

ARTIFICIAL HARMONY: LEADERSHIP AND INTERNAL SYNERGY IN THE DEVELOPMENT OF FUNDAMENTAL MANAGEMENT OF PRIMARY EDUCATION AL-ISLAM PURWOHUTAMAN, INDONESIA

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ABSTRACT

This study aims to identify the leadership of the head of the education unit; find the missing link between foundations, school committees and madrasah/school principals in the synergy of institutional management; and identify the background of the occurrence of different perceptions of education customers in perceiving the image of the education unit. The substance that underlies this research is to reveal what happened at this foundation where there are two formal institutions, namely primary education and junior highschool under the same roof, but both have different qualities and images of acceptance in society. This research is a case study using qualitative research methods. Data collection techniques using interviews, documentation, observation. Checking the validity of the data using triangulation technique. Data analysis using interactive analysis method from Milles and Huberman. The results of the study indicate that the foundation has neglected the existing conditions so that there has been no serious improvement effort on the part of the education unit to change the image of the community. In addition, there are also pros and cons between individuals, segregation, internal conflicts of undirected education units causing schools to progress slowly. The new findings of this study indicate that there is a condition of Artificial Harmony in Al-Islam Purwohutaman Kartasura, namely a situation where several parties do not fight but also do not synergize, and do not have changing management, development management and leadership strategic management. Planning and strengthening leadership are needed in anticipating and resolving the conditions of Artificial Harmony.

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1. INTRODUCTION

The quality of educational institutions is the responsibility of the educational institutions themselves. To ensure quality, the social system in the form of dynamic community needs must be a major concern (Guo, 2022). Social changes have brought people to change their perspective on education. Now they view education as an investment and this perspective must have conditioned all educational institutions to be able to provide satisfaction to their customers. Educational institutions must be able to produce graduates who are reliable in competition, and can provide individual reinforcement for the dissemination of knowledge. To realize educational institutions that are able to compete and become the foundation of public investment, the quality or quality of educational institutions that are in line with the needs of the community as stakeholders is an important bet (Crick et al., 2021).

Competition is something that must exist in educational civilization (Causarano, 2022). Competition in education can be seen as good or bad, but what is more positive is the desire for cooperation. In the current era of global business competition, focusing on consumers is a strategic choice for industry or the world of education in order to be able to survive in the midst of an economic environment that shows a trend of change and increasingly fierce business competition. The problem of intense business competition is that many educational institutions outperform each other in value creation through a number of improvements in the quality of products and services or management. The hope of educational institutions in improving quality is to attract the interest of consumers or education customers in large numbers who buy their products or services (Sylvestre Ntabajyana, 2022). The number of consumers or customers has direct implications for the achievement of high profits and quality (Smith et al., 2022).

An educational institution can be said to have good quality if it has reliability and is in accordance with consumer expectations. The quality of a product or service can be interpreted as the level of excellence possessed by a product or service presented by the company. The quality of a company is very important to note because quality is positively related to market share, reputation of the institution or company and the ability to set a premium value. Quality is also the main key to the success of an educational institution as a form of service company (Ballo, 2020).

Superior services for consumers can create a satisfaction. Satisfaction is the achievement of consumer expectations of the company's services. Satisfaction is the buyer's cognitive situation regarding the equivalence or disproportion between the results obtained compared to the sacrifices made (Bhana & Bayat, 2020). Satisfied customers are the main goal of a service company. Consumer satisfaction is the company's benchmark to predict whether the company is able to survive and thrive in the market. Consumer satisfaction is seen as one indicator of future profits. Satisfaction makes an institution alive and growing, because satisfied consumers with the company's services automatically spread good news to other consumers. On the other hand, dissatisfied consumers can spread a bad image of the company (González, 2022).

Education is a forum or organization engaged in education (Notman, 2020). An educational institution is a set of parts or components that work together as a unified function to achieve educational goals (Birand & Birand, 2021). In educational institutions, the quality aspect is one of the central things, especially with regard to the high and low quality of education at every level. The management of educational institutions essentially aims to produce quality education in accordance with the expectations of educational stakeholders (Khalifa et al., 2016). Quality is the degree of extraordinary satisfaction received by customers according to their needs and desires (Sellami et al., 2019).

One of the efforts to develop the quality of Islamic educational institutions must adapt to the available contextual knowledge. Educational institutions act as service industries by meeting quality standards (Anaelka, 2018). To meet customer satisfaction requires quality standards or education quality assurance. The quality assurance system in educational institutions proves the independence of an educational institution and a commitment to continuously improve quality according to the times. With quality assurance, the vision and mission as well as the goals of the institution must be easy to achieve and can meet the expectations of consumers of education (Agustin et al., 2022).

Parents/society perceptions and aspirations also influence the quality of education (Day & Sammons, 2014). The economic background and education of parents also affect the quality of education. In this study, apart from the aspirations and perceptions of parents/society, other factors that also influence the quality of education are the curriculum, education personnel, education costs, infrastructure, community relations, principal leadership, development of related institutions, and learning models.

An educational institution is largely determined by various human resource factors (DIKMEN ADA & ZEMBAT, 2022). Humans make goals and humans themselves carry out the process. Therefore, management is an activity to use resources effectively and efficiently to achieve educational goals and must be led by professional resources (Juharni et al., 2022).

Talking about quality, it is not only a matter of accreditation, research results are saying that school improvement based on accreditation is not strongly correlated with the results of national exams and the Program for International Student Assessment (PISA). (Budi Susetyo, Sylvia P Soetantyo, Muhammad Sayuti, 2022) Quality education is education that produces graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competencies, which are collectively referred to as life skills. Life skills education is quality education, both quality in fact and quality in perception. Quality improvement must be continuously and continuously carried out by educational institutions to increase their organizational capacity and ability to meet the demands and needs of students and the community (Alenezi et al., 2022). Quality improvement management includes the following efforts: 1) Controlling the processes that take place in educational institutions, both curricular and administrative; 2) Involving the diagnosis process and the action process to follow up on the diagnosis; 3) Quality improvement must be based on data and facts, both qualitative and quantitative; 4) Quality improvement must be carried out continuously and continuously; 5) Quality improvement must empower and involve all elements in educational institutions; and 6) Quality improvement has a goal which states that schools or madrasas can provide satisfaction to students, parents, and the community (Beatriz Pont, Deborah Nusche, 2010).

An educational institution can be said to have good quality if it has reliability and is by following consumer expectations. The quality of a product or service can be interpreted as the level of excellence possessed by a product or service presented by the company. Among those that affect the results or quality of an educational institution are how the conditions of leadership and the conditions of internal synergy exist in an educational institution. The course of a ship depends on how the leader is and how the management conditions are in a ship and it all depends on a leader directing the direction of his organization. Leadership factor is something that must be considered in an to strengthen education quality management.

The importance of this research is to reveal the facts behind the phenomena that occur in the primary educational institution of Al-Islam Purwohutaman Kartasura. Where under the same foundation there are two formal institutions, but both have different qualities or acceptance in education customers. By revealing the facts causing this phenomenon, this institution will be able to formulate appropriate steps for further improvement. Because without a clear valid cause then any efforts to improve will not produce anything. Therefore, research on how the leadership conditions and internal synergy conditions in this foundation are very important to reveal the real causes or facts behind an event. The results of this research are to determine further policies that have an impact on improving customer perceptions of education.

From the explanation above, it can be interpreted that an educational institution is largely determined by various human resource factors. Humans make goals and humans themselves carry out the process. Therefore, management is an activity to use resources effectively and efficiently to achieve educational goals and must be led by professional resources (leaders).

Al-Islam Education Foundation, which consists of Elementary School and Al-Islam Junior High School Purwohutaman Kartasura, was established in 1963 and 1966. This foundation started with Madrasah Diniyah, then Madrasah Ibtidaiyah and Junior High School. Although it had experienced a period of setbacks, in a short time this Madrasah Ibtidaiyah immediately shot to the top and favorite madrasa until now. In contrast to MI, SMP Al-Islam is arguably less interested, even though the two institutions are under the same foundation. Madrasah Diniyah, which used to be the forerunner of the birth and development of Madrasah Ibtidaiyah, are now closed because they can't compete with many Islamic Elementary Schools and Madrasah Ibtidaiyah that implement a full day school system.

A number of information from education customers, both parents and the surrounding community, said that they viewed Madrasah Ibtidaiyah (MI) as a good and excellent educational unit. They believe that if their children go to school in this Madrasa, they will be guaranteed good and successful. Some of them perceive that this Madrasa can even fix their parents. This is inversely proportional to the public's perception of the Junior High School (SMP) at the Foundation. They said that Al-Islam Junior High School is a school for children who are no longer accepted in various schools, the school is for stubborn, naughty children, and it is not recommended to send them to junior high school. This is evidenced by the fact that the percentage of MI alumni who continue their education to junior high school is very small.

Although only three years apart, MI Al-Islam has achieved many achievements and is growing very rapidly.

On the other hand, Al-Islam Junior High School did not experience a proud development. MI Al-Islam has grown to become a favorite madrasa with all its achievements, has a good image, while SMP Al-Islam is still in a developing level even though both have the same parent foundation. Al-Islam Junior High School still has an unfavorable image in terms of the quality of education. This shows that the quality assurance system is not sufficient to assess and determine the quality of an educational institution. The gap in quality between the two educational institutions within the same foundation has really attracted researchers' interest to be studied further. This study is of course to look further into the practice of managing the improvement of educational institutions as a whole, which includes leadership, internal synergy of institutions and the image of Islamic educational institutions.

Article 6 Paragraph (1) of the National Education System Law emphasizes that all Indonesian citizens are required to attend basic education, which is taken from the age of 7 (seven) to 15 (fifteen) years. Article 17 Paragraph (1) states that basic education is an introduction to secondary education. Meanwhile in Paragraph (2) it is stated that basic education itself is in the form of SD/MI/equivalent and SMP/MTS/equivalent. Based on the description above, this study aims to explain leadership and internal synergies in the fundamental development of basic education management at Al-Islam Purwohutaman as well as revealing the facts behind the conditions that occurred at the primary education Al-Islam Purwohutaman Kartasura.

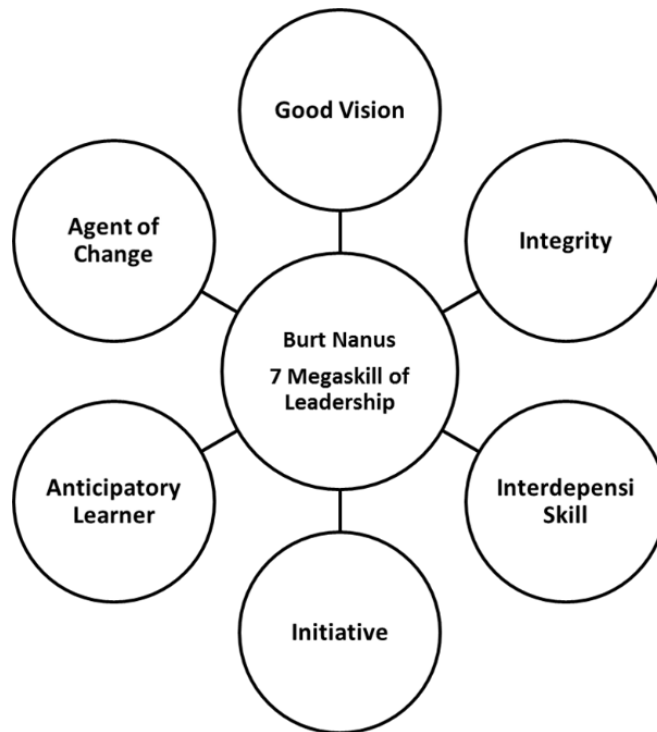
2. METHOD

This research uses case study qualitative method. The research was conducted at the Al-Islam Education Foundation in Purwohutaman, Indonesia, which consisted of MI and SMP. The two educational units are in the same foundation, but with a different perception of the institution's image from the community. This study uses the method of observation, interviews, and documentation in data collection. Triangulation is used to check the validity of the data by comparing the data obtained through observation, interviews and documentation, to ensure that the data do not conflict with each other. This study uses qualitative analysis considering that most of the data collected is qualitative data, namely interactive analysis.

3. RESULT AND DISCUSSION

MI Al-Islam Purwohutaman Kartasura was formerly an educational institution which in terms of religious knowledge became a reference center for the surrounding community, but became an educational institution that was marginalized, marginalized from an academic perspective among State Schools at that time. MI Al-Islam Purwohutaman Kartasura has experienced rapid progress since 1999/2000. In 1970, SMP Al-Islam Purwohutaman Kartasura was a reference school for people to study religion. At that time, junior high schools had educators, namely kyai or people who really understood religion well as well as merchants of the klerwer market, solo riches namely Taufik Hamidi, Umar Hamidi, Abdul Mukhtar, Widodo and owners of independent voices. Haetami was also an important figure of Al-Islam at that time. With a background in religious knowledge, networking and a merchant family background, Al-Islam Purwohutaman Kartasura was able to develop infrastructure gradually in the hands of the leaders in Purwohutaman Kartasura. However, this good condition is not able to continue starting with the absence of cadres in Al-Islam, the lack of successor communication with the relatives of the founding merchant figures which has an impact on reducing donors/donations of education funds to the lack of networks/connections of Al-Islam with the world. external factors, as well as human resource factors, the leadership (chairman of the foundation) who lacks managerial/academic experience makes this junior high school experience a setback and is in a slow state of development.

Figure 1: 7 Megaskill of Leadership, Burt Nanus



The head of MI emphasizes moral formation, requires graduates to be able to memorize chapter 30, sincerity in educating, providing examples, and having passion in educating children. In this case, the Head of MI can be said to have integrity, stick to one value and an inspiring figure. The basic nature of leadership is having integrity (Muhammad et al., 2019). The head of MI is a leader who rarely gives his subordinates the opportunity to make decisions, when he gives the opportunity, he must have gone through several considerations and seen the ability of his subordinates in carrying out the tasks given. A leader who prioritizes the comfort of students and is compassionate. Based on the results of this study, it can be said that the leadership adheres to the establishment.

One of the keys to being a leader is to have a strong personality, not baper (influenced) by the opinions of others (Sangadji et al., 2021). The head of MI as the executor of educational activities, has the initiative, generates new ideas to develop institutions and provide education based on the social development of the community.

Quality is a dynamic notion that is difficult to standardize. On the one hand, quality can be understood as an absolute concept and on the other hand it can be understood as a relative concept. It is called an absolute concept because quality becomes a status symbol for internal and external customers, so that stakeholders (owners) and parents of students will feel proud and satisfied with their educational institutions. It is called a relative concept because quality closely follows customer desires in producing output (Tengi et al., 2017). A leader is someone who uses motivation to get people moving towards goals and rewards staff for completing tasks (Lumaad et al., 2021). Leadership is the art of coordinating and motivating individuals and groups to achieve desired goals (Evans et al., 2020).

One of the functions of educational leadership is to carry out tasks, take initiatives, and come up with new ideas (Tolentino, 2021). The head of MI is a leader who positions subordinates as individuals who already understand their respective duties after being given direction. Rarely orders subordinates many times, occasionally giving subordinates the opportunity to express their ideas while executing their ideas with certain considerations. Communicate personally or face to face with subordinates if there is a conflict, making the conflict a material for joint evaluation. Then MI was led by a school principal who was able to build a network or relationship, both with the SMP. The leadership prioritizes staff participation, manages conflict, is able to build good cooperation and communication between various parties. The essence of the implementation of the leader is being able to manage conflict, have good communication, the ability to listen and be able to establish good cooperative relationships

(Listiningrum et al., 2020).

There are three keys to being a leader: a strong leader demands something from the team; strong leaders hold teams accountable; and strong leaders are not baper (influenced /fickle) with the opinions of others (Makhbul1 et al., 2022). Leadership model in Islamic education refers to the leadership model of the Prophet Muhammad (Aboudahr & Mohamad, 2021). Leadership in Islamic Education also talks about good examples to direct a group system to the educational goals that have been set (Mutohar & Trisnantari, 2020). Leadership and management are two different things but both must collaborate with each other to achieve the goals of educational institutions. Leadership is not only a social contract but also a psychological contract with subordinates. (Tri Na'imah & Ahmad Muhibbin, 2020)

The old school principal instilled the principle that work was worship, put forward morals, honesty, discipline, demanded that teachers should be able to read the Qur'an and leaders who tried to build trust in the community and fatherhood. SMP has also been led by a principal who felt less open about administrative issues with his subordinates. The current head of the SMP is a figure who is still "baperan" or is still easily disturbed by conditions outside himself, is still driven by his subordinates and does not feel he has mature managerial experience.

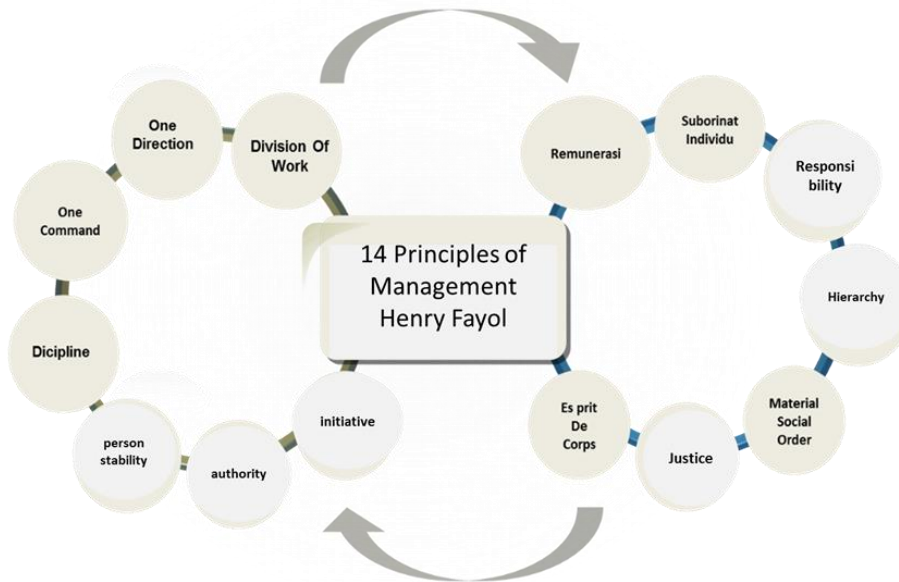
In an educational institution, it is undeniable that the leadership factor is one of the strong factors in the development of the quality of the institution; the high and low quality of education is also determined by the quality of leadership. Therefore, the existence of leadership is very important in the productivity of Islamic education quality management (Sarwar et al., 2021). Leaders in their leadership are certainly dealing with many situations and the individual characters they lead are required types or leadership styles that are appropriate to the situations and conditions faced in the educational environment (Hulu et al., 2020). In its implementation, decision making is very important in realizing strategic steps in carrying out plans and activities to be carried out. Therefore, the leadership of educational institutions must be able to choose the right decision alternatives so that organizational goals in improving the performance and quality of education can be achieved optimally (Greatbatch & Tate, 2018).

One of the problems with the quality of educational institutions is a leadership crisis (Masry-Herzallah & Stavisky, 2021). The mastery of interdependence that is owned shows that the leader carries out a participatory function, namely trying to communicate with the people he leads, working together in a controlled and directed manner. The objectives of this participation include; (a) Help create cooperation, an atmosphere of brotherhood. (b) Assist the group in organizing and setting goals. (c) Take responsibility for joint decision making, train groups to learn from experience. (d) Maintaining the existence of the organization (Ismail et al., 2018).

The leadership of an effective head of an educational institution must have the basic law of good leadership and be fully responsible for the running of the institution he leads (Kezar & Holcombe, 2017). Educational institutions are required to have management capabilities in managing an institution and strong leadership so that they are able to take decisions and initiatives to improve the quality of education, mobilize human resources, in order to achieve high quality education and lead to the aspired goals (Hickey et al., 2022). The real form of the leadership style of educational institutions is a pattern of behavior used by a leader of an educational institution in influencing members of his group, the leader's behavior affects the process and success in influencing his subordinate members (Trichas, 2020). Educational leadership basically contains an understanding as a manifestation of the behavior of a leader regarding his ability to lead which can influence his subordinates in achieving educational goals (Tabrizi & Rideout, 2019).

Based on the description above, it can be concluded that the Head of MI has mastery of interdependence, anticipatory learner, farsighted, has integrity standards and has an organizational design. Meanwhile, the head of the junior high school is a leader who already has the initiative even though it is still in the idea/discourse, lacks mastery of interdependence and lacks control over changes in the organization.

Figure 2: 14 Principles of Management Henry Fayol



Structurally, the Foundation has implemented the principle of unity of direction, although conceptually it is still lacking, but at the executor/implementer level, unity of direction has not been realized in junior high schools, which means that the organizational climate, the internal environment of an organization greatly influences the behavior/work attitude of its members. One of the determinants of organizational climate is the leadership of the principal (Beach, 2020).

Work attitude, willingness to work with people in a group will enable the institution to achieve goals that are impossible for individual people to achieve (Aslan, 2022). An organization has a condition / situation / organizational climate called the close climate or low satisfaction of its members. Dissatisfaction with the services provided by the organization occurs because consumer expectations do not match what they get (Zamora & Zamora, 2022). The gap is a situation where the expectations of consumers and the reality of the service received are not as expected. This gap exists as a result of not meeting consumer expectations (Aindra et al., 2022).

MI and SMP carry out their educational activities separately, but the highest leadership center is held by the Chair of the Foundation, after that the madrasa committee oversees MI which is led by one principal and in SMP is also led by one principal assisted by several deputy principals as implementer of educational activities. All educational activities, both in MI and SMP, the Foundation must know. In the organizational hierarchy, the head of the foundation simply coordinates with the MI and SMP school principals, then after that each school principal as the executor of educational activities disseminates information to its members. Although the MI and SMP carry out their educational activities separately, the central leadership of the two institutions remains under the same roof, namely the chairman of the foundation or under the auspices of the Al-Islam Purwohutaman Kartasura Foundation.

All systems must be connected to each other in a network (Ghasemy et al., 2020). This inter-system connection requires a strategy to achieve educational goals or get results that are better than goals (Shaked, 2021). This good connection must start from the synergy between internal systems in educational institutions. Synergy is not only from things that are originally the same, but can come from two different systems but can move towards the same point (Tanzeh et al., 2021).

The relationship between policy makers, both the Foundation and the school principal, is a synergy needed for the development of educational institutions. Synergy does not have to start from the same thing, but can come from two different systems but move together towards the same point (St-Amand et al., 2021). Material and social order in the organization is very important. Organizing human resources can be said as a division. The division of labor should be carried out professionally, in the sense of placing someone according to their respective expertise, educational background and experience (the right man, the right place, the right time) (Anwar, 2018). Leaders who can communicate effectively will be able to do several things including: (1) providing updated information

to subordinates and colleagues on an ongoing basis; (2) Proactively solicit feedback; (3) ensure that there is a follow-up to problems that occur internally (Yücel, 2021). Synergy of communication and coordination between systems within this institution is needed so that there is no overlap, misleading or misunderstanding, so that with this synergy, harmony is created (Sirait & Siburian, 2021).

Based on the description above, it can be concluded that the missing link occurs in terms of; First, the foundation does not yet have an educational concept or design. So far, the foundation has only dealt with the issue of teacher appointments, salaries and infrastructure fulfillment, so that there is no bridge between MI and SMP regarding the issue of educational policy regulations from the foundation. Second, the existence of groups within the junior high school that were pro and contra against the election of principals in the last two periods also caused an unfavorable organizational climate, as well as the pros and cons of class classification among junior high school teachers in teaching and learning activities, jealousy between teachers, lack of cooperation between junior high school teachers. in teaching and learning activities. Third, the lack of appreciation from the foundation, the absence of pension funds, ideas that are rarely realized due to limited funds, the absence of continuing education scholarship support for teachers from the foundation, the dissatisfaction of junior high school and MI teachers with respect to the award and the dissatisfaction of junior high school teachers related to wages. Fourth, there are still some junior high school teachers who teach subjects that are not in accordance with their field of expertise. Fifth, the discipline of some teachers is still low. Sixth, the Al-Islam Foundation has formed an organizational work team and the division of tasks, but there are still some placements of human resources that are not in accordance with their field of expertise.

The problem with the quality of educational institutions in general is the ability to think critically.(Y Sidiq, N. Ishartono, Desstya, H.J Prayitno, S.Anif, 2021) One of the quality problems of educational institutions is that the community is not involved in all school activities resulting in educational institutions losing their relationship with the outside world (Tosun & Simsek, 2018). One of the quality management of educational institutions by using a branding strategy. Community leaders or public figures are included in activists and are one of the important components in improving the quality of educational institutions (Dariyanto et al., 2020). The community around Purwohutaman strongly believes in the figure of the founders (Kyai Kharismatik), feels safe if their children get religious education in Purwohutaman Kartasura so that the absence of this figure also causes a slight decline in public trust.

The school/madrasah climate will have an impact on the lives of individuals in the area which requires individuals to adapt to the climate. Likewise, the school climate has an impact on the activities of leaders, principals, teachers, staff and students both individually and collectively as citizens of the school concerned (Chantarasombat & Sirisuthi, 2022). A non-conducive school climate will not support all individual activities in schools in realizing organizational goals and individual goals, especially principals as educational leaders, teachers in carrying out their duties to serve students, and students in carrying out their duties as learners (Ghani et al., 2022). The school climate is formed by the value of the activities of all school components, both values regulated by rules and regulations as well as the value of interaction and communication among school components (Case & Zimon, 2020)

Leadership talks about change, inspiration and motivation .(Samsudin et al., 2021) The leadership and figure of the principal will be one of the determining factors for the development of the school climate (Huffman et al., 2015). Organizational communication is the process of creating and exchanging messages in a network of interdependent relationships to cope with an ever-changing environment. Communication helps organizational members to achieve individual goals and organizational goals, coordinate organizational activities, and participate in all relevant organizational actions (Raza, 2022). Communication experts state that effective communication is a shared understanding between the person delivering the message and the person receiving the message (Goldsby et al., 2021). Communication is feedback from the recipient of information to the communicator which is very important to be received and realized in real action (Park et al., 2021). Public relations with educational institutions must be interactive and correlative, one of which is to provide opportunities for the community to be actively involved and support the implementation of education (Harmi et al., 2022).

The factors that hinder the establishment of synergies from the school/madrasah are: (1) Management in recruiting the community, parents/committees and the weak ability of teachers to coordinate with the community/committee. (2) Partnership commitment and time commitment. (3) Cultural and linguistic differences between schools, parents and society. (4) Potential differences between collaborating parties. (5) Trust between collaborating parties. (6) Political situation, individual education level and attitude of the school. Meanwhile, the factors that hinder parents from being involved in school are; (1) Economic differences among parents. (2) Past experiences where parental involvement was not required at school made parents just accept all school decisions. (3) Culture of social class. (4) Cultural norms and values. (5) Time demands to be involved in school activities.

(6) The old tradition is that all educational matters are left to the school. (7) Some parents lack confidence to be involved in school activities (Botha & Fuller, 2021).

The function of educators, namely; (1) Instructional function/implementing teaching. (2) Educational function/educating students in order to achieve educational goals. (3) Managerial function/leading and managing the educational process (Cabiles, 2022). The low performance of teachers is influenced by internal factors, namely the ability and motivation of teachers, as well as external factors such as the physical work environment and principal management (Thangeda et al., 2008).

Based on the description above, it can be concluded that the reasons why people perceive the image of MI Al-Islam and SMP Al-Islam Purwohutaman are: first, some of the relatives of the family of the founder of Al-Islam who are currently community leaders are rarely involved, the involvement of parents of students both MI and SMP in educational activities is relatively minimal, on the other hand some guardians of junior high school students are also passive towards children's education, the committee is only a formality and has not functioned optimally. , there is no correlation between schools and stakeholders. Second, there is dissatisfaction from education customers towards educators in junior high schools. Third, the wrong fixed mindset is the thing that prevents slow individuals/organizations from improving quality. Fourth, there are conflicts that occur from within the head of MI, individual conflicts with groups, namely the chairman of the foundation and the community, conflicts between groups (intergroups), namely MI and SMP with the surrounding community/congregants of the mosque as well as conflicts between themselves and personal (interpersonal) namely the head of the mosque. MI with the chairman of the foundation. This indicates the weak handling of conflict by the leadership.

This research shows the fact that, firstly, there is an omission from the foundation on the existing conditions so that there has been no serious improvement effort on the part of SMP to change the image of the community. Second, the pros and cons between individuals, segregation, and undirected SMP internal conflicts cause educational goals to not be achieved. Thus the existing conditions are said that at the Al-Islam Purwohutaman Kartasura Foundation there is a condition called Artificial Harmony (a situation where several parties do not fight but also do not synergize), and the foundation/leadership does not have change management, change management and leadership strategies.

Figure 3. Artificial Harmony in Primary Education Al-Islam Purwohutaman Kartasura.

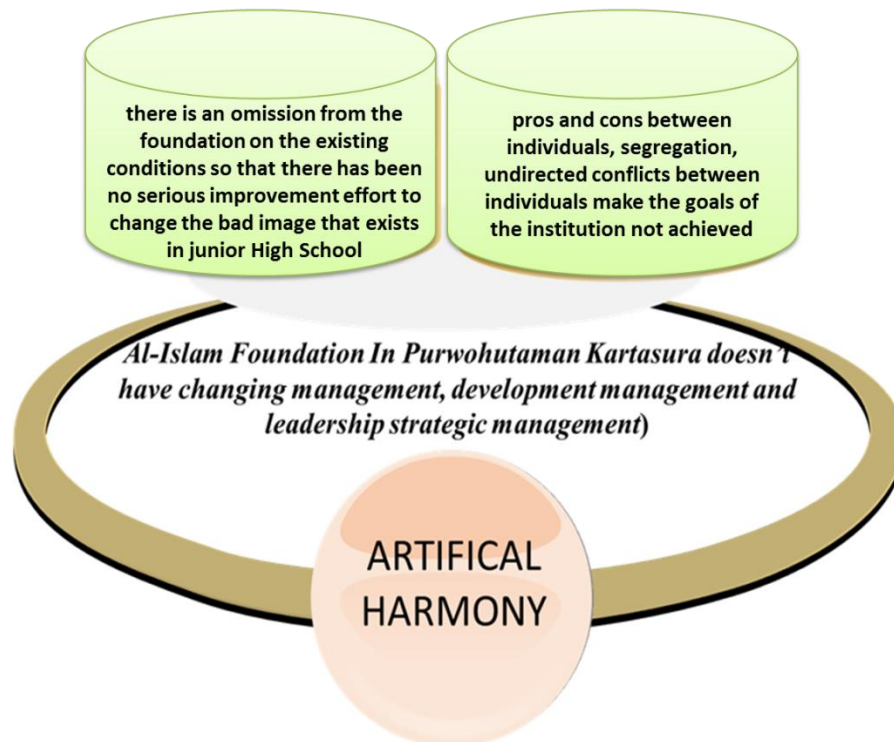
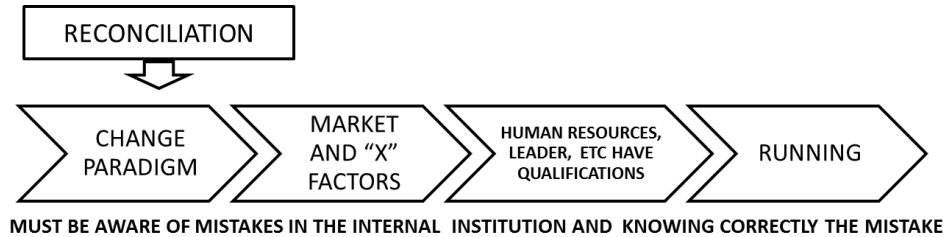


Figure 3: Environment of Educational Institutions



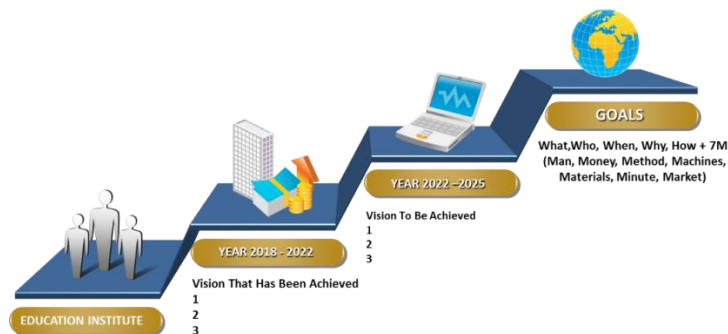
The situation of Artificial Harmony that occurs in this Foundation requires reconciliation from the leadership. Reconciliation will make all ideas and improvements have a positive impact on all parties (Maffei et al., 2022). Educational institutions must always aim to offer good things and want a good image in the eyes of stakeholders, the achievement of educational goals to a quality outcome and that starts from the internal order in the institution itself, to improve what must be done is to first realize the mistakes so far, knowing where the fault lies and then changing or updating the existing order with a new system with better performance that can attract customers to come to the institution (Jovanovic & Ciric, 2016). But before changing what is outside the institution or things that are technical in nature, the most important thing is to first change what is inside each human resource, change what is inside or change the mindset/paradigm.

Reconciliation must be carried out between all parties within the institution. Even the principle of reconciliation is also applied in various cases of improving the quality of education.(Prayitno et al., 2018) Mindset affects attitudes/behaviors/actions, seeing changes in a person's mindset can be seen from changes in attitudes/actions/speech. The mindset changes, the attitude/behavior/action/speech changes (Lumpkin & Achen, 2019). The right mindset means that the actions and results are right, on the other hand, if the mindset is wrong, the actions and results must be wrong, so don't be busy making problems or changing the curriculum, learning strategies, teaching techniques, promotions and so on before making a mindset change because the results will definitely be the same because Actions/attitudes/behaviors are the effects of mindset, meaning that the same mindset produces the same thing, a changed mindset produces something different.

This mindset change must be carried out by all educational human resources, namely leaders, principals, teachers/lecturers, education staff, students/students. Rasulullah SAW said "every one of you is a leader and every leader will be held accountable (for leadership)". If all the individuals in the organization succeed in leading themselves and succeed in changing the paradigms that exist in each of them, the organization will succeed by itself without being closely monitored by its structural leaders and by understanding this there is no such thing as blaming each other or seeking mistakes outside of oneself because everything starts from oneself (Meng & Qu, 2022). The changing mindset of all the components in the Al-Islam Purwohutaman Kartasura Foundation will definitely change the actions/attitudes/speech/behaviors/policies and this change will definitely change the perceptions of stakeholders.

Harun Joko Prayitno in his research revealed that there are several pillars in supporting the education process based on the principles of humanism, including character education, system of change, character education, best educators and learning and management practices.(Prayitno et al., 2020) Qualified human resource support (McGinity et al., 2022). Qualified educational leaders/managers/advisors/supervisors will be able to bring educational institutions to the direction of the goals to be achieved. The right leader and has a definite vision is able to make educational plans (Klar et al., 2020). Educational goals can be achieved starting from a careful planning / design, school leaders / principals must be able to find what is really wanted and achieved, if you don't know for sure what you want it will also be difficult to realize, if you don't know for sure where it will be, it's impossible to arrive. This education must be personal leadership/institutional, not just joining other institutions, this is where leaders can take advantage of the autonomy policy of the government for each region to develop their institutions according to their respective potentials and this is where the importance of a leader as an authority figure who truly understands the essence of an organization is important. leadership and exercise leadership. The educational design of the leader will guide all attitudes/behaviors/policies towards achieving goals and automatically all resources will move by themselves based on the direction of one command from the leader (Ertugrul-Akyol, 2019). Therefore, it is necessary to have a "Planning Ladder" on a regular basis, as follows:

Figure 4: Staircase Plann



The steps above are an effort that will change the behavior/attitudes/policies of all stakeholders which have an impact on changing the image of education stakeholders while at the same time dismissing the notion of an unfavorable image of Junior High School Al-Islam Purwohutaman Kartasura in particular and Islamic educational institutions in general.

4. CONCLUSIONS

Qualified educational leaders/managers/advisors/supervisors will be able to bring educational institutions to the direction of the goals to be achieved. The right leader and has a vision must be able to make educational plans. Educational goals can be achieved starting from a careful planning / design, school leaders / principals must be able to find what is really wanted and achieved, if you don't know for sure what you want it will also be difficult to realize, if you don't know for sure where it will be, it's impossible to arrive. This education must be personal leadership/institutional, not just joining other institutions, this is where leaders can take advantage of the autonomy policy of the government for each region to develop their institutions according to their respective potentials and this is where the importance of a leader as an authority figure who truly understands the essence of an organization is important. leadership and exercise leadership. The educational design of the leader will guide all attitudes/behaviors/policies towards achieving goals and automatically all resources will move by themselves based on the direction of one command from the leader.

There are limitations in this study including limited access to interviews with the chairman of the foundation, members of the foundation, the head of junior high school, committee management, junior high school students, and the initiator/founder of the family of the Al-Islam Purwohutaman Kartasura foundation, limited data about the leadership of the principal of Al-Islam Purwohutaman Kartasura Middle School, limited data with stakeholders (guardians/students) SMP Al-Islam Purwohutaman Kartasura, limited data on the management structure of the Al-Islam Foundation Purwohutaman Kartasura. The implication of this research is, first, to provide an overview/awareness/understanding for all leaders of educational institutions that to change everything that is outside the institution, changing the perception of education customers must begin by changing what is inside (internally) the institution itself first and The main change that must be made is a change in the mindset of all human resources in the organization, because when the mindset changes, the actions/attitudes/behaviors/policies will also change and have an impact on activities and results that are in line with educational goals. Second, provide an overview for all leaders of educational institutions to be able to make a periodical education plan that is personal/institutional. Third, to provide awareness to all stakeholders/leaders of educational institutions that Employees as a customer priority, how is it possible for an employee to work well if he does not get good service within his organization. The key is that someone wants to move because they are driven by their respective motivations and this motivation must be directed by a leader for the benefit of the organization.

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