

Research article

The Role of Principal's Participatory Leadership in Increasing Creativity among Islamic Religious Education Teachers

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ORCIDEni Fariyatul Fahyuni: <https://orcid.org/0000-0003-0701-7027>**Abstract.**

With the sudden outbreak of COVID-19, the education system around the world began to weaken due to the social-distancing and remote learning policies, forcing schools and teachers to constantly look out for new and innovative methods of teaching and learning. In such scenarios, the principal's participatory leadership is a persuasive way of leading by creating harmonious collaboration between staff and students, while some creative teachers can take advantage of Google Workspace technology which is integrated with the Android application as a solution. The purpose of this research was to form a learning process that can create an active, creative, effective, and fun atmosphere. Several previous research results have shown that the principal's participatory leadership and teachers' creativity were low in Indonesia. To overcome this problem, the researchers conducted a systematic literature review by documenting and reviewing all articles on the related topics published between 2010 and 2021. In total, 23 articles were accessed from DOAJ, Google Scholar, and lens.org. The results of the studied articles discussed principals' participatory leadership and teacher creativity. Several studies had shown that the principal's participatory leadership communication approach and teacher creativity can increase the effectiveness of learning and increase active student learning motivation, thereby improving students' critical, creative, and innovative thinking and entrepreneurial skills.

Keywords: principal's participatory leadership, Islamic religious education teacher creativity

1. Introduction

As time goes on, the behavior of human life becomes more progressive and complex, including changes in the orientation, perception and level of selectivity of the Indonesian people towards education. The world of education today is required to continue to innovate, be creative and find many new concepts or ideas in the face of a fairly tight quality competition with human resources who are ready to face any challenges that arise. Education is very important in survival, where education can make individuals become knowledgeable and have character. School is a place where students learn to study. Adequate facilities and infrastructure will support the enthusiasm and success

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of students. The success of student achievement in school is also supported and influenced by various factors, both external and internal factors. The two factors, one of which is the principal and teacher factors, of these two factors are very decisive towards increasing student achievement. So important is the role of the principal's leadership in moving all school members to work together in achieving the planned goals. The results of the study [1] explained that the principal's leadership had a significant effect on teacher performance, this was shown from the results of multiple linear regression analysis using the t-test, it was found that the value of $t_{count} > t_{table}$ ($2,468 > 1,993$) at a significant level of <0.05 , namely 0.016 . The better the leadership of the principal, the better the teacher's performance in carrying out their duties. Likewise, the results of research [2] stated that there was a significant positive influence of principal's leadership on teacher creativity, obtained $t_{count} = 3.660$ with a significance price of $0.001 < 0.05$

Current issues of 'educational learning', environmental issues, global pandemics, economics and the expansion of international law are seen as major diplomatic challenges [3]. During these two decades, a new diplomatic domain has been added to this list: cyber diplomacy. The Research Questions discussed in this paper are:

Research Question 1: Does the principal's participatory leadership affect teacher creativity, as revealed by existing research?

Research Question 2: Is by increasing teacher creativity, Education can progress?

In this case it offers a comprehensive overview of current research into the current situation of the COVID-19 pandemic which is still not over. We began, in Part 1, by introducing principals' participatory leadership and teacher creativity. Section 2 describes the methods used to carry out our literature review. Section 3 reports our findings, and Section 4 reflects on them and finally, concludes by outlining the implications of the study.

In this case, according to the results of the study, the dominant type of leadership of female school principals is 'personal' as well as 'feminine' and 'participatory' leadership styles, then the creativity of teachers is strongly influenced by the leadership style and communication skills of the principal. Principal reform management has succeeded in increasing teacher competencies, especially pedagogic, personal, social, and professional competencies, then experience, education and training, intelligence, skills and the environment as valuable capital for school principals to be able to apply their leadership style, so that the principal's leadership style not rigid and can really influence subordinates in this case teachers and school staff to work optimally and achieve school goals that have been planned. According to [4] the principal's participatory leadership is effective, the teacher's innovation is high while the principal has implemented his

main duties and functions as a principal, this can be seen from the programs that have been planned and implemented by the principal in accordance with the school's vision and mission, then the principal can arranging school organizational activities well this can be seen from the division of work tasks in accordance with the abilities of subordinates, the principal is also able to direct and coordinate subordinates in carrying out their main tasks and functions. The principal must play an active role in efforts to improve the work ethic of teachers, namely by establishing harmonious relationships with fellow teachers (teachers). The strategy carried out by the principal in improving the professional competence of Islamic religious education teachers is to involve teachers in training and training activities, so that the principal has implemented his leadership strategy well, by understanding the conditions and circumstances of the teacher, being creative in applying leadership styles, having tips and tricks. tips and have high motivation to improve teacher performance.

Various cases show that there are still many principals who are fixated on administrative matters. In practice, the principal's job is a tough job because in addition to being a school principal, he is still burdened with teaching tasks. There are even educational leaders whose careers or amateurs do not have a clear vision and mission about the institution they lead. Conditions like this have resulted in a bad school climate and culture, even causing a lot of negative conflict and stress for the subordinates they lead [5]. As a leader, they should not regard teachers as objects of exploitation, instead their subordinates are considered as friends and work partners. Teacher performance is strongly influenced by the principal's leadership style and interpersonal communication [6]. The success of teachers in carrying out their main tasks and functions cannot be separated from the ability of the principal in applying leadership styles, communication skills, motivators, creativity, innovation, discipline, interest and attention to subordinates.

In the context of the education profession, especially the teaching profession, the quality of learning is a reflection of the professional ability of teachers. Therefore, academic supervision is concerned with efforts to improve the professional abilities of teachers which have an impact on improving the quality of learning processes and outcomes. Leadership style really determines the creativity and performance of his subordinates, this can be seen [7] that there is a significant relationship between the principal's participatory leadership style and teacher creativity, basically the leadership style emphasizes respecting individual goals so that later they will have confidence that teacher creativity will be able to exceed performance expectations. Leaders must apply a leadership style to manage their subordinates, because a leader greatly influences the success of the organization in achieving its goals [8]. There are not many studies

that use participatory leadership style as a research variable, as evidenced from twenty-two journals, only two journals use participatory leadership style as a research variable. This is done in order to get the best.

The very rapid progress of education causes school competition to become very sharp. Both in public and private schools, schools are institutions that provide knowledge and skills services. For service providers, the principal's participatory leadership style is the dominant leadership style taught in leadership programs [9]. This is because consumers who use services expect to get the best quality service. Therefore, educational institutions strive to provide satisfactory services so that customers continue to use school services in obtaining the expected knowledge and skills services. (1) Guidelines for creative teachers will direct all their activities in the learning process, along with the substance of competencies that must be taught to students; (2) Guidelines for students who will direct their activities in the learning process, along with the substance of the competencies that must be learned/mastered; and (3) tools to evaluate the achievement/mastery of the learning outcomes achieved.

2. Research Methods

In the preparation of this scientific article using the Systematic Literature Review (SLR) method. Particularly in Indonesia, systematic literature review is a literature review method that reviews, identifies, evaluates and interprets all available research. In this kind of method, researchers conduct reviews and identify journals in a structured manner, where each process follows the steps that have been set [10]. Given the embryonic state of this particular area of research, it is important to include the gray literature in additions to research published in peer-reviewed sites. As such, we include industry reports, websites, and books so we don't miss out on any key research [11]. Therefore, various academic databases, general search engines, such as Google Scholar, Lens.org, DOAJ are used to collect relevant sources. We collected material with a timeline between 2010-2021, to capture recently published literature, as well as work published early in the development of the field. The methodology adopted in the systematic review is depicted in the prism in Figure 1:

The research methodology includes the following phases:

Phase 1 (Identification): At the beginning of the reference search, the researcher tried to search according to the title variables written, namely "Leadership + Participatory" and "Creativity + Teacher" found a database of 451 articles with the keywords "Leadership + Participatory" and "Creativity + Teacher".

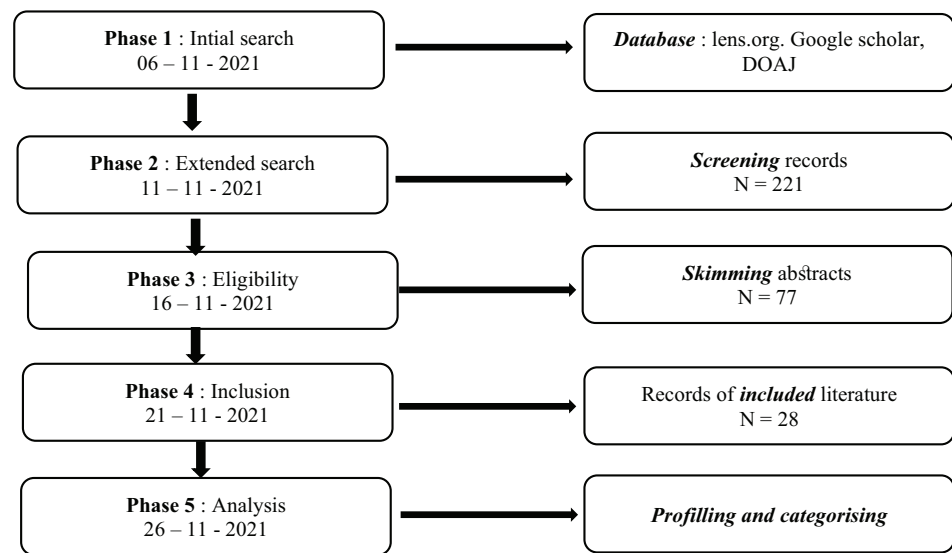


Figure 1: Systematic Review Prisma.

Phase 2 (Screening): Related to the first search stage, many articles were found that did not match the desired title, therefore the researcher extended the grace period five days later. After filtering there were 221 articles that we found, but we did not get the keywords that match the keywords that the researchers wanted.

Phase 3 (Eligibility): From the results of the first stage, the researcher tried to make an abstract mapping and conclusion to make it easier for researchers to analyze the data.

Phase 4 (Inclusion): At this stage the researcher records the relevant literature according to the keywords in the search. Then the researcher defends from the search results and includes the appropriate literature.

Phase 5 (Profiling table): From all the existing articles as many as 77, then recorded and analyzed in a structured and systematic way and have been read by a screening process, thus eliminating all articles, except 28 articles.

3. Finding and Discussion

The initial activity carried out was conducting a literature review on the participatory leadership of school principals and the creativity of Islamic Religious Education teachers related to learning in schools during the covid_19 period [12]. Furthermore, the participatory leadership of school principals and the creativity of Islamic Religious Education teachers is an effort to overcome learning so that it continues to run well and conducive even though during the COVID_19 pandemic situation learning is carried out online or

studying at home [6]. This review shows that online learning activities make it sometimes difficult for teachers to convey material optimally to students, on the contrary, students also experience the same thing. explanation to the teacher [13]. In addition, the learning phenomenon during the covid_19 pandemic has also hampered the distribution of student demands and talents. This is contrary to the goal of schools that excel in producing students who excel independently and have high social skills [14]

Having participatory leadership and creative teachers is something that is really needed so that learning during the covid_19 pandemic can be resolved properly and students can still excel in school [6]. The school implemented your fingerprint application during the covid 19 pandemic, and this is an interesting thing and is a current issue in the achievement of teacher learning for students or vice versa with the aim that through this application, students are able to master the material quickly and well and are able to maintain local culture as a mirror. national culture. Articles are reviewed based on search engines finding articles. Being a current issue in the approach used in learning, especially in the industrial era 5.0 [15]. The application of learning using the fingerprint application is a learning activity by utilizing local wisdom that is linked to Science, Technology, Engineering, and Mathematics [16]. Through the approach used, it allows students to know local wisdom and can carry out learning optimally. This approach is also expected to overcome the phenomenon of saturation because students are invited to carry out active learning and stimulate students to improve their thinking skills, especially critical, creative, innovative, and entrepreneurial characters. The articles reviewed in this study are contained in Table 1.

From the results of references that can be taken from lens.org, DOAJ, Google scholar according to the table above, it was found that the indicators of Principal Participatory Leadership in Improving the Creativity of Islamic Religious Education Teachers who explained about openness found 3 references, regarding evaluation and follow-up found 7 references. , and about empowerment found as many as 6 references while on Cooperation found as many as 7 references. So in this sorting, the most findings from reference results that can be taken from lens.org, DOAJ, Google scholar are findings about evaluation and follow-up and about cooperation.

4. Conclusion

This study examines the influence of the principal's participatory leadership style in increasing the creativity of Islamic Religious Education teachers [17]. The results of a literature review of 28 research articles that study participatory leadership, and teacher

TABLE 1: Referensi Principal Participatory Leadership In Increasing Creativity Islamic Religious Education Teacher.

Principal Participatory Leadership In Increasing Creativity Islamic Religious Education Teacher	Openness	Evaluation and follow-up	Empowerment	cooperation
M. Fitrah, "Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan, (1)		√		
Fadloli, M. Somantri, and Zakaria, "Pengaruh Kepemimpinan Kepala Sekolah, (2)				√
M. A. Islamudin and E. F. Fahyuni, "E-Comic Strip Pai Upaya Membiasakan Pola Hidup Sehat Islami Di Era Covid-19, (3)		√		
M. Fahlevi SI and A. Affandi, "Pengaruh Gaya Kepemimpinan Partisipatif Terhadap Organizational, (4)				√
A. dkk Yuneti, "Kepemimpinan Partisipatif dan Komunikasi Kepala Sekolah terhadap Kinerja Guru, (5)			√	
S. M. Ungirwalu, "Kepemimpinan Partisipatif (Sebuah Kajian Teoritis) Sil Maria Ungirwal, (6)				√
A. Setiawan, "Pengaruh Gaya Kepemimpinan Partisipatif Terhadap Kinerja Karyawan, (7)				√
A. W. Permana and K. Karwanto, "Gaya Kepemimpinan Partisipatif Dalam Upaya Meningkatkan Profesional Guru," (8)		√		
Amri & Akmallunas, "Pengaruh kepemimpinan partisipatif terhadap Kepuasan kerja dan menghormati karyawan (9)	√			
G. H. T. Ling and C. M. C. Ho, "A new decade for social changes, (10)		√		
H. Endayani et al., "Kapita Selekta Magister Administrasi/Manajemen Pendidikan 'Isu – Isu Pendidikan di Era 4.0., (11)		√		
E. F. Fahyuni, J. Rohmah, and N. Anwar, "Inovasi Pembelajaran Kewirausahaan Islami (12)			√	
F. P. S. Intan Mar'atu Solihat, "the Effect of Leadership Style on Work Motivation in Teachers, (13)				√
B. I. Sappaile, "Konsep Penelitian Ex-Post Facto, (14)				√
M. Triandoyo, B. Arab, I. Pada, E. Industri, and D. Sekolah, "Implementasi Sistem Informasi Pendidikan Muhammadiyah (Sidikmu) (15)			√	
D. I. Romadhona and M. Amrullah, "Strategy for SMA Muhammadiyah 3 Pandaan in Learning during the Covid-19 Pandemic, (16)			√	
E. F. Fahyuni and W. Aini, "Pengembangan Video Pembelajaran Tutorial Sujud pada Mata Pelajaran Pendidikan Agama Islam, (17)	√			
N. Hidayah, M. Ramli, and L. Fauzan, "Kemanjuran Strategi Mind-Mapping untuk Meningkatkan Keterampilan Berpikir Kreatif dalam Pengambilan Keputusan Karier Siswa, (18)			√	
E. F. Fahyuni, Wasis, A. Bandono, and M. B. U. B. Arifin, "Integrating islamic values and science for millennial students' learning on using seamless mobile media, (19)	√			
S. S. Eraku, M. K. Baruadi, and S. Anantadjaya, "Digital Literacy and Educators of Islamic Education (20)		√		
F. Rahmadi et al., "Pengembangan Manajemen Sekolah Terintegrasi Berbasis Sistem Informasi (21)		√		
H. Hermilia, N. Ahyani, and A. Yan Putra, "The Effect of Creativity and Work Motivation on the Productivity of Islamic Religious Education Teachers (22)				√
M. Lubis, "Preparing of Democratic Education Leaders in Islamic Educational Leadership Perspective, (23)			√	

creativity. This can be seen from several studies which show that with cultural elements, teachers are able to grow character and insight, as stated [18]. Applications of learning models or digital or IT-based approaches through your fingerprint application can improve problem solving abilities and critical thinking and can carry out learning optimally, especially during the covid_19 pandemic [19]. Meanwhile, IT-based learning instruments can improve digital literacy for principals, teachers and students to be more creative and innovative in implementing learning in schools [20]. Future research studies are expected to be participatory leadership of creative principals and teachers to further develop IT-based digital learning instruments that can provide meaningful learning and increase the creativity of Islamic Religious Education teachers [21] [22] in conveying learning to students and fostering an environmentally sound entrepreneurial spirit in students [23].

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