strategy's effectiveness in strengthening Islamic cultural values among students and identify best practices and challenges faced in its implementation.

## RESEARCH METHODS

This research uses a qualitative approach with a case study method to understand in depth the influence of the leadership of the principal of Madrasah Aliyah Amsilati, Bangsri, Jepara, Central Java, Indonesia in developing Islamic culture through extracurricular activities. The qualitative approach was chosen because it allows the research to delve deeper into the perceptions, experiences, and motivations of the subjects involved, which are crucial in understanding the complexities and dynamics that occur in the context of educational leadership (Stahl & King, 2020). Case studies are used to obtain a comprehensive and detailed picture of leadership practices in one particular madrasah, allowing intensive analysis of the phenomenon under study.

Data collection techniques involve in-depth interviews, participatory observation, and document analysis (Rutakumwa et al., 2020). Interviews were conducted with various stakeholders in Madrasah Aliyah Amsilati, including the head of the madrasah, teachers, staff, and students. In-depth interviews allow researchers to gather subjective views and gain a deeper understanding of their experiences and perceptions of the leadership of madrasah heads. Participatory observation in madrasah allows researchers to see firsthand the interactions and practices in the field, providing rich contextual data. Documents related to extracurricular activities and madrasah policies are also analyzed to understand better the structure and strategies implemented.

Data analysis is carried out through thematic analysis, where the collected data is organized and analyzed to identify, analyze, and report patterns (themes). In the context of this study, thematic analysis allows for identifying the main themes related to leadership strategies and their implementation in extracurricular activities. Each theme was investigated to uncover how specific leadership elements influence the development of Islamic values among students. This approach helps in articulating the causal relationship between the leadership of the head of the madrasa and the development of Islamic culture, as well as supporting the formulation of evidence-based recommendations that can be applied in other similar madrassas (Stahl & King, 2020).

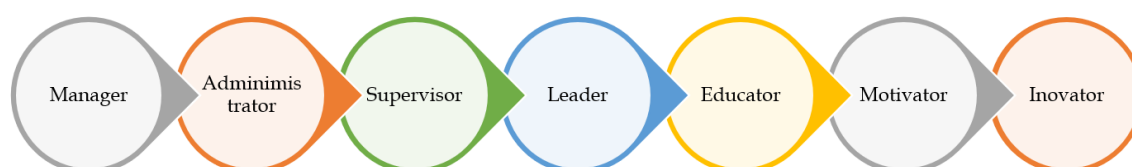
## RESULTS AND DISCUSSIONS

### Leadership of the Head of Madrasah in the Development of Islamic Culture

Leadership is an important part of management. In one organization, the leader's role is clearly the most important role among all its components. In the world of management, a manager's function is to arouse a person's desire to do something that must be done and nurture his group members towards the completion of the group's work. So, the ability of managers to use their leadership is very important.

Principals hold multifaceted roles as managers, administrators, supervisors, motivators, educators, innovators, and leaders. As a manager, the Head of the Madrasah coordinates human and material resources, ensuring the operational efficiency of the school. In his capacity as an administrator, the principal organizes administrative activities and ensures compliance with educational regulations and policies. As a supervisor, the Head of Madrasah monitors and evaluates teaching and support staff performance. The Head of the Madrasah motivates teachers and students to reach the maximum potential of the Head of the Madrasah through various initiatives and emotional support.

In the role of educator, the principal influences curriculum and pedagogy, often taking part in the professional development of teachers. As an innovator, the Head of Madrasah encourages the application of new teaching methods and technologies to enrich the learning experience. Finally, as a leader, the principal leads with vision, shaping the school's strategic direction and ensuring that the school responds effectively to educational challenges and community needs. This combination of roles places the headmaster at the centre of the development and advancement of the educational institution, with the primary aim of creating a conducive and inclusive learning environment for all students (Khaidir & Suud, 2020).



**Figure 1. Principal's Appointment**

This research explores how the leadership of the head of Madrasah Aliyah Amsilati Bangsri, Jepara, Indonesia, influences the development of Islamic culture through extracurricular activities. Based on the analysis conducted, it was revealed that the head of the madrasa adopted a visionary leadership model centred on strengthening religious activities carried out outside the official curriculum.

As a formal leader and spiritual symbol, the head of the madrasah plays an essential role in synergizing the vision of the madrasa with the implementation of daily activities. According to Irkham, one of the teachers at the madrasa, "The head of the Amsilati madrasa is always active in ensuring that all activities are run according to Islamic values, although he also takes care of many activities outside the madrasa. He is always involved in solving problems by deliberating to find the best solution" (I\_G\_2023).

The interview results interpret the leadership of the head of Madrasah Aliyah Amsilati as dedicated and proactive. Despite having various responsibilities and activities outside the madrasa, the head of the madrasa still prioritizes supervision and direct involvement in the madrasa's activities to ensure that all activities are carried out in accordance with Islamic values.

"The head of Madrasah Amsilati is very involved in every discussion and decision-making process in the madrasa. He always values the opinions of all parties, including teachers and staff, because he believes that a democratic and participatory approach will bring more effective and equitable solutions. What do



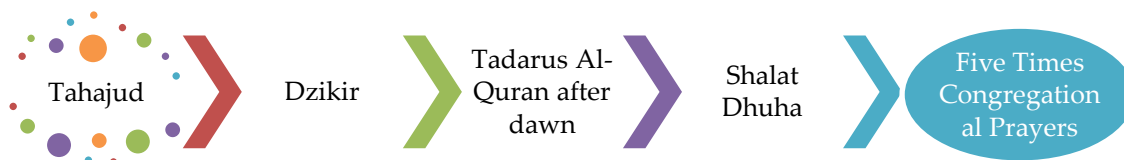
you think influences the approach of the head of the madrasah in solving problems in the madrasa? Moreover, how does that affect the working atmosphere in madrassas?" (I\_G\_2023).

The active involvement of the head of the madrasah in the process of deliberation or consultation to resolve emerging problems shows his democratic and participatory approach. This reflects his desire to provide solutions and listen to and value input from various parties in the madrasah, including teachers and staff, in finding the most effective and equitable solutions.

The head of the madrasa in Amsilati applies the principles of Islamic leadership, which involve justice, openness to deliberation, and wisdom in making decisions. This helps in creating an inclusive environment where all madrasah members feel valued and involved. Thus, the head of the madrasah successfully integrated Islamic values in the curriculum and the management and operation of the madrasa, supporting the formation of a strong and harmonious madrasah community.

### Extracurricular

Madrasah aliyah Amsilati has various extracurricular activity programs to develop Islamic culture through strategies to develop student's talents and interests. This madrasah has succeeded in organizing extracurricular activities integrated into students' daily behaviour to develop Islamic character. The head of the madrasah encourages teachers and students to develop Islamic culture through extracurricular activities. One of the main strategies implemented is strengthening religious extracurricular activities, such as evening prayers/tahajud, dhikr and prayer, tadarus al-Qur'an after dawn, dhuhr prayers, and five daily congregational prayers. The program supports academic development and strengthens students' spirituality and religious character.



**Figure 2. Extracurricular Activities**

In an interview conducted with Mr. Luqman, the dormitory administrator explained that; "Evening prayer activities are carried out solemnly every day by students, which starts at 03.00 and is followed by tadarus activities and joint prayers. This helps the Head of the Madrasa not only in learning but also in strengthening the relationship of the Head of the Madrasa with Allah" (I\_PA\_2023).

Dhikr and prayer activities after the five daily congregational prayers are also an integral part of students' days, as explained by Nurul Af'idah Arifin, "After congregational prayers, we continue with dhikr and recite prayers together, which helps strengthen the sense of community and spirituality among students" (I\_U\_2023).

The interview results showed that after performing congregational prayers, the group continued with dhikr and prayer activities. This confirms that they not

only gather to carry out worship but also to strengthen the bond of togetherness and enhance aspects of spirituality among students. The activity can be a moment that deepens their social and spiritual connections, creating an environment that supports personal and collective growth.

Thus, these findings confirm that effective leadership of madrasah heads in implementing and supervising religious extracurricular activities significantly impacts instilling and developing Islamic culture among Madrasah Aliyah Amsilati Bangsri students. These activities not only complement the official curriculum but also help form a strong madrasah community, where Islamic values become part of students' daily lives, strengthening the faith, piety, and morals of the Head of the Madrasa.

The results of this study provide valuable insights into how the leadership of the head of a Madrasah can contribute to the development of Islamic culture in Islamic educational institutions. These findings suggest that the head of the madrasah is not only responsible for the management and administrative functions of the school but also plays a crucial role in shaping the identity and values adopted by students and staff.

A critical aspect of Madrasah chief leadership that emerged from this study was active involvement in ensuring that religious activities, such as congregational prayers, dhikr, and reciting prayers, became an integral part of daily life in madrasahs. This reflects efforts to strengthen bonds of togetherness and enhance spirituality among students, which are important aspects in the formation of Islamic culture.

In addition, the results showed that the head of Madrasah Amsilati Bangsri applied an inclusive and democratic leadership approach in dealing with problems arising in the madrasa. Involvement in deliberation and joint decision-making demonstrates its willingness to listen to and value input from various parties, such as teachers and staff, in finding the most effective and equitable solution. This reflects the principles of Islamic leadership that emphasize justice, openness, and wisdom in making decisions.

In the context of modern leadership theories, these findings can be understood through the lens of Transformational and Servant Leadership theories. Transformational leadership emphasizes the leader's ability to inspire and change the paradigm and behaviour of organizational members, while servant leadership emphasizes the leader's service and concern for their needs.

The results of research on the leadership role of Madrasah heads in developing Islamic culture highlight the importance of values-based, transformational, and service-based leadership in the context of Islamic education. Modern leadership theories offer a helpful framework for understanding how Madrasah heads can be effective agents of change in creating an educational environment that focuses on Islamic values.

Values-based leadership emphasizes the importance of moral and ethical values in leadership actions (Brown & Treviño, 2020). In the context of the head of Madrasah Amsilati Bangsri, the application of Islamic values becomes the main focus in the daily activities of the madrasa, reflecting the principles of values-based leadership.

Transformational Leadership Theory highlights leaders' ability to inspire, motivate, and change the behaviour of organizational members (Northouse, 2021). Through his transformational approach, the head of Madrasah Amsilati Bangsri encouraged the active involvement of staff and students in religious activities, such as evening prayers and dhikr, illustrating his influence in changing the organisation's culture. Servant Leadership theory emphasizes the leader's service and concern for the needs of organizational members (Greenleaf & Spears, 2020). The active involvement of the head of the madrasah in the deliberative and decision-making process reflects a service approach that pays attention to and values input from all parties in the madrasah.

Research on the leadership of the head of a Madrasah in the development of Islamic culture makes an essential contribution to the management of Islamic education by underlining the integral role of the head of a Madrasah in shaping the identity and values in the madrasa. These findings highlight the importance of inclusive and participatory leadership approaches in building a solid organizational culture while emphasizing the value of religious extracurricular activities in strengthening aspects of students' spirituality and religious character. This contribution enriches practical and academic understanding of how leadership can shape Islamic culture in Islamic educational environments, providing guidance for practitioners and researchers in developing strategies and policies that support the development of Islamic culture in madrasahs.

## CONCLUSION

This research confirms that the leadership of the head of the madrasah has a very significant role in shaping Islamic culture in Islamic educational institutions. The findings suggest that inclusive and participatory leadership approaches play an important role in strengthening Islamic values among students. In contrast, religious extracurricular activities such as congregational prayers and dhikr play a crucial role in strengthening aspects of students' spirituality and religious character. Thus, this study provides a deeper understanding of how leadership practices and extracurricular activities can be essential instruments in forming Islamic culture in madrasahs. These conclusions reflect the purpose of the study, which is to investigate the impact of the leadership of the head of madrasah and religious extracurricular activities on the development of Islamic culture and highlight its relevance in the context of Islamic education management.

The recommendation for future research is to explore the more profound influence of religious extracurricular activities, such as congregational prayer, dhikr, and tadarus al-Qur'an, on forming Islamic character and values among Madrasah Aliyah students. Such research may involve a more detailed analysis of how the frequency and intensity of participation in such activities correlate with students' spiritual and moral development over time. In addition, the study can investigate the long-term impact of inclusive and participatory leadership of Madrasah heads on the formation of Islamic culture in madrasahs by exploring the relationship between leadership style and, organizational climate and student performance. Thus, this research can provide deeper insights into Islamic



education management strategies and practices that promote Islamic values and student character development.

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