

# **Transformative-Prophetic Leadership Pattern in Management of Education Institutions (Muhammad SAW Leadership Study)**

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**Abstract**— This paper is here to describe and interpret the leadership pattern of Muhammad SAW. as a leadership model in managing transformative-prophetic educational institutions. Leadership in an organization or institution is one element that has a greater influence in achieving the goals of the institution. There has been a lot of research showing that the influence of leadership reaches 60-70% to achieve goals with organizations/institutions. Transformative-prophetic leadership pattern is a leadership pattern that moves to make an innovative change based on religious spiritual values. This study uses a qualitative method with a narrative study approach based on library research. The pattern or results of the research offered is that in educational institutions there are two elements that need to be developed, namely; human element and non human element by leaders who have a high character of rationality (Inspirational Motivation, Intellectual stimulation, Individualized Consideration, Idealized Influence) and integrated in themselves honest, integrity & responsible, computational & professional, communicative network building or networking. (The pattern image is in the sub discussion).

**Keywords**— *Transformative-Prophetic- Leadership*

## **I. INTRODUCTION**

The leadership of the Prophet Muhammad, has been recognized by experts; not only from Muslims but also from non-Muslims. Mahatma Gandhi, one of the Indian independence figures revealed his views on the Prophet Muhammad;

“I wanted to know the best of one who holds today undisputed sway over the hearts of millions of mankind... I became more than convinced that it was not the sword that won a place for Islam in those days in the scheme of life. It was the rigid simplicity, the utter self-effacement of the Prophet, the scrupulous regard for his pledges, his intense devotion to his friends and followers, his intrepidity, his fearlessness, his absolute trust in God and in his own mission. These and not the sword carried everything before them and surmounted every obstacle. When I closed the 2nd volume (of the Prophet’s biography), I was sorry there was not more for me to read of the great life.”. (Young India).

Michael H. Hart in his book "The 100: A Ranking of the Most Influential Persons in History, reveals:

"My choice of Muhammad to lead the list of the world's most influential persons may surprise some readers and may be questioned by others, but he was the only man in history who was supremely successful on both the religious and secular level."

Leadership in the development of educational institutions is an interesting and urgent theme of discussion in the continuation of an educational institution. Because leadership is one of the factors that play a role in determining the good and bad of an organization. If we refer back to the meaning of the hadith of the Prophet Muhammad, "that every human being is a leader, and every leader will be held accountable" [1]. This hadith has a philosophical meaning that the importance of a leader at every individual and social level. In addition, this hadith also means that every leader has a moral bond that whatever they do is accountability both in public and before God in the hereafter.

The era of globalization accompanied by the advancement of information and communication tools today, is an opportunity as well as a challenge for an educational institution to progress and develop. If an educational institution does not improve and does not respond well to the flow of development, it will be crushed by the age (abandoned by society). Not infrequently we see today, there are many educational institutions that are very concerned about "walaah yahya walaah yamut" (not alive and not dead / not dead alive, not reluctant). Educational institutions like this do not "stretch" to respond to the swift flow of change in society (social).

In addition, we can also see many educational institutions in the midst of the swift flow of information and communication, and the progress of science and technology can be responded well, so that these educational institutions can progress and develop. The progress and development and the retreat and dimming of an educational institution in the present era are influenced by leadership factors. For this reason, this paper is present in order to provide inspiration and insight on how to build strong leadership and be able to make radical changes (innovation) towards development and progress of educational institutions. We call this leadership transformative leadership. This study is theoretical-descriptive based on library research.

## II. METHOD

To describe and capture the pattern of leadership of Muhammad SAW. into transformative leadership patterns which are referred to by authors of transformative-prophetic leadership patterns, namely by using qualitative methods with narrative study approaches based on library research.

### III. DISCUSSION

#### *A. Theory of Transformative Leadership*

##### 1. Meanings and Leadership Theory

Fairchild in Kartono [2] suggests that a leader in a broad sense is someone who leads by initiating social behavior by regulating, showing, organizing or controlling the efforts / efforts of others or through prestige, power or position. Whereas in a limited sense the leader is someone who guides, leads with the help of persuasive qualities and voluntary acceptance / acceptance by his followers. Similar to this, Sudriamunawar suggests that a leader is someone who has certain skills that can influence his followers to work together towards achieving predetermined goals.

Leadership is an interaction between members of a group so that leaders are agents of reformers, agents of change, people whose behavior will influence others more than the behavior of others that influence them, and leadership itself arises when one group member changes the motivation of the interests of other members in the group. Bernard M. Bass. R. Terry suggests leadership is a relationship that exists in a person or leader, influencing others to work consciously in the task relationship to achieve the desired goal. Leadership is a process of how to organize and achieve performance to achieve decisions like how he wants.. Leadership is a series of ways to distribute arrangements and situations at a given time J.A. Klein and P.A. Pose.

Various formulations when linked in institutional leadership of Islamic education can be drawn a description that leadership is the ability to influence, organize, direct and foster the people involved (stakeholder) in an Islamic education institution to achieve goals that have been formulated together. So that when the pattern of leadership is formulated there are elements that build it up, namely; (1) a leader must have a pure intention that his leadership is a trust, (2) have responsibility, (2) have influence (power), (3) be able to move the team / group, (4) have capital / finance, ( 5) able to make changes, (6) achieve common goals. This can be described as the following leadership elements:

##### 2. Origin of Leadership Theory

Basically leadership theory is developed from three basic theories, namely; genetic theory (states that the leader is born with talent that has been buried in someone), social theory (states that one can become a leader through training, opportunity and education) and ecological theory (this theory is a combination of the two theories). In addition to the three theories, a fourth theory emerged, namely the Contingency Theory or the Three-dimensional Theory. Adherents of this theory argue that, there are three factors that play a role in the process of developing a person to become a leader or not, namely: (1) Talent leadership he has. (2) Educational experience, leadership training that he had obtained, and (3) Own activities to develop these leadership talents. This theory is called a versatile theory and is

not something that is certain, meaning that a person can become a leader if he has talent, the environment that shapes it, opportunities and personalities, motivations and interests that enable him to become a leader. (<https://ganjureducation.wordpress.com>, 10-17/2018).

According to Ordway Tead, that the emergence of a leader, because: (1) Forming oneself (self constituted leader, self mademan, born leader), (2) Chosen by the group, meaning he becomes a leader because of his services, because of his skills, courage and so on to the organization, (3) Designated from above, meaning that he becomes a leader because he is trusted and approved by his superiors (Imam Mujiono, 2002: 18).

modern leadership theory is grouped into, (1) transformational leadership theory, (3) transactional leadership theory, (3) charismatic leadership theory. Based on this opinion, the study in this paper is transformative leadership, especially in the leadership of institutional development in Islamic Education.

### 3. Early and Developing History of Transformative Leadership

In 1970 a new work from Burns was born, which inspired the birth of a new leadership paradigm. This paradigm shift makes old thinking obsolete, this new way of thinking explains better what should be explained by the old way of thinking. This new paradigm combines what is good from the old paradigm. This paradigm is called transformational leadership.

The transformative paradigm was born from a political expert named McGregor Burns. Burns was a young staff member in the administration of President Roosevelt, at that time he made a Roosevelt biography, from which the book was born the idea was to write a book about leadership. He reviewed a number of outstanding national and social leaders whose achievements and charisma. Some of the leaders who were the objects of his study included Gandhi, Martin Luther King, Abraham Lincoln, Hitler, Stalin, Franklin Delano Roosevelt. In his book Burns insists that these leaders transform their followers into more self-directed leaders, who are able to transform society. In this process leaders and followers raise each other toward new achievements and moral development.

Furthermore, in 1978 Burns gave birth to the concept of transformative leadership and was further developed by Bass in 1985. As is known that before the development of the concept of transformative leadership was preceded by the development of transactional leadership. However, studies on the type of transactional leadership concluded that all work activities carried out by subordinates must have a price or get a reward. However, this is precisely the weakness of the type of transactional leadership because subordinate commitment to the organization is usually short-term. B.J. Avolio, B.M. Bass, D.I. Jung. They added that subordinate work activities only focused on wage negotiations and ignored problem solving or shared vision. Subordinate commitment to the organization will depend on the

extent of the organization's ability to fulfill the wishes of subordinates. This seems to have prompted Bass in 1990 to develop the concept of transformational leadership to complement the transactional leadership theory that still has weaknesses.

While according to Taveflin that the historical setting of the birth of transformative leadership is inseparable from the wave of theory that existed before, as can be seen in the picture below:

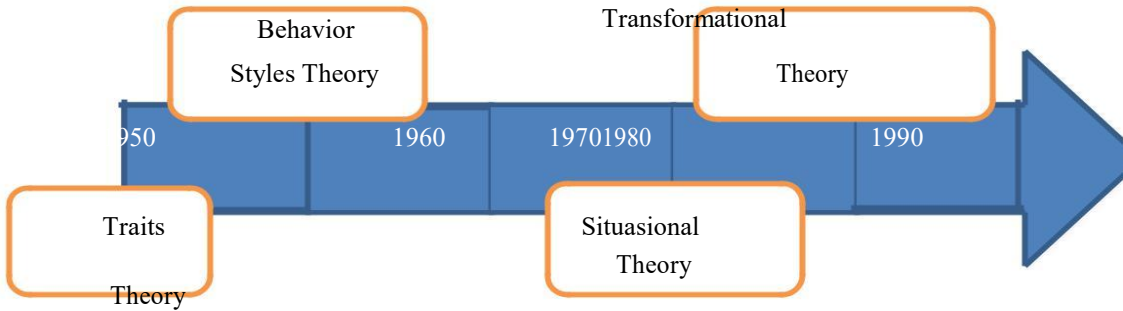


Figure 1: A Wave of Historical Thinking of Transformational Leadership  
Source: Taveflin, 2013

#### 4. Meanings of Transformative Leadership

Sudarwan Danim (2009: 59) explains transformational leadership comes from the word "to transform" which means transforming or transforming something into a different form. For example, transforming the vision into reality, the potential to be actual, latent to manifest and so on. Thus, the principal can be categorized as applying this rule, if he is able to change the energy of human resources

One of the basic assumptions of transformative leadership theory that needs to be underlined is that organizational leaders must be able to deal with changes continuously in order to be able to compete in the era of globalization with rapid changes. In a situation like this, every educational organization or institution faces two main problems in the future. First, changes in information, communication and technology are so fast and continuous. Second, social change; in the sense that the system of values (socio-culture) is experiencing a shift, human needs are increasing along with the demands of the times, human attitudes that enter into the labor force and labor market are different from the previous generation.

Bass in Gibson (1997: 86), states that transformative leadership is the ability to inspire and motivate followers to achieve results that are greater than those originally planned and for internal rewards. By expressing a

vision, transformational leaders persuade followers to work hard towards the goals described. The vision of the leader provides motivation for followers to work hard which is giving appreciation to themselves. Yukl (1994), said that the concept of leadership was first put forward by Burns in 1978, from a descriptive study of political leadership.

Burns explains that leadership as a process is that leaders and followers increase mutual awareness of followers by calling for higher ideals and moral values by transforming the needs of higher levels as the hierarchy needs. Maslow. Then developed by Bass), transformational leadership as an ability possessed by a leader to influence his subordinates, so they will believe, emulate and respect him.

## 5. Characteristics of transformative leadership

The characteristics of transformational leadership according to Avolio et al (Stone et al, 2004) are as follows:

### 1) Idealized influence (or charismatic influence)

Idealized influence means that a transformational leader must be charisma who is able to "bewitch" subordinates to react to leadership. In a concrete form, charisma is demonstrated through behavioral understanding of the organization's vision and mission, having a firm stance, commitment and consistency in every decision that has been taken, and respecting subordinates. In other words, transformational leaders become role models that are admired, valued, and followed by their subordinates.

### 2) Inspirational motivation

Inspirational motivation means the character of a leader who is able to apply the surroundings that are high but at the same time able to encourage subordinates to reach the station. Such characters are able to arouse high optimism and enthusiasm from subordinates. In other words, transformational leaders always inspire and motivate their subordinates.

### 3) Intellectual stimulation

Intellectual stimulation character of a transformational leader who is able to encourage subordinates to solve problems carefully and rationally. In addition, this character encourages subordinates to find new ways that are more effective in solving problems. In other words, transformational leaders are able to encourage (stimulate) subordinates to always be creative and innovative.

### 4) Individualized consideration

Individualized consideration means the character of a leader who is able to understand the individual differences of his subordinates. In this case,

transformational leaders want and are able to hear aspirations, educate, and train subordinates. In addition, a transformational leader is able to see the potential achievements and evolving needs of his subordinates and facilitate them. In other words, transformational leaders are able to understand and respect subordinates based on the needs of subordinates and pay attention to the desires of achievement and developing subordinates.

Bernard M. says there are four components in transformational leadership. These components are:

1) Inspirational Motivation

Transformational leaders have a clear vision. They are able to articulate their vision to team members.

2) Intellectual stimulation

Transformational leaders not only challenge the status quo; they also encourage creativity among team members. The leader encourages his team members to explore new ways of doing things and new opportunities for learning.

3) Individualized Consideration

Transformational leadership also involves, offering support and encouragement to each individual in the team. They also keep the lines of communication open so that team members feel free to share ideas and provide direct recognition of the unique contributions of each team member.

4) Idealized Influence

Transformational leaders serve as role models for their followers. They not only lead but they also provide real examples.

From what was stated by Bernard M. Bass about the components of transformational leadership, then to become a transformational leader means we have to do things to get these four components in us. The trick is to do the following things.

1) Make a clear vision

All great leaders act with a clear vision. They can always provide definite answers as to why they are doing an action. And to create a clear vision, Anthony Robbins has provided four simple instructions. First, write one or two paragraphs about the reasons we are passionate about developing ourselves, our organization and our team. Second, Ensure the vision We are emotional, inspiring who can move ourselves and our team to take action. Third, make sure your vision is specific. Fourth, don't be a perfectionist.

2) Manage delivery of vision.

It needs to be understood as clearly and as optimally as any vision has, if the team is not understanding and does not care, everything will be in vain. Because that is very important for us to manage the delivery of vision, so that the team has the same understanding, the same beliefs and the same goals for mutual success.

- 3) Motivating the Team,  
May have strong motivation, but does the team also have that. We must be aware, motivation cannot be owned alone, but must be channeled to all teams, so that they have the motivation to achieve the vision set. Because if not, the efforts of a leader will be in vain.
- 4) Creative and Innovative,  
Being a transformational leader means being ready to be a different person. And for that we need to be creative and innovative. This does not only apply to yourself as a leader, but also to all team members. Creative and innovative are important, because it will make leaders, teams and organizations different from others.
- 5) Building a learning culture within the organization;  
If you want an organization or institution to be able to compete and develop more rapidly, you cannot rule this out. Building culture is important for creating strong and productive team members.  
Thus to realize a transformational leadership style must begin with making a clear vision and ending with building a learning culture within the organization. If this is done well, then the quality of self will increase which will eventually materialize advanced organizations and organizations that are bunafit and competitive.

#### 5. Principles of Transformative Leadership

The principle as a paradigm consists of several main ideas based on personal motivation and attitudes and has a strong influence on building himself or the organization. Stephen R. Covey principles are part of a condition, realization and consequences. Maybe the principle of creating trust and running as a compass / guide that cannot be changed. The principle is a center or main source of life support systems that are displayed in 4 dimensions such as; safety, guidance, wise attitude, and strength.

#### 6. Values of Transformative Leadership

##### 1). Value of Human Relations

Relations between people are between the charms that are outward in nature, not paying attention to the psychological aspects. So that it does not provide psychological satisfaction. A relationship is said to be human relations, if the relationship can provide awareness and understanding. So that other parties (who receive information) feel satisfied.

Understanding human relations can be divided into two types. That is human relations in the broad sense and human relations in a narrow sense. In the broadest sense, humanitarian relations are relationships between someone and others that occur in all situations and in all fields of activity or life to gain satisfaction.

In a narrow sense, human relations are relationships between someone with other people (people) in an organization or office, which aims to give employees satisfaction. So that employees have high morale, high cooperation and high discipline. So, the essence of human relations is an outward relationship. While human relations are more psychological.

The theory of human relations organizations departs from the assumption that in everyday reality the organization is the result of human relations. This theory assumes that organizations can be managed properly and can achieve the targets set if within the organization there is a harmonious inter-personal relationship. The relationship can take place between the leader and the level leader, between the leader and subordinates, between subordinates and the leadership, between subordinates and subordinates.

The purpose of implementing human relations is to obtain, namely; (a) Psychological satisfaction of employees, (b) High morality, (c) High discipline, (d) High loyalty, (e) High motivation.

If in the organization there is psychological satisfaction in the members, there is moral, discipline and high motivation, then the organization will be managed easily and can run smoothly towards the target set. From the description above, it can be seen that human relations recognizes the importance of harmonious interpersonal relations, namely relationships that are based on harmony, kinship, respect and mutual respect. Only in such an atmosphere can the organization be well managed and reach its goals.

Besides that, in the theory of human relations organizations also expressed ways that must be taken by the leadership to increase the satisfaction of organizational members. To give satisfaction to the members of the organization, leaders can pay attention to their various needs. By meeting the various needs of the members, both economic, non-economic, social and cultural needs, the satisfaction of organizational members will certainly increase.

## 2). Task Orientation Value

The same opinion expressed by Goldthorpe explains that in this type of approach each employee views work as an end goal. Where these employees work based on one reason, namely to fulfill their daily needs. In addition to this orientation, there are also employees who choose to work with reasons to support their lifestyle specifically. The lifestyle in question is the conditions experienced by each employee.

## 3). Value of Change

Change is an effort made to manage the consequences caused by changes in the organization. Changes can occur due to reasons originating from within or from outside the organization. Organizational change is a change that occurs in organizational actors, organizational structure and technology in an organization in order to lead to effectiveness. Change occurs because the environment that is not free from uncertainty and change is certain to be able to continue to have existence and be able to survive.

Changes have benefits for the survival of an organization, without changes, it can be ascertained that the age of the organization will not last long. Change aims for the organization not to become static but to remain dynamic in facing the developments of the times accompanied by technological advances.

## 7. Impact of Transformative Leadership

### 1). Impact of Compliance

Fisher in Simmons states that obedience is distinguished into two namely there is a first order refers to a stand-alone compliance, in the form of substantive rules that are often manifested in an agreement. So the point is to be obedient to agreements that have been ratified by internal parties. There is a reason for disobedience, namely the ambiguity that usually exists in the language that is not understood and the uncertainty of the agreement, limitations on the capacity of parties to make agreements and temporal dimensions where social and economic changes occur. The second order of compliance that is intended is to comply with the authority of a third party decision.

Oran Yong in Simmon, explains that adherence is said to occur when the real behavior of the subject is in accordance with the specified behavior and non-compliance or violation occurs when the actual behavior comes from specified behavior. From here the author assumes that compliance can be realized properly and can also occur not in compliance with the same rules. Compliance itself is explicit from the rules or concrete forms of rules that are legal or normative so that there are demands or requests from the party giving the rules, compliance is also contained in an agreement. Compliance is needed for effectiveness.

### 2). Impact of Cooperation

Schermerhorn, et al. Collaboration is the process of doing something that includes several things and certain elements, among others, namely; (a). There are goals that have been set together or goals in accordance with the regulations, (c). There is a clear arrangement / division of tasks (d). In working with each other between one party and another, (e) Can mutually benefit, (f). Good coordination.

### 3). Work Spirit Impact

According to Nitisemito), morale is to do work more actively, so that the work will be expected to be faster and better. A similar opinion was expressed by Anaroga, that morale is to do work more actively so that work is quickly completed and better and perunit costs can be minimized.

According to Siswato, work morale can be interpreted as a spiritual condition or individual behavior of workers and groups that can create deep pleasures in the workforce to work diligently and consistently in achieving the goals set by the organization.

## 8. Pattern of Transformative-Prophetic Leadership in Creating Institutional Development Innovations in Education

### 1). The meaning of innovation

Innovation (innovation) is an idea, item, event, or method that is perceived or observed as a new thing for a person or group of people, whether it is a result of discovery or invention. The purpose of innovation is to solve a particular problem. Thus, innovation can be said to be subjective and specific. Here are some notions of innovation according to experts.

- a). An innovation is the idea for accomplishing some social recognition and new ways for accomplishing some social (Elly, , Seminar on Educational Change). This means that an innovation is an idea to get social recognition and new ways or means to achieve social recognition.
- b). An innovation is any idea, practice, or artifact is perceived to be new by the relevant unit of adopt. Innovation is the change object. A change is the part of the actor in response to a situation. The requirements of the situation often involve a new requirement is an inventive process producing invention. However, all innovations, since not everything an individual or formal adoptive group is perceived as new: that is, an innovation is an idea, practice, or artifact which is consider [3]d new by the relevant unit. Innovation is changing objects. Change is part of the response to the situation. In a situation it requires a creative process to produce an invention. However, not all things are called innovation, because not all individual groups, both formal and informal groups, consider this to be new.
- c). In three different contexts, the term employee is employed. In one context it is synonym with invention; that is, it is known to be a creative process that is known to be known by the person involved. A person or organization is performing this type of activity is usually said to be innovative. Most of the literature on the innovation of the term innovation in this fashion [3]. That is, innovations are usually used in three different contexts. In one context it is the same as discovery, which refers to a creative process in which two or more existing concepts are combined in several new ways to produce a configuration that is unknown to people. Someone or group of people who do this is usually called innovative. Most of the literature on creativity defines innovation as such.
- d). Innovation is a creative selection, organization and utilization of human and material resources in new ways that will result in attainment of higher levels of achievement for the goals and objectives Huberman That is, innovation is a creative process in selecting, organizing, and utilizing human and material resources in new or unique ways that will result in higher attainment of the goals and objectives that have been set.

- e.) Innovation is a species of the genus "change". Generally speaking it seems useful to define innovation as a deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goal of the system. From the point of view of this book (innovation in education), it seems helpful to consider innovation rather than accruing haphazardly (Miles, 1964). That is, innovation is a species of the "change" genus. In general it seems useful to define innovation as something intentional, new, and specific changes that are more useful in achieving a goal. From the point of view of this book (educational innovation), it seems to help to consider innovation as something carefully planned, so that it is not obtained in an arbitrary way.
- f.) An innovation is an idea, practice, or object that is perceived as a new individual or other unit of adoption. It matters little, so far as human behavior is concerned, whether or not an idea is "objectively" new as a time of its first use or discovery. The perceived new ideas for the individual determines his or her reaction to it. If the idea seems new to the individual, it is an innovation Rogers. That is, an innovation is an idea, practice, or object that is considered new by individuals or groups of individuals. It is not important, as far as human behavior is concerned, whether the idea is "objective" new measured by the time interval from the first use or discovery. The renewal is felt from the extent of the reactions of individuals to the new idea. If the idea seems new to the individual, that is what is called innovation [3].

Based on some definitions, it shows that basically experts do not have a substantial difference in the meaning of innovation. That innovation is an idea, idea, action or result of work / arpepak that has novelty and gets recognition from people (individuals / groups). If the formula is constructed in the form of a proposition that an innovation contains three elements, namely; (a) elements of content (ideas, ideas, actions (works / artifacts), (b) elements of novelty, and (c) recognition from people (individuals / groups).

The term innovation has several other terms which have a related meaning, namely; (1) discovery; the discovery of something actually something that already existed before, but not yet known. (2) invention; is a truly new discovery as a result of human activities, (3) modernization; modernization is a process whereby individuals change from traditional ways of life to more complex, technologically advanced, and rapidly changing styles of life.

Whereas if innovation is associated with education, Maskuri Bakri [4] provides a description like the following;

"We often see that an educational institution in a country has achieved the quality of progress thanks to the new methods and strategies to manage the education they have found. A new, fairly special and creative way of planning, managing resources, controlling the processes and education of human resources, and managing the overall component of education so as

to be able to bring education to the shared goals aspired. This is what we can call education management innovation ".

The formulation illustrates that innovation in management in education is a new method and strategy in managing education by including planning, organizing or empowering existing resources, controlling or having control / evaluation of humans and programs, so that they can achieve educational goals or objectives. which has been formulated together.

#### b. Educational Innovation Process

Change is a necessity in this world, in making a change requires a process. Likewise in educational innovation requires a systematic, planned and measurable process. The process of educational innovation is a series of activities carried out by individuals / organizations, starting to realize that there is innovation to implement (implementation) educational innovation.

The process word means that the activity is carried out with time and every time there is a change. How long it takes for the process to take place will differ between people or organizations one another depending on the sensitivity of people or organizations to innovation. Likewise, as long as the innovation process takes place there will always be continuous changes until the process is declared ended. The process of educational innovation has four stages, including the following.

##### a). Invention

Invention includes discoveries about something new, usually an adaptation of existing ones. However, renewal occurs in education, sometimes describing a result that is very different from what happened before.

##### b). Development

In the renewal process, it usually has to undergo a development before it is included in the large scale dimension. Development often goes hand in hand with research, so research and development procedures are something that is usually used in education.

##### c). Diffusion (spread)

The concept of diffusion is often used synonymously with the dissemination concept, but here a different connotation is given. Definition of diffusion according to Roger is a spread of new ideas from the source of invention to the last user or absorbent.

##### d). Adoption (absorption)

According to Katz and Hamilton , the definition of the process of renewal and diffusion in the following items: acceptance, exceeds the usual time, from several specific items, ideas or practices, by individuals, groups, or units units that can adopt other links, specific communication channels, to social structures, and to a particular value system or culture[].

### ***B. Pattern of Transformative-Prophetic Leadership in Creating Institutional Development Innovations in Education***

#### **1. Basic Theory of Innovation**

a. The meaning of innovation

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- f). An innovation is an idea, practice, or object that is perceived as a new individual or other unit of adoption. It matters little, so far as human behavior is concerned, whether or not an idea is "objectively" new as a time of its first use or discovery. The perceived new ideas for the individual determines his or her reaction to it. If the idea seems new to the individual, it is an innovation [8]. That is, an innovation is an idea, practice, or object that is considered new by individuals or groups of individuals. It is not important, as far as human behavior is concerned, whether the idea is "objective" new measured by the time interval from the first use or discovery. The renewal is felt from the extent of the reactions of individuals to the new idea. If the idea seems new to the individual, that is what is called innovation. [9].

Based on some definitions, it shows that basically experts do not have a substantial difference in the meaning of innovation. That innovation is an idea, idea, action or result of work / artepak that has novelty and gets recognition from people (individuals / groups). If the formula is constructed in the form of a proposition that an innovation contains three elements, namely; (a) elements of content (ideas, ideas, actions (works / artifacts), (b) elements of novelty, and (c) recognition from people (individuals / groups).

The term innovation has several other terms which have a related meaning, namely; (1) discovery; the discovery of something actually something that already existed before, but not yet known. (2) invention; is a truly new discovery as a result of human activities, (3) modernization; modernization is a process whereby individuals change from traditional ways of life to more complex, technologically advanced, and rapidly changing styles of life [9].

Whereas if innovation is associated with education, Maskuri Bakri [6] provides a description like the following;

"We often see that an educational institution in a country has achieved the quality of progress thanks to the new methods and strategies to manage the education they have found. A new, fairly special and creative way of planning, managing resources, controlling the processes and education of human resources, and managing the overall component of education so as to be able to bring education to the shared goals aspired. This is what we can call education management innovation".

The formulation illustrates that innovation in management in education is a new method and strategy in managing education by including planning, organizing or empowering existing resources, controlling or having control / evaluation of humans and programs, so that they can achieve educational goals or objectives. which has been formulated together.

## b. Educational Innovation Process

Change is a necessity in this world, in making a change requires a process. Likewise in educational innovation requires a systematic, planned and measurable process. The process of educational innovation is a series of activities carried out by individuals / organizations, starting to realize that there is innovation to implement (implementation) educational innovation. The process word means that the activity is carried out with time and every time there is a change. How long it takes for the process to take place will differ between people or organizations one another depending on the sensitivity of people or organizations to innovation. Likewise, as long as the innovation process takes place there will always be continuous changes until the process is declared ended. The process of educational innovation has four stages, including the following.

## ***C. The Leadership Pattern of the Prophet Muhammad as the Role of the Transformative-Prophetic Leadership Model***

Noble Man who was renewed on the 12th of Rabiul Awal which coincided with April 20, 571 AD, which had four main characters which became the foundation of his leadership, namely; trust (integrity & responsibility), Siddiq (honest & transparent), Fathonah (kompeten & Profesional), Tablig (communicative network building).

When viewed from the aspect of local wisdom in the Bugis-Makassar community, leadership is built on the foundation of "sulapa eppa" (square), approved by Muhammad Tang with the meaning "sulapa eppa" in perspective. (1) clay (Honest), (2) macca (smart / broad-minded); including encouraging the advancement of science and technology, (3) warrants (struggling / convincing), (4) sugi (having economic security-generous / capable of matching the community).

Prophet Muhammad SAW. In a period of approximately 22 years a very fundamental change has been made to the lives of people in Mecca and in Medina. The fundamental changes made by the Prophet Muhammad, during his prophetic period were approved, namely; on the theological aspect, the Arab community before the coming of the Prophet Muhammad embraced animism and polytheism (worshipping idols and many Gods), but after the Prophet Muhammad or Islam came to understand this was transformed into monotheism (monotheism).

Al-Faruqi & Al-Faruqi (2003: 109), explains that the essence of Islamic civilization is monotheism, an action that means Allah is One, the Creator returns to the main, Lord of the universe. Then on the social-social aspects, the Prophet Muhammad., Successfully united caravans or tribes who always

quarreled / supported at that time, even the Prophet Muhammad succeeded in uniting between religions (Islam, Christianity, Jews) in a harmonious life by being bound by a collective agreement called the charter of Medina.

The leadership of the Prophet Muhammad, not only was recognized among Muslims, but also among non-Muslims, such as; Michael H. Hart (1978) published a book of the 100 most influential figures in the world that are controversial. Michael H. Hart is a non-Muslim historian and well-known book writer from the United States who has worked as a professor of Astronomy and Physics at the University of Maryland USA. In addition, he once worked for NASA (in Indonesia we know LAPAN or LIPI), a science research institute the United States government is responsible for space research programs.

In the book, Hart places the Prophet Muhammad, first place as an influential human in history over other figures. Born of a simple family far from the center of civilization. Nevertheless, the Prophet Muhammad became a man who was awake and not involved in acts of social deviation which became a tradition of Arab society in the time of ignorance. Muhammad lived according to God's guidance. Never once did Muhammad lie, cheat, commit adultery or get drunk as did Arabs at that time.

The benchmark used by Hart to rank is not the level of intelligence, strength, or greatness, but the level of influence and how much the character changes the direction of history, encourages the rise and fall of civilization, and determines the steps of destiny of millions of people. The ability of the Prophet Muhammad, in transforming the Jahiliyah community into civilized society is proof that the Prophet Muhammad, a transformative leader. Then there are still many other non-Islamic figures who acknowledge the leadership of the Prophet Muhammad, such as; Mahatma K. Ghandi, R.C.V. Bodley, John William Draper, Stanley Lane-Poole, and so on. (see Islamic Center, accessed on November 16, 2018).

Then in the field of education of the Prophet Muhammad, we can use it in accordance with the conditions of the times and places. For example, during the war there were prisoners of war able to read and write, the prisoners of war were used to teach Muslims as a ransom of his freedom. In the case of the Prophet's learning method always develops the halaqah strategy in which there is a method of discussion with his friends.

If studied in depth about the leadership of the Prophet Muhammad. in the context of managing current educational institutions, what needs to be adapted is the main character or value that exists in the Prophet Muhammad SAW. as a world reform leader. The main values or characters that exist in Muhammad SAW. which needs to be adapted in the management of educational institutions as follows:

First: trust (integrity & responsibility); a leader in an educational institution must have high integrity and a sense of responsibility. Therefore, this character is needed to build trust in the people they lead and can be responsible for the steps and policies they take.

Second: *Siddiq* (honest & transparent); honest and transparent nature is one of the basic characters that must be possessed by a leader, with honesty can recognize his weaknesses and recognize the abilities of others. So he did

not stop to learn to increase his competence in leading. Transparency in managing educational institutions is needed to avoid the suspicion of the stakeholder institutions. In addition, honesty and transparency are needed to build trust so that all educators and education personnel participate in building and developing institutions to achieve common goals.

Third: *Fathonah* (Kompeten & Profesional), any work that is done now is needed ability or skill and must be professional in doing it, including in the education institution. Professionally managed educational institutions will produce high quality.

Fourth: *Tablig* (communicative networking / networking). With the advancement of information and communication technology today, it is a huge opportunity to build a broad network or net working. Only by cooperating or building a network of institutions will be large including educational institutions. Educational institutions that have a broad network will be able to dig up information and knowledge related to the development of their institutions.

The four basic characters must be possessed by a transformative-prophetic integrated leader with four other components, namely; 1) Inspirational Motivation, 2) Intellectual stimulation, 3) Individualized Consideration, 4) Idealized Influence.

#### ***D. The Importance of Implementing the Transformative-Prophetic Leadership Pattern in the Management of Educational Institutions***

Transformative-Prophetic leadership patterns need to be applied in educational institutions, because it is one solution to the leadership crisis, especially in the field of education. Olga Epitropika [6]. suggests 6 things why transformative leadership is important for an organization, namely; (1) Significantly improve organizational performance, (2) Positive associated with long-term marketing orientation and customer satisfaction, (3) Generating members 'commitment to the organization, (4) Increasing workers' trust in management and daily behavior of organizations, (5) Increase job satisfaction through work and leaders, (6) Reduce stress of workers and improve welfare.

Transformative leadership in an educational perspective, according to experts is defined as a leadership style that prioritizes opportunities that encourage all elements or elements of the school (teachers, students, employees / staff, parents of students, surrounding communities and others) to work on the basis of a values system ) which is sublime, so that all elements in the school are willing to participate optimally in achieving the school's vision. This leadership pays attention to general collective values such as freedom, equality, community, justice, and brotherhood, thus inviting people's attention to the organization's main goals. (Robert J. Starratt, 2007: 140).

## CONCLUSION

The study of leadership in Islamic education institutions must continue to be developed, because leadership is one of the dominant factors in contributing to the development of institutions. In accordance with this study, transformative-prophetic leadership is one of the leadership styles that needs to be applied in the development of educational institutions. So that it can make a change or innovation that can respond to the development of the times followed by the advancement and development of information and technology tools. Educational institutions that cannot improve "stretch" in response to the development of the times or are only managed traditionally "tombo ati", will be crushed by the times or abandoned by society.

Innovation in management in education is a new method and strategy in managing education by including planning, organizing or empowering existing resources, controlling or having control / evaluation of humans and programs, so that they can achieve educational goals or objectives that have been formulated together.

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