

# Educational Leadership as the Primary Force in Attracting Islamic Education Customers

Hariratz Zulfa<sup>1</sup>, Agus Eko Sujianto<sup>2</sup>, Prim Masrokan Mutohar<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, [hariratz@gmail.com](mailto:hariratz@gmail.com)<sup>1</sup>.

## ABSTRACT

*This study aims to discuss the role of leadership and the capabilities of a leader in implementing marketing management roles in Islamic educational institutions. The emergence of new educational institutions has created phenomena in the education sector. The forms and approaches to education are becoming more diverse and complex. Traditional entities are developing existing educational institutions, non-educational businesses, and even educational providers from abroad. Objectively, society finds it increasingly challenging to choose educational institutions. Education management becomes crucial, where the growth and development of institutions are influenced by leadership's ability to recognize the external environment to create effective strategies to compete while maintaining the essence of education itself. The research method used is library research. The research findings indicate that effective marketing strategies for Islamic educational institutions include maximizing their resources, promoting Islamic values, and utilizing information technology in marketing. Additionally, Islamic educational institutions should consider the needs and profiles of prospective students and foster good relationships with the community and local partnerships. From this research, a leader who can act as a driving force within their institution will establish a distinct identity and attract Islamic education customers to their institution. Therefore, Islamic educational institutions must continually develop appropriate and effective marketing strategies while considering market developments and student needs.*

**Keywords:** *educational leadership, marketing strategies, islamic educational institutions.*

DOI: [10.70376/jerp.v2i3.175](https://doi.org/10.70376/jerp.v2i3.175)

## INTRODUCTION

The government of the Republic of Indonesia, especially in revamping the education system, is dominant in achieving the goals of education itself. To achieve this goal, various policies are issued so that education in Indonesia runs in the right direction. One of the national ideals that must continue to be fought for by the Indonesian people is the effort to educate the nation's life through national education. The future and excellence of our nation are determined by the excellence of its human resources, in addition to natural resources and capital. This is done to create or give birth to a generation of people who have the character of love for the country.

Service quality refers to the evaluation or assessment of the level of service received compared to the expected level of service.<sup>1</sup> The quality of education services is closely linked to customer satisfaction, particularly among students. Quality encourages students to develop strong relationships with educational institutions. Competition between educational institutions motivates each institution to provide the best service to its students. This competition has led to the development of various educational programs that are continuously updated. These programs can take the form of increasingly competitive services aimed at helping students receive a quality education. The objective is to generate public interest in educational institutions and uphold the image and quality of these institutions.<sup>2</sup>

According to Edward Sallis, internal customers of educational institutions are teachers and staff. Externally, the customers of educational institutions are parents, students, and the community. Service must exist in every activity to improve customer satisfaction in an educational institution.<sup>3</sup> Therefore, service to customers is one of the main factors in improving the quality of the educational institution. In general, education quality assurance is a process of determining and fulfilling quality standards of education management consistently and continuously so that *stakeholders* get satisfaction. Quality assurance aims to plan, achieve, maintain and improve education continuously. In the long term, quality assurance is carried out to realize the institution's vision. Institutions can design and implement quality assurance strategies that refer to quality assurance guidelines to achieve quality assurance objectives. Before implementing the quality policy, it should be socialized and understood. Therefore, the quality policy must be communicated to all an institution's citizens so that the quality policy's objectives can be achieved.<sup>4</sup>

---

<sup>1</sup> Philip Kotler and Kevin Lane Keller, *A Framework for Marketing Management, Marketing Management*, 6th ed. (Pearson, 2016).

<sup>2</sup> Anta Khoiril Miftahul Falah and Moch. Rizal Fuadiy, "Strategi Kepala Madrasah Dalam Meningkatkan Kualitas Pendidikan: Studi Kasus Pada MI Muhammadiyah Dukuh, Watulimo, Trenggalek," *DIMAR: Jurnal Pendidikan Islam* 5, no. 1 (December 25, 2023): 119–27, <https://doi.org/10.58577/dimar.v5i1.172>.

<sup>3</sup> Edward Sallis, *Manajemen Mutu Pendidikan, Ircisod*, Cet. 16 (Yogyakarta: Ircisod, 2012).

<sup>4</sup> M. Shoffa Saifillah Al Faruq, M. Asep Fathur Rozi, and Ahmad Sunoko, "Implementation of the Juran Trilogy in Improving the Quality of Islamic Higher Education," *Al-Hayat: Journal of Islamic Education* 8, no. 1 (January 21, 2024): 169, <https://doi.org/10.35723/ajie.v8i1.420>.

The quality of education can be achieved if a quality institution supports the quality. A quality institution is an institution that can satisfy customers or *stakeholders*. This opinion is quite reasonable because too much management of institutions that ignore customer satisfaction and needs, so that the results are ultimately unable to compete to seize opportunities in various fields, especially in the face of global conditions where institutions are expected to play a more effective role in developing their functions.<sup>5</sup> Based on the description above, paying attention to customer service is one of the main factors to improve the quality of educational institutions. Hence, it is essential to study the concept and several indicators of educational customer satisfaction.

Organizationally, institutions linked to the interests of users of educational services must be distinct from management issues. Management must be related to leadership because leadership plays a dominant role in educational institutions. Leadership is an essential factor determining whether or not an Islamic educational institution is running.<sup>6,7</sup> In the hands of the leader, various activities ranging from program planning, organization, implementation, supervision, evaluation, and so on in education are addressed. In an educational organization, for example, an Islamic educational institution, the head plays a vital role in advancing its educational institution. The head of the educational institution dramatically influences the progress and decline of the educational institution.<sup>8</sup>

In educational institutions, marketing is defined as management carried out systematically and deliberately to promote educational institutions' vision, mission, and goals, which lead to satisfying the needs of service users, *stakeholders*, and society in general. Furthermore, it is explained that the marketing of educational institutions is a management process that aims to identify and provide satisfaction to its customers and the community continuously and continuously. Islamic educational institutions have an essential role in character building and improving the quality of human resources based on Islamic values.<sup>9</sup> However, with the development of the education industry, competition among educational institutions is getting tougher. Therefore, an appropriate marketing strategy is essential to attract prospective students and retain existing students.

The birth of a leader is everywhere, both in large and small communities. This phenomenon indicates that there is only a community group with a leader if there are still parties who are influenced and directed.<sup>10</sup> The role of the leader is undoubtedly huge in

<sup>5</sup> Bahrul Hayat and Suhendra Yusuf, *Benchmark Internasional Mutu Pendidikan*, ed. Fatna Yustianti, 1st ed. (Jakarta: Bumi Aksara, 2010).

<sup>6</sup> A'ang Yusril Musyafa and Binti Maunah, "Leadership Dalam Perspektif Islam," *Tarbawi Ngabar: Jurnal of Education* 3, no. 2 (July 31, 2022): 156–75, <https://doi.org/10.55380/tarbawi.v3i2.246>.

<sup>7</sup> Sukamto, *Kepemimpinan Kiai Dalam Pesantren* (Jakarta: LP3ES, 1999).

<sup>8</sup> Pendidikan Karakter Melalui Implementasi Budaya Religius Di Sekolah (STUDI DI SD LPI ZUMROTUS SALAMAH TULUNGAGUNG)," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 1 (2016): 129–50, <https://doi.org/10.18592/ALADZKAPGMI.V6I1.1648>.

<sup>9</sup> Baharuddin, *Pengembangan Lembaga Pendidikan Islam: Menuju Pengelolaan Profesional Dan Kompetitif*, ed. Angga Teguh Prasetyo, Cet. 2 (Malang: UIN-Maliki Press, 2012).

<sup>10</sup> Siti Wuryan et al., "Pengaruh Gaya Komunikasi Kepemimpinan Dalam Pengelolaan Organisasi : Tinjauan Analisis," *KOMUNIKASIA: Journal of Islamic Communication and Broadcasting* 3, no. 1 (July 31, 2023): 1–23, <https://doi.org/10.32923/kpi.v3i1.3349>.

directing and mobilizing an Islamic educational institution in attracting customers. Departing from this, the author feels disturbed to conduct research related to *Educational Leadership as a Primary Force* in Attracting Islamic Education Customers.

## METHOD

This research uses a literature study/library research approach by conducting a literature study on the subject matter. Literature study is by utilizing library sources to obtain theories and limiting activities only to library collection materials related to supervision and coaching of human resources in increasing the charm of educational institutions in terms of educational leadership.<sup>11</sup> The process of searching for literature sources, both from books, journal articles, and others, is a method of collecting data related to *Educational Leadership as the primary forces* attracting Islamic Education Customers.<sup>12</sup>

Data sources in this study can be grouped into 2, namely primary and secondary data sources. Primary data sources are data obtained directly in the field by people conducting research, and secondary data where data sources are obtained indirectly.<sup>13</sup> Data collection techniques are the most crucial step in a study because the primary purpose of research is to get data. The researcher needs to know the data collection technique to get data that meets the specified data standards.<sup>14</sup> The data collection techniques used in this research are literature and documentation. Data analysis is the process of simplifying data into a form that is easy to read and interpret.<sup>15</sup> In this study, after collecting data, the data was analyzed to get conclusions; the form of technique in this data analysis is *content* analysis or content analysis.

## DISCUSSION

### ***Education Leadership***

Leadership is taken from the word leader, which in English is called leader from the root word to lead, which contains closely related meanings: move early, walk in front, take the first step, do first, pioneer, direct the thoughts, opinions, actions of others, guide, lead, move others through influence.<sup>16</sup> Next, the author will explain the definition of leadership according to experts. The definition of leadership put forward by experts varies from one to another. Hoy and Miskol, as cited by Purwanto, suggested that the definition of leadership is almost as many people examine and define it.<sup>17</sup>

<sup>11</sup> Rendi Satriawan Sandi, Binti Maunah, and Asrop Syafi'i, "Pengawasan Dan Pembinaan SDM Dalam Meningkatkan Minat Masyarakat Di Lembaga Pendidikan Islam," *Jurnal Administrasi Pendidikan Islam* 5, no. 2 (September 23, 2023): 145–53, <https://doi.org/10.15642/japi.2023.5.2.145-153>.

<sup>12</sup> Husein Umar, *Metode Riset Manajemen Perusahaan* (Jakarta: PT GRAMEDIA PUSTAKA UTAMA, 2019).

<sup>13</sup> Umar.

<sup>14</sup> Sugiyono, "Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D (Bandung: Alfabeta, 2013), Hlm. 3 . 1," *Metode Penelitian 2013* (2013).

<sup>15</sup> Sugiyono.

<sup>16</sup> A.M. Mangunhardjana, *Kepemimpinan*, Cet. 10 (Yogyakarta: Kanisius, 1993).

<sup>17</sup> Tri rafi Harma and Ade Afriasyah, "Pentingnya Administrasi Dan Supervisi Pendidikan," *Jurnal Pendidikan*, 2019.

Leadership is an activity in guiding a group in such a way that the goals of the group are achieved.<sup>18</sup> Dalton E. McFarland suggests that leadership is a process in which the leader is described as giving orders or influence, guidance or the process of influencing the work of others in choosing and achieving goals that have been set.<sup>19</sup> Fred Edward Fiedler suggests that leadership is the art of coordinating and giving direction to individuals or groups to achieve desired goals.<sup>20</sup> Oteng Sutisna in Sudarwan Danim suggests that leadership is the ability to take the initiative in social situations to create new forms and procedures, design and organize actions, and by doing so generate cooperation towards achieving goals.<sup>21</sup>

Sudarwan Danim defines leadership as any action taken by an individual or group to coordinate and give direction to other individuals or groups who are members of a particular container to achieve predetermined goals.<sup>22</sup> Gary Yukl argues, Leadership is defined broadly to include the process of influence that involves setting group or organizational goals, motivating task behaviour in pursuit of those goals, and influencing the maintenance and culture of the group. The terms leader and manager are used interchangeably in this book.<sup>23</sup> According to Hersey and Blanchard, "The leadership process is a function of the leader, the followers, and other situational variables: f".<sup>24</sup> Terry argues, as cited by Hersey and Blanchard, "Leadership is the activity of influencing people to strive willingly for group objectives" (Leadership is the overall activity to influence and activate people in a joint effort to achieve goals).<sup>25</sup> While Joseph L. Massie / John Douglas, as cited by Winardi, argues "Leadership occurs when one person induces others toward some predetermined objective".<sup>26</sup>

Tannenbaum, Weschler, & Messarik, as cited by Yukl, stated, "Leadership as interpersonal influence exercised in situations and directed, through the communication process, toward the attainment of a specialized goal or goals."<sup>27</sup> According to Handoko, leadership is the ability of a person to influence other people to work towards goals and objectives.<sup>28</sup> According to Malik Fadjar, leadership means the ability and readiness possessed by someone to influence, encourage, invite, guide, move, and, if necessary, force others so that they accept their influence and then do something that can help achieve a specific purpose or goal.<sup>29</sup>

<sup>18</sup> Rahmi Hayati, Dian Armanto, and Yessi Kartika, "KEPEMIMPINAN PENDIDIKAN," *Jurnal Manajemen Dan Budaya* 3, no. 2 (July 28, 2023): 32–43, <https://doi.org/10.51700/manajemen.v3i2.450>.

<sup>19</sup> Dalton E. McFarland, *Management and Society: An Institutional Framework* (New Jersey: Prentice Hall, 1982).

<sup>20</sup> Fred Edward Fiedler, *A Theory of Leadership Effectiveness*, First Edit (McGraw-Hill, 1967).

<sup>21</sup> Sudarwan Danim, *Kepemimpinan Pendidikan: Kepemimpinan Jenius (IQ + EQ), Etika, Perilaku Motivasi, Dan Mitos* (Bandung: Alfabeta, 2010).

<sup>22</sup> Danim.

<sup>23</sup> Gary Yukl, *Leadership in Organizations*, 8th ed. (Pearson, 2012).

<sup>24</sup> Paul Hersey, Kenneth H. Blanchard, and Dewey E. Johnson, *Management of Organizational Behavior: Utilizing Human Resources* (New Jersey: Prentice Hall, 1996).

<sup>25</sup> Hersey, Blanchard, and Johnson.

<sup>26</sup> Winardi, *Pemimpin Dan Kepemimpinan Dalam Manajemen*, Cet. 2 (Bandung: Alumni, 1983).

<sup>27</sup> Yukl, *Leadership in Organizations*.

<sup>28</sup> T. Hani Handoko, *Manajemen* (Yogyakarta: BPFY-Yogyakarta, 1986).

<sup>29</sup> A. Malik Fadjar, *Administrasi Dan Supervisi Pendidikan* (Yogyakarta: Aditya Media, 1993).

Meanwhile, Marno and Triyo Supriyatno quoted an expert opinion, namely Bribin, who said that leadership could be interpreted as a process to influence a group in a particular situation, at a particular time and in a unique set of environments aimed at encouraging people to try with complete awareness to achieve organizational goals.<sup>30</sup> According to Efendi, a process by which someone leads (directs), guides (guides), influences, or controls.<sup>31</sup> Leadership, according to Suprayogo in Yusuf Dwi Hadi, is essentially an effort to move and direct people or groups of people to achieve specific goals.<sup>32</sup> Tead, in Kusmintardjo, *leadership* is defined as a combination of various traits that allow individuals to influence others to perform specific tasks. Atmosudirjo suggests that leadership is a personality that exudes influence and authority in such a way that a group of people want to carry out what he wants.<sup>33</sup>

Purwanto cites several definitions of leadership as put forward by experts. Amital Etzioni suggests that leadership is a power based on the character of someone with more power, usually normative.<sup>34</sup> Ralph M. Stogdill argued that leadership is the process of influencing the activities of an organized group towards the determination and achievement of goals.<sup>35</sup>

At least three important things need to be underlined from some of the opinions above: leadership is related to the use of influence, leadership includes communication, and leadership focuses on achieving goals. The implications of this leadership concept include

1. Leadership involves other people, subordinates or followers,
2. Leadership involves an unequal division of power between leaders and group members,
3. In addition to being able to mobilize and provide direction to subordinates or followers, leaders can also use influence and
4. Leadership is the ability possessed by a leader to direct and influence subordinate employees or group members to work towards achieving predetermined organizational goals and objectives.

Leadership is an effort to influence, in essence. So that Educational Leadership can be interpreted as a person's ability to influence, condition, and coordinate all components of the educational institution being led. So, educational leaders become a significant force in ensuring educational institutions' sustainability and success.

### **Educational Leadership as Primary Force**

Indonesian educational institutions in the future will face various major challenges that need and must be responded to strategically. Economic globalization and the

<sup>30</sup> Marno Marno and Triyo Supriyatno, *Manajemen Dan Kepemimpinan Pendidikan Islam* (Bandung: Refika Aditama, 2013).

<sup>31</sup> Onong. U Effendy, *Human Relations & Public Relations*, Cet. 8 (Bandung: Mandar Maju, 1993).

<sup>32</sup> Yusuf Dwi Hadi, "KEPEMIMPINAN VISIONER KEPALA SEKOLAH DALAM MENINGKATKAN MUTU PENDIDIKAN," *Dinamika Penelitian: Media Komunikasi Penelitian Sosial Keagamaan* 19, no. 2 (January 11, 2020): 187–207, <https://doi.org/10.21274/dinamika.2019.19.2.187-207>.

<sup>33</sup> S. Prajudi Atmosudirdjo, *Beberapa Pandangan Umum Tentang Pengambilan Keputusan* (Jakarta: Ghalia Indonesia, 1982).

<sup>34</sup> Ngali Purwanto, *Administrasi Dan Supervisi Pendidikan*, ed. Tjun Surjaman (Bandung: Remaja Rosdakarya, 2005).

<sup>35</sup> Ralph Melvin Stogdill, *Handbook of Leadership: A Survey of Theory and Research* (Free Press, 1974).

information technology revolution are two major forces that greatly affect the world of educational institutions in Indonesia. If educational institutions are not able to anticipate the challenges of globalization adequately, it is estimated that these institutions will not be able to maintain their existence. Therefore, it is necessary for educational institutions in Indonesia to continue to increase the strength of their competitiveness in order to survive. As the experts' views and arguments suggest, the role of the leader is not just a force but the main force in improving the competitiveness of an institution.

Leadership is the main strength, including personality integrity, proactivity, resourcefulness, and managerial strategy. This leadership will optimize competitiveness strengths consisting of variables such as the relevance of curriculum content, the teaching and learning process, lecturer welfare, lecturer quality, student mentoring, academic administration, financial capability, networking, and graduate quality. The arena faced is called Competition Areas, which include aspects of customers, product knowledge, consultancy, research grants, retaining and continuing students, and international students. The result of all this will produce competition result variables, which include aspects such as sufficient quality and quantity of students, profitable income, socio-cultural appreciation, and a better image.

### ***Educational Leadership becomes the Primary Force for Attracting Islamic Education Customers***

#### **a. Delivery of Educational Services to Users of Educational Services**

Advances in technology and information affect the development of educational services in data management and internal control, and the number of existing services in education is increasing with the advances that have been achieved in education concerning computer-based services and data presentation in producing educational reports.<sup>36</sup>

To support the management function of delivering services in the world of education quickly, an appropriate information system is needed to carry out the task of providing data and services with careful, timely information, and most importantly, planning analysis and management control to optimize organizational growth in the world of education. Strategies that are commonly used and related to service characteristics are

- 1) *Intangibility* (convincing potential customers of the quality of services),
- 2) *Inseparability* (Improving the service delivery system that creates an image in the community and orientation to customer satisfaction),
- 3) *Variability* (Observant and adjusting the needs of consumers always carrying out quality control, training service personnel, and trying to be the best),
- 4) *Perishability* (Balancing supply and demand from customer satisfaction and trust with queuing systems and limited quotas),

---

<sup>36</sup> Vivin Ambar and Arisandy Ambarita, "Sistem Informasi Pengolahan Data Kelulusan Siswa Non-Formal Berbasis Web Pada Dinas Pendidikan Nasional Kota Ternate," *IJIS - Indonesian Journal On Information System* 2, no. 1 (April 14, 2017): 1, <https://doi.org/10.36549/ijis.v2i1.28>.

- 5) *Lock of Ownership* (Emphasizing the benefits of non-ownership and creating ownership with forms of membership and incentives for customers).

In addition, in the strategy that needs to be prepared for the delivery of services in education, it is necessary to have several elements that must be considered in designing services, such as customer contracts, service mix, location of service consumption, design of facilities and service accessories, technology, employees, organizational structure, information, demand and supply management, procedures, and control of services.<sup>37</sup>

In addition to strategy, in making a service delivery system and education, paying attention to who buys is necessary. What, what are they buying? Why, why do they buy? When, when to buy? Where, where to buy it? How and what is the purchasing decision process? How often, how often do they buy or use the service?

At the evaluation stage of service delivery activities and education, the role of information technology is pivotal. It aids in assessing the process or results achieved, thereby determining the weaknesses and strengths of the strategies used.<sup>38</sup> This technological advancement is instrumental in the implementation of various activities, including learning, delivery of vision and mission, and extracurricular activities.<sup>39</sup>

Another evaluation that needs to be done is that after making a transaction, the customer will make an evaluation that allows the customer to think about the accuracy of his purchase decision. Service providers try to minimize cognitive dissonance, among others, by conducting post-label contact and providing guarantees and guarantees to strengthen decisions with advertising and quality; the more positive the gap between expectations or expectations and perceptions of service performance, the more satisfied customers are and vice versa. Because customers participate in production and consumption, they are more responsible for dissatisfaction—many services whose performance is determined by customer information.

## **b. Marketing Strategies for Educational Services at Islamic Education Institutions**

In marketing Islamic education, several strategic steps are right on target and effective in increasing the number of students and an institution's reputation. Among them are: (1) Socializing the program to student guardians alums in the new school year, (2) Promoting activities/programs that are more Islamic, (3) Delegating to several target schools or to the environment around the school to introduce school programs and activities, (4) Holding competitions/activities/programs that show more of the institution's identity, (5) Using the website, (5) Using websites, brochures, pamphlets and utilizing social media to promote, (6)

<sup>37</sup> Didik Agus Triwiyono and Danny Meirawan, "Implementasi Sistem Informasi Manajemen Akademik Berbasis Teknologi Informasi Di Sekolah Dasar," *Jurnal Administrasi Pendidikan* 10, no. 1 (April 18, 2017), <https://doi.org/10.17509/jap.v17i1.6433>.

<sup>38</sup> La Ode Ismail and Ristati Sinen, "Penerapan Sistem Informasi Manajemen Pendidikan Dalam Proses Pembelajaran Di SMP Negeri 21 Makassar," *Idaarah: Jurnal Manajemen Pendidikan* 1, no. 2 (December 18, 2017), <https://doi.org/10.24252/idaarah.v1i2.4272>.

<sup>39</sup> Ismail and Sinen.

Delegation to participate in academic and non-academic competitions, (7) Utilizing and developing as much as possible the strengths or resources possessed by the school, so that leaders focus on seeing the strengths possessed by the school in designing and implementing the program to be implemented.<sup>40</sup>

### c. Marketing Strategy of Educational Institutions in the Perspective of Al-Qur'an and Al-Hadist

When we talk about strategy, in our view it is usually only found in the general world without seeing whether the strategy is contained in the Qur'an or not. Especially when it comes to promotional strategies, in our minds we will find it difficult to find promotional strategy material contained in the Qur'an. The author tries to analyze whether there are verses that indirectly discuss promotional strategies. After the researchers conducted a search, it turned out that there were several verses that indirectly had content related to the promotion strategy, namely promoting the law brought by the Prophet Muhammad to his people, the author understood from the words of Muhammad Khudhori Bik, in his book entitled *Tarikh al-Tasyri' al-Islami* he said:<sup>41</sup> When the Prophet Muhammad was sent to the Arabs, the condition of the Arabs at that time was very alarming, they had habits that were far from good, and when the Prophet Muhammad came to him among the objectives of his mission was to perfect human morals, but the shari'at brought by Muhammad was not immediately accepted by his people with open arms, But there are various rejections because they have not yet recognized the teachings brought by Muhammad, so Allah revealed the Sharia to Muhammad with Tadrij (introducing gradually), this can be seen from some of the following verses which explain the process of introducing the law of the prohibition of Arak (a type of alcoholic drink) and gambling: There was someone asked the Prophet about Arak (khomr) and gambling (maysir), and both were the habits of the ignorant Arabs, after the Prophet listened to the question the Prophet then answered by using the verse of the Qur'an which means: "They ask you about alcohol and gambling. Say: "In both there is a great sin and some benefit to man, but the sin of both is greater than the benefit". and they ask you what they spend. Say: "That which is more than is necessary." Thus Allah explains His verses to you so that you may think" (al-Baqarah: 219).

From this verse, we can understand that Allah did not immediately forbid alcohol and gambling to the people of Muhammad but only limited to informing them that in both, there is a bigger sin than the benefits; this means that before Allah forbade alcohol and gambling, Allah first explains the impact of both, Allah introduces the impact of both because when the law of forbidding alcohol is immediately applied, the people of Muhammad may rebel. After all, the Arabs' habits with alcohol and gambling are ingrained.

After that, another verse explains the prohibition for drunk people to pray. It means: "O you who believe, do not pray while you are drunk so that you understand what you are

<sup>40</sup> Munirwan Umar, "Manajemen Hubungan Sekolah Dan Masyarakat Dalam Pendidikan," *JURNAL EDUKASI: Jurnal Bimbingan Konseling* 2, no. 1 (August 30, 2016): 18, <https://doi.org/10.22373/je.v2i1.688>.

<sup>41</sup> Syaikh Muhammad al-Khudhari Bik, *Tarikh Al-Tasyri' Al-Islamiyah* (Beirut: Dar Al-Fikr, 1967).

saying, nor go to the mosque while you are junub, except as a passing thing, until you bathe. Moreover, if you are sick or traveling, or coming from a place of defecation, or have touched a woman, and you do not find water, you should wash with good (clean) earth; wash your face and hands. Verily, Allah is forgiving and merciful." (QS. An Nisa: 43). Allah did not immediately forbid alcohol to the people of Muhammad, but Allah forbade believers not to pray while drunk before they realized what they were saying. This means that there is an element of strategy so that the Arabs at the time did not rebel when what was their habit was then forbidden without any introduction to the impact of these habits. Allah, when prohibiting something where there is a habit, does not immediately prohibit it but uses a strategy by looking at environmental conditions so that the way of introducing the law uses the stages above.

After the two verses mentioned above were shared and introduced by Prophet Muhammad to his people, Allah revealed a verse prohibiting believers from drinking alcohol and gambling. The verse states: "O you who believe, Verily (drinking) wine, gambling, (sacrificing to) idols, casting lots with arrows, are among the deeds of the devil. So avoid them so that you may have good fortune" (Al-Maidah: 90). It is clear that "*Ijtanibu*" in the verse directly prohibits drinking alcohol or any intoxicating substance, as well as gambling. This indicates that once sufficient awareness about the harmful effects of alcohol and gambling had been spread, Allah revealed a verse prohibiting believers from engaging in these activities. The author views this as a reflection of current promotional strategies in the business world and other areas.

The Qur'an reveals a profound strategy for introducing the law to believing humans. It emphasizes the importance of understanding the conditions and environment that will be the object of the law. This wisdom can be used as the basis for a promotional theory, guiding us to first comprehend the conditions and the surrounding environment before devising the right strategy for promotion.

Based on the author's search, not only are the verses of the Quran related to promotional strategies that the author found, but in the search, the author also found Hadith, which indirectly has content related to promotional strategies. However, here, the author understands the promotional strategy contained in the Hadith is a different promotional strategy from the verse that the author described above; the following is the review, which means: From Abi Qotadah al-Anshori he heard the Prophet Muhammad say: "keep yourself away from swearing a lot in selling because it manipulates (advertising merchandise) then removes blessings".

From the Hadith above, we can understand the importance of honesty in promoting a product; the substance of this Hadith is honesty in promoting a product that is by facts and reality because if we promote a product by using language that makes promises or oaths, it will reduce the blessing of the goods being promoted. From this Hadith, when we correlate it with several promotion theories, it is clear that there is a connection. Before we promote a product, we should look at the situation and conditions around us to develop the right strategy for promotion. The material or material used for promotion is, of course, taken

from the input of policymakers; for example, in the world of education that gives input to the promotion coordinator is the principal; even this input should be input that is by the facts in the field so that when the input is by the existing reality when promoting it, it is inevitable that it will not use language or promises that are not by reality because that is the fact based on these inputs. From the author's explanation above related to the verses of the Qur'an and Hadith that are related and correlate with promotional strategies, academics should be able to explore the content contained in the Qur'an and Hadith so that the stigma about the view that the Qur'an and Hadith never discuss the general world will fade over time.

#### **d. The Role of Leaders as a Charm to Attract Islamic Education Customers**

The principal in an educational institution has a vital role, much like the brain in the human body. They drive all components of an Islamic educational institution. Leaders take on the responsibility of understanding and addressing the issues facing the organization. They strive to identify and comprehend the desires of their team members, turning plans into reality. Leaders conduct consultation and participation meetings to communicate plans, explain goals, assign tasks, and foster enthusiasm. They also work to resolve tensions between group members, promoting a positive work environment. Moreover, leaders make an effort to understand the problems their team members face and their feelings about these issues, as well as their work, coworkers, and the work environment of their subordinates.<sup>42</sup>

In the context of Islamic education management, the higher a person occupies a leadership position, he must be able to formulate general policies to be carried out (operationalized) by lower leaders. Conversely, the lower a person's leadership position, he must be more focused on the units that are part of it and master in more detail (specialist) problems of the unit/section. Each leader's togetherness of cooperation and quality of work will give birth to a high-quality Islamic education institution.

The success of Islamic leadership in Islamic education management will bring empowerment and improve the quality of Islamic education institutions. The fundamental values of Islamic leadership above must be used as signs in making educational decisions. Based on Islamic leadership principles, the leadership carried out will always get the radiance of guidance and help from Allah Swt so that it will succeed in getting subordinate obedience and His pleasure in developing quality Islamic educational institutions and ready to compete in the face of global challenges. Therefore, a principal who can mobilize and revive an educational institution will have its charm and charm to be more attractive to customers of Islamic educational institutions.<sup>43</sup>

<sup>42</sup> George R. Terry and J. Smith D.F.M, *Prinsip-Prinsip Manajemen*, Cet. 14 (Jakarta: Bumi Aksara, 2016).

<sup>43</sup> Faiqatul Husna, "Kepemimpinan Islami Dalam Meningkatkan Mutu Lembaga Pendidikan Islam," *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah* 2, no. 2 (December 30, 2017): 131, <https://doi.org/10.33511/misykat.v2n2.131-154>.

## CONCLUSION

*Educational Leadership as a Primary Force* in increasing the interest of users of Educational Services can be done by applying the duties of the Leader, which includes *Leadership as a primary force*, including aspects of *personality integrity, proactive, resourceful, and managerial strategies*. Based on the study's results, an appropriate and effective marketing strategy is needed to build a strong brand and differentiate itself from competitors in Islamic educational institutions. The right marketing strategy should focus on understanding the profile of prospective students and their needs, expanding partnership networks with local organizations and communities, and promoting Islamic values in society. Islamic education institutions can also expand their network of partnerships with local organizations and communities to enhance their reputation and promote Islamic values in society. Islamic educational institutions can carry out various activities, such as cooperation with religious or social organizations and holding activities that can increase public awareness about the importance of Islamic education.

Islamic leadership activities in an effort to improve the quality of Islamic educational institutions are the activities of leaders in an effort to move subordinates towards the specified goals and the pleasure of Allah SWT. Such leadership requires a variety of skills and traits, as well as a commitment to Islamic principles outlined in the Qur'an and as-Sunnah that will ensure the subordinates' ultimate compliance. Thus, Islamic educational institutions, with their commitment to Islamic principles and unique ability to foster a sense of community and brotherhood, will have their own charm and the charm to make a positive contribution to advancing Islamic education in Indonesia.

## REFERENCE

- Ambar, Vivin, and Arisandy Ambarita. "Sistem Informasi Pengolahan Data Kelulusan Siswa Non-Formal Berbasis Web Pada Dinas Pendidikan Nasional Kota Ternate." *IJIS - Indonesian Journal On Information System* 2, no. 1 (April 14, 2017): 1. <https://doi.org/10.36549/ijis.v2i1.28>.
- Atmosudirdjo, S. Prajudi. *Beberapa Pandangan Umum Tentang Pengambilan Keputusan*. Jakarta: Ghalia Indonesia, 1982.
- Baharuddin. *Pengembangan Lembaga Pendidikan Islam: Menuju Pengelolaan Profesional Dan Kompetitif*. Edited by Angga Teguh Prasetyo. Cet. 2. Malang: UIN-Maliki Press, 2012.
- Bik, Syaikh Muhammad al-Khudhari. *Tarikh Al-Tasyri' Al-Islamiyah*. Beirut: Dar Al-Fikr, 1967.
- Danim, Sudarwan. *Kepemimpinan Pendidikan: Kepemimpinan Jenius (IQ + EQ), Etika, Perilaku Motivasional, Dan Mitos*. Bandung: Alfabeta, 2010.
- Edward Sallis. *Manajemen Mutu Pendidikan. Ircisod*. Cet. 16. Yogyakarta: Ircisod, 2012.
- Effendy, Onong. U. *Human Relations & Public Relations*. Cet. 8. Bandung: Mandar Maju, 1993.
- Fadjar, A. Malik. *Administrasi Dan Supervisi Pendidikan*. Yogyakarta: Aditya Media, 1993.

- Falah, Anta Khoirul Miftahul, and Moch. Rizal Fuadiy. "Strategi Kepala Madrasah Dalam Meningkatkan Kualitas Pendidikan: Studi Kasus Pada MI Muhammadiyah Dukuh, Watulimo, Trenggalek." *DIMAR: Jurnal Pendidikan Islam* 5, no. 1 (December 25, 2023): 119–27. <https://doi.org/10.58577/dimar.v5i1.172>.
- Faruq, M. Shoffa Saifillah Al, M. Asep Fathur Rozi, and Ahmad Sunoko. "Implementation of the Juran Trilogy in Improving the Quality of Islamic Higher Education." *Al-Hayat: Journal of Islamic Education* 8, no. 1 (January 21, 2024): 169. <https://doi.org/10.35723/ajie.v8i1.420>.
- Fiedler, Fred Edward. *A Theory of Leadership Effectiveness*. First Edit. McGraw-Hill, 1967.
- Hadi, Yusuf Dwi. "KEPEMIMPINAN VISIONER KEPALA SEKOLAH DALAM MENINGKATKAN MUTU PENDIDIKAN." *Dinamika Penelitian: Media Komunikasi Penelitian Sosial Keagamaan* 19, no. 2 (January 11, 2020): 187–207. <https://doi.org/10.21274/dinamika.2019.19.2.187-207>.
- Handoko, T. Hani. *Manajemen*. Yogyakarta: BPFE-Yogyakarta, 1986.
- Harma, Tri rafi, and Ade Afriasyah. "Pentingnya Administrasi Dan Supervisi Pendidikan." *Jurnal Pendidikan*, 2019.
- Hayat, Bahrul, and Suhendra Yusuf. *Benchmark Internasional Mutu Pendidikan*. Edited by Fatna Yustianti. 1st ed. Jakarta: Bumi Aksara, 2010.
- Hayati, Rahmi, Dian Armanto, and Yessi Kartika. "KEPEMIMPINAN PENDIDIKAN." *Jurnal Manajemen Dan Budaya* 3, no. 2 (July 28, 2023): 32–43. <https://doi.org/10.51700/manajemen.v3i2.450>.
- Hersey, Paul, Kenneth H. Blanchard, and Dewey E. Johnson. *Management of Organizational Behavior: Utilizing Human Resources*. New Jersey: Prentice Hall, 1996.
- Husna, Faiqatul. "Kepemimpinan Islami Dalam Meningkatkan Mutu Lembaga Pendidikan Islam." *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah* 2, no. 2 (December 30, 2017): 131. <https://doi.org/10.33511/misykat.v2n2.131-154>.
- Ismail, La Ode, and Ristati Sinen. "Penerapan Sistem Informasi Manajemen Pendidikan Dalam Proses Pembelajaran Di SMP Negeri 21 Makassar." *Idaarah: Jurnal Manajemen Pendidikan* 1, no. 2 (December 18, 2017). <https://doi.org/10.24252/idaarah.v1i2.4272>.
- Karakter Melalui Implementasi Budaya Religius Di Sekolah, Pendidikan, and Makherus Sholeh. "PENDIDIKAN KARAKTER MELALUI IMPLEMENTASI BUDAYA RELIGIUS DI SEKOLAH (STUDI DI SD LPI ZUMROTUS SALAMAH TULUNGAGUNG)." *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 1 (2016): 129–50. <https://doi.org/10.18592/ALADZKAPGMI.V6I1.1648>.
- Kotler, Philip, and Kevin Lane Keller. *A Framework for Marketing Management. Marketing Management*. 6th ed. Pearson, 2016.
- Mangunhardjana, A.M. *Kepemimpinan*. Cet. 10. Yogyakarta: Kanisius, 1993.
- Marno, Marno, and Triyo Supriyatno. *Manajemen Dan Kepemimpinan Pendidikan Islam*. Bandung: Refika Aditama, 2013.
- McFarland, Dalton E. *Management and Society: An Institutional Framework*. New Jersey: Prentice Hall, 1982.

- Musyafa, A'ang Yusril, and Binti Maunah. "Leadership Dalam Perspektif Islam." *Tarbawi Ngabar: Jurnal of Education* 3, no. 2 (July 31, 2022): 156–75. <https://doi.org/10.55380/tarbawi.v3i2.246>.
- Purwanto, Ngalim. *Administrasi Dan Supervisi Pendidikan*. Edited by Tjun Surjaman. Bandung: Remaja Rosdakarya, 2005.
- Rendi Satriawan Sandi, Binti Maunah, and Asrop Syafi'i. "Pengawasan Dan Pembinaan SDM Dalam Meningkatkan Minat Masyarakat Di Lembaga Pendidikan Islam." *Jurnal Administrasi Pendidikan Islam* 5, no. 2 (September 23, 2023): 145–53. <https://doi.org/10.15642/japi.2023.5.2.145-153>.
- Stogdill, Ralph Melvin. *Handbook of Leadership: A Survey of Theory and Research*. Free Press, 1974.
- Sugiyono. "Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D (Bandung: Alfabeta, 2013), Hlm. 3 . 1." *Metode Penelitian 2013* (2013).
- Sukamto. *Kepemimpinan Kiai Dalam Pesantren*. Jakarta: LP3ES, 1999.
- Terry, George R., and J. Smith D.F.M. *Prinsip-Prinsip Manajemen*. Cet. 14. Jakarta: Bumi Aksara, 2016.
- Triwiyono, Didik Agus, and Danny Meirawan. "Implementasi Sistem Informasi Manajemen Akademik Berbasis Teknologi Informasi Di Sekolah Dasar." *Jurnal Administrasi Pendidikan* 10, no. 1 (April 18, 2017). <https://doi.org/10.17509/jap.v17i1.6433>.
- Umar, Husein. *Metode Riset Manajemen Perusahaan*. Jakarta: PT GRAMEDIA PUSTAKA UTAMA, 2019.
- Umar, Munirwan. "Manajemen Hubungan Sekolah Dan Masyarakat Dalam Pendidikan." *JURNAL EDUKASI: Jurnal Bimbingan Konseling* 2, no. 1 (August 30, 2016): 18. <https://doi.org/10.22373/je.v2i1.688>.
- Winardi. *Pemimpin Dan Kepemimpinan Dalam Manajemen*. Cet. 2. Bandung: Alumni, 1983.
- Wuryan, Siti, Muhammad Bisri Mustofa, Rama Saputra, and Mutiara Putri Cahyani. "Pengaruh Gaya Komunikasi Kepemimpinan Dalam Pengelolaan Organisasi : Tinjauan Analisis." *KOMUNIKASIA: Journal of Islamic Communication and Broadcasting* 3, no. 1 (July 31, 2023): 1–23. <https://doi.org/10.32923/kpi.v3i1.3349>.
- Yukl, Gary. *Leadership in Organizations*. 8th ed. Pearson, 2012.