

Educational Innovation for Leaders of Private Islamic Religious Universities

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Abstract

This research aims to analyze educational innovations carried out by leaders at Private Islamic Universities in Jambi Province. Using a descriptive qualitative approach with case studies at two institutes in Jambi Province, this research involved observation, interviews, and documentation as data collection techniques. Research locations include the Yasni Muaro Bungo Islamic Institute and the Tebo Islamic Institute. Research subjects included the IAI Chancellor, lecturers, and staff. The research results show that higher education leaders in Jambi Province have innovated in Islamic religious education through several leadership patterns. They optimize the internal and external potential of the campus, implement superior strategies for lecturers and students, and activate communication between campus leaders and employees. Obstacles include limited human resources, inadequate facilities, and an insufficient budget to support quality lecture activities. To overcome these obstacles, the Leadership has established a systematic work structure, explained job descriptions clearly, carried out collaboration and comparative studies with academic and government institutions, both private and state, and designed a qualification-based national curriculum. They also provide opportunities for lecturers to continue their education to the doctoral level and participate in certification programs, training and research seminars, and community service. Recommendations include competent support, management improvements, and adaptive leadership development. Government support and the development of quality and adaptive Leadership are also recommended.

Keywords

Leadership; Educational Innovation; Private Islamic Higher Education Institutions (PTAIS)

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1. INTRODUCTION

In essence, human and organizational life is covered by continuous change. On the one hand, it is due to external factors that encourage change, on the other hand, change is felt as an internal need (Nurcahyanti, Suwatno, & Sugiharto, 2019). Therefore, change needs to be understood to reduce the pressure of resistance to change. Experts' views on implementing change vary significantly according



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to their viewpoints and experiences. In its implementation, one or a combination of these opinions can be used as long as it is adapted to the environmental conditions. All organizations face a dynamic and changing environment. The organization's external environment tends to be a driving force for change (Ambarwati, 2018).

On the other hand, organizations internally feel the need for change. Therefore, every organization chooses between changing or dying under pressure from the forces of change, especially in education. Islamic Higher Education in Indonesia has changed to find its ideal form (Astuti & Saril, 2020). In its development, Islamic higher education has been unable to answer the challenges of an increasingly globalized era, especially in technology and information (Fitriani, 2019). Sondang P. Siagian explained that organizations will face various problems if changes are not made. Private Islamic Religious Universities (PTAIS) are still below other tertiary institutions. Therefore, Leadership is needed to be capable of innovation and creative thinking so that Private Islamic Religious Universities (PTAIS) can compete in the era of Industrial Revolution 4.0 (Muhammad Zaim, 2021).

These shifts and changes are inevitable. This is because human demands and needs change from time to time (Yasin, 2017). Today, extensive knowledge alone cannot guarantee that someone who carries out educational innovation can speak volumes in global competition (Tabroni et al., 2022). Specific skills are also required that are in line with field needs. If this is not the case, then the implementation of educational innovation will be crushed and eliminated.

Moreover, the world has entered a new era, namely the Industrial Revolution Era 4.0. The era of the Industrial Revolution 4.0 has had an impact that is not simple. It impacts all aspects of human life (Sabri, 2020). Included in this is education. This era is marked by the increasingly central role of cyber technology in human life. So, it is unsurprising that "Education 4.0" appears in education. The impact of digital technology towards industrial revolution 4.0 in the next five (5) years will be 52.6 million types of jobs that will shift or disappear from the face of the earth (Suwardana, 2018).

The current problem of Islamic higher education seen from the Islamic higher education system managed by UIN/IAIN/IAIN, PTAIS, and so on is actually quite encouraging, or even if not, the amount exceeds needs, resulting in overproduction. At the same time, other sciences are oriented towards science and technology. Technology is still rare (Mukit, Mustaqim, & Abidin, 2021). So, it is logical that there is an assumption that states, "Islamic students are poor in insight, mastery of science and technology, communication, and politics." It would not be wrong to conclude that the Islamic education ethos, as it currently exists, still does not pay enough attention to linking and matching in building its education system (Aziz & Zakir, 2022). There is a gap between the speed of development of science and technology and the speed of development of Islamic education at private Islamic universities (PTAIS) because the acceleration of science and technology development is not accompanied by efforts by private Islamic universities (PTAIS) also to accelerate. As a result, Private Islamic Religious Universities (PTAIS) are less responsive to the dynamics of social change in society, so it becomes inevitable that their educational process becomes less contextual. The slowness of Private Islamic Religious Universities (PTAIS) in responding to the dynamics of science and technology development and social realities has caused a comfortable second-class stigma to be attached to them (Zulmi et al., 2024).

For this reason, there is a need for innovation within PTAIS. PTAIS must also disrupt itself if it wants to strengthen its existence. Disrupting oneself means adapting to the needs and demands of society and being oriented towards the future (Indah Maysela Azzahra, 2021). PTAIS's lagging behind so far is caused by the previously described problems and latent problems that have never found a solution.

The complex educational problems experienced by the pattern of education implementation in this country require us to respond by carrying out preventive, persuasive, and innovative action activities. Even though something new is not necessarily good, innovation is not necessarily innovative or creative, let alone its relevance to the situation and conditions, so it can be said that educational

innovation in higher education is carried out as a problem-solving for various kinds of educational problems. In simple terms, educational problems must require innovation, which is determined by its leaders' existence (Afif, Ayuningrum, Imran, & Qowim, 2022). Leaders of educational institutions have full authority and responsibility according to their managerial level for the effectiveness of managing educational institutions. Leaders have 3 leading roles in institutions, namely the role of decision making (decision role), the role of building and fostering harmonious relationships between people (interpersonal role), and reviewing and disseminating information (informational role) (Kristianto, Susetyo, Utama, Fitrono, & Jannah, 2023). If educational leaders can use these three types of roles, supported by adequate managerial and Leadership skills, the future changes and developments in education will undoubtedly be much better. In essence, this condition is the hope of the broader community as users of the output of educational institutions and should become a thinking paradigm for educational institutions (Abdullah, 2020).

Leadership is the ability to move, motivate, and influence people to be willing to take directed actions to achieve goals through decision-making regarding these activities (Ferdian Utama, 2017). Miftah Toha in Idhochi Anwar explains that Leadership is exercising authority and making decisions (Suriani, Hakim, Jambi, & Sulthan Thaha Saifuddin Jambi, 2023). This understanding shows how a leader can use his authority to move the organization through his decisions. The more popular understanding shows a harmonious pattern of interaction between leaders and subordinates so that the authority possessed by a leader is implemented in the form of guidance and direction toward subordinates. Meanwhile, according to Martinis Yamin and Maisah, Leadership is a process of influence carried out by someone in managing members of their group to achieve organizational goals (Bakhtiar, 2023). Leadership is a strategy or leadership theory carried out by people we call leaders. A leader is someone with authority who directs subordinates to do part of their work to achieve goals. The educational Leadership principle is the leader's effort to make followers and stakeholders take part in running the organization optimally with full awareness. Leadership is an individual's ability to influence, motivate, and enable others to contribute to organizational effectiveness (Rokhman, Syaifudin, & Pratama, 2020). Therefore, the ideal educational leader must convince followers to realize shared dreams by building and implementing educational innovation.

Leading a university requires special skills and knowledge because a university is a unique entity (Gautama, 2022). A college is not an office, not a factory, and also not a company. Higher education is a knowledge and skill development entity aiming to create a knowledgeable and skilled society. Higher education leaders must have adequate skills and knowledge such as academic Leadership, knowledge management, expertise management, higher education governance, and faculty/department management (Setiawan & Lenawati, 2020). A leader must master all these skills to face the era of Industrial Revolution 4.0, and leaders must innovate in all aspects so that the university they lead can compete in the era of Industrial Revolution 4.0. Innovation in Private Islamic Higher Education (PTAIS) is necessary because the future challenges of Private Islamic Higher Education (PTAIS) are increasingly complex. One of the first steps for Private Islamic Higher Education (PTAIS) to innovate is by changing the institution's status. High to become an institute (Rostandi, 2021). The presence of the Minister of Research, Technology and Higher Education Regulation Number 100 of 2016 concerning the Establishment, Changes, Dissolution of PTNs, and the Establishment, Changes, and Revocation of PTS Permits is a new chapter for the journey of higher education in Indonesia, including Private Islamic Higher Education. The Minister of Research, Technology, and Higher Education Regulation provides universities with innovative options. This new chapter provides opportunities and challenges for higher education to compete with each other in improving the quality and ability to exist in society. Thus, it is hoped that there will be efforts to mutually improve themselves for each university, so that they can respond and respond positively to innovate in a better direction.

Islamic religious universities have responded well to the existence of the Minister of Research, Technology and Higher Education to innovate to be better. The presence of the Minister of Research,

Technology, and Higher Education provides an opportunity for Islamic religious universities to change the naming status of higher education institutions, such as naming Islamic Higher Education Institutions (IAI) which innovate to become Islamic Institutes. (IAI) Moreover, the State Islamic Institute (IAIN) became the State Islamic University (UIN). Islamic religious universities (PTAIS), which are under the Coordinator of Private Islamic Higher Education (Kopertais) Region XIII Jambi, also responded well to the presence of the Minister of Research, Technology, and Higher Education Regulation, the Coordinator of Private Islamic Universities (Kopertais) Region Yasni Muaro Bungo. The success of these 3 universities out of 15 private Islamic Religious Universities fostered by Kopertais Region Private Islam (Kopertais) Region XIII Jambi.

Based on the researcher's initial observations at Private Islamic Higher Education Institutions (PTAIS), which are under the Coordinator of Private Islamic Higher Education Institutions (Kopertais) Region Private sector (Kopertais) Region XIII Jambi is unable to innovate. First, the low level of attention of personnel as members of the organization to relationships between fellow staff, including in carrying out their duties and functions, where higher education leaders relatively rarely manage their employees at a certain level to carry out innovation and risk-taking, so that occurs in staff work patterns, tending to focus on routine work activities. In addition, the orientation of education administrators towards managing PTAIS organizational activities under Kopertais Region XIII Jambi still tends to emphasize maintaining the status quo (Stability or Stability) as a contrast to growth. This can be seen as a phenomenon in the assignment of several staff to certain positions that are not following the needs of organizational governance, as stipulated in the provisions set out based on the structure and governance of higher education, so that staff activities in the organization appear to be less efficient, especially in managing academic and technical matters. It is related to the field of financial administration. This means that awards are given to members of organizations based on political games and manipulation of other people. Second, the management approach applied by the Leadership in managing the implementation of higher education tridharma activities in the Kopertais Region This was demonstrated by employees in the activities of the PTAIS organization under the Kopertais Region, not individuals.

Through the searches that have been carried out, the researcher found several previous studies relevant to the topic discussed by the researcher. Previous research covers various aspects of educational Leadership and innovation in various contexts. Helaluddin's research on "Increasing Technological Literacy Capabilities in Efforts to Develop Educational Innovation in Higher Education" highlighted the importance of technological literacy in advancing information and communication technology (Haleludin, 2019). Meanwhile, Agus Triyono researched "Digital Public Relations Innovation in Private Universities" to determine its impact on the image of universities (Triyono, 2018). Other research, such as that conducted by Winarno et al. and E. Nobari et al., explores the relationship between organizational and Leadership aspects on innovation and organizational performance (Winarno, Troena, Armanu, & Solimun, 2012). In addition, research highlights more specific aspects of Leadership, such as authentic and participative Leadership (Opatokun, Hasim, & Syed Hassan, 2013). Other research, such as that conducted by Didin Kurniadin, Nasril, Tedy Ardiansyah, and Dipa Teruna, examines the role of Leadership in improving the quality of education, lecturer job satisfaction, and organizational performance in higher education. There is also more specific research regarding the implementation of educational innovation, such as that conducted by Zulfatun Najah et al. and Tedy Ardiansyah and Dipa Teruna. These studies provide diverse insights into leadership practices and educational innovation in various educational institutions, including private Islamic universities in Jambi Province. Thus, the previous research above contributes to understanding how these practices can be managed and improved to improve the quality of education in various contexts. The fundamental difference between the research carried out is that the research object was carried out in the PTAIS environment and this research is specifically for private university level education.

Based on the background above, this research focuses on exploring the implementation of

educational Leadership and innovation in Private Islamic Higher Education Institutions (PTAIS) in Jambi Province, with a particular focus on the Yasni Muaro Bungo Islamic Institute (IAI) and the Tebo Islamic Institute (IAI), this research aims to deepen understanding of how these institutions manage Leadership and innovation in their educational practices. The theoretical aim is to contribute to scientific discussions about Leadership and Educational Innovation in Private Islamic Higher Education Institutions, while the practical aim is to provide insight for stakeholders such as institutional Leadership and supervisory bodies such as the Region XIII Private Islamic Higher Education Coordinator (Kopertais). Jambi. Ultimately, this research aims to enrich the understanding of Educational Innovation in Higher Education, benefiting both academic knowledge and practical applications.

2. METHODS

This research uses a qualitative approach to understand the phenomenon of Leadership in Private Islamic Higher Education (PTAIS) in the context of realizing educational innovation. Researchers conducted observations, interviews, and documentary studies through field research methods. A qualitative approach allows researchers to holistically understand research subjects' behavior, perceptions, and motivations in natural situations. The data sources in this research include various relevant elements. First of all, there is a human data source consisting of two university Chancellors, namely the Chair of the Chancellors of the Tebo Islamic Religious Institute (IAI) and the Yasni Muaro Bungo Islamic Religious Institute (IAI), as well as 30 structural and functional staff from each university. High, with 10 people from the Tebo Islamic Religious Institute (IAI) and the Yasni Muaro Bungo Islamic Religious Institute (IAI). Apart from that, document data sources include archives, official documentation, guidebooks, organizational structures, and other documentation sources related to the Tebo Islamic Religion Institute (IAI) and the Yasni Muaro Bungo Islamic Religion Institute (IAI). Finally, the event data source is events directly related to higher education innovation carried out by the two institutions. The data collected is in words, narratives, and documents, not numbers, and is analyzed using an interaction analysis model. Data collection techniques include participant observation, in-depth interviews, and documentation. Triangulation of techniques, sources, and methods was used to ensure the trustworthiness of the data.

3. FINDINGS AND DISCUSSIONS

Results

As a development district of Bungo Tebo Regency, Tebo Regency does not yet have an Islamic Religious College that will educate and produce tarbiyah staff with professional competence. At the same time, Bungo Regency, Jambi Province, shows potential for development in Islamic religious education. With the large and urgent need for Islamic Religious Education lecturers and demands from the community who are generally Muslim and religious, the Tebo Tarbiyah Science College (STIT) and the Yasni Bungo Islamic College are needed. In the 1999/2000 academic year, STIT Tebo was able to attract 78 prospective students in class I and 70 prospective students in class II in the 2000/2001 academic year, while the Yasni Bungo Islamic College became a leading center for the dissemination of Islamic knowledge and scholarship in the region. After an innovation process, in 2019, they succeeded in changing their status to the Tebo Islamic Institute (IAI) and IAI Yasni Bungo, reflecting their commitment to becoming centers of excellence for quality and competitive Islamic education with relevant study programs and adequate supporting facilities. This achievement was obtained due to the excellent cooperation of leaders, lecturers, staff, and stakeholders. The results of this research will be discussed about Leadership, innovation, and the obstacles faced.

Leadership at PTAIS Jambi Province

Leadership at IAI Tebo and IAI Yasni Muaro Bungo emphasizes research and development as essential to higher education learning activities. The leaders of these institutions are actively involved in designing learning programs, research and improving the quality of education. They prioritize togetherness, strengthen networks between work units, and involve all related parties, such as Leadership, lecturers, staff, and employees, to create a sense of togetherness.

"According to the chairman of LP3M, to make it easier to manage and develop the IAI Tebo and IAI Yasin Muara Bungo campuses, the chancellor, in carrying out his Leadership, has the characteristic of always including his representatives, staff and lecturers. "Apart from that, the Chancellor is also open to accepting all proposals in the form of ideas related to campus development."

A leader must be able to manage his leadership style to innovate in the face of change and development. Through his leadership style, the leader must be able to turn challenges into opportunities for innovation. For this reason, leaders must implement an effective leadership style to influence the performance of all existing resources to carry out the desired innovation. An effective leadership style is a leadership style that can influence, encourage, direct and mobilize the people being led according to situations and conditions so that they are willing to work enthusiastically in achieving organizational goals. There is a tendency to accept input from subordinates in determining policy, with the chancellor happy to accept this input in the hope that it can help improve the quality of the campus. In designing activity programs, group decisions are seen as having the advantage of complementing collective thinking but can also open up the possibility of conflicting opinions, which slow down decision-making (Mukhlisin & Pasaribu, 2020). This indicates the importance of involving all relevant parties in decision-making to ensure balanced representation and mutual acceptance of the decisions.

This research also shows that the chancellors of IAI Tebo and IAI Yasni Muaro Bungo have been actively involved in carrying out their daily duties as leaders. They understand the need to achieve organizational goals and the critical role of leaders in interacting with various parties. In this case, the ability to influence other people and provide motivation is critical in ensuring the successful implementation of tasks. The leader's active involvement also creates a spirit of employee concern for the goals and desires of the organization, as well as increasing positive working relationships between various parts of the institution. According to Leithwood and Riehl in Uhar Suharsaputra, several understandings of Leadership are based on conceptual, empirical, and normative sources, namely: Leadership exists within social relationships and serves social ends, Leadership involves purpose and direction, Leadership is an influence process, Leadership is a function, and Leadership is contextual and contingent. This understanding provides a basis for leaders at IAI Tebo and IAI Yasni Muaro Bungo to carry out their duties more effectively according to the existing context and situation.

Leadership exists in social relationships and aims to achieve social goals. This means that the role of a leader cannot be separated from social interaction and is directed at achieving beneficial results for the community or group he leads. Leadership involves clear goals and direction. Leaders must have a clear vision of what they want and how to achieve it. Without clear goals, Leadership becomes directionless and less effective. Leadership is a process of influence. This means that leaders act themselves and influence others to move or act following the goals set. This influence can be direct or indirect, but what is certain is that leaders have the power to move other people. Leadership is a function. This means that a series of duties and responsibilities are attached to the leader role. This can include organizing, coordinating, making decisions, motivating, etc. As a function, Leadership must be carried out efficiently and effectively to achieve the desired goals. Leadership is contextual and contingent. This means that how Leadership is exercised will vary depending on the context and situation. There is no one leadership approach that is suitable for all situations (Zulfakar Zulfakar, 2020).

Therefore, leaders must be able to adapt their leadership styles and strategies according to the conditions they face. This understanding provides a foundation for leaders at IAI Tebo and IAI Yasni

Muaro Bungo to carry out their duties more effectively because it helps them understand the importance of social interactions, setting clear goals, influencing others, appropriately carrying out tasks and responsibilities, and adapting to various existing contexts and situations. By understanding these concepts, leaders can better manage their institutions and achieve organizational goals.

Innovation in Higher Education

Educational innovation at IAI Tebo is a critical effort to improve the quality of education and compete in the current competitive educational era. Educational leaders have a broad responsibility to drive innovation to create excellence in their institutions, involving educational resources such as lecturers, students, infrastructure, funds, facilities, climate, and learning environment. Strong commitment, straightforward programs, expertise, and leadership qualities are the keys to success in realizing practical educational innovation. This innovation includes preparing innovation plans, evaluating educational standards, research, and sustainable community service. Through active communication with KOPERTAIS XIII Jambi, IAI Tebo has opened 7 new study programs and is committed to fully controlling educational innovation activities to ensure their success. Apart from that, improving the quality of education is carried out by updating learning facilities and infrastructure as well as governance of tertiary institutions, followed by an evaluation of educational standards, research, and community service to ensure that the quality of education is maintained.

In efforts to improve, IAI Tebo has taken several steps, especially in curriculum, lecturer development, research and service management, and financing. In the curriculum aspect, each lecturer must prepare RPS following the KKNI curriculum, which is based on a quality manual that the campus has prepared. Meanwhile, in developing lecturers, efforts are made to improve the quality of lecturers by encouraging them to continue their Strata 3 studies or doctoral and post-doctoral programs. The quality and competence of lecturers greatly influence the quality of learning and higher education graduates. Apart from that, the research and service management has also changed, with the involvement of joint research between lecturers and students and the service of universities to the target villages. In addition, asset management is carried out to fulfill learning facilities on campus. However, financing issues remain a focus, with dependence on student tuition fees and periodic financing through government assistance. IAI Tebo's plans were prepared by considering the condition of higher education, community expectations and the challenges of the educational strategic environment. Higher education work programs emphasize curriculum review, improving the quality of education, developing educational resources, and achieving student competencies. The vision and mission of the institution, as well as the goals of higher education, have been formulated to guide the implementation of work programs and achieve the desired results. Interviews with IAI Tebo leaders revealed their commitment to developing lecturer competency and improving the quality of graduates as part of ongoing educational innovation.

IAI Tebo has taken essential steps in improving tertiary institutions' education quality. These steps cover various aspects, from expanding study programs by opening 7 new study programs after actively communicating with KOPERTAIS XIII Jambi to improving the quality of education by completing learning facilities and infrastructure and improving higher education organization and governance. Apart from that, they are also improving their lecturers' curriculum and quality by providing opportunities to continue their doctoral studies, promoting joint research between lecturers and students, and dedicating universities to the villages they support. Implementing integrated systems such as Academic Information, online PMB, E-Journal, E-Library, and Alumni Tracer and improving P3M and P2M institutions shows their commitment to educational quality standards. Lecturers at IAI Tebo also prepare a well-coordinated syllabus, while university leaders regularly evaluate lecturers' handling of problems. Regarding student services, the study program is ready to help if there are difficulties during lectures. These steps illustrate IAI Tebo's commitment to improving the overall quality of education, focusing on curriculum development, teaching quality, and student support.

IAI Al Yasin Muara Bungo has shown a solid commitment to improving the quality of higher education management and providing the best service to students. One of the efforts made is to improve the curriculum, where lecturers are asked to prepare a Semester Learning Plan (RPS) at the beginning of each semester in accordance with the Indonesian National Qualifications Framework (KKNI). Apart from that, in lecturer management and development, they actively encourage permanent lecturers to continue their doctoral studies to improve teaching quality. Research and service management is also the main focus, by encouraging participation in joint research between lecturers and students and university service to the target villages. Besides that, campus leaders are also active in planning educational innovation programs, which can be seen from the preparations made before the new academic year begins, including preparation for semester exams with a target of 100% fluency. Lecturers also play an active role in helping, according to their respective capacities and abilities, which is reflected in the availability of a campus calendar in the office of IAI Chancellor Yasni Bungo. All of these efforts show the seriousness of IAI Al Yasin Muara Bungo in improving the quality of education and management of its universities.

Educational innovation is a concept, item, or method that is considered or observed as something new by an individual or group of people, which is used to achieve specific goals in the world of education or to solve problems related to education (Suardi, Nasution, & Messiono, 2023). According to Wijaya, educational innovation in Indonesia can be seen from four main aspects: educational goals, educational and teaching structures, curriculum and teaching methods, and changes in various aspects of education and processes. The steps taken by IAI Tebo and IAI Al Yasin Muara Bungo are clear examples of efforts to improve higher education quality through innovation. IAI Tebo, for example, has opened 7 new study programs after actively communicating with KOPERTAIS XIII Jambi, which shows strategic steps in developing institutional capacity. Apart from that, they are also improving the quality of education by completing learning facilities and infrastructure and improving the organization and governance of higher education. Not only that, IAI Tebo is also improving the curriculum and the quality of its lecturers by encouraging lecturers to continue their doctoral studies, promoting joint research between lecturers and students, and the university's dedication to the target villages.

On the other hand, IAI Al Yasin Muara Bungo also shows a similar commitment by improving the quality of higher education management and providing maximum service to students, as well as focusing on innovation in management, lecturer development and educational programs. These two institutions also show seriousness in integrating information systems and improving research institutions and academic services. Lecturers at these two universities are also actively involved in the learning process by preparing a well-coordinated syllabus and getting support from university leaders to improve teaching quality. All of these steps are genuine efforts to realize educational innovation and improve the quality of education by paying attention to various aspects, including curriculum, teaching, and student services.

Obstacles and Efforts Made in Educational Leadership and Innovation

Several obstacles and efforts were made by the two educational institutions in the KOPERTAIS XIII Jambi area. The obstacles and efforts experienced by IAI Tebo include that the coaching activities carried out by university leaders for lecturers are not optimal. One of the efforts is to solve teaching problems faced by lecturers. Additionally, inadequate lecture facilities and infrastructure and a lack of lecturer commitment to work are still obstacles. Efforts can be made by involving lecturers in training and increasing collaboration with external parties. Observations in the field show that at IAI Tebo, obstacles to implementing educational innovation also include inadequate facilities and infrastructure and a lack of lecturer commitment. However, good relationships between universities and external parties can be an excellent example for students in the future so that they become superior resources in their field.

Meanwhile, at IAI Yasin, the obstacles faced included the low level of student innovation, the low competence of lecturers, and limited facilities and infrastructure. Efforts that can be made include

recruiting quality lecturers to increase lecturer competency and maintain the continuity of quality graduates. Apart from that, improving the quality of lecturers must be done to improve the quality of education. The author's observations found that students have obstacles in adopting learning innovations, low initiative in searching for quality learning resources, and plagiarism problems in scientific work. Meanwhile, researchers' observations show that lecturers' writing, research, mastering statistics, and foreign language skills are still low.

In general, both institutions face challenges related to lecturer development activities, inadequate lecture facilities and infrastructure, and low levels of student innovation. Hasbullah mentioned several factors that influence educational innovation, such as the vision of education, population growth, scientific developments, and demands for relevant educational processes. In the context of implementation, barriers to innovation often occur, which can come from psychological, practical, power, and value barriers. Based on this data, it can be concluded that the challenges faced by the two educational institutions reflect several factors mentioned by Hasbullah. To overcome these obstacles, comprehensive efforts are needed, including increasing lecturer competence, improving facilities and infrastructure, and promoting educational innovation that actively involves students. It is also essential to pay attention to the obstacles that may arise in implementing educational innovation and look for appropriate strategies to overcome them.

Discussion

Educational innovation in Islamic religious universities (PTAIS) significantly improves the quality and relevance of higher education, especially in areas with a majority Muslim population, such as Tebo Regency and Bungo Regency in Jambi Province. Leaders at IAI Tebo and IAI Yasni Bungo have demonstrated a vital role in driving educational innovation through active involvement in research, developing learning programs, and improving the quality of education. Per transformational leadership theory, they prioritize togetherness, strengthen networks between work units, and involve all related parties in decision-making. Leaders who can inspire and motivate their members to achieve common goals can create an environment conducive to innovation (Burns, 2010).

Optimizing internal potential at IAI Tebo and IAI Yasni Bungo includes utilizing existing human resources, increasing lecturer competency, and developing educational facilities. External potential, such as collaboration with other academic institutions and the government, is also significant in supporting educational innovation. Previous research shows that cooperation and collaboration with various parties can improve the quality of education and facilitate the transfer of knowledge and resources (Harrison & Killion, 2014). In this context, IAI Tebo and IAI Yasni Bungo have collaborated with KOPERTAIS XIII Jambi and various other academic institutions to develop new study programs and improve the quality of education.

The superior strategy implemented by the leaders of IAI Tebo and IAI Yasni Bungo includes providing opportunities for lecturers to continue doctoral studies and participate in certification programs and training and research seminars. This strategy is in line with the findings of Davis (2015) who emphasizes the importance of lecturer professional development to improve the quality of education. However, the obstacles faced in educational innovation at IAI Tebo and IAI Yasni Bungo include limited human resources for lecturers, facilities, and budget. Previous research by Rahman and Setiawan (2016) also shows that limited resources and resistance to change are common obstacles to implementing educational innovation in Islamic universities.

To overcome these obstacles, the leaders of IAI Tebo and IAI Yasni Bungo made various efforts, such as establishing a systematic work structure, explaining job descriptions clearly, and collaborating and comparative studies with other academic institutions. Implementing a qualification-based national curriculum is also the main focus in improving the quality of education. Research by Ahmad (2010) shows that educational innovation can be successful if it is supported by good cooperation between leaders, lecturers, and staff, as well as a commitment to continuously improving the quality of

education.

Educational innovation at IAI Tebo and IAI Yasni Bungo includes preparing innovation plans, evaluating educational standards, research, and sustainable community service. Through active communication with KOPERTAIS XIII Jambi, IAI Tebo has opened seven new study programs and is committed to fully controlling educational innovation activities to ensure their success. Apart from that, improving the quality of education is carried out by updating learning facilities and infrastructure as well as higher education governance, followed by evaluation of educational standards, research, and community service to ensure that the quality of education is maintained. The steps taken by IAI Tebo and IAI Yasni Bungo reflect their commitment to improving the quality of education through continuous innovation.

In conclusion, this research shows that the leaders of IAI Tebo and IAI Yasni Bungo have carried out various significant educational innovations, although they still face various obstacles. Efforts include developing study programs, increasing lecturer competence, improving facilities and infrastructure, and increasing collaboration with various parties. Support from Leadership, lecturers, staff, and stakeholders is significant in realizing effective and quality educational innovation at PTAIS Jambi Province. With a strong understanding of the importance of effective Leadership and good cooperation, it is hoped that educational innovation at PTAIS Jambi Province can continue to develop and positively contribute to improving the quality of education in the area.

4. CONCLUSION

The educational innovation of the leaders of private Islamic religious universities in Jambi province is carried out by improving the curriculum, quality of management, graduates, lecturer development, research, and service. Its implementation faces obstacles such as a lack of socialization of vision and mission, suboptimal use of information technology, inadequate infrastructure, and minimal budget. Efforts to overcome these obstacles include resource development, comparative studies, training, seminar participation, and performance monitoring and evaluation. It is necessary to distribute innovation evenly, increase leadership commitment, and provide optimal rewards and punishment. Professional training for lecturers and regular supervision are also essential. This research emphasizes the need for equality, increasing commitment, and providing effective rewards and punishments in supporting educational innovation in PTAIS Jambi Province. Recommendations include competent support, management improvements, and adaptive leadership development. Government support and the development of quality and adaptive Leadership are also recommended.

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