Contribution of Islamic Worldview to Leadership and Student Learning Outcomes

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ABSTRACT: *Schools must be managed healthily and effectively for noble purposes, so people must lead schools with reliable leadership capacity and good integrity. Several studies have stated that the effectiveness of Islamic school management rests on its human resources, which are capable and must have the competence and integrity of a pious personality. From this conception, it is necessary to know how essential school leaders are. This study aims to determine the contribution of the Islamic worldview to school leadership and student learning outcomes. The research design used a survey and was ex post facto conducted on a sample of 154 from 38 districts/cities of Muhammadiyah Elementary School Principals using an area random sampling technique. From these data, it can be concluded that the Islamic worldview presented to the principal affects his leadership practice in Islamic elementary schools. At the same time, the student learning outcomes are indirect through the rational path – organizational and emotional path. It was found that the Islamic worldview factor, which theoretically covers human behaviour, has been shown to strongly contribute to the principal's leadership behaviour and teacher behaviour.*

Sekolah harus dikelola secara sehat dan efektif untuk tujuan mulianya, sehingga sekolah harus dipimpin oleh orang-orang yang memiliki kapasitas kepemimpinan yang handal dan integritas yang baik. Beberapa penelitian menyebutkan bahwa bahwa efektivitas manajemen sekolah Keislaman bertumpu pada sumber daya manusianya yang tidak hanya mampu, tetapi juga harus memiliki kompetensi dan integritas kepribadian yang saleh. Dari konsepsi tersebut, perlu untuk diketahui betapa pentingnya pemimpin sekolah. Penelitian ini bertujuan mengetahui kontribusi pandangan hidup Islam terhadap kepemimpinan sekolah dan hasil belajar siswa. Desain penelitian menggunakan survei dan bersifat ex post facto yang dilakukan terhadap sampel sejumlah 154 dari 38 kabupaten/kota Kepala Sekolah Dasar Muhammadiyah dengan teknik area random sampling. Dari data tersebut, dapat disimpulkan bahwa pandangan hidup Islam (Islamic worldview) yang terpresentasikan pada kepala sekolah mempengaruhi praktik kepemimpinannya di Sekolah Dasar keislaman, sementara terhadap hasil belajar siswa bersifat tidak langsung melalui rational path – organizational dan emotional path. Ditemukan bahwa faktor Islamic worldview yang secara teoritis melingkupi perilaku manusia, terbukti memiliki kontribusi kuat terhadap perilaku kepemimpinan kepala sekolah dan perilaku guru.

I. INTRODUCTION

Increasing school capacity for improvement is a crucial target of leadership that should be designed in schools to influence teacher practice and student learning. School improvement capacity is often defined as conditions that support learning, enable staff to learn professionally, and provide a means for schools to implement ongoing strategies for improvement. Thus, one of the main functions of the school is to improve the student learning process as a central theme that should receive more attention from all elements of the school. Principals' leadership behaviour as instructional leaders significantly impacts the creation of effective schools and student learning outcomes, although not directly (Campbell, Chaseling, Boyd, & Shipway, 2019);(Sebastian, Allensworth, Wiedermann, Hochbein, & Cunningham, 2019);(Sebastian, Huang, & Allensworth, 2017). Furthermore, school leadership plays an essential role in the success of the teaching and learning process carried out by teachers, ultimately providing quality contributions to student learning outcomes. Likewise, leadership style affects the efficiency and effectiveness of the organization. It is a function of several other interrelated factors, such as the level of psychological and social maturity in the workplace and employee expectations. The principal's leadership style really depends on the leader's assumptions about humans, human nature and human learning. This assumption, consciously or not is the main basis for decision-making and choosing a leadership style. Leadership is the process of influencing people to act for the fulfilment of specific goals.

Meanwhile, Saleem describes a leader as someone who motivates a group of people to achieve a task and maintains team unity in the whole process (Saleem, Aslam, Rafiq, & Rao, 2019). Many people believe that a leader means that one person dominates another or that a group of people is the perfect leader, embodying people's opinions for every desired goal. Such leadership is not only a personality trait but how the leader excels in his relationships with his followers (Ikhwan, 2019).

The findings of Leithwood relate to factors that influence learning outcomes in mathematics, encouraging the emergence of the four-track concept (Leithwood, Sun, & Schumacker, 2019). School-level variables in many studies have an indirect effect on student learning outcomes. While the variables at the class level, several variables directly influence student learning outcomes. The variables in question are grouped into four paths, i.e. logical, emotional, organizational, and professional learning community. This family path includes resource learning/resources at home and family educational cultures. Of the eight variables proposed by Leithwood et al., only three directly affect student learning outcomes: learning time, home computers, and parental assistance. At the same time, other variables have no direct effect. Of the five variables that have no direct effect, the subject teacher community variable (professional learning community) has no effect on either student learning outcomes or on other variables.

In contrast to the four variables that have an influence on other variables, especially the influence on learning time. Schools as institutions that manage people are non-

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profit corporations; however, schools must be managed healthily and effectively for their noble goals, so schools must be led by people who have reliable leadership capacity and good integrity. The effectiveness of managing an organization is highly dependent on its human resources (*insan muttaqun*) (Gazi, 2020);(Ahmad, 2018). From this conception, it shows how important the figure of a school leader, including Muhammadiyah schools, must have muttaqun human traits (*siddiq, amanah, sincere, ukhuwwah,* and *mujahadah*).

Furthermore, based on Gazi and Ahmad, the researcher believes that the effectiveness of Muhammadiyah school management relies on its human resources who are not only capable, but also must have the competence and integrity of a pious personality (*insan muttaqun*) (Gazi, 2020);(Ahmad, 2018). Thus, there will be a different conceptual framework of school leadership proposed by Gumus with what is offered in this study, where the position of school leadership in Muhammadiyah is not an exogenous variable, but an intervening variable (Gumus, Bellibas, Esen, & Gumus, 2016);(Leithwood et al., 2019).

II. METHOD

This study uses a quantitative approach with a non-experimental design. The population of this research is elementary schools belonging to Persyarikatan Muhammadiyah in East Java at all levels of leadership totaling 154 schools from 38 districts and cities. The research sample is based on the minimum number of research samples recommended by Jöreskog & Sörbom of k (k + 1) / 2 = 8 (8 + 1) / 2 = 36 (Jöreskog & Sörbom, 1982). To meet the regional representation in this case the district / city, then sampling using area random sampling technique, and proportional is used to calculate the number of samples to be used in the study from a number of school populations in one district or city, the number of research samples was found to be 54 schools. The research instrument was adopted and adapted from the questionnaire used by (Leithwood et al., 2019), and the Islamic worldview is constructed from the concept of Islamic characteristics proposed by (March, 2010).

The data analysis technique used in this study uses Partial Least Square (PLS) with Smart PLS 3.3.2 software. The Partial Least Square (PLS) evaluation model is based on predictive measurements that have non-parametric properties (Abdi & Williams, 2013);(Lin et al., 2020). Measurement Model or Outer Model, the convergent validity of the measurement with reflexive indicators is assessed based on the correlation between the item component score and the construct score calculated by PLS. Composite reliability measuring a construct can be evaluated with two kinds of measures: internal consistency. Compared to Cronbach's alpha tends to lower bound estimate reliability. The structural model or the Inner Model is evaluated to see the exogenous to endogenous relationship and uses R-square for the dependent construct. The structural model or inner model is evaluated by looking at the percentage of variance explained by looking at R^2 for the dependent latent construct using the Stone–Geisser Q-square test and also looking at the magnitude of the structural path coefficient. The stability of this estimate was evaluated using the t-statistical test, and the positive and negative effects were seen from the original sample (O) obtained through the bootstrapping procedure. The goodness of fit evaluation of the inner model is evaluated using *R-square* for the latent dependent variable with the same interpretation as the regression (Ikhwan, 2021).

III. RESULT AND DISCUSSION

Outer Model Evaluation

The outer model is often called the external relation or measurement model, specifying the relationship between the studied variables and their indicators.

1. *Convergent Validity*

Table 1. Results For Outer Loadings

Indicator		Original sample estimate	Standard deviation	t-Statistic
Rational Path (RP)	AP	0,936	0,067	13,909
	DC	0,766	0,127	6,028
Emotional path (EP)	CTE	0,890	0,073	12,209
	TT	0,893	0,038	23,262
Organizational path (OP)	IT	0,842	0,072	11,622
	PLC	0,906	0,066	13,664
Family path (FP)	FEC/AH	0,969	0,090	10,714
	RL/RH	0,895	0,137	6,531
Islamic worldview (IW)	IJB	0,924	0,027	34,732
	RAB	0,794	0,150	5,309
	SHU	0,875	0,043	20,297
	THA	0,891	0,053	16,689
	THD	0,904	0,051	17,896
	TWZ	0,911	0,050	18,073
	WQY	0,910	0,036	25,099

Results for outer loadings explain each indicator's ability to explain the research variables studied. All indicators have a loading value greater than 0.5, which means that the indicator can be used to measure variables.

2. *Composite Reliability*

Table 2. Composite Reliability

Construct	Composite Reliability	t statistic
Emotional Path (EP)	0,885	20,758
Family Path (FP)	0,930	9,759
Islamic World View (IW)	0,963	53,643
Organizational Path (OP)	0,866	15,885
Rational Path (RP)	0,843	12,456

The condition is if the composite reliability value > 0.70 is interpreted as very satisfactory. The overall value of t statistics is more significant than 1.96, indicating that each indicator is significant in forming the construct.

3. *Average Variance Extracted (AVE)*

Table 3. Average Variance Extracted

Construct	Average Variance Extracted	t statistic
Emotional Path (EP)	0,794	12,608
Family Path (FP)	0,869	8,938
Islamic World View (IW)	0,788	11,464
Organizational Path (OP)	0,764	10,468
Rational Path (RP)	0,731	10,286

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The condition is if the AVE value > 0.70 is interpreted as very satisfactory (Ghozali, 2005). The value of t statistics is more significant than 1.96, indicating that the construct explains the two indicators significantly.
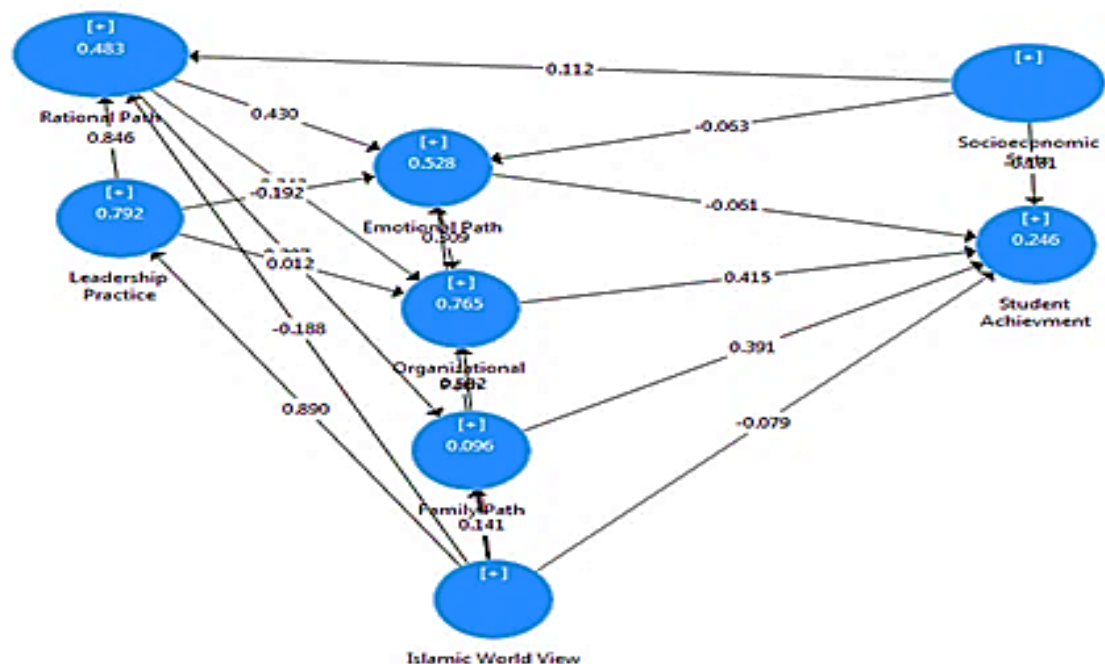
4. R Square

The coefficient of determination is used to determine the effect of exogenous constructs on endogenous constructs

Table 4. Value of *R square*

Exogen	Endogen	R square	t statistic	Note
Rational path, Islamic worldview, rational path	Emotional path	0,528	4,271	significant
Islamic worldview dan rational path	Family Path	0,096	1,402	Not significant
Islamic worldview	School leadership	0,792	7,365	significant
Emotional path, Islamic worldview, school leadership dan rational path	Organizational Path	0,765	8,381	significant
Islamic worldview, school leadership and socioeconomic Status	Rational Path	0,483	2,988	significant
Emotional path, family path, Islamic worldview, organizational path dan socioeconomic status	Student achievement	0,246	2,401	significant

5. Inner Model Test or Structural Model Test

This test evaluates the relationship between latent constructs as hypothesized in the study. Based on the PLS output, the following figure is obtained:

Figure 1. PLS Analysis Results

6. Structural Model Testing (Inner Model)

The suitability of the structural model can be seen from Q2, which can be calculated based on the value of the R square.

Table 5. R-Square Value

Endogen Construct	R-square
Emotional path	0,528
Family Path	0,096
Leadership Practice	0,792
Organizational Path	0,765
Rational Path	0,483
Student achievement	0,246

The suitability of the structural model can be seen from Q2 as follows

$Q2 = 1 - [(1 - R^21)*(1 - R^22)*(1 - R^23)*(1 - R^24)*(1 - R^25)*(1 - R^26)]$

$= 1 - [(1 - 0,528)*(1 - 0,096)*(1 - 0,792)*(1 - 0,765)*(1 - 0,483)*(1 - 0,246)]$

$= 1 - 0,0081$

$= 0,9918$

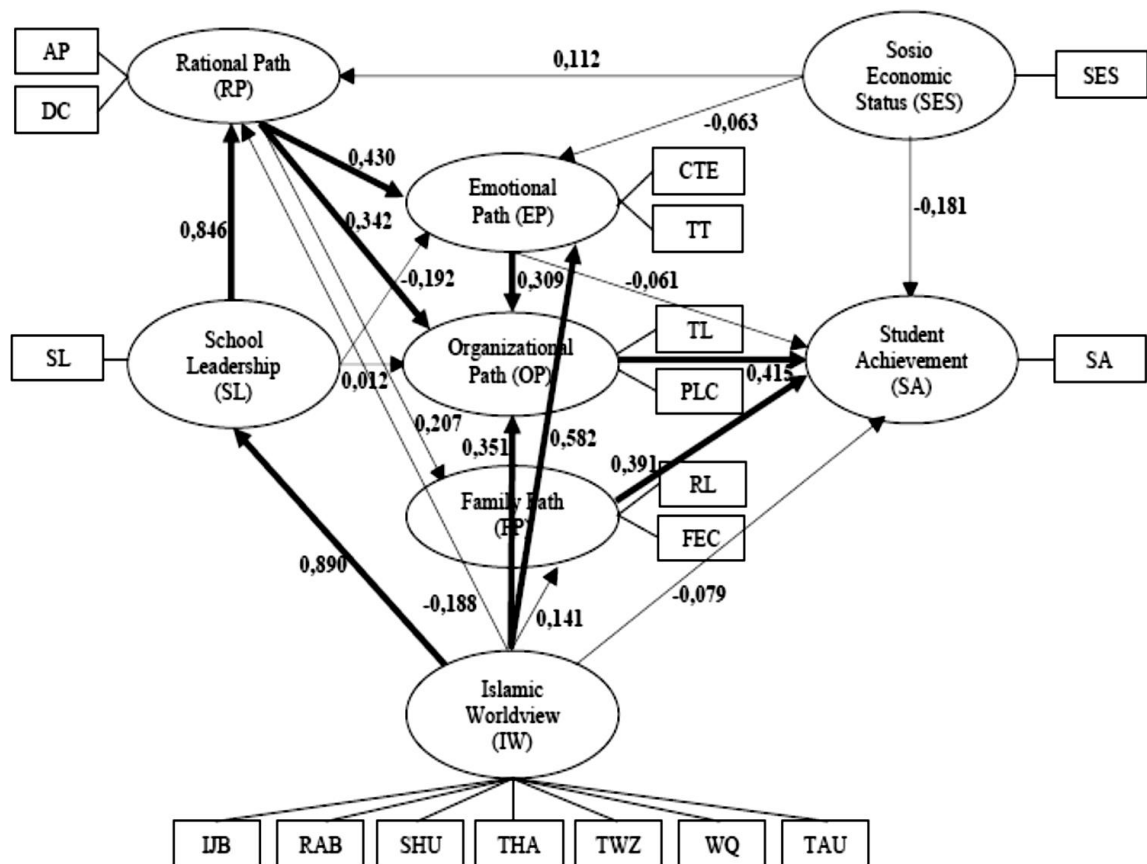The results above show that the model's suitability with Q2 data is excellent, 99,18%.

7. Hypothesis test

Table 6. Hypothesis Testing Results

Hip	Variable	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Note
H1	Islamic Worldview -> School Leadership	0,890	13,505	0,000	Significant
H2	Islamic Worldview -> Student Achievement	-0,079	0,351	0,726	Not significant
H3	Islamic Worldview -> Family Path	0,141	0,834	0,405	Not significant
H4	Islamic Worldview -> Organizational Path	0,351	2,161	0,031	Significant
H5	Islamic Worldview -> Emotional Path	0,582	2,254	0,025	Significant
H6	Islamic Worldview -> Rational Path	-0,188	0,596	0,551	Not significant
H7	School Leadership -> Rational Path	0,846	2,879	0,004	Significant
H8	School Leadership -> Emotional Path	-0,192	0,621	0,535	Not significant
H9	School Leadership -> Organizational Path	0,012	0,073	0,942	Not significant
H10	Rational Path -> Emotional Path_	0,430	3,043	0,002	Significant
H11	Rational path -> Organizational Path	0,342	3,106	0,002	Significant
H12	Rational Path -> Family Path	0,207	1,288	0,198	Not significant
H13	Emotional Path -> Organizational Path	0,309	2,737	0,006	Significant
H14	Emotional Path -> Student Achievement	-0,061	0,354	0,724	Not significant
H15	Organizational Path -> Student Achievement	0,415	2,268	0,033	Significant

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H16	Family Path -> Student Achievement	0,391	2,599	0,010	Significant
H17	Socioeconomic Status -> Rational Path	0,112	0,756	0,450	Not significant
H18	Socioeconomic Status -> Emotional Path_	-0,063	0,582	0,561	Not significant
H19	Socioeconomic Status -> Student Achievement	-0,181	1,266	0,206	Not significant

The initial assumption is based on research by Leithwood et al. (2019), which concluded that school leadership does not directly affect student achievement. However, the effect is through three paths: rational, emotional, and organizational. Likewise, what happened at Muhammadiyah Elementary Schools in East Java, the school leadership did not directly affect student achievement. The principal's primary function is the primary controller in school management, which includes human resources, infrastructure, finance, networks and relations with external stakeholders. At the same time, those directly related to the classroom area are teachers. Thus, it can be understood that the principal cannot directly affect the conditions or changes in student learning outcomes. However, it cannot be denied that the success of classroom management by teachers can result from a principal's leadership (Özdemir, Sahin, & Öztürk, 2020);(Rostini, Syam, & Achmad, 2022).

***Figure 2.** Direct and Indirect Influence*

The influence of school leadership on the rational, emotional, and organizational paths occurs on the rational path, which in the study of research results should have a significant contribution to the three existing paths. It is interesting to review. The context of the research results is the absence of the influence of the principal's leadership on the emotional and organizational pathways, which indicates the possibility of a positive intensive relationship between principals and teachers. The fact that underlies the Islamic worldview affects the rational path not directly but through the school leadership. This is because the essence of the creators and main drivers of the creation of academic press and disciplinary climate are all elements (people) in schools, starting from the principal and teachers. Any understanding that contributes to creating school culture or climate lies in the people in the school and is the embodiment of the rational path. It is very dependent on individuals' level of competence, including their Islamic worldview.

The influence between the four paths used in this study is the influence of the rational path on the emotional, organizational, and family path, indicating that the influence is not significant on the family path. The explanation is to change the condition of the school due to the condition of the student's family. In other words, the school is the area most likely to receive influence from the environment, including the student's family and not vice versa. In line with the results of this study, Walberg (1992) identified that parents play an essential role in encouraging children's curiosity, creativity, and self-confidence. At the same time, the significant influence of the rational path on the emotional and organizational path can be explained in the school culture. School culture as a description of the realization of an excellent rational path will affect the overall teacher performance, including collective teacher efficacy, teacher trust, professional learning community and optimizing learning time. With a strong school culture, schools will have better-motivated teachers. A highly motivated condition of the teacher has a greater chance of success in student performance (student achievement). Principals seeking to improve student performance should improve school culture by getting the right relationship between them, their teachers, students and parents (Berkowitz, Moore, Astor, & Benbenishty, 2016);(Reynolds, Lee, Turner, Bromhead, & Subasic, 2017).

Looking at the socioeconomic Status (SES) variable on student achievement and the rational path, the same results are not significant. This finding is different from the findings of Leithwood et al., which resulted in SES having a significant and direct influence on student achievement and the rational path. This finding shows that there is no influence of family economic status on the achievement of student learning outcomes at school. This is the reality that the family's general pattern of financial management has not focused on the interests of their children's education or learning. The focus of the use of finance in the family (Muhammadiyah) of East Java is very likely still on consumptive needs and has not touched on long-term investments such as children's education (Rohani, 2009).

The influence of school leadership on student achievement in the study, one of which occurs through the organizational path. This finding also states that the organizational path that uses time for learning time and professional learning community indicators at schools is the same as Leithwood et al. (2019) in Canada. A rational explanation that can be used to reinforce this finding is (McKnight & Whitburn, 2020);(Schneider & Preckel, 2017) identified a positive effect (0.62) of professional teachers on student learning outcomes. Professional teachers explain, among others, the effectiveness of

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the use of time in the learning process carried out in the classroom. Thus, the effect of the organizational path on student achievement is a reasonable condition by using indicators of instructional time and professional learning community.

Furthermore, a significant influence was found in the analysis of the influence of the Islamic worldview on school leadership in Muhammadiyah elementary schools. This finding explains the concept of human nature given by Allah SWT as personal and social beings as well as essentially as khalifatullah on earth (QS. Al Baqarah: 30) which has the function of leading and prospering the earth and its environment, both living and non-living, although, by nature, humans tend to damage and even spill the blood of others. The nature of leadership possessed by humans in practice will always be influenced by beliefs and views of life that come from religion and their environment. Thus, theoretically, leadership by humans, including in schools, will always be related to and influenced by the worldview. Specifically, in the Islamic-based Muhammadiyah Elementary School in East Java, the characteristics of Islam will strongly influence the leadership pattern of the principal both in the school component and the principals. Teachers who become learning leaders in the classroom will manifest an Islamic leadership pattern toward students (Al-karasneh & Saleh, 2010);(Spillane, 2017).

Meanwhile, the Islamic worldview's influence occurs on emotional and organizational paths. A significant contribution to the creation of collective teacher efficacy (emotional path) is obtained from the awareness of the teacher as a worker as well as a form of servitude to God. The power of worship that is ukhrawi-oriented and not just worldly needs may be a strong impetus that allows the Islamic worldview at Muhammadiyah Elementary School in East Java to be firmly embedded so that its massive manifestation occurs in all lines of school (Ahmad, Rohman, Reza, & Firdausi, 2021);(Hadi & Sani, 2021);(Maulana, 2020).

The influence of the Islamic worldview on the family path, which uses indicators of family educational cultures/adult help, which are all efforts of parents in providing assistance and learning services for students while at home and in the family, contributing directly to the success of their children at school, should be maximally influenced. by Islamic worldview, but the fact is not the case. This phenomenon is possible because the culture of providing learning assistance to children is still considered the obligation and responsibility of teachers and schools.

The effect on student achievement in Muhammadiyah elementary schools in East Java is determined by the family and organizational paths. As researchers, Leithwood et al. and (Hampden-Thompson & Galindo, 2017);(Tan, Lyu, & Peng, 2020) show that the family directly influences student learning achievement in school, which means that the results are the same as the findings of researchers for Muhammadiyah Elementary Schools in East Java. uses parental involvement indicators, while Leithwood et al. use family educational culture indicators. Family educational culture indicators describe parental involvement in many activities at school and parental assistance at home in facilitating the completion of school assignments that students must complete at home. In this study, the family path indicator used is family educational culture and not parental involvement, as well as resource learning/resources at home (Daniëls, Hondeghem, & Dochy, 2019);(Huggins, Klar, & Andreoli, 2020).

Islamic worldview does not significantly influence student achievement, showing that school principals and teachers are firmly embedded in their Islamic view of life.

Hence, it affects the emotional path, but not for students. This result is possible because they do not have the optimal age for elementary school students to think about the future, so school's and teachers' roles are strategic. Islamic education must strive to train students' feelings so that their attitudes to life, decisions, and approaches are always influenced by the spiritual values of Islam (Rohani, 2009). (Dhuey & Smith, 2018);(Tingle, Corrales, & Peters, 2019) findings that differ from those of Leithwood et al. proved that the Islamic worldview variable significantly affected school leadership, emotional path, and organizational path but did not affect student achievement. The influence of the Islamic worldview on student achievement is indirect, namely through the principal and teachers, which ends in the same way through the organizational path. This finding also concludes the unique characteristics of Muhammadiyah Elementary Schools in East Java as Islamic-based religious schools: Islamic worldview colours human-based variables (principals, teachers). The predictor of socioeconomic Status (SES) does not affect student achievement (student learning outcomes) in the context of Muhammadiyah Elementary Schools in East Java. These findings differ from Leithwood et al., which found a significant direct effect of socioeconomic Status (SES) on student achievement of elementary school students in Canada. The contribution of the Islamic worldview to school leadership and student learning outcomes of Muhammadiyah Elementary Schools in East Java is as follows:

1. The Islamic worldview, which the principal represents, contributes directly to the practice of leadership in schools
2. Islamic worldview does not directly contribute to student learning outcomes

IV. CONCLUSION

The contribution of principal leadership to student learning outcomes has indirect contribution, although not precisely the same effect four lines. This research finds a different concept i.e. Islamic worldview factors that theoretically encompass human behaviour proved to have a solid contribution to the leadership behaviour of school principals and teacher behaviour. In the context of research at Muhammadiyah Elementary Schools (including schools at other levels) based on Islam, discussing the factors that influence human behaviour cannot eliminate the Islamic worldview factor that comes from religion as human nature. The results of this study may be used by other religious-based educational institutions, such as educational institutions within the ma'arif NU environment and other Islamic educational institutions. It is even possible to apply them to non-Muslim institutions, given the similarity of essential characteristics of religious values.

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