

# THE DEVELOPMENT OF THE STRATEGIC LEADERSHIP COMPONENTS AND INDICATORS OF ISLAMIC PRIVATE SCHOOLS' ADMINISTRATORS IN THE THREE SOUTHERN BORDER PROVINCES OF THAILAND

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**Abstract:** The objective of this research was to study the Strategic Leadership Components and Indicators of Islamic Private Schools' administrators in the Three Southern Border Provinces. The research process in phase 1 consists of 5 steps: step 1 was the Strategic Leadership Components and Indicators from related documents and research, step 2 was the synthesis of the Strategic Leadership Components and Indicators, step 3 was preparing the questionnaire to group the indicators in accordance with the Competency Framework from 5 qualified persons, step 4 was preparing the questionnaire to group the key indicators of leadership in accordance with Islamic principles from 10 qualified persons, and step 5 was preparing the agreeing-disagreeing questionnaire on the Strategic Leadership Indicators from 23 qualified persons. The research in phase 2 was developing Strategic Leadership Indicators, using 2 rounds of Fucus Group Discussion technique.

The results of the research showed that the Strategic Leadership Components consists of 5 components: 1) Organizational Direction Establishment, 2) Strategic Formulation, 3) Strategic Implementation, 4) Strategic

Control and Evaluation, and 5) High Level Thinking Process, the Strategic Leadership Indicators consists of 166 indicators, and the development of strategic leadership indicators agreed from Focus Group Discussion techniques in round 1 from 7 qualified persons and in round 2 from 11 qualified persons consists of 110 indicators.

**Keywords:** Components, Indicators, Strategic Leadership.

## **Introduction**

The context of the Three Southern Border Provinces which the majority of the population is Muslim is that the parents prefer to send their children to Islamic Private Schools, which ranges from kindergarten, elementary school, lower secondary school and higher secondary school. In Private education management in 1997, the state did not have sufficient capacity to manage education effectively. Thus it gave the opportunities to the private sectors to take part in educational management by supporting the establishment of private educational institutions. Private education therefore plays an important role in creating and developing the country's population with knowledge and abilities in human resources who graduated from a large number of private schools that are an important force in making progress for the country both economically and socially (Manasicha Tummaruk, 2018).

Currently, the Islamic Private Schools' administrators in the Three Southern Border Provinces still have conservative administration. That is to say, administrators have guidelines

for school administration without decentralization. There is a sheikh or a sheikh assistant to manage all missions. Therefore, the Islamic Private Schools' administrators in the Three Southern Border Provinces must have a management model with transformational leadership, as well as being strategic leaders that can bring prosperity to the organizations. Many successful organization leaders have the ability, the systematic thought process and creativity to convince and encourage others to work until the goals of the organization are set forth (Phichit Kophon, 2016).

Strategic management in Islamic Private Schools in the Three Southern Border Provinces is very important. Because educational institutions have an important mission to provide quality education. The educational institutions must use effective administrative processes according to the workload in the structure of the educational institutions, including budget management, academic administration, personnel management and general administration. It uses a strategic management process that relies on strategic leadership components integrated with the competency framework and area context as the principle administration of the educational institutions. Therefore, the schools' administrators need to have strategic leadership that changes the way of thinking and administration in a modern and in accordance with the local context, having a complete strategy that covers the missions of the school thoroughly, and school administrators -as the strategic leaders-are the responsible for the strategic management of the schools at every stage, using strategic

leadership components to integrate with the competency framework with 4 components: 1) Knowledge, 2) Skills, 3) Attributes, (Bloom, 1956) and the management model in accordance with local needs by using; (4 Islamic principles as the faithful and practical principles in accordance with the Holy Quran and the traditions of the Prophet Muhammad (pbuh.) (Abdulaziz Jehmama. 2012).

The researchers therefore, were interested in studying the strategic leadership components and indicators of Islamic Private Schools' administrators in the Three Southern Border Provinces to formulate the policies to promote effective the schools to practice concretely and in accordance with the context in the Three Southern Border Provinces under the strategic leadership components that integrates with the competency framework with 4 components: 1) Knowledge, 2) Skills, 3) Attributes, and 4) Islamic Principles. Therefore, the Islamic Private Schools' administrators in the Three Southern Border Provinces need the strategic leadership to change the way of thinking and new management in accordance with the changes and plan the complete strategic that covers missions and networks of the schools thoroughly and in according with the context of the Three Southern Border Provinces, causing the introduction of the management process, especially the implementation of strategies by high level leaders of educational institutions or strategic level executives who has direct responsibility for strategic management at all stages.

## **Literature Review**

Komkrit Promchin. (2017) concluded that strategic leadership refers to the process of using the influence of visionary leaders in school management based on the goals and missions of the schools, recruiting a management method with clear direction, motivating and inspiring subordinates with rewards for accomplishing tasks initiatives by empowering workers to be creative in their work so that the organization can achieve its goals by providing a positive working environment and maintaining relationships between employees as Nirada Wechayaluk (2017) concluded that strategic leadership refers to the state in which leaders are able to see far, having a clear vision and goals. Leaders can behave with direction and purpose, having a demonstrated process for aligning with the changes from the external environment, motivating members and bringing them into the process of developing their abilities to a higher level and potential, raising awareness of the mission and vision of the group, motivating colleagues to join forces to develop and change the organization for the better, and driving strategic management to achieve the goals. Thatchanan Manopetkasem (2017) said: strategic leadership is a leader who has the ability to look to the future and set a vision in accordance with changes in the external environment, having the ability to formulate strategic plans, transforming strategies into practical action at the operational level, using the available resources effectively to gain an advantage over competitors, giving employees the

incentive to move into the future, and making the work of personnel up to standards aiming for corporate excellence. Ratchata Kanchanarote (2017) said that strategic leadership is a person who has the ability to command others by being recognized and praised by other people, trusting and cooperating those who are responsible for, directing or giving orders coordinating supervisors by virtue of duty In order for work activities to achieve the desired objectives and goals. Manasicha Tummaruk (2018) stated that Strategic leadership refers to the process of using the influence of visionary leaders in the management of private schools by focusing mainly on the goals and missions of the organization, recruiting a management method with clear direction, motivating and inspiring subordinates with rewards for accomplishing missions, initiating new methods by empowering operators to think and be creative in working so that the organization can operate according to its goals, providing a good working environment, and maintaining a relationship between employees. Watcharapong Samranrom (2018) said that Strategic leadership is the knowledge or skill of a leader who has a shared vision of all compositions of long-term work which is used to determine the direction of the organization and to formulate the strategies leading to the implementation of the strategies. The strategic leaders must have clear directions and goals.

In conclusion, strategic leadership refers to leadership foresight in the implementation and development of the organization, and staying flexible and open-minded enough to

empower or listen to others in creativity according to the organization's strategic plan in order to reach the goals that have been set.

## **Research Methodology**

Phase-1 research was a study of Strategic Leadership Components and Indicators of Islamic Private Schools' administrators in the three southernmost provinces, which can be divided into 5 research steps as follows: Step 1 was the study of Strategic Leadership Components and Indicators of private Islamic school administrators in the Three Southern Border Provinces from related documents and research; Step 2 was synthesis of the Strategic Leadership Components and Indicators of Islamic Private Schools' administrators in the Three Southern Border Provinces; step 3 was collecting the opinions by using a questionnaire to group the indicators according to the concept of performance from 5 qualified persons, consisting of two administrators of Islamic Private Schools in the Three Southern Border Provinces, one educational policies' administrator in the Three Southern Border Provinces, two educational academicians in the Three Southern Border Provinces. The opinions were made using a questionnaire to group the Islamic Principle Indicators from 10 qualified persons who are administrators of Islamic Private Schools in the Three Southern Border Provinces with high achievements in Ordinary National Educational Test (O-NET); step 5 was collecting the opinions using multiple-choice questionnaires and agree-disagree questionnaires

about the draft of the Strategic Leadership Component and Indicators and the Islamic Principle Indicators from 23 qualified persons, consisting of the 5 academic executives, 9 education policies' administrators, and 9 Islamic Private Schools' administrators in the three southernmost provinces.

Phase-2 research was development of the Strategic Leadership Indicators of Islamic Private Schools' administrators in the Three Southern Border Provinces, which is a collection of opinions from qualified persons by 2 rounds of Focus Group Discussion technique, 1st round was from 7 qualified persons, consisting of 1 Educational Policies' administrator, 1 Religious Affair administrator, 2 Islamic Private Schools' administrators in the Three Southern Border Provinces, 3 directors of the schools under the Office of Basic Education in the Three Southern Border Provinces; and 2nd round from 11 qualified persons, consisting of 2 qualified persons in Islamic Studies, 2 qualified persons in educational administration, 3 qualified persons in educational policies, 2 Islamic private schools' administrators, and 2 Religious Affairs' administrators.

## **Data collection**

### **Phase-1 Research**

Phase 1 was the study of the Strategic Leadership Components and Indicators of the Private Islamic Schools' administrators in the Three Southern Border Provinces from the related documents and research.

Step 2 was the synthesis of Strategic Leadership



## Indicators of Islamic Private School Administrators in the Three Southern Border Provinces and Islamic Principle Indicators.

Step 3 was the collection of the opinions using a questionnaire to group Strategic Leadership Indicators according to 3 competency frameworks: 1) Knowledge, 2) Skills, and 3) Attributes from 5 qualified persons, 2 Islamic Private Schools' administrators in the Three Southern Border Provinces, 1 Private Education Office's administrator, and 2 Educational Academicians in the Three Southern Border Provinces. The qualifications of qualified persons are as follows:

1. Private Islamic Schools' executives in the Three Southern Border Provinces are a licensee, an administrator or a manager of the Islamic Private Schools in the Three Southern Border Provinces.

2. The Private Education Office's executive is the director or deputy director who used to supervise or is supervising Islamic Private Schools in the Three Southern Border Provinces.

3. Educational academicians are teachers teaching in educational management in Higher Educational Institutions, having a qualification not lower than a Master Degree in education and having research achievement related to educational management in the Three Southern Border Provinces.

Step 4 was opinion collection by using a questionnaire to group Islamic Principle Indicators under the Strategic

Leadership Component from the administrators of 10 Islamic Private Schools' in Three Southern Border Provinces that have higher achievement in Ordinary National Educational Test (O-NET) by Purposive Sampling.

Step 5 was opinion collection by using a multiple-choice questionnaire and an agree-disagree questionnaire on the Strategic Leadership Component Indicators and Islamic Principle Indicators from 23 qualified persons, consisting of 5 educational scholars, 9 Educational policies' administrators, and 9 Islamic Private Schools' administrators in the Three Southern Border Provinces. The qualifications of qualified persons are as follows:

1. Educational academicians are teachers teaching in educational administration in Higher Educational Institutions, having a qualification not lower than a Master Degree in education and having research achievement related to educational management in the Three Southern Border Provinces.

2. Private Education office's executive is the director or deputy director who used to supervise or is supervising Islamic Private Schools in the Three Southern Border Provinces.

3. Private Islamic schools' executives in the Three Southern Border Provinces are a licensee, an administrator or a manager of Islamic Private Schools in the Three Southern Border Provinces.

## **Phase-2 research**

2 rounds of Focus Group Discussion from 7 qualified persons in 1st round and 11 qualified persons in 2nd round.

## **Instruments used in the research**

1. Questionnaire 1 to group Strategic Leadership Indicators according to the competency framework with 3 components: 1) Knowledge, 2) Skills and 3) Attributes.

2. Questionnaires 2 to group Islamic Principle Indicators under the Strategic Leadership Components from the administrators of 10 Islamic Private Schools' in the Three Southern Border Provinces that have higher achievement in Ordinary National Educational Test (O-NET) by Purposive Sampling.

3. Questionnaires 3 was an agree-disagree questionnaire from 23 qualified persons, consisting of Strategic Leadership Components according to 4 competencies: 1) Knowledge, 2) Skills, 3) Attribute, 4) Islamic Principle.

4. 2 rounds of Focus Group Discussion from 7 qualified persons in 1st round and 11 qualified persons in 2nd round to be totally 18 qualified persons.

## **Results and Discussion**

1. The research results of objective 1, which was the study of the Strategic Leadership Components and Indicators of 38 Islamic Private Schools' administrators in the Three Southern Border Provinces showed that the 5-rank Strategic

Leadership Components that qualified persons had the same opinions at the most frequencies and used as the main components were: 1) Organizational Direction Establishment, 2) Strategic Formulation, 3) Strategic Implementation, 4) Strategic Control and Evaluation, 5) Higher Cognitive Process that is integrated with the 4 Competency Framework Components: 1) Knowledge, 2) Skills, 3) Attributes and 4) Islamic Principles; and Strategic Leadership Indicators approved by 80 percent of qualified persons were 166 indicators.

2. The research results of objective 2, which was developing Strategic Leadership Indicators of Islamic Private Schools' administrators in the Three Southern Border Provinces by using 2 rounds of Focus Group Discussion technique from 18 qualified persons showed that there were 110 indicators approved in both rounds of group discussion, classified by the components as follows: 1) 22 indicators of Organizational Direction Establishment, 2) 20 indicators of Strategic Formulation, 3) 26 indicators of Strategic Implementation, 4) 16 indicators of Strategic Control and Evaluation, and 5) 26 indicators of Higher Cognitive Process.

Based on research results on developing Strategic Leadership Indicators of Islamic Private Schools' administrators in the Three Southern Border Provinces, it was found the important issues discussed were as follows:

1. Organizational Direction Establishment consists of Knowledge with 7 indicators: 1) vision, mission and goal determination, 2) School Management and Educational

Quality, 3) Innovations in School Management in the 21st Century, 4) World Education Direction and National Educational Policy, 5) Social Context and Educational Context in Three Southern Border Provinces, 6) Islamic Studies, and 7) King's Words; Skills with 7 indicators: 1) Strategic Thinking and Advanced Thinking, 2) Creative Thinking towards Innovation Practice, 3) Systematic Thinking and Decision Making, 4) Risk Management and Educational Business Administration, 5) Integrated Management and Team Management, 6) Modern Digital Technology, and 7) Sustainable Education Development; Attribute with 5 indicators; 1) being a good model for subordinates, 2) being a democrat who values participatory work, 3) having cultural sensitivity, 4) being recognized among the private Islamic school network in both domestically and internationally, and 5) being a lifelong learning leaders; and Islamic Principle with 3 indicators: 1) administrating schools the principles of faith, principles of practice, principles of good deeds and being piety of Allah (SWT), 2) being responsible for duties with the Prophet Muhammad (PBUH) as a model; 3) administrating under the principles of organizational management in accordance with Islamic religious principles integrated with the current educational administration. This is because the administration of Islamic Private Schools in the Three Southern Border Provinces needs to set educational management goals in accordance with the local context by providing education that responds to core curricular, community and educational

policies, and the multicultural concept of educational management that emphasizes participation, and the concept of education to create peace in order to develop the school to be the center of peace building for communities and society in the Three Southern Border Provinces (Chawin Pongpajon 2018)

2. Strategic Formulation consists of knowledge with 7 indicators: 1) knowledge and understanding of strategic planning, 2) strategic planning in response to the educational institution's vision, 3) determining work plans, projects, activities and effective resource management, 4) determining measurable and evaluable indicators, 5) determining key results and integration according to Islamic guidelines, 6) determining strategies, covering both proactive and reactive work, and 7) developing innovation for school administration; Skills with 4 indicators: 1) preparing, examining and assessing strategic plans to be a model of Islamic Private Schools, 2) analytical thinking, synthesizing and using tools relevant to formulating strategies, 3) coordinating ideas and cooperation of those involved, 4) compromising, finding common ground and reserving differences; Attributes with 5 indicators: 1) being a good model in accordance with the traditions of the Prophet Muhammad (pbuh), 2) being Leader of thought in accordance with Islamic Principles, 3) being trusted and accepted by people in the society, 4) strategic leadership, and 5) being successful expert in school administration; and Islamic Principles with 4 indicators: 1) administrating the schools under Islamic education management guidelines from

the time of the Prophet Muhammad (PBUH) to the present day, 2) administrating schools under the principles of faith, principles of practice, principles of good deeds and being piety of Allah (SWT), 3) administrating the schools consistently with the way of life and the context of a multicultural society in the Three Southern Border Provinces, 4) having good intentions in formulating strategies. This is because different factors are used to formulate and develop strategies by defining indicators and then analyzing and choosing the best strategy that is appropriate for the mission of the Islamic Private Schools in the Three Southern Border Provinces that are different from other areas. Bunjong Farungsang (2008) suggested that the strategic policy that is beneficial to the management of education in the southern region is preserving cultural identity by promoting language knowledge, local religions and cultures. The state needs a multicultural social perspective to formulate structural policies to solve local problems. Furthermore, the state should have a multicultural management policy, emphasizing on informal work that is appropriate for the area and in line with local needs.

3. Strategic Implementation consists of 6 indicators:

1) Strategic Plan Application, 2) applying management theory in accordance with the context of educational institutions, 3) risk managing, 4) managing and administrating administrative resources, 5) building organizational culture in accordance with the guidelines of the Prophet Muhammad (PBUH), and 6) communication and motivation in working;

Skills with 8 indicators: 1) transferring strategic plans into action, 2) managing strategic plans into action, 3) using tools to implement plans strategy into action, 4) building organizational competencies in line with the strategic plan drive, 5) systematic decision making and problem solving, 6) Communication and operational motivation, 7) delegating and decentralizing, 8) managing information systems and information technology for administration; Attributes with 7 indicators: 1) administrating schools under the principles of good governance in implementing strategies; 2) being a good model, having a positive attitude towards corporate management, 3) having a positive attitude to work in a team, 4) an inspirational person in the organization, 5) having a spirit of executives who aim for success, 6) managing work based on the benefits, 7) having changing leadership; and Islamic Principles with 5 indicators: 1) administrating schools under the Islamic principles 2) administrating schools in accordance with the leadership style of the Prophet Muhammad (PBUH), 3) administrating the schools under the responsibility, 4) integrating Islamic principles in accordance with the implementation of the strategy in accordance with the context of multicultural society in the Three Southern Border Provinces, 5) having unity and cooperation in organizations according to Islamic guidelines. This is because of the implementation of the strategies that have been established to achieve the goals of the organization that have been set under appropriate leadership, able to formulate strategies that support organizational policies, having a reward



system to motivate performance, creating an appropriate culture and organizational structure, arranging personnel to suit the job, developing action plans, and defining operational processes and systems, which here is the implementation of the strategies that have been established to achieve the goal without conflicting with the Islamic way according to Naphaporn Atiwanichayapong (2010), which proposed a model of education in accordance with the Islamic way, namely the creation of schools of Islamic way coupled with the approach of the community of faith "Kampong Takwa" that has an integrated curriculum that teaches religious principles along with general education curriculum.

4. Strategic Control and Evaluation consists of knowledge with 3 indicators: 1) the creation of a strategic assessment tool that is consistent with the schools' context, 2) the criteria and interpretation of the assessment, 3) control, supervision and monitoring the strategic skill plan; Skill with 5 indicators: 1) setting guidelines control and evaluation of organizational strategies, 2) comparison of performance with sustainable development, 3) monitoring and researching the implementation of strategic plans, 4) exchanging knowledge of operating results for analysis and evaluation and strategic plan development, 5) processing and summarizing results; Attributes with 6 indicators: 1) honesty, 2) neutral in controlling and evaluating strategies, 3) credibility, 4) being trusted by subordinates, 5) ability to use a variety of languages, and 6) being a good measure; Islamic Principles with two indicators: 1) administrating the schools under the teachings

of the Quran and the tradition of Prophet Muhammad (PBUH) as a guideline for controlling and evaluating strategies, 2) Initiating, directing and controlling the change of the organization according to the Islamic religious framework. This is due to the planned performance measurement process to ensure that the operation can achieve the strategic objectives of educational management in the Three Southern Border Provinces, covering the audit and follow-up on performance, setting control guidelines performance measurement and evaluation and improvement and strategy development. As Nuchjarin Pinthong (2016), said that evaluation and control is an audit of all activities and performance of an organization, comparing the actual performance with desired performance if it achieved the goal or not. Managers at all levels will use the information obtained from this assessment to take corrective action and find a solution. Although evaluation and control are the final key components of the strategic management process.

5 Higher Cognitive Process consists of Knowledge with 4 indicators as follows: 1) in-depth knowledge of Islamic Studies, 2) knowledge of educational principles and theories, 3) having a future perspective on educational administration for changed context, 4) having knowledge and understanding of multicultural society; Skills with 9 indicators: 1) creative initiative, 2) conceptual thinking, 3) systematic Thinking, 4) design Thinking, 5) Innovative Thinking, 6) Analytical Thinking and Synthetic Thinking, 7) Applied Thinking, 8) Knowledge Management/Lesson Lessons, and 9) Reasoning

Decision Ability and having a flair for solving problems; Attributes with 6 indicators: 1) self-domination, other-domination and occupation-domination, 2) good communication and interpersonal skills, 3) taking into account relevance and independence, 4) having 12 core values, 5) being a thought leader, and 6) being eager to learn; and Islamic Principles with 7 indicators: 1) initiating something with good intentions and naming Allah and delegating success to Him, 2) being religious organization's leaders, 3) building trust and loyalty to the organization, 4) building a good team, co-workers and advisors according to Islamic guidelines, 5) Positive thinking and Volunteer in the Islamic way, 6) respecting different opinions in the Islamic way, and 7) using the wisdom in solving problems. This is due to the rational understanding of the context of all dimensions in the Three Southern Border Provinces, able to process and summarize various information to effectively plan further operations as Vararak Nungchokchai (2014) said that leaders with analytical thinking ability synthesize to plan work using a flair for creative thinking, expanding new ideas, accepting any changes that may occur at any time in the future, having the ability to come up with effective problem solving based on the general public, communicating with personnel and colleagues to understand the goals of the work, and are always actively working with consideration and review before making a decision, as well as systematically monitoring and evaluating performance.

## **Conclusion**

The results of the research showed that the Strategic Leadership Components consists of 5 components: 1) Organizational Direction Establishment, 2) Strategic Formulation, 3) Strategic Implementation, 4) Strategic Control and Evaluation, and 5) High Level Thinking Process; the Strategic Leadership Indicators consists of 166 indicators, and the development of Strategic Leadership Indicators agreed from Focus Group Discussion techniques in round 1 from 7 qualified persons and in round 2 from 11 qualified persons consists of 110 indicators.

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