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Prophetic based transformational leadership in educational institutions

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Abstract. The results of the research that the author did, strengthen the theory of transformational leadership James Mac Gregor Burn. However, in this study the author uses an approach with prophetic values. This study aims to analyze the prophetic-based transformational leadership. The focus of the research is: (1). How is the prophetic-based transformational leadership strategy (2) What are the obstacles faced in solving problems (3). How to evaluate prophetic-based transformational performance. This research is a qualitative research through a descriptive approach. The data obtained by taking primary data by conducting interviews. And secondary data through literature reviews, supporting documents, archives and observations needed by the author related to this research. Data were analyzed through data reduction, followed by data presentation and then drawing conclusions. The research was conducted at STAI Madinatul Ilmi Depok, West Java, Indonesia. The results of the research found that; a prophetic-based transformational leadership strategy at STAI Madinatul Ilmi, formulating the vision and mission to achieve the goals that have been set. determined through a SWOT analysis at STAI Madinatul Ilmi. Then nine main strategies were established, namely the field of student affairs, improving the quality of lecturers, curriculum, facilities and infrastructure, funding, program management, learning processes, graduates as well as research and publications. Other result of this study found that the role of transformational leadership in dealing with existing problems is carried out by outlining the eight main strategies that have been set. While the implementation is carried out on a prophetic basis. Finally, result also found that evaluations that can be carried out formally or informally are carried out continuously in all fields and in all ranks at STAI Madinatul Ilmi in order to find out how far the programs that have been determined have been carried out properly or not.

Keywords. Transformational Leadership, Prophetic, Value, Management

Introduction

A leader of an educational institution plays an important role in the success of an educational institution (Sedarmayanti, 2019:13). Meanwhile, what is meant by prophetic-based transformational leadership in every activity in the preparation and implementation of work programs in educational institutions is always carried out based on the management contained in the Qur'an and Hadith. This is very much in line with the opinion of transformational leadership based on actions, we can conclude that a prophetic-based transformational leader is someone who plays an important role in an organization that carries out its duties by making changes based on the principles contained in the Qur'an and Hadith. Activities in the leadership

program at STAI Madinatul Ilmi will determine success. Identify issues that need to be addressed to find out what a leader needs to run a prophetic-based STAI Madinatul Ilmi campus. So that the problems encountered can be predicted as early as possible. In identifying problems that will arise as well as what needs are needed and what programs need to be made that are in line with the principles of the Qur'an and Hadith in order to facilitate the teaching and learning process. Success in identifying problems and needs will also greatly affect the success of the previous teaching and learning process at STAI Madinatul Ilmi. The success of identifying and solving this problem means that part of the work program at STAI Madinatul Ilmi has been achieved.

The Covid-19 pandemic that has hit almost all countries in the world, including Indonesia, has caused tremendous panic for the entire community, and has devastated all sectors of life. The Indonesian government has also taken a policy aimed at breaking the chain of transmission of the Covid-19 pandemic. One of them is the implementation of social distancing policies, where residents must carry out all activities at home, including worship, work and study, the implementation of this social distancing policy clearly has an impact on all sectors of life, one of which is the education sector which is also affected quite fatally. Teaching and learning activities must be carried out remotely. However, from this policy, many parties are not ready to implement distance learning or what is known as online. It is not only readiness that still needs to be improved from distance learning, it turns out that many people are unable to take part in distance learning activities due to the limited ability of many people who do not have devices that support distance learning.

In times like today where all educational institutions implement distance learning, due to economic limitations, many teaching and learning activities are very difficult to follow the learning process, online learning support facilities are limited, family economic problems are also very burdened with many layoffs. everywhere which resulted in many students or students who can no longer continue their school or college.

Likewise, the impact on STAI Madinatul Ilmi since the COVID-19 pandemic, the number of students studying at STAI Madinatul Ilmi has experienced a very significant reduction or greatly reduced in number. It is clear that there is a decline in the number of active students at STAI Madinatul Ilmi and students who register as new students.

The decline in the number of active students at STAI Madinatul Ilmi and students who register as new students is very important because the success of an educational institution can also be seen by the increasing number of new student admissions from year to year. Which is closely related to leadership abilities in the management and development of the educational institutions they lead. In other words, if the leadership in an educational institution is considered good, it will be seen from the condition of the management of the educational institution. The better the management will be reflected in the achievements that can be achieved by students and alumni of these educational institutions. Good management and good student achievement will attract prospective students, parents or the surrounding community to study or send their children and families to school.

Problems in management should be the responsibility of the leadership of STAI Madinatul Ilmi to find a solution. Because STAI Madinatul Ilmi is an Islamically managed educational institution, of course leadership in management must also be based on Islamic principles or in other words transformational leadership at STAI Madinatul Ilmi must be prophetic.

Based on the limitation of the problem, the formulation of the problem is as follows: 1. How is the prophetic-based transformational leadership strategy in the management of STAI

Madinatul Ilmi. 2. What are the obstacles faced in solving problems at STAI Madinatul Ilmi. 3. How to evaluate the performance of prophetic-based transformational leadership at STAI Madinatul Ilmi.

With the formulation of the problem above, the objectives of this study are as follows: 1. To analyze the prophetic-based transformational leadership system at STAI Madinatul Ilmi. 2. Analyzing the implementation of the prophetic-based transformational leadership program at STAI Madinatul Ilmi 3. Analyzing how to overcome the obstacles faced in the prophetic-based transformational leadership program at STAI Madinatul Ilmi. 4. Analyze the evaluation of the implementation of the prophetic-based transformational leadership program at STAI Madinatul.

The Nature of Leadership

In the view of Islam, leadership is related to two basic social expectations or demands imposed on leaders. First, the ability that is considered to be in him to lead to the achievement of the desired situation by the community. Second, the possible weight of its function in maintaining the existence of society. In the context of fulfilling these social demands, leaders must be aware of the existence of a transcendental responsibility, which requires personal submission to religious moral orders. In line with the explanation above, Seokarto (1983:23) in his journal Abnisa (2016) argues that leadership is a person's willingness and ability to be able to influence, invite, move, encourage, lead, and if necessary force others. accept it to achieve the goal. The leadership style of an organizational leader can be seen through ways such as influencing or motivating other people or subordinates to take actions that are always directed to achieve organizational goals. In addition, Thoha (2016: 50) also argues that leadership style is a rule regarding the behavior that a person uses when that person tries to influence others to do what he wants. Most people think of leadership style as a form of leadership. Another opinion from Rivai (2019: 45) states that leadership style is the basis for classifying types of leadership which also have three basic patterns, namely emphasizing collaborative relationships, emphasizing task execution, and prioritizing the results achieved.

Transformational leadership

The term transformational leadership is not new; the term was coined by James Mac Gregor Burns in 1978, but has only become widely known in recent years. Transformational leadership or transformational leadership is a leadership style that identifies the changes needed, develops a vision that will pave the way for the changes to be made and implements the necessary plans for those changes to occur.

Transformational leadership is leadership that always prioritizes change in the organization through functional relationships between leaders and subordinates.

The characteristics of transformational leaders according to Burns (1978:23) in the article Encyclopedia of Leaders by Nurul Aulia (2021) are as follows: a. visionary,

Transformational leaders must be visionary, to predict the ideal conditions for their company before planning changes to achieve the vision. b. Inspired, changes in the company can not be forced, because this method requires constant supervision, which means a waste of resources.

c. Adaptability, the goal of transformational leaders is to create positive change. Therefore, they must be able to adapt to a dynamic work environment. They look for ways to minimize the risks resulting from new implementations and changes, respond to the challenges of new market dynamics, and experiment with different methods to perform specific tasks for the betterment of the company. d. An open mind, to be able to implement changes, there must be acceptance

of new values and procedures first. e. Progressive / progress, something transformational involving change and improvement, or basically progress

The world of education is changing rapidly, so educational institutions are forced to participate in making changes and adaptations. However, the practice in educational institutions, the way of working, and the mindset of employees are difficult to change. This is where the transformational leadership function is needed.

Transformational leaders also have charisma, authority, and good influence on their subordinates. He is able to give authority and responsibility according to the abilities of his subordinates and can empower them well. Those are some important aspects in terms of transformational leadership. Transformational leadership is known as effective and ideal leadership in an organization. This leadership model is considered better than situational leadership which only relies on legitimacy and bureaucratic authority. This leadership model not only has an influence on the organization but also on each individual.

Prophetic Leadership Style

The personality figure of a leader in Islam is identical to the way the Prophet Muhammad became head of state and leader of Muslims. His leadership is a very important part in building Islamic civilization. Today, this leadership behavior is also known as leadership style. Leadership style is described as the embodiment of a leader's behavior regarding his ability to lead.

Rasulullah SAW said (Translation): "Whoever conveys 1 (one) knowledge and there are people who practice it, then even though the bearer dies, he still gets his reward," (HR. Al-Bukhari). According to Bukhari in Aizatul (2016: 7). It is illustrated that the Prophet Muhammad in leadership has several main characters that can be used as examples of leadership at this stage. The personality traits of the Prophet Muhammad SAW as a leader are: 1. Siddiq (honest), is a mandatory trait of all the words of the Prophet who are always true. 2. Amanah (trustworthy), this is an obligatory trait that abstains from outward disobedience (adultery, drinking khamr, lying). 3. Fathonah (intelligent), fathonah refers to the obligatory qualities of awareness, wisdom, and intelligence, as opposed to the impossibility qualities of gaflah (weak) or ghabwah (ignorance). 4. Tabligh (communicative), is an obligatory trait of the Prophet Muhammad, which means explaining and explaining the revelation of Allah SWT.

The charismatic figure of Rasulullah has attracted many people to convert to Islam. Not only that, the Prophet also gave considerable influence to his followers, so that his followers who previously fought Islam turned into defenders and fighters of Islam. Munawir (2021: 481) argues that Islam has never divided leadership types as conventional leadership types do. While the leadership style in Islam is described by the figure of the Prophet Muhammad. Apart from being a messenger of God, he is also a great and extraordinary head of state and family head. His leadership was a very important part in building Islamic civilization, so that in the end Islam was accepted by the Arabs and the whole world. Prophet Muhammad was known as an intelligent, honest, trustworthy and a very good servant in communication.

Prophet Muhammad SAW is an ideal leader figure for humans. He has never lied in his life, he is also a smart person and a strategist. This can also be proven by the history of the prophets which describes the prophet's intelligence in dealing with the enemy during war. This kind of behavior should be followed by all the leaders who came after

Methodology

This research is a qualitative research through a descriptive approach. Data obtained by taking primary data by conducting interviews. then secondary data is carried out through literature study, supporting documents, archives and observations needed by the author related to this research. Data were analyzed through data reduction, followed by data presentation and drawing conclusions. Sugiyono (2005: 17) explains that qualitative research is research that is used to examine the state of natural objects, where the researcher is the key instrument.

Meanwhile Moleong (2005:6) argues that qualitative research is research that is intended to better understand the phenomena of what is experienced by research subjects such as behavior, motivation, action, perception, and so on holistically, and through descriptions in the form of words and phrases. language, in a special natural context using various natural methods. In order to meet the existing criteria, and sourced from the search results, the data is then selected. This research was also conducted through a descriptive approach. Data obtained by taking primary data that is by conducting interviews. And secondary data obtained through literature reviews, supporting documents, archives and observations needed by the author related to this research. Data were analyzed through data reduction, followed by data presentation and then drawing conclusions.

Discussion

The place of research was conducted at STAI Madinatul Ilmi which is located at Jalan Kampus (Pakis), Raya Sawangan, Number: 151, Rt. 05/03. Capture of Jaya Baru Pancoran Mas, Depok, West Java 16434.

Research at the Islamic High School of Madinatul Ilmi Depok on prophetic-based transformational leadership in educational institutions (at the Islamic High School of Madinatul Ilmi), strengthens Burns's theory of transformational leadership (1978: 23) in his Encyclopedia of Leaders article Nurul Aulia (2021) which says that Transformational leadership is leadership that always makes changes based on its vision and personality which is the readiness and ability possessed by leaders who have the characteristics of being visionary, inspiring/inspiring, adaptable, open-minded and progressive/courage to act. The indicator of STAIMI's transformational leadership is the construction of a strategic concept and it takes leadership courage to make decisions. The strategic concept taken is inseparable from the results of the STAI Madinatul Ilmi SWOT analysis as follows 1. Strengths (2.30): STAIMI HR, B accreditation, own STAIMI building, complete facilities and infrastructure, strategic campus location and competent staff at his field. 2. Opportunities (2.05): cooperation between PTKIS, lecturer exchange, lecturer scholarships to doctoral level, permanent lecturers, listening-based administration, PTKIS-MI entrepreneurs 3. Threats/Treats (1.55): foreign universities , student tuition arrears, PTKIS competitors at the same level, PTKIS entrance scholarship program, blended learning, PTKIS entrepreneurs. 4. Weaknesses (0.7): financial condition, access road to campus, realization of vision and mission, not yet accredited LAPT, management information system, laboratory.

Based on the SWOT analysis above, nine main strategies were set for developing and overcoming the problems that exist in STAIMI, namely the field of student affairs, improving the quality of lecturers, curriculum, facilities and infrastructure, funding, program management, learning processes, graduates as well as research and publications. These nine main strategies can then influence STAIMI's management strategy and improve the quality of STAIMI so as to increase the interest of prospective students to study at STAIMI.

This is very much in line with the concept of prophetic-based transformational leadership at STAI Madinatul Ilmi. From the planning function, it begins with a mechanism to achieve the direction and goals that will be determined by involving the chairman of the foundation, the Chair of the STAI Madinatul Ilmi, teaching staff and the committee. The organizing function is carried out by dividing the duties and responsibilities to all members of the educational institution through a task-sharing meeting before the new school year will be implemented. The supervisory function is carried out by controlling the quantity and quality of employee work through supervision of the supervision of study rooms, work meetings of lecturers and educational institutions, as well as the use of budgets through meetings with the committee of Islamic educational institutions at STAI Madinatul Ilmi always implementing prophetic management.

Cooperation with other people is very necessary to achieve a goal, and now how to arrange other people so that other people want to work together. In essence, human activity is management (management) and to regulate here we need an art of how other people work to achieve common goals. The conclusion is that management is the coordination of all resources through the process of planning, organizing, determining manpower, coaching and supervising to achieve the goals that have been determined. The definition of management in Islam is knowing the goals, what forces to manage, what problems to avoid and how best to manage the organization you lead without wasting time in the process of doing so.

Islamic Education in the Era of Educational Autonomy which explains that a leader must also be able to manage his leadership style towards employees in order to improve performance in his function as a campus community servant for excellent service. It is in this context that leadership studies are carried out, especially based on the consideration of opportunities and challenges that must be faced by educational institutions in the future.

Effective leadership will be able to improve employee performance. The goal to be achieved in this study is to determine the relationship between the leadership of educational institutions on the performance of non-educational employees. Moment The results of this study indicate that the leader's transformational leadership style has a significant influence on the situation in the institution he leads. Transformational leaders also have charisma, authority, and good influence over their subordinates. He is able to give authority and responsibility according to the abilities of his subordinates and can empower them well. Similarly, the results of leadership research at STAI Madinatul Ilmi. Thus, if the leader's transformational leadership style decreases, it will greatly affect the quality, quantity, initiative and relations between employees at the educational institution he leads, the leadership style of a leader affects the improvement of employee performance. And vice versa. It can be seen that the figure of a leader is very important in achieving the goals set in educational institutions.

Based on the previous discussion, the leadership structure at STAI Madinatul Ilmi is a Top-Down approach model (from top to bottom). This leadership model is a leadership model in which all orders or decisions come from the top leadership (from above) which then continues to be passed down. The Top-Down approach tends not to open many places for discussion from superiors and subordinates before making general organizational decisions, but this is still very situational, depending on what goals you want to achieve. This kind of leadership model is indispensable if important decisions are to be made. Another advantage of this approach is that the dynamics of synergy between each team will be maintained because everything goes on a predetermined path. This is very necessary for a leader with transformational leadership who has charisma, authority, and good influence for his subordinates. He is able to give authority and responsibility according to the abilities of his subordinates and can empower them well.

The Top-Down approach model can also be regarded as one of the Islamic leadership models (prophetic) based on prophetic traits, namely *sidiq*, *amanah*, *fatonah* and *tabligh*. In addition, Islam does not recognize any dichotomy in terms of choosing a leader. Leaders are chosen according to the needs and conditions of educational institutions in need.

Based on the understanding of the theory above as well as from the results of observations and interviews regarding the conditions of leadership at STAI Madinatul Ilmi, it can be concluded about all important things about leadership at STAI Madinatul Ilmi which is transformational leadership based on prophetic, that leadership is essentially a relationship between employees human beings contained in an organized group, besides that it is also a strength or potential. This is in line with the theory of Qomar (2003: 7) in Hajaruddin (2021: 34) who argues that transformational leadership is the process of managing an Islamic educational institution in an Islamic way. Based on his essence as a leader, the influence of a leader on other parties can also affect human relations towards a better one and can affect the growth of attitudes towards more positive ones than the individuals he leads. But the most important thing than the influence of his leadership is that it will greatly determine the quality of the results and the quality of cooperative activities and what will be achieved by cooperative activities within an institution. This is also in line with the opinion of Ramayulis who argues that there are 4 (four) functions in Islamic education management, namely organizational functions, management functions, planning functions and supervisory functions.

Based on observations at STAI Madinatul Ilmi, the quality and competence of leaders generally refers to at least four main points, namely: problem solving abilities, social skills, leadership qualities and professional knowledge and competence. These four points are carried out in accordance with prophetic principles, namely *sidiq*, *amanah*, *fatonah* and *tabligh*. As a manager, a leader must be able to work together with other people in the educational institution he leads. As a leader of educational institutions, one must also be able to coordinate and mobilize human potential to achieve educational goals. As a supervisor, the leader must be able to help teachers improve their ability to teach students optimally.

As a professional educational institution leader, you must always make changes or innovations. Leaders must have a constant spirit to seek new breakthroughs to bring about more perfect development. From an anxious state to a more dynamic state, both physical and academic, such as changes in the learning atmosphere, scientific enthusiasm and improvement of learning strategies. In addition, the leader must try to move his subordinates to support the changes initiated by the leader in a proactive, dynamic, and progressive manner. Their performance needs to be stimulated to improve. The work pattern of subordinates must also be more conducive. And their discipline needs to be improved. The attitude of cooperation between them is fostered and a harmonious atmosphere can be created between them.

The COVID-19 pandemic that hit all sectors, both the economy and education, was not only felt throughout the world and Indonesia, but also greatly affected the teaching and learning (operational) conditions at STAIMI.

Table 1
 Position of SWOTS Results of PTKIS STAI Madinatul Ilmi Organization Depok

EFAS	Score	IFAS	Score
Strengths	2,30	Opportunities/	2.05
Weaknesses	0,7	Threats	1.55
Resultan	3,0	Resultan	3,60

Data processed April 5, 2021

From the table above, we can see that the strategy that should be taken by STAI Madinatul Ilmi is the SO strategy to maximize existing strengths that come from within STAI Madinatul Ilmi itself and must take more advantage of existing opportunities.

After getting the results of a SWOT analysis of the data regarding the factors that influence quality, STAI Madinatul Ilmi then uses an Ishikawa/fishbone diagram, visually the image below shows the results of identifying the cause of a problem

Figure 1
Ishikawa Diagram/ Fish Bone STAIMI

Based on the Ishikawa Diagram (Fish Bone) image of Campus quality development above, it can be explained that the quality of STAI Madinatul Ilmi can be hampered due to several factors that cause problems, namely human resources, infrastructure, learning methods and learning materials / resources.

The cause of the problem with the human resource factor is that some lecturers do not use ICT (Technology, Information and Communication). The lack of use of ICT is caused by the reluctance of lecturers to learn ICT, the low interest of students in learning and the lack of appreciation for the efforts of lecturers in preparing learning. While the cause of the infrastructure factor is the lack of optimal use of library facilities, indicated by many students who do not want to visit the library either to study, read books, or borrow books, many damaged teaching aids, weak wifi internet network.

The cause of the method factor is that the learning method is less attractive and still monotonous, meaning that the lecturer has not used an active and fun learning model. Furthermore, the cause of the factor of materials or teaching materials only comes from textbooks, modules, etc. This causes the subject matter to be taught has not been completed.

Based on the summary of the discussion in the brainstorming session in compiling Ishikawa diagrams of strategies to improve the quality of STAI madinatul Ilmi. Visually it will be presented in the following table.

Table 2
 Ishikawa Diagram Compilation Results

No	Observable Factors	The problem That Happened	Strategy
1	Human Resources	Lecturers are less able to use ICT	Conducting training in spare hours guided by lecturers who have mastered ICT, holding seminars
		Student interest in learning is low	
		Students don't respect lecturers	
2	Infrastructure	Lack of use of the library	Utilizing the library room for learning, repairing or buying damaged teaching aids, facilitating school with wifi
		Many props are broken	
		Inadequate internet facilities	
3	Method	Lecturers use less interesting learning methods	Conduct teacher trainings to develop varied methods of teaching
		Lecturers use a monotonous method (not varied)	
4	Materials	Lecturers only rely on one textbook or module	Conduct training in the manufacture of teaching materials and evaluations in accordance with their characteristics.
		The subject matter has not been completely taught	Setting the learning time appropriately according to the semester program

Data Processed November 5, 2021

On the human resource factor, there is a problem that lecturers are not able to use ICT. This is due to the age factor, some lecturers are too old to learn about technology. So they are reluctant to make teaching materials related to ICT. Educational institutions conduct training on ICT learning strategies. Low student interest in learning.

While on the factor of facilities and infrastructure, the problem faced is the lack of use of the library. Many books are outdated or outdated (not up to date). Lecturers have not made the library a means of learning and students have low interest in reading. Utilizing the library room for learning, repairing or buying damaged teaching aids, facilitating schools with wifi.

The cause of the problem with the method factor is that the learning method used is less varied (monotonous), so that it has an impact on learning outcomes. The strategy used is teacher training to develop varied methods of teaching. So the teacher must be creative to do interesting learning.

The teaching materials used only rely on modules and the subject matter has not been completely taught. Based on these data, it is necessary to hold training on the manufacture of teaching materials and evaluation in accordance with the characteristics of students. In addition, it is necessary to arrange the learning time so that it must be right in accordance with the semester program.

After obtaining data based on the existing Swot and fishbone analysis, nine main strategies were determined to be taken to overcome the problems that arise due to this pandemic condition, through this prophetic-based transformational leadership.

Based on the results of swot analysis, goals, targets and strategies that have been set, the program will be implemented in the form of the following activities: 1. Student Affairs consists of fostering the writing of scientific and non-scientific works, habituation of Islamic character, fostering artistic and sports creativity, coaching Arabic and English, fostering tahfidzul Qur'an, optimizing the Institute for Islamic Studies, Nationality and State Defense. 2. Lecturers consisting of coaching young lecturers by senior lecturers through a consortium, lecturer discussions, creating a bilingual atmosphere in the dose room. 3. The curriculum consists of KKNi socialization: planning, learning and assessment to all PAI lecturers, workshops on making subject competencies, workshops on making tools and curriculum administration with a competence base approach (such as syllabus and lecture program units / SAP), training on contextual teaching learning models – learning and active learning, competency-based assessment workshops, KKNi Innovation workshops, KKNi curriculum innovations. 4. Infrastructure facilities consisting of providing lecturer rooms, facilitating air conditioning in each class, completing internet access in each class, providing various equipment needed by lecturers to support technology-based lectures, procurement of scarce literature at STAI Madinatul Ilmi, procurement of digital literature and facilities Adequate e learning, renovation of the library office. 5. Funds consist of financial management with decentralized, accountable and transparent principles, fundrising through activities justified by existing regulations, exploring CSR partnerships with other institutions. 6. Program management consisting of cooperation with various parties that bring benefits to STAI Madinatul Ilmi. the formation of a team in charge of the program consisting of active lecturers, in collaboration with BEM STAI Madinatul Ilmi in managing certain programs. 7. The learning process consists of creating a scientific, creative, open and competitive lecture atmosphere, increasing discipline for lecturers and students, implementing bilingual classes (Arabic/English as an introduction), providing technology-based classes. 8. Graduates, through optimizing alumni organizations, involving alumni in the significant development of STAI Madinatul Ilmi, optimizing relationships and collaboration with alumni. 9. Research and Publications consisting of workshops on the latest trends in scientific writing, publication of special media for STAI Madinatul Ilmi as a vehicle for developing the STAI Madinatul Ilmi consortium, funding assistance for publishing and lecturer research, collaborative research with external institutions.

These nine main strategies can also be seen as the maximum effort that has been made by a (transformational) leader, especially the leader at STAIMI to be able to survive in the midst of this pandemic situation.

Conclusion The authors of the research results (Novelty Research) regarding prophetic-based transformational leadership at STAI Madinatul Ilmi can be described through a professional-based transformational leadership model as follows:

Figure 2
Prophetic-Based Transformational Leadership
In Educational Institutions

Conclusion

Based on the results of the research and discussion above about the role of a leader at STAI Madinatul Ilmi, researchers can conclude as follows: A prophetic-based transformational leadership strategy at STAI Madinatul Ilmi, as a leader, manager and innovator, a leader at STAI Madinatul Ilmi must also always strive to can formulate a vision and mission in order to achieve the goals that have been set by the foundation so that it can be carried out effectively and efficiently. by involving all existing stakeholders by paying attention to the strengths and weaknesses that exist through the SWOT analysis at STAI Madinatul Ilmi. After formulating the vision, mission and objectives, nine main strategies were determined to be carried out in the development and to overcome the problems that existed at STAIMI, namely the field of student affairs, improving the quality of lecturers, curriculum, facilities and infrastructure, funding, program management, learning processes, graduates and research and development. publication. These nine main strategies can then influence STAIMI's management strategy and improve the quality of schools so as to increase the interest of prospective students to study at STAIMI.

The role of transformational leadership in dealing with existing problems is carried out by outlining the nine main strategies that have been established through the vision and mission. Meanwhile, the implementation is carried out on a prophetic basis by conducting continuous routine supervision through intensive communication both internally at all levels and externally. Through the nine main strategies taken to overcome the problems that arise due to this pandemic condition, this prophetic-based transformational leadership can also be seen as the maximum effort that has been made by a (transformational) leader to be able to survive in the midst of this pandemic situation.

Evaluation can be done formally or informally. Formal and informal evaluations must be carried out continuously in all fields or sections as well as in all ranks at STAI Madinatul Ilmi to find out to what extent the programs that have been established have been implemented properly or not.

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