

Leadership in the Scientific View of Islamic Philosophy

 <https://doi.org/10.31004/jele.v%25vi%25i.1376>

Muhamad Iqbal Inayatullah, *Aang Rahmatulloh, Purwanto, Charly Dahlan,

Fatmawatipua^{abcde}

¹²³⁴⁵Sekolah Tinggi Ilmu Sosial dan Ilmu Politik (STISIP) Syamsul Ulum, Sukabumi, Indonesia

* Corresponding Author: rahmatullohaang52@gmail.com

A B S T R A C T

In Islamic teachings, leadership is a sacred mandate from Allah that demands sincerity, honesty, justice, open-mindedness, and wisdom, with every leader ultimately accountable before Him. Leadership must begin with right intentions, seeking only Allah's pleasure and viewing the role as a responsibility, not a privilege. The Prophet Muhammad taught that women should not hold the reins of leadership in certain contexts and warned against seeking positions for personal ambition, as leadership given upon request leaves one to bear the burden alone, whereas if bestowed without asking, Allah grants assistance. A leader must adhere strictly to Allah's laws, judge fairly, and maintain justice, for injustice leads to ruin in the Hereafter. They should remain accessible to the people, keeping their doors open to needs and complaints, sincerely advising the community, and refusing gifts to avoid corruption. Surrounding oneself with righteous advisors is essential to promote good and prevent wrongdoing. Gentleness is highly valued in leadership, as the Prophet prayed for ease upon those who are kind to their people and hardship for those who are harsh. Leaders must not create suspicion or spy on the people, as this erodes trust and destroys society. The Prophet emphasized that every individual is a leader within their domain – a ruler over their people, a wife over her household, and a servant over their master's trust – and each will be held responsible for those under their care. Thus, leadership in Islam is both an honor and a heavy trust that must be carried with integrity and fear of Allah.

Keywords: *Leadership, Scientific Perspective, Islamic Philosophy*

Article History:

Received 13th August 2025

Accepted 27th August 2025

Published 30th August 2025



INTRODUCTION

This article is titled "Leadership in the Scientific View of Islamic Philosophy". The author agrees to see it from an Islamic perspective, which is timeless in time and space, especially in this modern era which is full of Western thoughts that greatly influence the thinking of mankind, especially Muslims. In Islam, we also know about the teachings of leadership, not only belonging to Western and orientalist thinkers who dominate mankind.

In the next explanation we can also compare the concept of leadership according to Islamic teachings with the concept of leadership according to Western thinkers which is dominating and influencing the mindset and behavior of mankind, especially for leaders in Islamic countries. The difference is very clear and obvious. There is no doubt that the "failure and success" of a leader can be seen from some of the explanations that the author has put forward above.

METHOD

This research uses a library research method with a qualitative approach. Data was collected from a variety of relevant literature sources, including the holy book of the Qur'an, hadith, scientific works, books on Islamic philosophy, as well as modern leadership theories from Western scholars. The data collection process is carried out through identification, recording, and in-depth study of leadership concepts both from the perspective of Islamic teachings and from the perspective of Western science.

Data analysis is carried out with content analysis to identify the core values of leadership in Islam, compare them with Western leadership paradigms, and draw synthesis that can be a conceptual foundation. The analysis stages include data reduction, categorization, interpretation, and conclusion preparation. This approach allows researchers to uncover the fundamental similarities and differences between the two leadership perspectives, while highlighting their relevance in today's social, political, and moral contexts.

FINDINGS AND DISCUSSION

Criteria for Leadership in Islam

Using God's Law

In various aspects and scopes of leadership, he always uses the laws that have been established by Allah, this is as the verse:

"O you who have believed, obey Allah and obey His Messenger, and ulil amri among you. Then if you have a difference of opinion about something, then return it to Allah (the Qur'an) and the Messenger (his Sunnah), if you truly believe in Allah and the Day of Resurrection. That is more important (for you) and better for the result." (QS: 4:59).

Through the above verse, obedience to the leader is one thing that must be fulfilled, but with a note, if the leaders are obeyed, they must use the law of Allah. This is as stated in the verse of His words:

"Follow what has been revealed to you from your Lord and do not follow leaders other than Him. You have learned very little (from it)." (QS: 7:3)

In another verse Allah says:

".. Whoever does not decide according to what Allah has revealed, then they are disbelievers..." (QS: 5:44).

".. Whoever does not decide according to what Allah has revealed, then they are the righteous..." (QS: 5:45)

".. Whoever does not decide according to what Allah has revealed, then they are the wicked." (QS: 5:47).

"What is the law of ignorance that they want, and who is better than Allah for the believers?" (QS: 5:50).

And for the Muslims, Allah has clearly forbidden to take a leader as the verse says:

"O you who have believed, do not take the Jews and Christians as your leaders; Some of them are leaders for others. Whoever among you takes them as leaders, then he is indeed one of them. Indeed, Allah does not guide the wrongdoers." (QS: 5:51).

From the above few verses, it can be concluded that leaders in Islam are those who always take and place the law of Allah in all aspects of their leadership.

Not Asking for a Position, or Wanting a Certain Position

The Prophet PBUH said: "Surely we will not give this office to someone who asks for it, nor to one who is very ambitious to get it" (HR. Muslim).

"Indeed, you are weak (when Abu Dzar asked for the position to be answered by the Messenger of Allah), while the position is a trust, on the Day of Resurrection he will bring regret and loss, except for those who perform it well and do what is due to him." (HR. Muslim).

Except, if there are no more candidates and the leadership task is worried that it will fall on people who are not trustworthy and will bring more modhorot than benefits, this is as the verse:

"Make me treasurer of the land (Egypt), for I am indeed a man of good care and knowledge". (QS: Yusuf: 55).

With the note that the leadership mandate is carried out by:

Sincere

Trust,

Have an advantage over other competitors, and

Leadership in the Scientific View of Islamic Philosophy

Causing a disaster if the position is left to someone else.

Strong and Trustworthy

In the Qur'an, it is explained.

"One of the two women said: "O my father, take him as the one who works (for us), for indeed the best man you have taken to work (for us) is a strong and trustworthy man." (QS: 28:26).

This means that the criteria of physical strength and honesty are one of the criteria that must be possessed for someone who will be entrusted with a job.

Professional

The Prophet PBUH. has said:

"Indeed, Allah is very pleased with the work of one of you if it is done professionally" (HR: Baihaqi). And if a matter is given not to an unprofessional person, then wait for the moment of its destruction.

Not worth it because of KKN

The Prophet PBUH said,

"Whoever places someone because of kinship, while there are still people who are more pleasing to Allah, then he has betrayed Allah, His Messenger and the believers." (HR Al Hakim).

Then Umar bin Khatab explained it again:

"Whoever puts a person in a certain position, out of love or out of kinship, he does it only on that consideration, then he has betrayed Allah, His Messenger and the believers."

Putting the Most Suitable People

The Prophet replied,

"If a thing has been given to a person who is not necessarily (not a member), then wait for the Apocalypse (its destruction)". (HR Bukhari).

In the context of this hadith, there are at least several things that we can observe:

First, a leader must be able to see someone's potential. Every human being is certainly given advantages and disadvantages. The biggest mistake for a leader is when he can't see someone's potential and put it in its proper place. It is so important for a leader to pay attention to this, so the Prophet PBUH said as per the hadith above. The inability of the leader in this case will only make the congregation or the organization he leads ineffective and efficient, not even a few mistakes of the leader in this case cause chaos that leads to destruction.

Second, it can hone a person's potential. In addition to being able to see the potential in a person, a leader in his best way, he can hone the potential of those in his leadership. Honing one's potential is different from "forceing" someone to become someone they don't want.

Third, Placing a person according to the potential he has. "Right man in the right place", is an expression that we often hear. That placing a person must be in the most appropriate place for the person and his assignment.

Fourth, Regulating every potential of those under his leadership into a solid force. A good, sturdy and beautiful building certainly does not consist of only one element, but consists of various elements in it. Of course, the placement and use of each element is what greatly affects how a building is. We can use this simple parable to understand the task of a leader in placing and using those in his leadership.

Development of Leadership Paradigm: Style, Typology, Model and Theory of Leadership

The 20th century has just passed. We have been able to record the history of humanity which is full of dynamics of change in that century, including the development of science and technology, including the development of knowledge about leadership paradigms which can include leadership styles, leadership typologies, leadership models, and leadership theories.

Even though conceptually there are differences in the three, as an examination of the same substance, there will be correlations and even interdependencies between the three.

Leadership Style

Leadership style, basically contains the understanding as a manifestation of the behavior of a leader, which concerns his ability to lead. These manifestations usually form a certain pattern or shape. The definition of such a leadership style is in accordance with the opinion conveyed by Davis and Newstrom (1995). Both state that the leader's overall action pattern as perceived or referred to by the subordinate is known as the leadership style.

The leadership style of a leader can basically be explained through the following three schools of theory:

Genetic Theory (Heredity). The essence of the theory states that "Leaders are born and not made". Adherents of this school of theory put forward the opinion that a leader will become a leader because he has been born with leadership talent. In any circumstance a person is placed because he has been destined to be a leader, he will occasionally emerge as a leader. Speaking of destiny, philosophically this view is classified as a view of facility or determinitis.

Social Theory. If the first theory above is an extreme theory on the one hand, then this theory is also an extreme on the other. The essence of this school of social theory is that "Leaders are made and not born". So this theory is the core opposite of genetic theory. The adherents of this theory hold that everyone can become a leader if they are given enough education and experience.

Ecological Theory. The two extreme theories above do not entirely contain truth, so as a reaction to these two theories, a third theory has arisen. This theory, called ecological theory, essentially means that a person will only succeed in becoming a good leader if he or she already has leadership talent. These talents are then developed through regular education and experiences that allow for further development. This theory combines the positive aspects of the two previous theories so that it can be said to be the closest theory to the truth. However, much more in-depth research is still needed to be able to say exactly what are the factors that cause the emergence of a good leader.

In addition to the opinions that state the emergence of the leadership style, Hersey and Blanchard (1992) argue that the leadership style is basically the embodiment of three components, namely the leader himself, the subordinates, and the situation in which the leadership process is realized. Starting from this thought, Hersey and Blanchard (1992) propose the proposition that the leadership style (k) is a function of the leader (p), subordinates (b) and a certain situation (s), which can be notated as: $k = f(p, b, s)$.

According to Hersey and Blanchard, a leader is someone who can influence other people or groups to perform the maximum work that has been set according to the organization's goals. An organization will run well if the leader has proficiency in his field, and each leader has different skills, such as technical, human, and conceptual skills. Meanwhile, a subordinate is a person or a group of people who are members of an association or followers who are ready at any time to carry out orders or tasks that have been mutually agreed upon in order to achieve goals. In an organization, subordinates have a very strategic role, because the success or failure of a leader depends on his followers. Therefore, a leader is required to choose subordinates as carefully as possible.

The situation according to Hersey and Blanchard is a conducive situation, where a leader tries at certain times to influence the behavior of others in order to follow his will in order to achieve a common goal. In one situation, for example, the actions of the leadership a few years ago are certainly not the same as those done now, because indeed the situation has been different. Thus, the three elements that affect the leadership style, namely the leader, subordinate and the situation are elements that are interrelated with each other, and will determine the level of leadership success.

Leadership Typology

In practice, from the three leadership styles mentioned above, several types of leadership eventually develop; among them are some of the following (Siagian, 1997).

Otocratic type. An autocratic leader is a leader who has the following criteria or characteristics: Considers the organization as a personal owner; Identify personal goals with organizational goals; Considering subordinates as mere tools; Not willing to accept criticism,

suggestions and opinions; Too dependent on his formal power; In the action of mobilization, it often uses an approach that contains elements of coercion and is punitive.

Military type. It should be noted first that what is meant by a leader of the type of militarism is different from a leader of a military organization. A militaristic leader is a leader who has the following characteristics: In mobilizing subordinates the command system that is more often used; In moving subordinates, it is easy to depend on their rank and position; Delights in excessive formality; Demanding high and rigid discipline from subordinates; Finds it difficult to accept criticism from his subordinates; Fond of ceremonies for various circumstances.

Paternalistic type. A leader who is classified as a paternalistic leader is a person who has the following characteristics: considers his subordinates as immature human beings; being overly protective; rarely gives his subordinates the opportunity to make decisions; rarely give his subordinates the opportunity to take the initiative; rarely gives his subordinates the opportunity to develop their creativity and fantasy; and often be omniscient.

Charismatic type. Until now, experts have not managed to find the reasons why a leader has charisma. It is generally known that such a leader has a great deal of appeal and therefore generally has a very large number of followers, although those followers are often unable to explain why they become followers of the leader. Due to the lack of knowledge about the cause of a person's becoming a charismatic leader, it is often only said that such a leader is endowed with supernatural powers. Wealth, age, health, profile cannot be used as criteria for charisma. Gandhi was not a rich man, Iskandar Zulkarnain was not physically healthy, John F Kennedy was a charismatic leader despite his young age at the time of his election to be President of the United States. Regarding profile, Gandhi cannot be classified as a 'handsome' person.

Democratic Type. Knowledge of leadership has proven that a democratic type of leader is the most appropriate for a modern organization. This happens because this type of leadership has the following characteristics: in the process of mobilizing subordinates, there is always a starting point from the opinion that human beings are the noblest beings in the world; always try to synchronize the interests and goals of the organization with the personal interests and goals of its subordinates; happy to receive advice, opinions, and even criticism from his subordinates; always try to prioritize cooperation and teamwork in an effort to achieve goals; sincerely give the widest possible freedom to his subordinates to make mistakes that are then corrected so that the subordinates do not make the same mistakes again, but are more courageous to make other mistakes; always trying to make his subordinates more successful than he is; and trying to develop his personal capacity as a leader.

It is implicitly illustrated that to be a democratic leader is not an easy thing. However, since such a leader is the most ideal, it would be good if all leaders strive to be a democratic leader.

Leadership Model.

The leadership model is based on an approach that refers to the essence of leadership based on a person's behavior and skills that blend and then form different leadership styles. Some of the models that adhere to this approach are as follows:

Continuum Leadership Model (Autocratic-Democratic). Tannenbaun and Schmidt in Hersey and Blanchard (1994) argue that leaders influence their followers in several ways, namely from a way that highlights the extreme side called autocratic behavior to a way that highlights the other extreme side called democratic behavior. Autocratic behavior, in general, is considered negative, where the source of power or authority comes from the influence of the leadership. So authority is in the hands of the leader, because the concentration of power and decision-making is in him and holds full responsibility, while his subordinates are influenced through threats and punishment. In addition to being negative, this leadership style has benefits, including quick decision-making, can provide satisfaction to the leader and provide a sense of security and order for subordinates. In addition, the main orientation of this autocratic behavior is on tasks.

Democratic behavior is the behavior of this leadership to obtain a source of power or authority that originates from subordinates. This happens if subordinates are properly motivated and the leader in carrying out his leadership tries to prioritize cooperation and teamwork to achieve goals, where the leader likes to receive advice, opinions and even criticism from his subordinates. The policy here is open to discussion and group decision.

However, the reality is that this leadership behavior does not refer to the two extreme leadership behavior models above, but has a tendency that exists between the two extreme sides. Tannenbaun and Schmidt in Hersey and Blanchard (1994) group them into seven leadership behavior tendencies. These seven behaviors are not absolute but will have a tendency for leadership behavior to follow a continuum line from the task-oriented autocratic side to the relationship-oriented democratic side.

Ohio Leadership Model. In its research, Ohio University gave birth to a two-factor theory about leadership styles, namely the structure of initiation and consideration (Hersey and Blanchard, 1992). Initiation structure refers to the behavior of the leader in describing the relationship between himself and the members of the work group in an effort to form organizational patterns, communication channels, and well-established methods or procedures. Consideration refers to behavior that shows friendship, mutual trust, respect and warmth in the relationship between the leader and his staff members (subordinates).

Examples of consideration factors include leaders taking time to listen to group members, leaders are willing to make changes, and leaders are friendly and approachable. While an example for the initiation structure factor is for example the leader assigns certain tasks to the group members, the leader asks the group members to adhere to standard rules and regulations, and the leader informs the group members about the things expected of them.

The two factors in the Ohio leadership model in its implementation refer to four quadrants, namely: (a) a leadership model that is low in consideration and its initiation structure, (b) a leadership model that is high in consideration and its initiation structure, (c) a leadership model that is high in consideration but low in its initiation structure, and (d) a leadership model that is low in consideration but high in initiation structure.

Likert (Likert's Management System) Leadership Model. Likert in Stoner (1978) states that the leadership model can be grouped into four systems, namely authoritarian, authoritarian, wise, consultative, and participatory systems. The explanation of the four systems is as presented in the following section:

Authoritarian system (highly autocratic). In this system, the leader determines all decisions related to the job, and orders all subordinates to carry them out. For this reason, the leader also determines the standard of work that must be carried out by subordinates. In carrying out their work, leaders tend to apply threats and punishments. Therefore, the relationship between leaders and subordinates in the system is suspicious of each other.

Wise Authoritarian System (Paternalistic Autocratic). The difference with the previous system lies in the flexibility of the leadership in setting standards which is characterized by asking for opinions from subordinates. In addition, leaders in this system also often give praise and even rewards when subordinates manage to work well. However, even in this system, the attitude of the leader who always rules remains dominant.

Consultative System. The conditions of the work environment in this system are characterized by a two-way communication pattern between leaders and subordinates. Leaders in implementing their leadership tend to be more supportive. In addition, this leadership system is also reflected in the pattern of setting organizational targets or objectives that tend to be consultative and allow authority to be given to subordinates at a certain level.

Participatory System. In this system, leaders have a leadership style that emphasizes more on group work to the lower level. To realize this, leaders usually show openness and give high trust to subordinates. So that in the decision-making process and determining the leader's targets, subordinates are always involved. In this system, the communication pattern that occurs is a two-way pattern by giving freedom to subordinates to express all their ideas or problems related to the implementation of work.

Thus, the leadership model presented by Likert is basically a development of the models developed by Ohio University, namely from the point of view of initiation and consideration structures.

Grid Managerial Leadership Model. If in the Ohio model, leadership is reviewed in terms of its initiation structure and considerations, then in the grid managerial model presented by Blake and Mouton in Robbins (1996) introduces a leadership model that is reviewed from its attention to tasks and attention to people. Both sides of the leadership model review are then formulated in levels, which are between 0 and 9. In thinking about the managerial grid model, a leader in addition to having to think more about the tasks to be achieved is also required to have a good orientation to work relationships with humans as his subordinates. This means that a leader cannot only think about the achievement of tasks without taking into account the relationship with his subordinates, so that a leader in taking an attitude towards the task, the policies that must be taken, the process and procedure for completing the task, then at that time the leader must pay attention to the pattern of the relationship with his staff or subordinates properly.

Contingency Leadership Model. The contingency leadership model was developed by Fielder. Fielder in Gibson, Ivancevich and Donnelly (1995) argue that the most appropriate leadership style for an organization depends on the situation in which the leader works. According to this leadership model, there are three main variables that tend to determine whether the situation is favorable for the leader or not. The three main variables are: the leader's personal relationship with the group members (leader-member relationship); the rate of the task structure assigned to the group to be carried out (task structure); and the power and authority of the position possessed (position power).

Three-Dimensional Leadership Model. This leadership model was developed by Redin. This three-dimensional model, is basically an extension of the model developed by Ohio University and the Managerial Grid model. The main difference between these two models is the addition of one dimension to the three-dimensional model, namely the effectiveness dimension, while the other two dimensions, namely the relationship behavior dimension and the task behavior dimension, remain the same.

The essence of this model lies in the idea that leadership with a combination of relational behavior and task behavior may be the same, but it does not guarantee the same effectiveness. This happens because the difference in environmental conditions that occur and be faced by leaders with a combination of behavior, relationships, and the same tasks have differences. In general, the dimension of environmental effectiveness consists of two parts, namely the dimension of ineffective and effective environment. Each part of the environmental dimension has the same scale of 1 to 4, where for an ineffective environment the scale is marked negative and for an effective environment the scale is positive.

Leadership Theories.

One of the most prominent achievements of modern leadership sociology is the development of role theory. It is stated that each member of a society occupies a certain position, as well as individuals are expected to play a certain role. Thus leadership can be seen as an aspect of role differentiation. This means that leadership can be conceived as an interaction between an individual and his or her group members.

According to the rules, leaders or managers are superhuman beings more than others, strong, persistent, and know everything (White, Hudgson & Crainer, 1997). Leaders are also human beings who are few in number, but their role in the organization determines the success and success of the goals to be achieved. Departing from ideas, the vision of leaders is determined by the direction of an organization's journey. Although it is not the only measure of success from the level of organizational performance, the reality proves that without the presence of leaders, an organization will be static and tend to run without direction.

In the history of human civilization, the dictates of life and organizational dynamics depend more or less on a small group of human organizers. It can even be said that the progress of mankind comes from a small number of special people who come forward. These people are pioneers, pioneers, thinkers, creators and organizational experts. This group of

special people is called leaders. Therefore, one's leadership is the key to management. Leaders in carrying out their duties are not only responsible to their superiors, owners, and the achievement of organizational goals, they are also responsible for the internal problems of the organization, including responsibility for the development and development of human resources. Externally, leaders have social responsibility or public accountability.

In terms of leadership theory, basically leadership theories try to explain two things, namely, the factors involved in the emergence of leadership and the nature of leadership. The research on these two issues is more satisfying than the theory itself. However, leadership theories are quite interesting, because they help a lot in defining and determining research problems. From a search of the literature on leadership, leadership theory is heavily influenced by Galton's (1879) research on the backgrounds of prominent people who tried to explain leadership based on inheritance. Some advanced research suggests that individuals in each society have different levels of intelligence, energy, and moral strength and that they are always led by individuals who are truly superior.

Subsequent developments, some theorists developed the view that the emergence of great leaders is the result of time, place and momentary situation. Two hypotheses developed about leadership, namely; (1) the quality of leadership and leadership that depends on the group situation, and (2), the quality of the individual in overcoming momentary situations is the result of previous leadership that has succeeded in overcoming the same situation (Hocking & Boggardus, 1994).

Two theories, the Theory of Prominent People and the Situational Theory, attempt to explain leadership as the effect of a single force. The interactive effect between individual factors and situational factors seems to have received less attention. For this reason, research on leadership must also include; (1) the effective, intellectual and actionable properties of the individual, and (2) the specific conditions of the individual in its implementation. Another opinion suggests that to understand leadership attention must be directed to (1) the nature and motives of the leader as an ordinary human being, (2) imagining that there is a group of people he leads and his motives follow him, (3) the performance of the role must be played as a leader, and (4) the institutional link involving him and his followers (Hocking & Boggardus, 1994).

Some of these opinions, if observed, can be categorized as leadership theory with a "Personal-Situational" perspective. This is because his views are not only on the problems of the existing situation, but also seen the interaction between individuals and between leaders and their groups. The leadership theory developed following the three theories above, is the Theory of Interaction of Expectations. This theory develops about the role of leadership by using three basic variables, namely; actions, interactions, and sentiments. The assumption is that the increase in the frequency of interaction and participation is strongly related to the increase in sentiment or feelings of pleasure and clarity of the group norm. The higher the individual's position in the group, the more his activities are in accordance with the group's norms, the interaction is more widespread, and many members of the group are successfully invited to interact.

In 1957 Stogdill developed the Hope-Reinforcement Theory to achieve the role. It was stated that interaction between members in the implementation of duties will further strengthen the expectations to continue interacting. Thus, the role of the individual is determined by the shared expectations associated with the appearance and interactions performed. Then it was stated that the core of leadership can be seen from members' efforts to change the motivation of other members so that their behavior also changes. Motivation is changed through changing expectations about rewards and punishments. The changes in the behavior of group members that occur are intended to get rewards for their performance. Thus, the value of a leader or manager depends on his or her ability to create expectations of praise or reward.

On the basis of the above theory, House in 1970 developed the Motivational Leadership Theory. The motivational function according to this theory is to increase the association between certain ways of positive value in achieving goals and expected behaviors and increase

subordinate appreciation of the work that leads to the goal. In the same year Fiedler developed the Theory of Effective Leadership. It is stated that the effectiveness of a leader's behavior pattern depends on the outcome determined by a certain situation. Work-oriented leaders tend to be more effective in a variety of situations. The more socialized the interaction of the leader's suitability, the higher the level of leadership effectiveness.

The next leadership theory was Humanistic Theory with the pioneers Argyris, Blake and Mouton, Rensis Likert and Douglas McGregor. This theory generally argues that humans are naturally "motivated organisms". Organizations have certain structures and control systems. The function of leadership is to modify the organization so that individuals are free to realize their potential motivation in meeting their needs and at the same time in line with the direction of the group's goals. When observed, in Humanistic Theory, there are three main variables, namely; (1), appropriate leadership and attention to the conscience of members with all their expectations, needs, and abilities, (2), a well-structured organization that remains relevant to the interests of members in addition to the interests of the organization as a whole, and (3), a close and harmonious interaction between leaders and members to promote unity and live peacefully together. Blanchard, Zigarmi, and Drea even state, leadership is not something you do to others, but something you do together with others (Blanchard & Zigarmi, 2001).

Another leadership theory, which needs to be put forward is the Theory of Leadership Behavior. This theory emphasizes what a leader does. It is stated that there are behaviors that distinguish leaders from non-leaders. If a study succeeds in finding typical behaviors that indicate the success of a leader, then the implication is that a person can basically be educated and trained to be an effective leader. This theory also answers the opinion, the leader is not only born to be a leader but can also appear as a result of a learning process.

In addition to the leadership theories that have been put forward, in the developments that have recently received the attention of experts and practitioners are two basic patterns of interaction between leaders and followers, namely transformational leadership patterns and transactional leadership. Both leadership patterns are based on the opinion of a political scientist named James McGregor Burns (1978) in his book entitled "Leadership". Bass (1985) further researched and studied the two leadership patterns and then formally announced them as theories, complete with their models and measurements.

Leadership Competencies

An important requirement for the effectiveness or success of leaders (leadership) and managers (management) in carrying out their respective roles, duties, functions, or responsibilities is competence. The concept of competence was first popularized by Boyatzis (1982) who defined competence as "the ability possessed by a person that appears in his attitude that is in accordance with the needs of the work within the parameters of the organizational environment and provides the desired results". Historically, the development of competencies can be seen from several definitions of selected competencies over time developed by Burgoyne (1988), Woodruffe (1990), Spencer and colleagues (1990), Furnham (1990) and Murphy (1993).

Menurut Rotwell, kompetensi adalah an area of knowledge or skill that is critical for production ke outputs. Lebih lanjut Rotwell menuliskan bahwa competencies area internal capabilities that people brings to their job; capabilities which may be expressed in a broad, even infinite array of on the job behaviour. Spencer (1993) berpendapat, kompetensi adalah "... an underlying characteristic of an individual that is causally related to criterion referenced effective and/or superior performance in a job or situation". Senada dengan itu Zwell (2000) berpendapat "Competencies can be defined as the enduring traits and characteristics that determine performance. Examples of competencies are initiative, influence, teamwork, innovation, and strategic thinking".

Some of the views above indicate that competence is a permanent individual characteristic or personality trait that can affect a person's performance. In addition to the traits of Spencer and Zwell, there are other characteristics of competencies, namely motives, self concept (Spencer, 1993), knowledge, and skills (Spencer, 1993; Rothwell and Kazanas, 1993).

According to the review of Asropi (2002), these various competencies contain the following meanings: Traits refer to innate physical traits and consistent responses to various situations or information. Motives are something that a person always thinks or wants, which can direct, encourage, or cause people to do an action. Motivation can lead a person to set actions that ensure he or she achieves the expected goals (Amstrong, 1990). Self concept is the attitude, value, or image that a person has about himself; which gives confidence to a person who he is. Knowledge is information that a person has in a certain field. Skill is the ability to carry out certain tasks, both mental and physical.

In contrast to the other four characteristics of competence that are intentional in individuals, skills are action. According to Spencer (1993), skills are transformed into behaviors in which there are motives, traits, self concepts, and knowledge. According to Spencer (1993) and Kazanas (1993), there are leadership competencies in general that can be applied or sorted according to levels, functions, or fields, namely competencies in the form of: result orientation, influence, initiative, flexibility, concern for quality, technical expertise, analytical thinking, conceptual thinking, team work, service orientation, interpersonal awareness, relationship building, cross cultural sensitivity, strategic thinking, entrepreneurial orientation, building organizational commitment, and empowering others, Developing others. These competencies are generally managerial position competencies that are required in almost all managerial positions.

The 18 competencies identified by Spencer and Kazanas can be lowered into the following leadership levels: top leadership, middle leadership, and technical operations control leader (supervisor). The competencies of the top leadership are result (achievement) orientation, relationship building, initiative, influence, strategic thinking, building organizational commitment, entrepreneurial orientation, empowering others, developing others, and flexibility. The competencies at the middle leadership level focus more on influence, result (achievement) orientation, team work, analytical thinking, initiative, empowering others, developing others, conceptual thinking, relationship building, service orientation, interpersonal awareness, cross cultural sensitivity, and technical expertise. Meanwhile, at the supervisor level, the leadership competencies focus more on technical expertise, developing others, empowering others, interpersonal understanding, service orientation, building organizational commitment, concern for order, influence, flexibility, relationship building, result (achievement) orientation, team work, and cross cultural sensitivity.

In this connection, Kouzes and Posner (1995) believe that a performance that has superior quality in the form of goods or services, can only be produced by leaders who have excellent quality. It is stated that the quality of managerial leadership is a way of life that results from "total personal quality" plus "total quality control" plus "leadership quality". Based on his research, it was found that there are 5 (five) basic practices of leaders who have superior leadership qualities, namely; (1) leaders who challenge the process, (2) inspire shared insights, (3) enable others to act and participate, (4) be able to be guides, and (5) motivate subordinates.

The characteristics of managers who are admired so that subordinates are willing to follow their behavior are, if the manager has an honest nature, looks to the future, provides inspiration, and has technical and managerial skills. While Burwash (1996) in relation to the leadership qualities of managers states, the key to superior leadership qualities is leadership that has at least 8 to 9 out of the 25 best leadership qualities. It is stated that quality leaders are not satisfied with the "status quo" and have the desire to continue to develop themselves. Some of the criteria for good managerial leadership qualities include, having a strong organizational commitment, visionary, high self-discipline, not making the same mistakes, enthusiastic, insightful, high communication skills, time management, being able to handle any pressure, being able to be an educator or teacher for his subordinates, empathy, thinking positively, having a strong spiritual foundation, and always ready to serve.

Warren Bennis (1991) also stated that the role of leadership is "empowering the collective effort of the organization toward meaningful goals" with the following success indicators: People feel important; Learning and competence are reinforced; People feel they

are part of the organization; and Work is viewed as exciting, stimulating, and enjoyable. Meanwhile, Soetjipto Wirosardjono (1993) marked the following leadership qualifications, "the leadership we want is leadership that truly radiates authority, because it has commitment, credibility, and integrity".

Prior to that, Bennis and Burt Nanus (1985) identified the form of leadership competence in the form of "the ability to manage" in four ways: attention (= vision), meaning (= communication), trust (= emotional glue), and self (= commitment, willingness to take risk). Then in 1997, the four concepts were changed to the new rules of leadership in the form of (a) Provide direction and meaning, a sense of purpose; (b) Generate and sustain trust, creating authentic relationships; (c) Display a bias towards action, risk taking and curiosity; and (d) Are purveyors of hope, optimism and a psychological resilience that expects success (see Karol Kennedy, 1998; p.32).

For Rosabeth Moss Kanter (1994), in facing future challenges that are increasingly complex and will develop more dynamically, leadership competencies are needed in the form of the right conception, sufficient competence, broad connections, and confidence.

Another figure is Ken Shelton (ed., 1997) identifies competence in other nuances, according to the relationship of leader and follower, and the spirit of leadership. In the relationship between leader and follower, he emphasized how the two should interact. This phenomenon, according to Pace, requires unselfish leadership qualities. In addition, according to Carleff, leaders and followers are two sides of the same process. In the relationship of the leadership spirit, a number of observers enter the "spiritual" realm. Other qualities that color it include heart, soul, and morals. Bardwick stated that leadership is not a matter of intellect or recognition, but rather an emotional one. Bell thinks that the true guide is not always a rational being. They are often flame seekers.

CONCLUSIONS

The failure or success of a leader can be observed, studied, and analyzed based on certain measurable criteria, serving as a barometer of leadership performance. While leadership often refers to the head of state of a nation, including Indonesia as the world's largest Muslim country, the combination of qualities from both Islamic teachings and Western thought offers a comprehensive perspective for assessment. In Islamic teachings, supported by Ibn Khaldun's view that "knowledge without religion is blind, and religion without knowledge is paralyzed," an ideal leader embodies both scientific competence and religious integrity. When these two aspects are inherent, leadership success emerges naturally without manipulation; however, the absence or imbalance of either will inevitably reveal failure, even if concealed by power. Historical records worldwide demonstrate that leaders adopting either the Islamic model, the Western model, or a combination of both provide valuable lessons on the dynamics and outcomes of leadership.

REFERENCES

Alqur'an
Hadist