IMPLEMENTATION OF HOLISTIC LEADERSHIP MODEL AS ALTERNATIVE LEADER MODEL IN CHIEF OF MADRASAH RAUDHATUL ATHFAL

N. Rina Marlina[1]
Rudiyanto[2]

Departemen Pendidikan Anak Usia Dini, Universitas Pendidikan Indonesia[1,2], Bandung, Indonesia
Cimariuk Desa Manggungharja Kecamatan Ciparay Kabupaten Bandung Jawa Barat 4381, Indonesia
rinamarlina06@upi.edu
rudiyanto@upi.edu

Abstrak

Leadership is one thing that is very important and greatly affects the success and performance in an institution or organization. At Raudhatul Athfal (RA), the Head of RA is tasked with carrying out managerial and administrative functions aimed at facilitating the growth and development of children, as well as acting as a motivator and teacher creativity builder.,The success of a leader is determined by the competence of the leader and cooperation between the leader and the teacher. The head of the RA, is usually the owner of the relevant RA institution, so he tends to have absolute power. The leadership that is mostly done in RA institutions tends to be unidirectional. In addition, the head of RA's self-development is less than optimal, because he feels that the routine style he does seems to be the best. One form of leadership that opens a collaboration space between teachers and the Head of RA and can develop himself or herself as the head of the RA is holistic leadership. A holistic understanding of leadership is characterized by "Three S ; Self, Spirit and Service". Each represents three overarching dimensions of holistic leadership, there are: Self Leadership, Authentic Leadership and Legacy Leadership. In adition the holistic leadership model is very well carried out by the head of the RA because here the priority is the change from the head of the RA itself which will be followed by the teacher so that the condition of the institution becomes better. This article uses a literature study approach.

Kata kunci: *holistic leadership ,self leadership, authentic leadership, legacy leadership, spirit*

INTRODUCTION

Leadership in an educational institution will play a major role in the rapid development of managed educational institutions (Bustamante & Combs, 2011). Educational institutions that are increasingly advanced and modern are in dire need of a good leadership model and character (Wahid, 2018), so that they are able to optimize the organization in accordance with the principles of applicable educational management (Syadzili, 2019). Optimizing an Early Childhood Education institution (PAUD)) will be seen if the supporting elements supporting the quality of PAUD can be maximized by a leader. Based on Law Number 20 of 2003 concerning the National Education System, that early childhood education in formal education is in the form of Kindergarten (TK), Raudhatul Athfal (RA) or other equivalent forms. RA is a form of early childhood education unit in the formal education line that organizes educational programs with the specifics of the Islamic religion for children aged 4 (four) to 6 (six) years (KMA RI No. 347 of 2022). The competency standard for graduates at RA is the Standard for Early Childhood Development Achievement Levels. Contains student profiles as a unity of attitudes, skills and knowledge which becomes a description of the developmental achievements of students from the

results of their participation at the end of early childhood education. Based on data from the Director General of PAUD Diksasmen (2021) that the number of PAUD institutions in West Java is 7,324 institutions with the status of private PAUD institutions, where one of the criteria is that the ownership of the institution is owned by individuals, groups or foundations (klikterbaru.com, 2020).

A school is led by the principal as one of the educational staff to support the implementation of education (Law Number 20 of 2003). For the RA level, it is led by the head of the RA. In the Regulation of the Minister of Religion No. 58 of 2017 article 3, the duties of the head of madrasa or head of RA are to carry out managerial, develop entrepreneurship, and carry out supervision. In addition, it also carries out learning or mentoring tasks to meet the needs of madrasa / RA teachers. Furthermore, in Article 4, it is stated that the function of the head of the madrasa/RA is to carry out the functions of planning, management, supervision and evaluation.

In educational institutions not only produce good output in productivity, but also the achievements of all elements who are actively involved in the organization managed by a leader. This means that the leader figure in this case the principal is a figure who has a very important role in improving the quality of the institution and realizing good output. The phrase from Moore, 2010, that the figure of a leader plays an important role in an organization, especially in terms of leading to a change. A leader in his leadership besides having to have an important role is also required to be able to make progressive, comprehensive and open changes. This change means having a curious mind, having courage and having a desire to improve the current situation (Cribbin, 1990).

There are many studies related to leadership, such as what has been done by Ramadoni, Kusmintardjo & Arifin (2016), namely conducting research at PAUD Islam Sabilillah and SDN Tanjungsari 1 Sidoarjo Regency, that leadership styles that can improve teacher performance are by applying discipline, the existence of democratic attitude of the principal and good communication. In this study, it was also stated that the role of the principal as a leader, motivator and co-worker. Sri Lestari and Mayasarokh (2020), concluded the results of their research, namely the leadership of the Head of RA and teacher self-regulation can affect teacher performance. Good leadership such as having charisma, idealism, having inspirational motivation, being intellectual and caring for teachers, all of which will affect teacher performance. In addition, self-regulation that can affect teacher performance is the ability to set standards and goals, self-observation, self-evaluation, self-reaction and self-reflection. In contrast to the results of research by Hujala & Eskelinen (2013), the characteristics of PAUD leadership in Finland are managerialism, reactive leadership, not proactive. This is a challenge for the Finnish leadership in ensuring the provision of high-quality PAUD, namely the focus is shifting from managerialism to strategic leadership. This can be achieved through training for leaders and staff, communication skills, peer support and ongoing training (Rodd, 2013; waniganayake, Cheeseman, Fenech, Hadley, & Shepherd, 2012). In addition, ensuring high quality leadership requires distributed leadership, meaning that there is team involvement and self-management as well as empowering organizational members (McDowall Clark & Murray, 2012; Aubrey et al, 2013).

Based on observations of phenomena that can be described in the RA institution, one of which is the management aspect carried out by the RA head, this is related to the RA head's leadership style. With the ownership status of private RA institutions, this means that they are owned by individuals or foundations, so there is a tendency for leadership to be carried out in one direction, from top to bottom. In fact, collaboration between teachers and the Head of RA is very important. Another phenomenon is the management of human resources which is less than optimal, this is due to the lack of strong self-motivation from the

leader / head of the RA himself so that they have the assumption that what is done is routine as if it is the best (Mesiono, 2017). Even though changes continue to occur, there are various aspects that will be faced by a head of RA. From the two phenomena above, there are leadership models that can be implemented in order to open up collaboration spaces, and to develop self-motivation for the RA leaders/heads to face changes in various aspects, one of which is holistic leadership. This article was created with the aim of describing holistic leadership that can be used as an alternative leadership model in RA institutions.

METODE
This article uses a literature study approach, which is a research approach in collecting data in the form of information by browsing various literatures and examining them carefully. According to Zed (2004), literature study is a series of activities related to collecting library data, reading and taking notes and processing research materials. This means research conducted without conducting direct field research (Muhammad Zaim 2014; Rozalena and Kristiawan 2017). Data collection is obtained from articles, books or journals that are relevant to the research objectives. The source of the data used is secondary data, because the data is obtained from articles, books and published journals. The data collection technique in this research is documentation, which is looking for data about things or variables in the form of notes, books, papers or articles, journals, and so on (Arikunto, 2010, in Mufarikhah umar, Nursalim, 2020). The data or information that has been collected is then analyzed using content analysis. Content analysis is a research technique to make inferences that can be replicated (imitated) and the data is valid by paying attention to the context (Krippendorf in Achmad, l2020).

Result and Discussion
C.1. Result
The results of the study are based on the results of content analysis with several journals that are in accordance with the research objectives, namely in several PAUD institutions, in terms of the leadership model not yet familiar with the holistic leadership model, the transformative leadership model used (Wahyuni, 2019). The transformative leadership model in doing something will consider the vision and mission which is a common goal, the totality of attention and always fully supports its members (subordinates). Likewise in the RA institution. The leadership of the RA head is still limited to carrying out the role of the RA head, namely as an educator, manager, administrator, supervisor, leader and motivator (Ramadoni et al, 2016; Harun et al, 2021).
The holistic leadership model is here to answer the challenges of an era full of change, making individuals who are balanced and effectively able to integrate all aspects or elements that are able to improve the potential of their principals, teachers and institutions. In this article, the author examines holistic leadership in the context of RA, in order to provide a description of holistic leadership which is considered important to balance the demands of an increasingly complex era and the need for a leader to integrate all supporting elements who are actively involved in his leadership. Therefore, researchers consider it necessary to conduct a literature review discussing holistic leadership that is able to improve the quality of leaders, teachers and their RA institutions.
C.2. Discussion
c.2.1. Holistik Leadership
　　　Holistic leadership is a leadership concept that offers a balance of patterns of task execution and decision making, as the theory says that "Holistic leaders can understand and have attention to the need to develop three aspects which include soul, mind and body".

(James L.C. Taggart, 2011).

Holistic leadership is the development of integrative leadership theory. Integrative leadership is leadership that can induce voluntary followership. This means that there is follower involvement because they get motivation and appreciation from the leadership to carry out activities that have been planned in achieving a goal (Fisher, 2016). Integrative leadership theory is the result of the development of trait, behavioral, contingency and transformational leadership theories. . Holistic leadership according to Orlov (2003) and Taggart (2009) is an integrative leadership approach that focuses on oneself, followers and the environment. Holistic leadership is leadership that raises the spirit of collaboration from followers, changes in mentality to one of caring and respecting one another, and there is involvement of the leader himself in collegiality (Taliaferro, 2014).

According to Dhiman (2017) the understanding of the word "holistic" in the context of leadership is on an overall or "integrated" scale. This means that holistic leadership is leadership carried out by a leader who is committed to the development of the physical, mental, emotional, moral and spiritual dimensions in harmony. Holistic leaders, they always look within themselves, transform themselves and engage themselves for the common good. They have a deep understanding of the human system. They learn to master the language of transformation and help ordinary people achieve extraordinary things. The bottom line is that holistic leaders have their own direction and other focus. The holistic leadership approach is truly self-exploring, and culminates in the appreciation of our deepest values at the personal, team and organizational levels. The key to holistic leadership is the integration of self-motivation and the leader's contribution. A holistic understanding of leadership is characterized by "Three S; Self, Spirit and Service". Each represents three overarching dimensions of holistic leadership; Self Leadership, Authentic Leadership and Legacy Leadership. Each leadership competency displays two sides, namely from the perspective of the leader and the perspective of the led. The following is a picture of a holistic leadership cycle and framework.:

Gambar 1. *Cycle of Holistic Leadership*, Satinder Dhiman (2016)
Sumber : *Conceptual cycle of leadership*, Manoj Chandra Handa (2015) ; *personal communication*, September 18, 2015
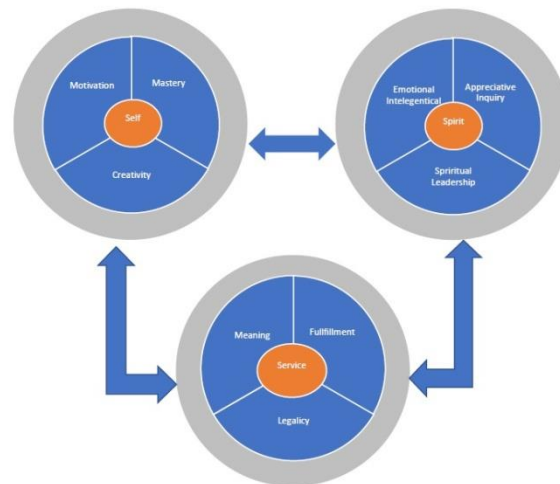
Gambar 2. *Holistic Leadership Framework*, Satinder Dhiman (2016)
Sumber : *Conceptual cycle of leadership*, Manoj Chandra Handa (2015) ; *personal communication*, September 18, 2015

Figure 1 and Figure 2 explain that three integral circles of holistic leadership signify three dimensions, namely self (nurturing/nurturing), spirit (aligning/aligning) and service (contributing) and three types of appropriate leadership, namely Self Leadership, Authentic Leadership and Legacy Leadership. Each type of leadership has three dimensions. Self Leadership describes the preparation phase in a holistic leadership path and consists of self motivation, self mastery and self creativity. Authentic Leadership, a moral perspective expressed in unity and purity in thought, speech and action. Authentic Leadership demonstrates harnessing the spirit through emotional intelligence and reward seeking guided by strong moral cues. Legacy Leadership/service leadership provides the search for meaning and fulfillment through selfless service. The holistic leadership paradigm builds inherent dialecticism and seeks solutions in subordination of self-goodness for the good of others.

a. *Self Leadership*

Self Leadership Self Leadership describes the preparation phase in a holistic leadership path and consists of self motivation, self mastery and self creativity.

Sudarwan (2002:2) in Suprihatin (2015), motivation is defined as a force, drive, need, enthusiasm, pressure, or psychological mechanism that encourages a person or group of people to achieve certain achievements in accordance with what they want. In self-motivation, looking within oneself, examines the internal conditions that drive our behavior in an attempt to satisfy a need (Sparks & Repede, 2016). David McClelland (1987) in "Theory of Human Motivation" identifies three need motives that drive human behavior, namely achievement. affiliation (affiliation), and power (power).

Self-control is indispensable in developing holistic leadership. Before leading others, we must first learn to manage ourselves. There are three things that can encourage self-development or mastery, namely self-discipline, self-effort and self-persistence (Dhiman, 2017).

The third, which includes self-leadership, is self-creativity. Creativity is pure gold, it is also an individual's ability to create and develop new and useful things (Maxwell, 2012; Mumford, 2003; Shalley & Gilson, 2004 in Kalyar, 2011). According to Maxwell (2012), the characteristics of creative people are dedicated to ideas, like choices, see inconsistency, tolerance for the odd, connect the unconnected and not afraid of failure.

b. *Authentic Leadership*

Authentic Leadership, a moral perspective expressed in unity and purity in thought, speech and action. Authentic Leadership demonstrates harnessing the spirit through emotional intelligence and reward seeking guided by strong moral cues. In emotional intelligence there are four core things that a leader must possess, namely self-awareness, self-management, social awareness, and relationship management (Goleman; Boyatzis; McKEE, 2002). The four cores are interrelated in a dynamic relationship, so that they will find and maintain the best potential in people and organizations (Dhiman, 2017). In self-awareness, leaders must have emotional self-intelligence, accurate self-assessment and self-confidence. Meanwhile, self-management of a leader includes self-control, transparency, adaptability. Have the power of achievement, initiative and optimism. As for emotional intelligence related to social awareness, the leader must have a sense of empathy, high service and organizational awareness. Finally, a leader's emotional intelligence can be seen from the management of his relationships. Where in relationship management includes leaders who always inspire, have the power of influence, are able to develop others, as a catalyst for change, are able to manage conflict, and are able to work in teams and collaborations..

c. *Legacy Leadership*

According to Sandstorm and Smith (2008), legacy leadership is 'a philosophy, a model and a proven process for bringing out individual best, developing other leaders in the organization, establishing organizational leadership culture, and positively impacting the bottom line'. In legacy leadership formulate 5 things that can be practiced by leaders throughout the ages, namely:

1) There is a vision and values to develop direction and commitment menciptakan lingkungan kepercayaan untuk memiliki hubungan kerja kolaboratif.
2) Create an environment of trust to have a collaborative working relationship.
3) Influence others with an overwhelming presence to connect with the individual's heart.
4) Advocate for differences to commit to the community.
5) Calibration for results up to powerful execution and performance.

C.2.2 Implementasi Kepemimpinan Holistik Pada Lembaga Raudhatul Athfal (RA)

In RA, the term holistic leadership is still not well known, it can be proven by the lack of studies or papers discussing holistic leadership in RA. What is very often heard is education or holistic learning. According to the Indonesia Heritage Foundation, there are 9 pillars of character that are instilled in holistic education, one of which is leadership. But it is not leadership that only uses power, but who cares about complex problems. Leaders who are based on trust, togetherness, commitment and have a shared vision in building a better society (Dhiman, 2017). RA, which is mostly an institution owned by individuals, where the leadership model tends to be authoritarian. Therefore, the holistic leadership model should be considered as an alternative leadership model. Holistic leadership is leadership carried out by a leader who is committed to the development of the physical, mental, emotional, moral and spiritual dimensions in harmony. Holistic leaders, they always look within themselves, transform themselves and engage themselves for the common good. In RA with ownership status owned by individuals, the head of RA is very good at implementing a holistic leadership model. Because in holistic leadership, the head of RA must explore

himself, have his own direction, culminating in the appreciation of personal, team and organizational values. The key to holistic leadership is the integration of self-motivation and the leader's contribution.. A holistic understanding of leadership is characterized by "Three S; Self, Spirit and Service". Each represents three overarching dimensions of holistic leadership; Self Leadership, Authentic Leadership and Legacy Leadership. Each leadership competency displays two sides, namely from the perspective of the leader and the perspective of the led.

According to Magnuson (2001), the characteristics of holistic leadership are interactionist, involve an adaptation process, reflect change as a transformation feature, and require synchronization and coordination of its operating elements. From this perspective, leaders, followers, and circumstances are not scrambling for positions of control but are instead discrete components of a series of interconnected systems that continually "adapt, change, coordinate and synchronize" with one another throughout the leadership process (Best 2011). Leaders who are based on trust, togetherness, commitment and have a shared vision in building a better society (Dhiman, 2017).

The implementation of holistic leadership has three dimensions that a leader must have, namely the dimensions of Self (nurturing), Spirit (aligning) and Service (contribution). These three dimensions are very necessary for RA principals, because understanding the holistic leadership of RA principals can provide seven basic assumptions about the nature of effective leadership (Best 2011): (1) Successful results result from an orientation towards development. (2) The healthiest and most productive development is carried out collaboratively. (3) The leadership unit forms the context of collaboration. (4) The core leadership unit is the individual, which makes each participant a leader in his or her own sphere of influence. (5) Intrinsic desire for meaningful goals indicates that every individual wants to realize his or her best potential. (6) Holistically led collaboration requires that the rights of participants to self-determination must be respected. (7) The exercise of self-determination in a way that realizes the individual's best potential, the result of an iterative process that must be supported. The head of RA's understanding of holistic leadership is still very lacking. What is often discussed is not holistic leadership but holistic education, it can be proven by the many studies on character education, assessment of teacher performance. From the government side, the agency tasked with increasing the competence of Heads, teachers and supervisors, namely the Human Resources Development Agency (BPSDM) of West Java Province, revealed that the implementation of leadership training has not been able to be followed by all school principals throughout Indonesia, this is due to the limited budget (Ministry of Domestic 2010).

Holistic leadership that is carried out in a school, either directly or indirectly affects student achievement for the lower middle level (Brauckmann and Pashiardis 2011). It is known that several obstacles in an institution have not implemented a holistic leadership model, due to the lack of understanding of a head of RA about several leadership styles that can improve team performance and advance an institution. This is in line with Best (2011) that there are still many institutions that have not implemented a holistic leadership model, this obstacle is due to the difficulty of adaptation for the head of RA to change his leadership that tends to be authoritarian over his followers into holistic leadership where both leaders and followers are all involved in developing and becoming a leader. self, unite with others, express full potential and serve others (Best 2011).

CONCLUSION

Holistic Leadership in RA institutions still doesn't know it, this is because there is still a lack of understanding regarding several leadership styles that can be applied or adapted by a leader in managing an institution so that it is able to develop and has the potential to excel

from other institutions. In holistic leadership that can be involved dominantly are leaders, followers and the environment. These three elements, if integrated, will make it easier for an institution to realize its vision and mission. Of course, this holistic leadership model can be implemented in RA institutions. We live in a period full of changes, both physical and non-physical (spiritual). To deal with the current state of the world, a holistic leader and a holistic system are needed who are able to combine material (physical) and spiritual perspectives in a dialectical way.

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