College Leadership in Improving the Quality of Education in Jambi Province

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ABSTRACT: The purpose of this study was to determine the college leadership in improving the education quality of the Islamic Religious College (IRC). The study used a descriptive qualitative research approach with a case study of three IRCs in Jambi province. The results showed that college leadership in improving the quality of education by applying the participation pattern of the academic community, optimizing the internal and external potential of the college, implementing superior strategies for lecturers and students, and implementing active communication between leaders and college employees. Leaders provide opportunities for lecturers, staff, and students to continue their studies to a higher level. So it is concluded that the college leadership decide the improvement of the education quality in the province of Jambi. Leadership implements active participation of lecturers and staff. Recommendations were submitted to the Chancellor, Coordinator of Private Islamic Religious Colleges, and the Director General of Islamic Education to conduct intensive monitoring and evaluation of private colleges to improve the quality of education.
KEYWORDS: College Leadership and Education Quality

I. INTRODUCTION

The college leadership must be able to understand trends in the surrounding environment. A leader must be able to adapt to social change and he must also be able to create changes that he deems important in accordance with the needs of the community he leads. To bring about positive, constructive, and progressive changes is closely related to college leadership.

The quality of college graduates includes the achievement of various aspects, namely cognitive, affective, skills, and abilities. These three abilities must be owned by a college graduate integrally. This means that these three abilities must be possessed in a balanced and integrated manner by a college graduate, in accordance with the field of science that they are engaged in. Emphasis on one ability will result in college graduates being hard in developing knowledge, as well as being unable to realize the expectations of society as agents of change. The quality of these graduates will greatly affect the development of human resources nationally. Therefore, college leaders who are responsible for managing college institutions should study college management.

College leadership are those who can motivate subordinates to realize their personal interests in order to translate the vision and mission of the organization from the world of education. Therefore, the characteristics of a leader inherent in college leadership are the charism of idealized influence, inspirational motivation, intellectual stimulation and individual attention [1]. The responsibility for college leadership is very heavy. College institutions not only have duties and responsibilities towards their superiors, but are also responsible for their fellow college heads, related environment and to their subordinates. In order to achieve high quality college in accordance with the vision, mission and objectives.

The leader really determines the progress of college both in quality and quantity according to the demands of graduate users. But the thing about college progress cannot be separated from the educators or lecturers. Because leaders and educators are related to each other in achieving quality college. College leadership is very closely related to improving the quality of education in general. College leadership is the spirit of achieving or not achieving the vision, mission and goals of the college itself.

The results of the grand tour conducted by researchers in the three PIRC Jambi Province, western and southern regions, namely IRC Yasni Muara Bungo, IRC Muara Bulian, to be precise in 2020 had changed to the Islamic Religious Institute (IRI), in the process of this research, the status was still in the form of College

so that the collection of research data is limited in the scope of this status, and the central area of IRC Ma'arif Jambi City.

There are many advantages that can be observed from the results of observations, including the college environment which is located in the city and district center so that the activities of the college are very close to the surrounding community and the community is a big part of every activity and progress achieved by the college. All college components are able to shape the quality of education with a precise control from the college leadership. An important part of quality management includes achieving college accreditation, where the elements in accreditation fulfillment show an increase in the quality of education.

The facilities and infrastructure at the college are quite good and complete, the classroom atmosphere is comfortable, and the environmental conditions are supportive in carrying out learning activities well. Students are very happy to linger at the college. There are also many achievements that are measured by students at the college, ranging from student achievement, to Olympic champions both at provincial and national levels. All of that cannot be separated from the participation of college in improving the quality of education.

In actualizing a quality institution, of course it cannot be separated from qualified leaders, so the researchers chose research on college leadership in improving the quality of education in college throughout the province of Jambi.

II. LITERATUR REVIEW

1. College Leadership

Leadership is a *power of leading* [2] which means the power to lead. Gary Yukl argues that the leader's actions will have an impact on everyone to try. Leaders influence subordinates or followers to carry out a job that is desired by superiors. The influence of a leader in moving others to complete their tasks is described as follows:
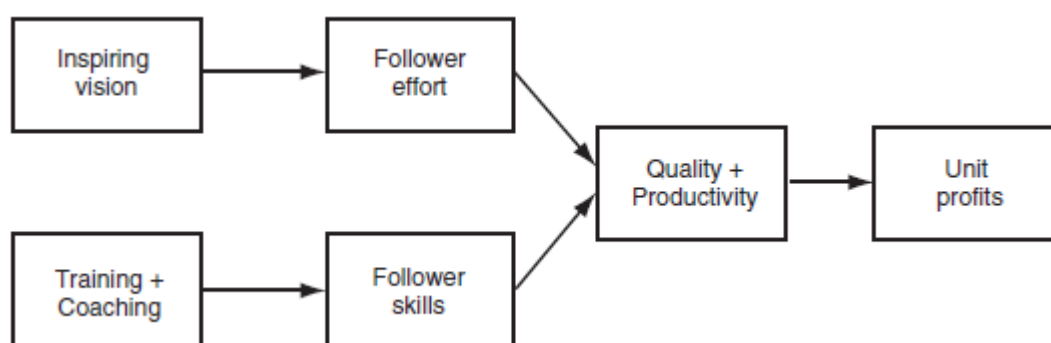

Fig. 1
Causal Chain of Effects From Two Types of Leader Behavior [3]

Good leadership is leadership that is able to integrate task orientation with relationship orientation between humans. This leadership will always take advantage of cooperation with subordinates to achieve the goals and objectives of the organization. There are two dimensions of leadership, namely:

a. Task-oriented leadership is a leader who only emphasizes the completion of tasks to his subordinates with no regard of the talent development, competencies, motivation, interests, communication, and the welfare of his subordinates. He is only concerned with the smooth running of the organization he leads.

b. Relationship-oriented leadership between humans only emphasizes the development of their subordinates, satisfaction, motivation, cooperation, relationships, and their welfare [4].

One of the leadership functions mentioned in Islam is in line with some of the definitions above, that is directing and managing institutions and all human and institutional resources. The Word of Allah SWT in Surah As-Sajadah verse 5. In mobilizing human resources in the educational environment, a leader must implement it in a fair way in making policies. A fair attitude as a basis for leadership that opens up opportunities for human resources to contribute and have an opinion. The leader will be able to make policies without causing one of the parties to be harmed and this openness creates an effective working relationship between the leader and his subordinates. The values of fairness and openness have been taught by Islam in Surah An-Nisa verse 58.

The main function of a leader is (1) the manager of the organization or the main controller of organizational management. The leader who carries out the main function is the main drafter who formulates the vision and mission as well as the goals of the organization, so that from planning to accountability is directed at predetermined goals. (2) Motivator, that is someone who encourages and provides full support to their subordinates to work optimally. (3) Decision makers who will affect the development and progress of the

organization and the welfare of its members. (4) Appraiser of the performance of his subordinates who will reward all employees' work performance. (5) Organizational dynamics and catalysts, that is people who advance the organization and control situations and conditions that will affect the progress and decline of the organization. (6) Stabilizers, that is people who have the strongest capabilities in maintaining the existence of the organization. (7) Supervisor, that is the person who fosters, trains, educates, supervises, assesses and provides the best work example for all members of the organization they lead [5].

A leader must have certain qualities (certain criteria) to lead. Leader's behavior is something that can be learned. So, someone who is trained with the right leadership will be an effective leader [6]. Ethical leadership, managers must set a good example in always ethical and honest at all times, say the right thing, do not hide or manipulate information, admit failure and not try to cover it up, communicate shared ethical values to employees through symbols, stories and slogans, reward employees who behave ethically and sanction those who do not, protect employees who inform about unethical behavior or raise ethical issues [7].

In an educational institution, a leader is obliged to: describe the vision in the mission of quality targets, formulate quality goals and targets to be achieved, analyze challenges, opportunities, strengths, weaknesses of schools, make strategic work plans, be responsible for making decisions, involve teachers in making decisions. make decisions, maintain and motivate the work of educators, be responsible for participatory planning, implement and formulate supervision programs, improve quality, provide guidance and maintain the good name of institutions, professions and positions, assist and foster the school environment, establish good cooperation, and delegate part of the duties and powers of the representative according to their field [8].

2. Quality of education

David L Goetsvh stated that the quality is a dynamic status that connects with products, services, people, processes, and the environment that meet or exceed expectations and help increase the value of superiors [9]. Quality is the level of perfection over everything. The quality of goods and services produced by the organization is the responsibility of all members. Quality must be maintained, because success in maintaining quality will save costs and conversely failure to maintain quality will result in waste [10]. Quality is something that distinguishes between good and bad. There are many sources of quality in education, for example good building facilities, high moral values, outstanding educators and education personnel, satisfactory examination results, specializations or vocations, encouragement from parents, local businesses and communities, abundant resources, applications of the latest technology, good and effective leadership, attention to students and students, an adequate curriculum or a combination of these factors [11].

Quality improvement is influenced by the knowledge and capabilities of human resources, as well as the head who must focus on the activities and objectives of the organization involved. Quality is designed into one product or service so that if an error occurs it can be prevented before it occurs. The error rate that occurs in a product and service can be easily detected and corrected [12].

Excellent education is education that is able to carry out the process of maturing the quality of students developed by freeing students from ignorance, inability, helplessness, untruth, dishonesty and from bad morals and faith [13]. Improving the quality of education requires the commitment of the leaders and managers of educational institutions together. Efforts to improve quality that are carried out in a cooperative and sustainable manner are exemplified in Islam through an effort to change, that is surah Ar-Rad verse 11.

Education quality standards, in an effort to improve the quality of education, focus on three factors to improve it, that is: (1) the adequacy of educational resources in terms of the quality the education personnel, costs, and learning facilities; (2) the quality of the learning process that encourages students to learn effectively; and (3) quality of output in the form of knowledge, attitudes, skills and values [14].

There are several indicators of educational quality that must be considered in an effort to improve quality, that is: (1) Trust is the ability to deliver the promised service in a timely, accurate and satisfying manner. (2) Responsiveness is the willingness of education personnel to assist students and is responsive in providing services. (3) Assurance is knowledge of the competence of politeness, respect for customers, and the trustworthiness of educational personnel. (4) Attention is the ease in making good communication relationships, personal attention, and understanding the needs of customers. (5) Direct evidence is the existence of physical facilities, equipment, suggestions and infrastructure as well as adequate educational personnel and means of communication [15].

3. Relevant Studies

In a relevant study, Mardalena through her research found a direct or indirect effect of transformative leadership on the effectiveness of the college leadership in Jambi Province [16]. Sumarto menjelaskan pemimpinan transformasional, yakni bagaimana pemimpin mengubah lembaga dengan menciptakan, mengkomunikasikan dan memberi inspirasi. Melakukan perpindahan dan perubahan dalam menanamkan budaya madrasah dengan proses belajar mengajar yang baik, pemenuhan dan perbaikan fasilitas, prestasi belajar

dan ekstrakurikuler, ibadah keagamaan, disiplin dan kerja sama yang baik internal dan eksternal. Tujuan penelitiannya adalah untuk mengetahui dan menemukan konsep kepala madrasah transformasional dalam menanamkan budaya madrasah, peran kepemimpinan transformasional dan keberhasilan kepemimpinan transformasional dalam menciptkan budaya sekolah [17].

The results of Aan Komariah's research are that there is a positive and significant direct effect of transformational leadership and school climate on teacher teaching performance, a positive and significant direct effect of teacher teaching performance on school productivity, and a positive and significant indirect effect of transformational leadership and school climate. on school productivity through teacher teaching performance [18].

III.   RESEARCH METHODOLOGY

Research on college leadership is seen from the location of the data source, so this research is included in the category of field research (field research). This research uses a qualitative methodology with a case study type approach, namely a qualitative approach in which research explores real life, contemporary limited systems (cases) or various limited systems (various cases), through detailed and in-depth data collection involving multiple multiple information sources and reporting descriptions. cases and case themes [19].[1]

1.   Research Social Situation

The social situation which is the location of this research is Islam Religion College (IRC) di provinsi Jambi. The three IRCs consist of Islamic Institute Yasni Muara Bungo, II Muara Bulian, and IRC Ma'arif Jambi. The social situation is the location or place designated for conducting research [20].[2]

There is also the reason for the researcher to take or choose the location of the college, there is; based on geographic location, that is the western, central and southern part of Jambi, as well as a strategic location that makes it easier for researchers to find information and carry out research related to college leadership in improving the quality of education, the problems studied have never been investigated by other researchers.

2.   Research subject

The research subject is taken by purposive sampling, which is a sampling technique for data sources with certain considerations, for example the person who is considered to know best about what we expect, or he is the ruler so that it will make it easier for researchers to trace objects or social situations [21].[3] The research subjects are II Yasni Muaro Bungo, II Nusantara Batanghari, and IRC Ma'arif Kota Jambi. The research subjects consisted of the chancellor, vice chancellor, head of the study program, lecturers and employees.

3.   Data source

Researchers classified the data sources of this study as follows:
a. Person (data source in the form of person), that is a data source that can provide data in the form of verbal answers through interviews or written answers through questionnaires.
b. Place (data sources in the form of places), that is a data sources that present views in the form of stationary and moving states, for example, rooms, equipment, teaching and learning activities and etc.
c. Paper (data sources in the form of symbols), that is a data sources that present signs in the form of letters, numbers, pictures, or other symbols, which can be obtained by documentation methods, such as documents, letters, or archives.

4.   Data collection technique

In qualitative research, researchers rely heavily on the results of their research through observation supported by interviews and documentation collected in the field, the methods are as shown below.:

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[1] Jhon W. Creswell, *Penelitian Kualitatif & Desain Riset,* (Yogyakarta: Pustaka Pelajar, 2015), hal. 135

[2] Mukhtar, Metode Praktis Penelitian Deskriptif Kualitatif (Jakarta: GP Press, 2013), hal.88.

[3] Sugiyono, Metode Penelitian Pendidikan, Pendekatan Kualitatif, Kuantitatif dab R&D, (Bandung: Alfabeta, 2007), hal. 300.

Figure 2
The design of data collection techniques that will be taken by the researcher

In accordance with the type of research, that is qualitative research, to obtain data related to the research focus, the researcher applies data collection methods.

5. **Data analysis technique**

Data analysis in qualitative research is carried out when data collection conducted and after completing data collection within a certain period. Miles and Huberman argued that the activities in qualitative data analysis were carried out interactively and continued to completion, so that the data was saturated ". Then the research data analysis was carried out in the following steps:

a. Data collection. The process that conducted throughout the research, using a set of instruments that have been prepared, in order to obtain data information through observation, interviews and documentation.

b. Data Reduction. The data obtained from the field is quite a lot, so it needs to be recorded in detail and carefully. In addition, the longer the researcher goes to the field, the more data will be, complex and complicated. For this reason, it is necessary to immediately analyze data through data reduction.

c. Presentation of Data. Data presentation is done in the form of brief descriptions, charts, and relationships between categories. Meanwhile, what is most often used to present data in qualitative research is narrative text.

d. Withdrawal of Conclusions / Verification. The initial conclusions put forward are still provisional, and will change if strong evidence is found to support it at the next data collection stage. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

IV. FINDINGS AND DISCUSSION

In general, college institutions are far behind other educational institutions. What is happening now is that the efforts of college to catch up with other educational institutions can be likened to chasing a shadow, the sooner it is pursued, the faster it will move away. This situation cannot be overcome unless extra efforts are made. One of them is by improving the quality and quality of college institutions, increasing the quality quickly through improvement efforts starting from improving the vision and mission of education first, then accompanying the operational implementation of education in the field. And all of that is also greatly influenced by the leadership patterns that are applied in college. So that professional leadership is very influential on the success of quality improvement in college.

The government's policy in improving the quality of college is not final. Tens or even hundreds, maybe thousands of policies have been issued by the government to boost the quality of college. Managers of college are not left behind in innovating to improve the quality of inputs and outputs of college. Even so, improving the quality of college is still unsatisfactory. Although there are also several college institutions whose quality is at the same level as college in the Coordinator of Private Islamic Religious Colleges Region XIII Jambi. However, such college is still small and not representative. There are many ways that can be done to improve the quality of education. But all of that returns to the human factor that runs it. Therefore, humans who are in an educational environment must try to be professionals. Key actors responsible for improving the quality of education in college. Strong college leadership (democratic) will greatly support the character of improving the quality of education.

Some of the leadership functions in improving the quality of college in Jambi consist of the process of strategy formulation, strategy implementation and strategy evaluation and control.

Each step is described as follows:
1. The role of leadership in the formulation of college strategies

The college strategy formulation is carried out by the leadership through the process of selecting the main action pattern (strategy) to realize the organizational vision. The essence of formulation as part of leadership lies in making decisions by sorting and selecting alternative activities to be carried out so that efforts to achieve goals take place effectively and efficiently. The strategy formulation process includes all activities, that is:

a. Formulation of vision, mission and goals

Based on the results of the researchers' observations, it was found that the process of formulating the vision, mission, and objectives that had been prepared by college in Jambi province was to formulate a vision in advance by predicting the current problems and conditions of the institution. The vision that has been compiled is developed in the mission formulation in accordance with the situation and conditions as well as the expected goals.

The next step is to formulate the goals to be achieved as the description or implementation of the mission. In the process of formulating the vision, mission, and goals, the head of the college involves all parties and disseminates it to all stakeholders. College leaders along with all lecturers and staff formulate a vision, mission, and goals to find out about environmental changes and what are the basic needs of the environment that are capable of being captured by colleges. After the formulation of specific objectives is clear, a strategy for achieving it through a number of programs is formulated as a strategic activity.

b. Identification of internal and external factors

The college has conducted a SWOT analysis in increasing effectiveness. The SWOT analysis is prepared by identifying, observing, and analyzing the internal and external environment carefully and in detail for the success of the vision and mission to be achieved. In the observation, the college researcher conducted a SWOT analysis by identifying internal and external factors through deliberation with the parties involved.

c. Perencanaan jangka pendek, menengah, dan jangka panjang

The documentation has been obtained by researchers that college have prepared short, medium, and long term plans in increasing college effectiveness. Short-term planning is carried out for one year, medium-term planning is carried out in three years, and long-term planning is carried out for five years. In the analysis of researchers, short, medium, and long term planning is carried out by evaluating the implementation of last year's program by linking the next program.

The plans made by college leaders are: 1). At the beginning of each new semester there is a general meeting to discuss everything for the next year's journey. 2). Each position occupied by each personnel, their duties and responsibilities are explained. 3). Each division is required to make its own work plan. 4). On his way, the chairman monitors the implementation of the plans made through their respective representatives in charge of them.

Short-term planning is planning on the results to be achieved in a period of one year or less. Meanwhile, medium-term planning is planning on the results to be achieved in a period of two years or less. Long-term planning represents the expected results of implementing a particular strategy, usually in the range of three to five years [22].

d. Determination of superior strategy

The success of college leadership is inseparable from determining strategies to increase efficiency and productivity in order to improve the quality of college. College strategy describes the methods and approaches used to achieve strategic objectives. As the superior strategy in college is a strategy that is carried out to make the achievement of educational goals more effective.

From the results of the author's analysis, the formulation of superior strategies in improving the quality of college education is by coordinating with related college elements. College superior strategies are creating superior programs, increasing student religious understanding, selective admission selection system, and intensive self-development. The college has a work plan which is a planning process for all things properly and thoroughly to achieve the goals of the institution, a work plan is prepared as a work guide and as a reference for identifying and proposing the required resources.

College strategic planning involves related stakeholders. In the researchers' observations, the involvement of various stakeholder elements should be conducted. Their hopes and desires must be accommodated in planning. When all internal parties in the institution are satisfied with program planning, there will be a feeling of shared responsibility for its implementation.

2. The role of the leader in implementing the college strategy

The implementation of strategies in improving the quality of college is the implementation of the planning stage. The role of leadership in implementing strategies to improve the quality of college in Jambi province is as follows:

a. Determine the institution's policies

Policies are rules, rules, or values that must be carried out by college. Policies are in the form of rules that have been set by the government or the college themselves. In its implementation, policies must be carried out in accordance with predetermined rules.

From the results of the author's analysis, the policies that have been set by college are following government policies and policies that have been set by the college itself. The policies that have been set by the government are implementing KKNI-based curricula, implementing cultural and character education in college, improving the quality of lecturers by continuing their education to the undergraduate level, research training workshops and journal writing, training in the use of technology and information. In improving the quality of education, lecturers take part in the lecturer certification program organized by the ministry of religion, and lecturers receive training to improve their competence, such as taking thematic learning training for pgmi study program lecturers. The policies that have been set by the college itself are development strategies, creating rules for lecturers and students.

b. Motivating lecturers and administrative staff

College leaders always provide motivation, direction, or orders to lecturers and administrative staff related to increasing their competence during official meetings. The leadership also provides motivation to lecturers and administrative staff for further studies, promotes on time, publishes one journal in one semester and one book in one year (two semesters).

Based on the interviews the researchers conducted, the leadership gave rewards to superior lecturers and administrative staff, namely in the form of certificates or souvenirs as well as the opportunity to get training in an earlier batch. From the data obtained by researchers, the researcher analyzes that the motivation process is carried for employees are carrying out their duties better.

c. Allocating human resources

In creating an effective learning process, it is necessary to allocate human resources according to their respective fields and fulfill the demands of a minimum of six lecturers for one study program and administrative staff according to the needs of the institution. This is conducted because it is to increase the effectiveness of learning and management. From the results of the author's analysis that the human resources referred to here are all human resources that can develop, consisting of lecturers, students, employees and elements of leadership. College leaders allocate human resources by selecting them in advance and knowing their educational background, certificates, and competencies.

d. An institutional culture that supports the strategy

The researchers' observations resulted in a college culture that was created through habituation. Culture must be conducted to support the predetermined strategy, the existing college culture, namely professionalism, discipline, and responsibility.

The quality of education produced by college institutions is formed from the hard work of college leaders along with lecturers and employees in implementing quality management in accordance with the predetermined plan. college leaders have an important role by coordinating with related parties during the implementation of strategic management. These activities aim to ensure that implementation can run effectively, efficiently and according to plan

3. Evaluation of leadership for college quality control

To determine the success of program implementation, managers must conduct an evaluation. The evaluation process is the last stage in a series of quality management processes. The evaluation of strategies for improving the quality of colleges in Jambi province was carried out in stages. The evaluation process is divided into three stages, that is:

a) Monitor all results of planning and implementation

In this evaluation, college leaders carry out continuous supervision of all programs. Researchers assess that supervision is carried out directly by the leadership by monitoring the progress of each activity. This aims to determine whether the activities carried out are in accordance with the predetermined plans or not.

Based on the interviews the researchers got, how to monitor all the results of planning and implementation of strategic management in improving the quality of college is to hold a meeting once a month with stakeholders to provide direction and guidance, monitor the progress of each activity, supervise and intensively measure the performance process.

b) Measuring the performance of individuals and institutions

Based on observations, the researcher considers that the activity aims to find out how high the success of the activities that have been carried out is based on strategic planning, so that if any problems occur, they can be immediately resolved. Measuring individual performance includes measuring the level of success carried out by individual people, for example, that is lecturers and administrative staff. Meanwhile, measuring the performance of the institution includes the facilities and infrastructure of the institution, the lecture process, program activities, and others.

Likewise, the documents that the researchers have obtained, measure the performance of individuals and college institutions, namely by supervising the learning process and learning outcomes, assessing lecturer performance, and conducting college self-evaluations.

c)   Conduct Follow-Up Evaluation Results

College leaders take corrective steps, namely by evaluating the last year then adjusting to the existing developments and means to determine future strategies, conducting college self-evaluations every five years carried out by institutional development teams, institutions looking for failures or obstacles from activities implemented, then find a solution, and take action to implement the agreed solution and carry out programming. The researchers' observations show that every activity must have deficiencies, therefore it is necessary to improve each activity to overcome these deficiencies in accordance with the predetermined plan. The evaluation process is very important in order to improve the quality of the college. Every day there must be repairs. There must be a quality system as a reference for improvement. The system includes the organizational structure, responsibilities, procedures, processes and resources to carry out the strategy.

4. Communication of leaders with college components

The leader is a person who is responsible for the work of the people in the organization. Leaders as planners, organizers, leaders and controllers of the implementation of the daily activities of the organization. As an effective leader is able to get a job done and maintain a high level of satisfaction in the workplace.

Based on the results of the researchers' observations, it was found that the manager has communicated well with his subordinates, this indicates that a manager who carries out management functions well is a more successful manager. The more time a manager spends on planning, the greater the profits their company gets, because the planning function plays an important role in the overall management function.

College leaders when interviewed said that they always strive to foster enthusiasm for employees to work well and guide them to carry out activities according to plan in order to achieve goals, inspire and motivate employees to strive to achieve organizational goals. Assignment of tasks to employees is carried out by starting with the allocation of resources and coordinating activity arrangements for each individual and group to implement the plans that have been made, including determining where decisions will be made, who will carry out tasks and jobs, and who will work and for whom.

Based on the observations of researchers from college leaders in Jambi in carrying out daily tasks as a leader, they are actively involved and understand the need to achieve organizational goals. that is, the role of a leader in interacting with various parties who will help the successful implementation of tasks, both within the institution and outside the college. Leaders must have the ability to give encouragement to others, so that they can do something as ordered without them feeling it directly, because they have been given a motivation or encouragement in the form of stimuli to excite and encourage doing work, this shows the active involvement of the leadership and create a spirit of employee concern for the goals and desires of the organization.

Employee performance can be the center of problems for an organization when their potential is not optimally developed and they do not know what the organization wants, but it can be a center of success for the organization if the potential is optimally developed. Given that HR in an organization is very important, every organization seeks to empower the potential of its employees / employees to achieve high performance. The performance achieved by individual employees / employees (individual performance) will ultimately contribute to the performance of the organization / company (corporate performance) or institutional performance.

The results of the interview researchers said that all college employees understand the desires of the organization, based on the division of tasks according to fields, and provide motivation for enthusiasm and love for work and reward for their work success. In addition, employees are also responsible for the condition of the college environment, both physically and non-physically, and are responsible for increasing cooperation between employees to create quality education.

College leaders always strive to foster enthusiasm for employees to work well and guide them to carry out activities according to plan in order to achieve goals, inspire and motivate employees to strive to achieve organizational goals. Assignment of tasks to employees is carried out by starting with the allocation of resources and coordinating activity arrangements for each individual and group to implement the plans that have been made, including determining where decisions will be made, who will carry out tasks and jobs, and who will work and for whom.

Based on observations of researchers, college leaders in carrying out daily tasks as a leader are actively involved and understand the need to achieve organizational goals. that is, the role of a leader in interacting with various parties who will help the successful implementation of tasks, both within the institution and outside the college.

Leaders must have the ability to give encouragement to others, so that they can do something as ordered without them feeling it directly, because they have been given a motivation or encouragement in the form of stimuli to excite and encourage doing work, this shows the active involvement of managers and generate a spirit of concern for employees to the goals and desires of the organization.

The purpose of leadership is to achieve and maintain an institution's competitive advantage. A leader's job is to formulate, implement, and evaluate cross-functional decisions that enable the institution to achieve its goals. Leaders must be able to create new opportunities and transform for institutional change. College leadership is not limited to how to manage the implementation of activities on college, but also how to develop organizational behavior related to external change. Leadership is able to determine the direction of the organization so that the leader must understand the aspects of implementing the plan, further the aspects of the mission, vision and institutional goals, to the aspects of evaluation. The planning and evaluation aspects of college leadership help improve the quality of education when all components work in accordance with program planning and are controlled by the leadership intensively.

The position of the Head of college as a leader, organizer, manager and supervisor of education cannot be denied. As a leader, the head of college must be able to apply his leadership orientation in accordance with the subordinates he leads. As organizers, they are required to formulate the right organizational structure, assign personnel in the right place, clear job titles and tasks, and a definite and firm work mechanism. As a manager, college must be able to smoothly implement management functions ranging from planning to evaluation and reporting. The last one as a supervisor must be able to foster, develop, repair, and improve all existing resources in college for the sake of improving the quality of education in Islamic education institutions.

If a head of college is a transformational leader, of course this leadership will be sensitive to changes in the organizational environment, and the head of college will make changes to the organization he leads by changing the vision, mission and socializing it to his subordinates. In addition, the leader or head of college will show indicators of transformational leadership to be able to change and build the mindset of their subordinates. If all members of an institution are able to equalize the mindset and vision and mission, then an institution will move according to the goals set and aspired by the college institution.

V.   CONCLUSION

College leaders in Jambi province carry out innovation, integration, and environmental analysis to seek potential or generate potential for achievement in accordance with the vision and mission of the college. The leadership applies a discussion system to involve every stakeholder involved in college development. College leadership in improving the quality of education is by increasing resources and involving lecturers to proceed to doctoral (S3) and master's (S2) programs for employees in college. Then also conduct comparative studies to advanced college in the region and outside the region. Then hold trainings and participate in seminars both nationally and internationally. Then the leader monitors or evaluates the performance of his subordinates according to their duties and functions, so that the achievement of goals can be measured according to schedules.

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