

DEMOCRATIC LEADERSHIP AND DECISIONS MAKING ON EDUCATION IN ISLAMIC PERSPECTIVE

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Abstract: This research aimed to determine democratic leadership and decisions making on education in Islamic perspective at Madrasah Ibtidaiyah Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo. This research used descriptive qualitative research with data collection methods through interviews, observations, and documentation, as well as Miles and Hubberman data analysis, including data analysis, data presentation, and drawing conclusions. The results of this research indicate that democratic leadership principal of school and making decisions on education in Islamic perspective at Madrasah Ibtidaiyah Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo has been carried out properly in accordance with Quran, in Ash-Shura: verse: 38, which is reflected in every decision. The school principal always decides through a deliberative forum together with the teachers openly, responsively, responsibly, and trustfully, by promoting the principle of togetherness and kindness.

ملخص: الهدف من هذا البحث هو معرفة قيادة الديمقراطية ووضع السياسات والقرارات التعليمية علي نظرية الإسلام في المدرسة الابتدائية معهد ولد الصالح بيت القرآن فونوروكو. يستخدم هذا البحث البحث النوعي الوصفي مع أسلوب جمع البيانات من خلال المقابلات والملاحظات والتوثيق، وكذلك استخدام تحليل بيانات على نموذج ميليس وهوبيرمين، الذي يشمل على تحليل البيانات، وعرض البيانات، وأخذ الاستنباط. تشير نتائج هذا البحث إلى أن: قيادة الديمقراطية مدير المدرسة ووضع السياسات والقرارات التعليمية في المدرسة الابتدائية معهد ولد الصالح بيت القرآن فونوروكو، تم تنفيذها بشكل جيد ومناسب بالقرآن في سورة الشورى: الآية ٤٣، ويظهر ذلك عند ما توجد مشكلات التعليم والتربية، فالمدیر يحلها دائما من خلال التشاور مع المعلمين منفتحا، ومستجيبا، ومسؤولا، بتقديم مراعاة مبدأ العمل الجماعي والأسري.

Keywords: Democratic Leadership, Decision Making, Islamic Perspective.

INTRODUCTION

Openness and willingness to be able to position the work of,¹ and for the common good, are the characteristics of democracy.² Likewise, the type of democratic leadership has the same meaning as democracy, which means that power is not fully held by the leader,³ but subordinates have the right to issue opinions, suggestions, criticisms which will ultimately be achieved in accordance with the meaning of democracy itself, namely to position the work of, by, and for the common good.⁴

As the top leader at school, a principal should be able to understand and master the tasks and obligations that must be carried out, as well as carry them out well,⁵ and use types of leadership that are adapted to the situation and condition of the school. One type of leadership that is highly desired by the school community at this time so that the performance process of the school principal runs effectively and efficiently is the type of democratic leadership. The results of the research indicate that the type of democratic leadership has been able to improve school performance well in achieving educational goals.⁶

Many are recognized both among scientists and practitioners of education, that democratic leadership is able to make the principal as an inseparable part

¹ Sudarwan Danim, *Motivasi Kepemimpinan Dan Efektivitas Kelompok* (Jakarta: PT. Reneka Cipta, 2004).

² Syahril Hasan, 'Pengaruh Budaya Organisasi, Kompesansi, Motivasi, Dan Kepemimpinan Terhadap Kinerja Karyawan PT. Angkasa Pura I (Persero) Bandara International Sultan Aji Muhammad Sulaiman (SAMS) Sepinggan Balikpapan', *Jurnal Benefita: Ekonomi Pembangunan, Manajemen Bisnis & Akuntansi*, 1.3 (2016), 134-145.

³ Kartini Kartono, *Pemimpin Dan Kepemimpinan*, (Jakarta: PT. Raja Grafindo Persada, 2011); Intan Wijayanti, 'Gaya Kepemimpinan Dalam Pengambilan Kebijakan Di Perguruan Tinggi Islam Pondok Tremas Pacitan', *Muslim Heritage*, 1.2 (2016), 389-415.

⁴ Bayu Surya Parwita, 'Disiplin Kerja Karyawan (Suatu Kajian Teori)', *JUIMA: Jurnal Ilmu Manajemen*, 5.2 (2015), 104-110; H. Syaleh, 'Pengaruh Kepemimpinan Dan Motivasi Terhadap Kinerja Pegawai Dinas Prasarana Jalan Dan Jembatan Wilayah Bukittinggi', *Jurnal Benefita: Ekonomi Pembangunan, Manajemen Bisnis & Akuntansi*, 4.2 (2019), 221-232.

⁵ Sri Purwanti, 'Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Disiplin Kinerja Guru Dan Pegawai Di SMA Bakti Sejahtera Kecamatan Kongbeng, Kabupaten Kutai Timur', *E-Journal Ilmu Administrasi Negara*, 1.1 (2013), 210-234; A Supriyono, 'Pengaruh Kompetensi Pedagogik, Profesional, Dan Motivasi Kerja Terhadap Kinerja Guru Sekolah Dasar', *Jurnal Pendidikan*, 18.2 (2018), 1-12.

⁶ Tony Bush, 'Organization Theory in Education: How Does it Inform School Leadership?', *Journal of Organizational Theory in Education*, 1.1 (2015), 35-47; Nasib Tua Lumban Gaol, 'Teori Dan Implementasi Gaya Kepemimpinan Kepala Sekolah', *Kelola: Jurnal Manajemen Pendidikan*, 4.2 (2017), 213-219.

and only with the power of groups educational goals can be achieved.⁷ The characteristics of the type of democratic leadership in an Islamic perspective are as follows: (1) Being responsible for school work becomes the duties and obligations of the principal (not one man show); (2) A principal considers the teachers as the implementer of the duties and obligations; (3) A principal applies strict discipline to teachers on the tasks and obligations they must carry out, but not rigidly; (4) A school principal and teachers solve problems together (not authoritarian and dictatorial). (5) A principal trusts the teachers in completing their tasks and obligations, and they are monitored regularly and continuously (not just released); 6). The principal builds two-way communication and openness to all teachers, both in listening to the input from the teacher, as well as in solving problems experienced by teachers and schools.⁸

A principal will be respected by their subordinates, if he is able to apply democratic leadership styles well, not vice versa. The behavior that is reflected will be able to encourage subordinates to develop ideas and creativity, and be productive in every educational policy making, for the progress of their schools, and more importantly, the principal always believes in the abilities possessed by his subordinates. The decisions and policies taken by the principal are through deliberation with his subordinates. This is a prominent feature of the school's democratic leadership compared to other types of leadership. It refers to the commandment of Allah SWT, in the surah as-Shura, verse: 38, which reads:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ (٣٨)

Meaning: And (for) those who have responded (obey) to their Lord and established prayer, and whose affair is (determined by) deliberation among themselves; and they spend part of the fortune that We provide them (Surah Ash-Shura, Verse: 38).

The above verse, according to M. Quraish Shihab, explains the praise to the Ansar group who defended the Prophet Muhammad and agreed on a solution to the problem through a deliberation held at the house of Abu Ayub Al-Ansari. Editorially, indeed there are not many verses of Quran that talk about deliberation which is the basis of democratic development in the leadership of Islamic educational institutions.⁹ And the above paragraph has made a suggestion to every leader of Islamic educational institutions to promote and cultivate a democratic attitude in his leadership, which has been explicitly

⁷ Mulyadi, *Kepemimpinan Kepala Sekolah Dalam Mengembangkan Budaya Mutu*, (Malang: UIN Maliki Press, 2010).

⁸ Sudarwan Danim, *Motivasi Kepemimpinan Dan Efektivitas Kelompok* (Jakarta: PT. Reneka Cipta, 2004).

⁹ M. Quraish Shihab, *Wawasan Al-Qur'an: Tafsir Tematik Atas Berbagai Persoalan*, (Bandung: Mizan, 2007).

described in the form of an order to always deliberate on any problems that exist in Islamic educational institutions.

Madrasah Ibtidaiyah is still considered an educational institution whose quality is lower than the quality of primary school education.¹⁰ At this time, the paradigm has shifted, where one of them is Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo. It has become the spotlight of the people in Ponorogo Regency, even though Madrasah Ibtidaiyah is still relatively new, being established in 2011. One of the factors is the cooperation between the Founding Council and the Trustees, community leaders, and the community together with the principal and teachers, in improving and developing the quality of the Madrasah Ibtidaiyah PAS Baitul Qur'an Gontor Ponorogo. Therefore, in this case the principal has a big influence on the progress of the school.

The implementation of the democratic leadership of the school principal in making educational policies in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo arises when there are problems that cannot be decided unilaterally. This is proven when the principal directs and fosters all activities directly, always involving all Madrasah Ibtidaiyah PAS Baitul Qur'an teachers, not promoting one man show style, so there is no overlapping of tasks in carrying out their respective performance. Although, in the level of realization of this type of democratic leadership of the school principal, there are still some obstacles. This paper focuses on the form of democratic leadership of the school principal in making educational policies in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo.

RESEARCH METHODS

This research aimed to understand and describe the form of democratic leadership of the school principal in making educational policies. Therefore, in order to achieve the research objectives, researchers chose a case study research design using a descriptive qualitative approach. This approach was chosen by the researchers to understand the events generated by the principal starting from behavior, actions, perceptions, motivations, etc. by describing words, as well as utilizing various natural methods.¹¹ This research took place in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo, with the main informants being the Foundation, school committees, principals, and teachers. In collecting data, this research used a school visit technique, which was supported by interviews, observation, and documentation,¹² while the data analysis used Milles and

¹⁰ Fata Asyarofi Yahya, 'Problem Manajemen Pesantren, Sekolah, Madrasah: Problem Mutu Dan Kualitas Input-Proses-Ouput', *El-Tarbawi: Jurnal Pendidikan Islam*, 7.1 (2015), 93-109.

¹¹ Lexi. J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2006).

¹² R. K Yin, *Case Study Research* (London: SAGE Publications Sage, 2004).

Huberman's data analysis techniques, including: data analysis, data presentation, and drawing conclusions.

THEORITICAL REVIEW

The results of research conducted by M. Khoirul Anam, Mustiningsih, and Raden Bambang Sumarsono, regarding the decision making of school principals, indicate that decision making by An-Nuur Middle School principal was a type of democratic leadership. This can be seen where the principal in decision making involves teachers through meetings and deliberations. The decision-making steps taken by the An-Nuur Middle School principal are as follows: a) holding a joint meeting with the teachers; (b) carrying out an analysis of the conceptual planning; (c) making proposals to the Foundation; (d) providing alternative solutions to problems; (e) giving alternatives chosen jointly; and (f) decision implementation.¹³

Elok Wahyu Gumilar argues that the democratic type in the leadership of the school principal is not the type of dictatorial leadership, but the type of leadership that always attempts to instill unity among the school community.¹⁴ With the democratic leadership of the principal, it is hoped that leadership styles and types can emerge that are dynamic, active, and directed, and seek to utilize every element at school, for the progress and success of the school.¹⁵ There are at least three characteristics that are reflected in the active democratic leadership of school principal, namely: 1). There is coordination in the distribution of tasks from all subordinates; 2). The existence of effective and efficient direction and guidance in every activity to be carried out by his subordinates; and 3). There is an effort to emphasize a sense of responsibility and cooperation, both for themselves and their subordinates.¹⁶

The strength of this school principal's democratic leadership lies in the active participation of all his subordinates, who in his leadership really appreciates the

¹³ M. Khoirul Anam, Mustiningsih, and Raden Bambang Sumarsono, 'Kepemimpinan Kepala Sekolah Dalam Pembuatan Keputusan Di Sekolah Berbasis Pesantren', *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 2.2 (2019), 49-55.

¹⁴ Elok Wahyu Gumilar, 'Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Guru Di SMAN 1 Wungu Madiun Pada Tahun 2013', in *The 4th FIPA (Forum Ilmiah Pendidikan Akuntansi) IKIP PGRI Madiun*, 2014; Wahyudin, Bahrudin, and Sa'diyah, 'Pola Kepemimpinan Kepala Sekolah Dalam Membangun Akhlak Peserta Didik', *Tawazun: Jurnal Pendidikan Islam*, 11.1 (2018), 52-77.

¹⁵ Ngalm Purwanto, *Administrasi Dan Supervisi Pendidikan* (Bandung: Remaja Rosdakarya, 2010); Ria Puspita Dewi and Rini Endah Sugiharti, 'Hubungan Kepemimpinan Demokratis Kepala Sekolah Dengan Etos Kerja Guru Di SDIT Nurul Falah, Kec. Tambun Utara, Kab. Bekasi', *Pedagogik: Jurnal Pendidikan Guru Sekolah Dasar*, 2.1 (2014), 8-13.

¹⁶ H Baharun, 'Peningkatan Kompetensi Guru Melalui Sistem Kepemimpinan Kepala Madrasah', *At-Tajdid: Jurnal Ilmu Tarbiyah*, 6.1 (2018), 1-26.

potential possessed by his subordinates, never refusing to listen to the advice and input from his subordinates, able to utilize the expertise possessed by his subordinates as effectively and as effectively efficient as possible for the progress and success of the school, at the right time and conditions.¹⁷ In every educational decision making, the principal together with his subordinates must play an active role in formulating and determining all forms of educational decisions, and for every educational decision produced, the principal will try to respect the ideas, creativity, input and advice given by his subordinates.¹⁸ These indicators show the principal realizes that he is unable to stand alone in every education policy that must be decided. He must be able to always be open and transparent in every problem that occurs at school to all teachers, and provide opportunities for teachers to deliberate for establishing and deciding the best educational decision for the school. As the commandment of Allah SWT in Surah Ash-Shura, verse: 43, which reads:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ (٣٨)

Meaning: And (for) those who have responded (obey) to their Lord and established prayer, and whose affair is (determined by) deliberation among themselves; and they spend part of the fortune that We provide them (Surah Ash-Shura, Verse: 38).

Based on the description above, basically the democratic leadership style of the principal will be well implemented if all the decisions he has made are carried out jointly with his subordinates, as well those policies and decisions can have a positive effect on the implementation of all school programs and activities.¹⁹ In a democratic leadership, the principal will always try to move his subordinates, to want to collaboratively move together and fight in achieving the goals of school education. In the efforts and actions that are carried out, the principal always tries to consider the potential and abilities possessed by his subordinates, as well as to prioritize the interests and needs of his subordinates and the school.²⁰

¹⁷ S Munawaroh, 'Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Profesionalitas Guru Di SDN Blitar Kecamatan Sukorejo Kota Blitar', *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 6.1 (2017), 1-26.

¹⁸ Muhammad Iqbal Baihaqi, 'Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru Di MA Ma'arif Selorejo Blitar', *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 7.2 (2015), 97-106.

¹⁹ D Prihatni, 'Pengaruh Perilaku Kepemimpinan Kepala Sekolah Dan Kepuasan Kerja Guru Terhadap Mutu Sekolah (Studi Analisis Deskriptif Pada SMAN Di Kabupaten Sumedang)', *Manajerial: Jurnal Manajemen Dan Sistem Informasi*, 10.2 (2011), 101-111.

²⁰ N. Fitriah, 'Kepemimpinan Pendidikan Pesantren (Studi Kewibawaan Pada Pondok Pesantren Salafiyah Modern Dan Kombinasi)', *Al-Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 12.1 (2018), 13-30.

RESEARCH RESULTS AND DISCUSSION

Principal leadership that is relevant at this time is democratic leadership where in this leadership principals and teachers are required to be able to build cooperative interactions in improving and developing school successes, and all forms of educational policy is decided to go through deliberations and collective agreements.²¹ With this interaction, the principal respects the opinions of the teachers, as well as providing space for them to be willing and able to develop initiatives and be creative for the progress of the school, but in making policies that must be decided, it must be implemented jointly with the teachers, to further optimize the potential that they have.²²

In carrying out his democratic leadership style, the principal always acts populist with all school members and the interaction he does. It is not the interaction of superiors and subordinates, but interactions based on kinships, like siblings in a family holding one another, especially in making educational policies at school.²³ The principal always considers the teacher as a subject that has a human nature as himself and the principal will try to respect any differences of opinion, will, thoughts, opinions, and interests with the teachers,²⁴ especially those related to educational policies for school progress.

The principal should always trust the ability of his teachers, in completing the tasks and obligations that have been entrusted to the teacher. The Principal of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo, Mr. Tulus Setiyono, S.Pd, has carried out his democratic leadership well, where the principal is always in the middle of the teacher and positions himself in various activities in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo, from, by, and for everyone, and be able to provide flexibility for teachers in issuing opinions for mutual progress.

The democratic leadership shown by the principal of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo has become his trademark in leading teachers, so as to be able to provide a change in improving the quality of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo. Although now when seeing the conditions that occur in the school which is still constrained by classroom infrastructure, this does not dampen Mr. Tulus Setiyono's enthusiasm in the effort to improve the quality of graduates produced by Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo, and evidenced by the 3rd Year graduates, in 2019, achieving the first rank of all Ponorogo districts.

²¹ Soekarto Indrafachrudi, *Bagaimana Memimpin Sekolah Yang Efektif* (Bogor: Ghalia Indonesia, 2006).

²² Veithzal Riva'i, *Pemimpin Dan Kepemimpinan Dalam Organisasi* (Jakarta: Rajawali Press, 2014).

²³ Kartini Kartono, *Pemimpin Dan Kepemimpinan*, (Jakarta: PT. Raja Grafindo Persada, 2011).

²⁴ Hadari Nawawi, *Kepemimpinan Menurut Islam* (Yogyakarta: UGM Press, 2002).

Effective school principals always prioritize deliberation together with teachers in taking every education policy at school, and the principal will acknowledge all inputs from teachers with all their advantages and disadvantages, and the principal will never feel doubtful about the performance carried out by the teachers.²⁵ Effective school principals always prioritize deliberation together with teachers in taking every education policy at school, and the principal will acknowledge all inputs from teachers with all their advantages and disadvantages, and the principal will never feel doubtful about the performance carried out by the teachers.

Without the support of cohesiveness and togetherness by all elements of the school, the school will never progress and run well in becoming a predetermined goal, and the key factor of cohesiveness and togetherness lies with a school principal,²⁶ supported by his openness and transparency in leading the organization. This is intended so that everything that has been programmed can run in accordance with the desired target by all elements of the organization.²⁷ In this case, the Principal of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo is open in every incident and problem that occurs at school, and is a figure of a leader who is highly spirited, trustworthy, and responsible in his duties and obligations.

In developing their potential, a principal must be able to provide guidance and direction, has a broad view of the future in bringing their educational institutions, towards improving the quality of education, especially in guiding and fostering their teachers to want to jointly improve the quality of their performance at school. The leadership style that has been implemented by the Principal of the Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo in leading his teacher is more directed towards the democratic leadership style, and has been well implemented, and manifested in every event and problem at the meeting by means of being together with the teachers, always open, responsive, and responsible, as well as policies decided between the principal and the teachers play an extremely important role in improving the quality of teachers performance, and overall quality of education.

In carrying out these administrator and supervision activities, the principal who displays a democratic leadership style must be able to build good relations with his subordinates, and involve his subordinates in making policies or

²⁵ Rasdi Ekosiswoyo, 'Kepala Sekolah Yang Efektif, Kunci Pencapaian Kualitas Pendidikan', *Jurnal Ilmu Pendidikan*, 14.2 (2007), 76-82.

²⁶ Wahjosumodjo, *Kepala Sekolah: Tinjauan Teoritis Dan Permasalahannya* (Jakarta: Rajawali Press, 2001).

²⁷ Vinsensius Sumardi, I Nyoman Natajaya, and I Made Yudana, 'Efektivitas Kepemimpinan Transformasional Kepala Sekolah Dalam TQE (Studi Di SMP Santu Klaus Kuwu Ruteng Flores)', *Jurnal Administrasi Pendidikan Indonesia*, 5.1 (2014), 1-11.

decisions, especially in the activities of administrators and supervision. The following will describe in detail the activities that have been carried out by the school principal in making educational decisions in Madrasah Ibtidaiyah PAS Baitul Qur'an, namely:

1. Planning an education and teaching program, which is the first concrete step taken in an effort to achieve the goal, because without good planning, all activities that have been planned, will end up in vain, and not run according to the desired expectations, perhaps even experience failure and the process has difficulty. The planning that has been formed in the leadership of the Principal of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo includes school programs that are arranged to achieve all the expected goals consisting of:
 - a. Teaching Program. In the teaching program the principal has provided all facilities or still inadequate because in order to get adequate facilities it requires a big amounts of funds and sources of funds in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo are still limited. These facilities include the needs of teachers in the process of performance and distribution of assignments to teachers in teaching that are adjusted to the talents and abilities of teachers but do not rule out the possibility they have multiple assignments because of the limited teachers. In planning this teaching program, the principal involves several components, so that later decisions or policies can be accepted and implemented together.
 - b. Education Personnel Program. In the case of the education staff, the principal is more authoritarian. This is indicated in the process of the education staffs that do not involve teachers, but ask for consideration with the PAS Baitul Qur'an leader Gontor Ponorogo. This is intended so that there is no social jealousy between teachers, and avoiding overlap between fellow teachers. Moreover, the school principal decides the change in assignment of being a class supervisor with the aim of having the same feeling of having authority or responsibility to become a class supervisor and in deciding on the change depends on the principal's policy. In making this policy, the principal does not involve teachers because it is feared that conflict will occur. This is considered effective because on one hand it can motivate teachers to compete competitively in promoting Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo.
 - c. Students Affairs. In this students affairs section, the principal in handling his duties in terms of students affairs is assisted by the vice principal of students affairs, especially in the management of non-curricular activities. This is intended so that these activities run smoothly and meet no obstacles at all. As in the management of students affairs, a new admission committee

is also formed when entering a new academic year. In the formation of this committee, the vice principal of students affairs will coordinate with the principal, so that the admission process runs smoothly because in the admission process there are already those who handle and are responsible until it is completed. This coordination is carried out with the intention that if there are some obstacles, both internal and external problems can be resolved quickly and a solution is sought by deliberation and consensus.

- d. Facilities and infrastructure. The learning process will run effectively, if supported by adequate facilities and infrastructures. If it is not supported by adequate facilities and infrastructure, then the learning process can run less effectively. It is like a car that will not run without the presence of fuel. In order to support the smooth teaching and learning process (PBM), the school principal collaborates with the leadership of PAS Baitul Qur'an Gontor Ponorogo, in an effort to increase the source of school funding which is still minimal, with the aim of improving the quality of learning and achieving educational goals in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo.
2. Arranging structural functional educational institutions, which are adjusted to the abilities, expertise, and talents of teachers in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo. In compiling the structure of the educational institution, the principal of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo involves the vice principal of curriculum, students affairs, facilities and infrastructure as well as several teachers, and therefore in the preparation of this structure there are no overlapping tasks, which result in inhibiting the performance of each teacher. Although at the level of implementation, it has been carried out properly according to their respective duties and still found a dual task. However, it does not affect the performance of each teacher, because the distribution of tasks has been adjusted by the ability, expertise, and talents of each, and in carrying out their duties, they also help each other and work together because they need each other in to complete each other's shortcomings.
3. Coordinating each task and obligation to be given to the teachers, so that the teacher can understand in detail what he has to do, and on the basis of the assertiveness of authority and responsibility given. However, in the teaching assignment, there are still double tasks because of the teachers' limitations. In this coordination, the principal of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo school involves all the teachers. This is so that they know each of their tasks and authorities, so that they can have responsibilities. Moreover, this coordination is very important to be carried out by the principal, so that later there will be no overlapping of tasks and obligations between teachers.

The principal in conducting the coordination is very helpful to Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo organization, especially teachers who carry out their tasks according to their talents, abilities, and expertise so as to create a conducive atmosphere and do not show each other's power and strengths, and the teachers feel valued because they have been involved in forming the coordination.

4. Arranging the division of tasks and obligations given to the teachers, but first pay attention to the suitability of the task with the abilities and talents owned by the teacher. When they want to set the tasks and obligations of teachers, the principal has coordinated well with the teacher. This is intended so that there will be no misunderstanding later. In every program and activity of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo, teachers still have multiple duties and obligations. This is because of the limitations of existing teachers and for addition adding more teachers the principal is still considering it because of seeing the reality in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo. There is a minimum source of fund. In addition, the school principal is also very concerned about the welfare of his education staffs by providing the facilities they need, although some are still not fulfilled. This aims to make teachers feel their existence and struggle to get the attention of the principal, and the principal always tries to give advice and motivation to teachers to take certification.
5. Fostering and directly controlling the course of the curriculum, where in fostering the curriculum at Madrasah Ibtidaiyah PAS Baitul Qur'an Gontor Ponorogo, the principal directs and guides teachers in determining the materials needed in teaching and learning activities, and adjusted to the curriculum requirements used. The school principal always tries to fulfill every need and interest that must be owned by his teachers, and of course by considering the ability, expertise, and ability of each teacher, so as not to be overly burdened with various kinds of demands from the implementation of the curriculum of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo. Therefore, teachers are able to use their maximum potential in improving the quality of graduates of Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo, and not to go out of the corridors of the applicable curriculum.
6. Dividing the tasks and obligations that must be done by the teacher, but before dividing the tasks and obligations to be carried out by the teacher, the principal should first know the number of teachers and coordinate with the vice principal in the fields of curriculum, students affairs, and facilities and infrastructure as well as several senior teachers, by paying attention to the abilities, expertise, and talents owned by each teacher, and therefore these tasks and obligations are achieved properly in accordance with the targets to

be achieved. This aims to support that teachers in carrying out their duties properly and correctly and when teaching teachers will feel more happy, calm and motivated in improving their performance, both individual performance and performance in improving the quality of education in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo as a whole.

7. Evaluating every task and obligation that has been carried out by the teacher in a kinship way. In this case, the school principal does not prioritize excessive authoritarianism in giving warnings to teachers in Madrasah Ibtidaiyah PAS Baitul Qur'an Ponorogo. When evaluating teachers who have problems, the principal do not immediately evaluate them in the association forum, but he calls relevant teachers to his office, and evaluates them personally, so that the teacher better understands the mistakes made. After all the problems have been understood by the teacher, in the weekly evaluation, the principal gives some information to all teachers related to errors that occur, so as not to recur (but in giving notice to all teachers, the principal does not mention a word of the teacher concerned). This kind of evaluation model tends to have kinship relations and open in every problem happens, and the teacher will accept it carefully without any grudges against the principal, and it is hoped that all tasks and obligations of the teacher can run smoothly.

CONCLUSIONS

The democratic leadership of the principal of Madrasah Ibtidaiyah (MI) Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo in making educational decisions has been carried out in accordance with Qur'an in Surah Ash-Shura: 38, which is reflected in every decision to be decided, the principal always decides through a joint discussion forum with the teachers in an open, responsive, responsible, and trustworthy manner, by promoting the principle of togetherness and kinship. This is what makes teachers feel comfortable and calm in carrying out their educational and teaching activities in school, and is very influential in improving the quality of performance of MI PAS Baitul Qur'an Ponorogo teachers and has an impact on improving the quality of education. The democratic leadership of the MI PAS Baitul Qur'an Ponorogo school principal in making educational decisions is carried out in the following ways: (1) arranging the institutional structure; (2) regulating education personnel; (3) fostering and controlling the course of the curriculum directly; (4) dividing tasks and obligations for the teacher, and (5) evaluating the tasks and obligations that have been carried out by the teacher in a kinship way.

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