A Comparative Study of Effective School Leadership Among Islamic Schools in Indonesia, Kyrgyzstan, And Tanzania

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ABSTRACT

The present study explores the key factors influencing effective school leadership in Islamic schools across three different countries, namely, Indonesia, Kyrgyzstan, and Tanzania. Islamic schools play important roles in the educational systems of the above countries, yes of course each one of them with unique socio-economic, social, and educational contexts. Understanding the dynamics of teachers' competency and school leadership in these academic settings is crucial to improve their quality of education. The primary objectives of this study are: 1) To study statistically significant differences between governance, human capital, and financial sustainability mode of the Islamic schools in Indonesia, Tanzania, and Kyrgyzstan 2) to investigate the relationship between governance, human capital, and financial sustainability mode of the Islamic schools in Indonesia, Tanzania, and Kyrgyzstan This research employs a survey approach, to analyze the data gathered. More specifically, ANOVA and Pearson Correlation Analysis were used in this study. The ANOVA comparison result revealed a difference between the Islamic schools' Governance, Human Capital, and financial support Sustainability mode in Kyrgyzstan (M=2.0852; SD=0000), Indonesia (M=2.0730M SD=0000), and Tanzania (M=1.7641; SD=.0000). The result further shows statistically significant differences in the variables of the study. In addition, the Pearson Correlation coefficient found a strong and statistically significant relationship between the Islamic schools' governance, human capital, and financial sustainability mode in Indonesia, Tanzania, and Kyrgyzstan, r (6) = -.834, p = .041. The findings indicate that the more the Governance structure, Supportive leadership, awareness of the relevant human capital, efficient financial management, and Sustainability mode of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan, the better the effective leadership of the Islamic schools. By comparing these countries, this research helps policymakers and educators to enhance the governance, human capital, and financial sustainability of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan, both within the selected three countries and possibly in similar settings around the world.

Keywords: *Effective School Leadership, Islamic schools.*

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INTRODUCTION
Effective School Leadership in School

Having good leaders in schools is important for making changes in schools and helping students learn better. These leaders need to understand and agree with the changes being made, and they have to help teachers understand and use these changes too. The way leaders act and behave can make a big difference in how well the schools work. Some leaders help by creating a good learning environment, while others give guidance and support to help teachers teach better and students do well academically (Bendikson et al. 2012; Leithwood and Riehl 2004).

The success of school governance is essential to the efficient operation of English schools (Connolly & James, 2022). Over the past decade, there have been some calls for improvement in governance, accountability, and transparency (Clark et al., 2009; Connolly & James, 2021). Leadership accountability is also becoming more prevalent since they are linked to governance failures in certain private schools (Baker et al., 2016).

Some studies show that school leaders have a big influence on how well a school does. They can help make changes to the curriculum and make sure students are learning well. The best leaders are especially important in schools that have a lot of challenges because they can help make things better (Southworth, 2002; Leithwood & Riehl 2004; Day et al. 2000).

Leadership is really important for effective learning. The people in charge of schools such as principals, have to do lots of different jobs like making sure the lessons are good, looking after the students, managing the teachers, taking care of the building, and keeping records Kemendikbud (2017). But sometimes, if the school leadership doesn't do these jobs properly, and that can make the school not work well (Maya, 2012).

Soekarno (1986) suggests that when principals fail in their administrative tasks, the organizational structures may not work well, leading to organizational failure in different aspects. Maya (2012) further explains that the lack of innovative ideas within the school system results in conflicting effects such as low standards in school pedagogy, inefficient school management, and slow institutional development.

Within the domain of understudy accomplishment, Coleman (1968) proposes that children's background and social setting emphatically impact their accomplishment. Moreover, variables such as class size, instructor capabilities, school size, and other school factors

may play a noteworthy part in students' learning performance (Glass et al, 1982).

In expansion, the viability of learning, as recognized by Yusuf Hadi (2004), is decided by an instructive institution's capacity to produce deliberate and valuable learning for understudies through redress learning strategies. Successful learning exercises have certain characteristics, including being systemic, subtle to the requirements of learning assignments and learners, setting up clear objectives, and being based on the capacities and qualities of learners, instructors, society, and government (Ahim Surachim, 2016).

Besides, Wotruba and Wright, as cited by Hamzah and Nurdin (2004), highlight five pointers that illustrate fruitful convincing learning: visionary organization, sources of learning materials, clear communication, and understanding of learning materials, positive learners' characters, and persuasive learning assessment. These points collectively contribute to the victorious learning outcomes.

Maud Blair (2002) reviewed the literature on school leadership primarily focusing on academic success, neglecting the challenges faced by leaders in multi-ethnic contexts. This article explores the concept of effectiveness and effective leadership, identifying necessary qualities for success in these contexts, aiming to reverse underachievement among minority ethnic students. The results demonstrate that intentional efforts made by schools to support minority ethnic group kids' academic progress were more likely to be successful for all students than were those that assumed that if a system worked for most students, it would therefore work for everyone.

Lumban Gaol (2023) conducts a systematic review of the literature on Indonesian school leadership practices from 2004 to 2019, focusing on critical issues such as lack of capacity, insufficient published studies, and inappropriate principal selection processes. The study uses eight international EDLM journals and APJE. The researcher suggested special places where school leaders can learn more, work with professionals from other countries, and make sure the right people are chosen to be school leaders.

In a research paper by Raihani (2008), they studied successful schools in Indonesia. They chose three schools that were doing well for their academic performance. The researcher consulted different people in the schools like the principal, vice-principal, teachers, students, parents, and someone from the school committee to collect data and organize it into different categories. They found that the principals in these successful schools had different beliefs and values that helped them lead

the schools. Generally, the principals were good at creating a vision for the schools, making plans for the schools, and building connections with others.

The study conducted by Ace and Dasim (2016) focuses on 40 junior secondary school administrators in Indonesia and examines how school leadership affects instructional methods and student learning. It was discovered that teachers' capacity to create student-centered lessons and student learning is impacted by the caliber of the school leadership. According to the findings, school changes can be strengthened by designating principals as professional change agents.

In Makassar's State Technology High School, Rusli. et.al (2015) studied the influence of successful school leadership models on teachers' performance and professional improvement using a mixed-method approach. The findings show that using a leadership model in conjunction with a local wisdom approach enhances the professional performance of teachers. According to Bosu. et.al (2011) in their study involving primary head teachers in Ghana and Tanzania, the investigation shows head teachers in some severely poor African countries face some teaching obstacles. The problems became worse when they felt helpless in the way the schools were running. Accordingly, action research is a good tool to train and test the head teachers' skills and beliefs to take constructive actions that provide students with remarkable performance in the schools.

Based on a University of Nottingham study analyzing various stakeholders' perspectives inside the English education system, Alma. et.al (2023) investigate teachers' perceptions of effective school leadership. The study argues that leadership is not exclusive to those in particular roles but embedded in the quality of relationships and extracted from the perspective of teachers to take responsibility to lead while effective school leaders enable others to initiate ideas and lead.

The success of school leadership is greatly depending on the competency of teachers in the setting of schools. Competent educators can carry out their responsibilities in a timely, effective, and goal-oriented manner (Zuhaeria et al., 2020). According to Syaiful Sagala (2010), competence is a combination of abilities, knowledge, and attitude that are demonstrated via behaviour. It includes mastering knowledge, abilities, values, and attitudes, and behaving professionally when carrying out given tasks. Ability, knowledge, skills, attitude, character, comprehension, appreciation, and expectations are all components of competence, and they all support an individual's capacity to produce

high-caliber work. Thus, for teachers to perform their jobs in a professional capacity, they need to acquire, internalize, and master a certain set of information, skills, and behaviours (Omar 2009).

A descriptive qualitative method was used in the study by Zuhaeriah et al. (2020) to investigate the competency of teachers in Islamic religious schools. The findings demonstrate that junior high school teachers are competent, but they also have a critical role to play in raising the standard of instruction. Instructors offer direction, counsel, oversight, inspiration, incentives, and a variety of instructional strategies. Inhibiting elements include a lack of instructional information and parental support while supporting variables include strong collaboration from principals, teachers, parents, staff, students, and the community. Teachers should use PCs and LCDs in teaching and learning, and coordinate well with parents.

The framework of teachers' competencies, which includes nine dimensions - field, research, curriculum, lifelong learning, social-cultural, emotional, communication, ICT, and environmental- is examined by Kiymet (2010). Accordingly, the teachers' competencies were influenced by attitudes, actions, and customs, promoting professional growth in schools. The ability of teachers to instruct and mentor pupils has a major impact on the goal of education. Instructors are compared to double-edged swords; they must be keen on both the content and information they teach and, on their ability, to compile and deliver it in a way that facilitates meaningful student learning and total educational utility (Isjoni, 2009).

For educators, competency goes beyond knowledge and abilities. It is having the ability to handle challenging demands in a given situation by utilizing psychological resources, such as abilities and attitudes. To achieve success, educators must possess competence, especially when dealing with the complex issues of the modern world. To guarantee that training and instruction are successful, teachers need to possess a wide range of competencies. A training program that tries to improve the welfare of a nation must include teaching competency as a core element. The readiness, knowledge, and skill of teachers have a major impact on the success of teaching and learning in schools (Olga, 2011). Observational skills, strong communication, tact, vivid imagination, leadership, stability, and tolerance are all part of the lifelong learning competencies and teaching skills of professional teachers. They also include the ability to carry out complex pedagogical duties, good mental and physical health, stability, and tolerance, and a tendency to work with younger students (Shmelev, 2002). This is crucial since teachers advance

personal skills via different stages of professional development throughout their careers to reach the highest level of academic output.

Possessing a set of fundamental skills to encourage learners successfully is required. Critical thinking skills are pivotal for conducting intensive investigations, evaluations, assessments, reproduction, decision-making, and driving sound, and consistent activities (RIVIKA et.al 2020). Also, imagination is basic, empowering teachers, with unique thoughts. Communication skills are imperative for communicating thoughts and generating ideas in speaking and writing (Beatrice, 3013). Teachers' collaboration skills are also vital, as they must work effectively with students, school authorities, and society at large to accomplish common goals set by the school (Sadaf, 2018). The development of culturally competent teachers has become a recognized priority within education. Pedagogical culture is identified as an essential aspect of a competent teacher, consisting of three key components. In other words, socially competent teachers nowadays have gotten to be recognized as crucial needs inside schools.

Academic culture is distinguished as a basic perspective of competent teachers, comprising three key components: (1) Axiological Component: This component means a teacher's acknowledgment of the values characteristic in educational work, emphasizing the significance of grasping the standards and values related to teaching and learning. (2) Technological Component: This aspect encourages the resolution of different educational pedagogy types, cantering on the viable practical areas of teaching and learning, besides effective strategies to pass information to students with engagements and hands-on. (3) Heuristic Component: This component includes teaching objective setting, arranging, analysis, and self-critique, speaking to the inventive measurement of pedagogical action, which includes critical and creative thinking skills' consideration during the instructional preparation (Ivanitsky, 1998).

Ayoub.et.al (2013) analyzed the execution of competency-based teaching approaches in teaching and learning at Morogoro Teachers' Training College, Tanzania. The study included 78 pre-service teachers as sample size of the study. Results showed and concluded that "competency-based teaching approaches" are not well implemented in Tanzanian schools indicating that more improvements in related areas are needed in Tanzanian schools. These are important to meet up with better performance requirements in modern schools. In the context of the fourth industrial revolution, Shalahudin et al.'s (2020) study examines the competence of millennial Islamic education teachers through library

research. The investigation discovered that their competence lies in personal character, assignment execution, and education. The 21st-century teaching competencies include understanding students' abilities, proficient development levels, pedagogical culture, advancements, and capabilities of present-day teachers (Olga, 2012). Additionally, Norlena et.al (2011) examine teachers' competency in school extra-curricular management, zeroing the research attention into planning, arranging, executing, directing, and assessment. A survey of 150 teachers found a wide range of teaching options and a relatively high level of competence. The study provides guidelines for policymakers and policy implementers to enhance teachers' abilities to manage extracurricular activities and ensure school success.

RESEARCH METHODOLOGY

Since the data was collected by the NAMA Foundation and we (researchers) were requested to analyze the data. This research employs the survey method to analyze the data gathered data from the selected Islamic schools in Indonesia, Tanzania, and Kyrgyzstan. Data was collected "from September 19 2022 until 27 October 2022 "in 63 NAMA Foundation-supported schools. The research asked two research questions: 1) Are there any statistically significant differences between governance, human capital, and financial sustainability mode of the Islamic schools in Indonesia, Tanzania, and Kyrgyzstan? 2) Is there a significant relationship between governance, human capital, and financial sustainability mode of the Islamic schools in Indonesia, Tanzania, and Kyrgyzstan? In this study, the researchers used ANOVA and Pearson Correlation Analysis tools to analyze data collected by the NAMA Foundation focusing on governance (Governance structure and Supportive leadership), Human Capital (Qualified and skilled staff and Awareness of the relevant human capital), and financial support (Efficient financial management and Sustainability mode of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan.

RESULTS
Demographic Information
The Descriptive Statistics in Table 1 show the mean for a total number of 3 countries that responded to the research items (N) ranging from 1 (Minimum) to 3 (Maximum) mean of 1.95 and a standard deviation is .881 while the value of variance is .776.

Table 1
Descriptive Statistics

Description of Item	N	Range	Min	Max	Mean	Std.Dev	Var
Country	3	2	1	3	1.95	.881	.776
Items	6	.32	1.76	2.09	1.9853	.15813	.025
Valid N (Listwise)	9						

Differences in Governance, Human Capital, and Financial Sustainability

A one-way ANOVA was conducted to determine the statistical difference between Governance (Governance structure and Supportive leadership), Human Capital, (Qualified and skilled staff and Awareness of the relevant human capital), and financial support (Efficient financial management and Sustainability mode) of Islamic schools in Kyrgyzstan, Indonesia, and Tanzania. The ANOVA comparison result revealed a difference between the Islamic schools' Governance, Human Capital, and financial support Sustainability mode in Kyrgyzstan (M=2.0852; SD=0000), Indonesia (M=2.0730M SD=0000), and Tanzania (M=1.7641; SD=.0000). The Table 2 further shows that there are 13 Islamic school respondents in Indonesia. In Kyrgyzstan, Kyrgyzstan 6 Islamic schools responded to the survey while 13 Tanzanian Islamic schools participated in the study.

Comparing the mean scores of each country in Table 2, Kyrgyzstan Islamic schools scored a higher mean of 2.0852 followed by Indonesia (2.0730) and Tanzania (1.7641) indicating that there was a statistical difference between the Governance (Governance structure and Supportive leadership), Human Capital (Qualified and skilled staff and Awareness of the relevant human capital), and financial support (Efficient financial management and Sustainability mode) of Kyrgyzstan, Indonesia, and Tanzania's Islamic schools. In other words, Kyrgyzstan' Islamic schools' governance, human capital, and financial sustainability mode are better than Islamic schools in Indonesia and Tanzania. Though, the garb between Kyrgyzstan and Indonesia Islamic

schools' governance, human capital, and financial sustainability mode is not much different compared to the Tanzania Islamic schools which needed more attention.

Table 2: Analysis of Variance

					95% Confidence Interval			
Descriptive								
	N	Mean	Std. Dev	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Indonesia	13	2.07	.000	.000	2.07	2.07	2.07	2.07
Kyrgyzstan	6	2.08	.000	.000	2.08	2.08	2.09	2.09
Tanzania	13	1.76	.000	.000	1.76	1.76	1.76	1.76
Total	32	1.98	.158	.064	1.81	2.15	1.76	2.09

Differences among the Islamic Schools In Indonesia, Tanzania, And Kyrgyztan in Governance, Human Capital, and Financial Sustainability Mode

The ANOVA results in Table 3 shows the sum of squares, degrees of freedom (df), mean square value, F-value, and p-value between and within groups. The ANOVA results indicate whether the results between groups are statistically significant difference or not. If the p value is greater than 0.05, then we do not have any statistically significant difference between groups. However, in the present study, the p value is less than 0.05 showing that there is a statistically difference between governance, human capital, and financial sustainability mode of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan, $F(2, 2) = 2.193$, p = .000 < .05.

Based on the above, at least one mean is significantly different in terms of governance structure and Supportive leadership, Qualified and skilled staff and Awareness of the relevant human capital, and

efficient financial management and Sustainability mode of Islamic schools in each country, namely, Indonesia, Tanzania, and Kyrgyzstan.

Table 3: ANOVA results

ANOVA					
Country					
	Sum of Squares	df	Mean Square	F	Sig.
Between Group	.123	2	.062		.000
Within Group	.000	2	.000		
Total	.123	4			

Further, table 4 shows a statistically significant difference between the Islamic schools' governance, human capital, and financial sustainability mode in Indonesia, Tanzania, and Kyrgyzstan. According to the Post Hoc Tests, all the significance values are less than 0.05 concluding that the Islamic schools' governance, human capital, and financial sustainability mode in Indonesia, Tanzania, and Kyrgyzstan are significantly different from each other at a 95 percent significance level.

Table 4: Post Hoc Tests

Multiple Comparisons Dependent Variables: Country Tukey HSD				
(I) Group (J) Group	Mean Difference (I-J)	Std. Error	95% Confidence Interval Sig. Lower Bound	Upper Bound
Indonesia Governance Human capital Financial Sustainability	-3.502* 2.737* 2.865*	.499 .674 .765	.000 -4.69 .000 1.14 .000 2.32	2.32 4.74 4.34
Kyrgyzstan Governance Human capital Financial Sustainability	-3.502* 2.737* 2.865*	.499 .674 .765	.000 2.32 .000 4.74 .000 4.34	-4.69 1.14 2.32
Tanzania Governance Human capital Financial Sustainability	-3.502* 2.737* 2.865*	.499 .674 .765	.000 4.74 .000 -4.34 .000 -7.74	-1.14 -4.74 -2.64
*.The mean difference is significant at the 0.05 level.				

Relationships among Governance, Human Capital, and Financial Sustainability Mode

According to Table 4, there was a statistically significant relationship between the Islamic schools' governance, human capital, and financial sustainability mode in Indonesia, Tanzania, and Kyrgyzstan, r (6) = -.834, p = .041. Additionally, Pearson Correlation coefficient indicates a strong negative relationship (0.834) between Human Capital, and financial Sustainability mode indicating that the more the Governance structure, Supportive leadership, awareness of the relevant human capital, efficiency of financial management, and Sustainability mode of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan, the better the skills of the Islamic school staffs in those three countries. Kyrgyzstan. However, further investigation on the negative relationship between variables of the study (governance, Human Capital, and financial Sustainability mode) needed to be carried out.

Table 4: Analysis of Correlations

Correlations			
			Country
Items			
Country Correlation	Pearson	1	-.834
			.041
	Sig. (2-tailed)N	6	6
Items Correlation	Pearson	-.834	1
		.041	
	Sig. (2-tailed) N	6	6

*. Correlation is significant at the 0.05 level (2-tailed).

DISCUSSION AND CONCLUSION

The ANOVA comparison result revealed a difference between the Islamic schools' Governance, Human Capital, and financial support Sustainability mode in Kyrgyzstan, Indonesia, and Tanzania. Comparing the mean scores of each country, Kyrgyzstan Islamic schools scored higher mean followed by Indonesia and Tanzania indicating that there was a statistical difference between the Governance (Governance structure and Supportive leadership), Human Capital (Qualified and

skilled staff and Awareness of the relevant human capital), and financial support (Efficient financial management and Sustainability mode) of Kyrgyzstan, Indonesia, and Tanzania's Islamic schools. In other words, Kyrgyzstan's Islamic schools' governance, human capital, and financial sustainability mode are better than Islamic schools in Indonesia and Tanzania. However, the gap between the three schools was not much. Nevertheless, the Tanzania Islamic schools need more attention for better improvement.

The ANOVA result shows a statistically significant difference between governance, human capital, and financial sustainability mode of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan. Based on the result, at least one mean is significantly different in terms of governance structure and Supportive leadership, Qualified and skilled staff, Awareness of the relevant human capital and efficient financial management, and Sustainability mode of Islamic schools in each country, namely, Indonesia, Tanzania, and Kyrgyzstan. Improving governance structure and Supportive leadership, Qualified and skilled staff, Awareness of the relevant human capital and efficient financial management, and Sustainability mode of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan will surely increase their competence since the success of educational goals is greatly depending on the competency of teachers to carry out their responsibilities on time and effectively (Zuhaeria et al., 2020). For teachers to perform teaching and learning in a professional capacity, they need to acquire, internalize, and master a certain set of information, skills, and behaviours (Omar 2009). Possessing a set of fundamental skills to encourage learners successfully is required. Teachers' skills are important in terms of teaching, evaluations, assessments, reproduction, and decision-making, (Rivika et.al 2020). Lumban Gaol (2023) suggested special places where school leaders can learn more, work with professionals from other countries, and make sure the right people are chosen to be school leaders. Ayoub. et.al (2013) analyzed the execution of competency-based teaching approaches in teaching and learning in Tanzania. Results showed competency-based teaching approaches are not well implemented in Tanzanian schools calling for more improvements in related areas in Tanzanian schools.

In conclusion, the present study explores the key factors influencing teachers' competency and the role of effective school leadership in Islamic schools across three different countries, namely, Indonesia, Kyrgyzstan, and Tanzania. Islamic schools play important roles in the educational systems of the above countries, yes of course each one of them with unique socio-economic, social, and educational contexts. Understanding the dynamics of teachers' competency and

school leadership in these academic settings is crucial to improve their quality of education.

Globally, Islamic schools have positively contributed to human development religiously, linguistically, morally, and culturally. Unfortunately, the Governance structure, Supportive leadership, awareness of the relevant human capital, efficient financial management, and sustainability mode of Islamic schools were not known and not visibly documented by researchers.

Thus, the present study aims to bridge garb by investigating, the Governance structure, Supportive leadership, awareness of the relevant human capital, efficient of financial management, and sustainability mode of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan. Comparing these countries in this research helps the NAMA Foundation, policymakers, and educators to enhance the teachers' competency and promote effective school leadership in Islamic schools, both within the selected three countries and possibly in similar settings around the world.

Finally, this study allows the NAMA Foundation to know the efficiency of financial management, and Sustainability mode of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan. Also, this study permits the NAMA to suggest better skills, financial management, and sustainability modes for Islamic schools in Indonesia, Tanzania, and Kyrgyzstan, more specifically, Islamic schools in Tanzania. The more the Governance structure, Supportive leadership, awareness of the relevant human capital, efficient financial management, and Sustainability mode of Islamic schools in Indonesia, Tanzania, and Kyrgyzstan, the better the skills of the Islamic school staff.

By comparing these countries, this research helps policymakers and educators to enhance the teachers' competency and promote effective school leadership in Islamic schools, both within the selected three countries and possibly in similar settings around the world.

Limitations of the study

As a limitation of the study, this research did not analyze all the aspects of the data collected by NAMA, rather it analyzed only three aspects related to school leadership. Also, the study did not consider qualitative data analysis. Thus, the researchers called for comprehensive data analysis by applying advanced data analysis tools such as Factor analysis, Rush model, and Structural Equation Modeling to build a better understanding of governance, human capital, and financial sustainability mode of the Islamic schools in Indonesia, Tanzania, and Kyrgyzstan.

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