

**Murabbi Leadership Model in MRSM and Malaysian Secondary Schools**  
*Model Kepimpinan Murabbi di MRSM dan Sekolah Menengah di Malaysia*

Nik Mustafa Bin Mat Ail  
Zuraidah Abdullah  
Email: *nick290976@yahoo.com*

**Abstract**

*This research aims at developing Murabbi Leadership model in Maktab Rendah Sains MARA (MRSM) as well as in the secondary schools in Malaysia. The three iteration rounds of Delphi technique is used in the research which involved the needs analysis phase, the design phase and the assessment phase. As for the needs analysis phase, the data is collected via the semi-structured interview protocol involving 24 respondents. The design phase is conducted by using the three iteration rounds technique to answer the three research questions. In the first iteration round, 15 experts were interviewed. The data for assessment phase was collected with a survey on 570 respondents from MRSM and Secondary schools from 11 states in Malaysia. The data from this phase answered the three research questions and was analysed using SPSS software version 2.0 together with Amos version 16.. The data exhibits four dimensions and 13 main criteria of Murabbi Leadership Model. The four dimensions are Tawhid, Worship, Shari'a and Manners. The Murabbi Leadership Model is fit and rather significant with the structural equation model as well as the research data gathered ( $CSq=1413.99$ ,  $P=.00$ ,  $GFI=.84$ ,  $AGFI=.82$ ,  $CFI=.92$ ,  $RMSEA.07$ ,  $CMIN/DF=3.81$  dan  $TLI.91$ ). This research suggests that the Murabbi Leadership Model can serve a purpose of reference in moulding excellent teachers that share the same ground with National Education Philosophy.*

**Keywords:** *MRSM, Delphi technique, SEM analysis and Murabbi*

**Abstrak**

*Kajian dijalankan terhadap pembentukan model Kepimpinan Murabbi Maktab Rendah Sains Mara (MRSM) dan Sekolah Menengah Malaysia. Penggunaan teknik Delphi tiga pusingan digunakan dalam kajian ini yang melibatkan fasa analisis keperluan, fasa reka bentuk dan fasa penilaian. Fasa analisis keperluan, data dikutip melalui temubual separa berstruktur yang melibatkan seramai 24 orang peserta kajian yang terlibat. Fasa ini dilakukan bagi menjawab tiga soalan kajian yang dikemukakan. Bagi pusingan pertama, seramai 15 orang pakar telah ditemubual. Kutipan data bagi fasa penilaian melibatkan kajian tinjauan terhadap 570 orang peserta kajian dari 11 buah negeri yang melibatkan MRSM dan sekolah menengah. Dapatan kajian ini menjawab tiga soalan kajian dan data pada fasa ini dianalisis dengan menggunakan perisian SPSS versi 20.0 dan Amos versi 16.0. Dapatan fasa reka bentuk mendapati terdapat empat dimensi dan 13 ciri utama Model Kepimpinan Murabbi. Empat dimensi tersebut ialah Tauhid, Ibadah, Syariat dan juga Akhlak. Fasa penilaian menunjukkan peratusan persetujuan peserta kajian adalah tinggi iaitu berada pada skala 'setuju' dan 'sangat setuju' adalah tinggi dan nilai min  $\geq 4.00$ . Model Kepimpinan Murabbi yang dibentuk adalah fit dan signifikan berasaskan kepada model persamaan struktural dengan data kajian ( $CSq=1413.99$ ,  $P=0.00$ ,  $GFI=0.84$ ,  $AGFI=0.82$ ,  $CFI=0.92$ ,  $RMSEA0.07$ ,  $CMIN/DF=3.81$  dan  $TLI0.91$ ). Kajian ini mencadangkan Model Kepimpinan Murabbi yang dibina dapat menjadi panduan kepada pembentukan guru yang unggul selaras dengan Falsafah Pendidikan Negara.*

**Kata kunci:** *MRSM, teknik Delphi, analisis SEM dan Murabbi*

**Introduction**

The development of school excellence by a principal is not only measured by academic performance but the stress is also on the attitude. Excellence should happen holistically and well planned. An excellent principal can transform their school to be a better place for the students as a place for them to study (Raihani, 2008).

This is aligned with the hadith from Prophet Muhammad as narrated by Bukhari and Muslim. As for each of you is a leader, and every leader is responsible on your followers. The principal has a big responsibility in ensuring the teachers in the school are doing their work in the best way possible, to be aligned with Islamic practices. Every leader is bound to be questioned about their leadership once they meet with the Creator. The National Education Philosophy and Teacher Educational Philosophy share the same goal of building the good manners to be allied with what Allah had said:

*“And indeed, you (O Muhammad SAW) really have a great moral”* Al Qalam: 68:4

*"... Truly the best of you is the one with noblest morals."* Sahih Bukhari : Hadith num 5575

The process of developing good manners in the younger generation of this country is actually a part of teachers' responsibility.

A good principal is the one that can create better education quality and at the same time instilling the religious values. These two aspects begin from the principal and followed by the teachers and idolised by the students. Teachers are not just teaching but to educate the students and it is true that being a teacher is a noble job as teachers are the caliphs of Prophet Muhammad.

MARA Secondary Education Department stresses the MRSM Educational Philosophy as follows:

*Based on the National Education Philosophy, we believe that education is a continuous, dynamic and scientific effort in improving the quality in oneself, society, nation and God. We also believe that a good school is always alert and committed to the efforts to improve quality, productivity, excellence, potential expansion, leadership and creativity. Every student is unique, special and highly potential to achieve excellence.*

BPLM, MARA

A teacher ought to have a positive image, well-mannered on a regular basis. To achieve that, a principal must take charge in developing the Murabbi in MRSM and the secondary school, the practice of religious values will lead the citizens not just limited to be the technocrat and technopreneurs but to be the true Muslims ultimately.

### **Literature review**

According to the Teacher Development Theory, the experience in teaching, the expertise and efficiency of a teaching increase with the period of teaching (Klassen & Chiu, 2010). The teachers can handle the challenges in teaching with guidance from the experience they have gathered (Cohen & Ball, 2003). The in-service training does give an impact to teachers' quality (Borg, 2011). Noornajihan Jaafar (2014) states that the training program in any organisation including the school is meant to increase the knowledge and skills, to mend the perception upon any matter and to improve the manners of the members in that organisation.

The Islamic values need to be advocated and practised by the entire school starting from the principal, teachers, the staffs and for sure the students. This will invest in the improvement of the discipline and less monitoring is needed. According to Rosnani (1998), the school administration must observe the students' behaviour and activities as the students do have their own desire that needs to be controlled and guided with some advice. Among the characteristics of *murabbi* teacher according to Imam al-Ghazali are: 1. To care for the students as if they are part of our own family; 2. Constantly giving advice to the students in every aspect including their study and behaviour; and 3. Monitor the students discipline by slow talk approach.

As for Ahmad Mohd Salleh (1997), the characteristics of murabbi teacher are: 1. Prioritising the students' safety and welfare; 2. Be fair to all students regardless the family background, academic

level and economy status; 3. To keep the students information secret except for the deserving party; 4) Always be ready to guide the students in the dressing manner, way of speech and good behaviour to serve as an example for the students.

In the research done by H.M. Nurdin (2010), in the perspective of Islam, the teacher is an educator and a guide. This is because the entire process of learning is in the hand of the teacher. Teacher is a medium to deliver the knowledge and to develop the knowledge by instilling the good values in the students. The teacher should have the *murabbi* characteristics in order to mould a good behaviour in the students.

Ab. Kadir (2000) in his research suggests that most of the teachers in a school want a considerate leader. The subordinates will feel the pressure if the leader is too dictatorial in giving the instruction.

In moulding the *murabbi*, a Rabbani leadership is vital. This type of leadership puts the aim of leading humans solely to get the blessing from Allah (Hailan, & Rahimah, 2007). The Prophet Muhammad is the ultimate example for Rabbani leadership to shape decent humans in search for Allah's blessing.

### **Problem statements**

Leadership is a vital factor in determining the degree of success in a school. It is a two-way relationship between the leader and the subordinates. Leadership occurs when encouragement, persuasion and influencing take place in order to achieve any goal or objective (Carter, 2007). Cleland (2004) suggests that leadership is a human nature where we are capable of leading a group of human and to keep every worker motivated. When two parties working together to attain a specific goal, obviously leadership will emerge.

As a school leader, principal must possess special characteristics including outstanding attitude, basic skills, experience in professionalism practices and knowledge on managing (Wahjosumidjo, 2003). This opinion aligns with Owens (2001) that proposes school leader must have a high level of competence to further develop the theories and practises about the organisation in education.

According to McGregor, there are four factors that influence the relationship between the leader and the subordinates and the factors are leader's personal traits, attitude, necessities of the subordinates, the organisation characteristics, and social environment, economy as well as politics (Ainon & Abdullah, 2011). It shows how crucial the role of a principal as a leader and to be influenced by the mentioned factors to create *murabbi*.

In the perspective of Islam, teachers are known as *mu'allim*, *murabbi*, *muaddib*, *muddaris* and *mursyid*. Etymologically, Islam used *mu'allim*, *murabbi* and *muaddib* to refer to teachers. There is no fixed term for teacher in Islam. A *murabbi* principal can serve as a role model for the teachers to create an excellence school environment.

The word *murabbi* is originated from Arabic word *rabba* which means to educate, to mould and to protect. When the word is combined with its' *madhi* which mentioned in Quran, (*rabbayani*), and the form of *mudhari* in Quran surah 26:18 (*nurabbika*) which carries the following meaning...

"Did we not take care of you in the (family) we, when you were a child and you stay with us a few years of your life."

*Asy- Syu'ara; 26:18*

*And in other verse in Quran*

"Allah effaces usury and nurtures charity"

*Al Baqarah; 2:276*

*Murabbi* means to educate, to take responsibility, to feed, to care, to love be it physically or spiritual. Imam Fahr al-Razy once said that, the word *rabbayani* has deeper meaning which not only to educate

the cognitive part but it involves affective part as well. Sayid Quthb explains the ability to preserve the teachers spiritual aspect will lead to mental maturity known as *akhlaq al karimah*.

Murabbi also refers to the teachers' roles in the classroom whereby they need to love, to educate, to teach and to flourish students' ability and talent but in a gradual manner to suit the maturity level of the students. Teachers hold the role to create and develop students' development covering the spiritual aspect, physical, intellect, emotion and social as to abide with Islamic teaching in moulding the well-rounded students.

### **Research objectives**

The objectives of this research are:

To identify the need for Murabi Leadership in an educational organisation.

To identify the agreement between the experts in the panel about the best criteria for Murabbi Leadership based on Malaysian education context.

To develop the Murabbi Leadership Model for an educational organisation based on Malaysian context.

### **Research methods**

This research used both qualitative and quantitative methods. Qualitative method is used for the earlier stage which is interview process in the need analysis phase and the design phase (the first Delphi iteration round). As for quantitative method, this method is used in the design phase (the second and the third Delphi iteration round) as well as for the assessment phase. The combination of these two methods is aligned by Creswell (2008) for the following reasons:

To act as a back-up if one of the methods used did not answer the research questions.

More relevant, detailed and specific data will be collected if both methods are used as they complement each other.

Deeper understanding will be gathered if both methods are used regardless the sequence.

Researches for the higher degree level rarely used the qualitative method, so the combination of both methods is used this time.

In short, three phases are involved in this research which is the need analysis phase, design phase and assessment phase.

#### ***The need analysis phase***

This phase is meant to identify the characteristics of Murabbi Leadership as well as Instructional Leadership which have been practiced in schools that are linked with Murabbi Leadership. A structured interview was conducted with 24 school leaders in identifying the characteristics of Murabbi Leadership. In Delphi technique, one set of structured question has been built for the interview instrument based on the literature review.

#### ***The design phase***

Delphi technique is used in this research. The purpose of this technique is to build the items based on the consensus of the experts in particular areas. 15 experts have been identified and willingly to give cooperation and support needed. The experts are ranging from university professors, lecturers, principals, excellent teachers and experienced teachers.

#### ***The Delphi technique***

This technique is used in this research for the instrument validity and to design the instrument (Linstone & Turoff, 2002; Manizade & Mason, 2011; Su-Fen, Chien-Lin, Kuan-Chia & Lee-Hsieh, 2010). The validity and opinion from the expert are crucial as it offers high-reliability rate in elucidating the complex problem (Landeta & Barrutia, 2011). There are few rounds in this technique

and each round holds relatively vital function. The experts in Delphi technique can assess each round and evaluate the previous round. This technique can be utilised in studying and gathering as much information about new problem and phenomena (Turoff, 2002; Skulmoski, Hartman & Krahn, 2007). Grisham (2009) suggests that this technique is suitable to obtain more veiled information in experts' mind and opinion when quantitative research fails to achieve the targeted objective. 4 iteration rounds are suggested in Delphi technique as used by Stylianides and Pashiardis (2007). However, 3 iteration rounds are sufficient if the consensus has been made between the experts (Manizade & Mason, 2011; Skulmoski et al, 2007; Wallengren, 2011). The 4 iteration rounds of Delphi technique are as follow:

#### *First round*

In this round, the researcher had interviewed all the 15 experts related to Murabbi Leadership and learning institutions. All interviews data had been recorded with permission from the experts for any revision needed. The significant sentences had been coded and categorised to the particular items. A list of Murabbi Leadership characteristics resulted from the first round.

#### *Second round*

The experts received the revised items list of Murabbi Leadership model and they were asked to check the given items and evaluate it. The 5 point Likert Scale was used to convey their thoughts upon the items. The experts could voice out their opinions and the rationale of their choices in keeping or discarding the items and to amend the items.

#### *Third round*

In the third round, the experts received the rectified items list based on the previous round. They were asked to evaluate the items. They also need to reason their evaluation if the evaluation exceeded the majority agreement scale in the first round. A slight amendment is expected in this round (Hsu and Sanford, 2007). The third round could be the final round if all the experts agreed on the items. The agreement of the experts can be measured using interquartile range with the value ranging from 0.00 until 0.50.

#### *Fourth round*

According to Hsu and Sanford (2007), the fourth round is needed when the researcher needs to do some improvement in the research data. However, if the rate of agreement between the experts is high, this round is no longer necessary. The Delphi Technique can be ended in the third round if all the research questions are already answered.

#### *Analysis phase*

For the data collection, questionnaire instrument is used. According to Babbie (2001), Fraenkel & Wallen (2003), Mitchell & Jolley (2004) and Neumann (2003), research instruments are used to gather the standard variation from the big sampling size. A pilot study has been made on 127 teachers involving two schools in Pahang and Selangor. The result from the pilot study serves as the base for the Murabbi Leadership Model. The data gathered from the pilot study was analysed using the descriptive Cronbach alpha analysis and confirmatory factor analysis (CFA) to validate the reliability of the study.

#### ***Population and research sampling***

Population is defined as generalization region consists of objects/subjects that have certain qualities and characteristics are determined by the investigators to be studied and then draw a conclusion by Sugiyono (2008). Sugiyono also adds that samples are a part of the population. Sukardi (2004) says that a sample is part of the individual to represent the population by the data to answer the research questions.

Population in this research are the teachers from 11 states and the selected schools in Malaysia. They were selected as they willingly to be involved in the research. This is aligned with Patton (2002)

which says, the subjects must agree personally and interested to be involved in the research as it will provide more reliable data.

#### ***Research participants of need analysis phase***

The sampling was carried out to choose 24 school leaders with the hope that they could give the feedback about the need for the research. These school leaders were selected basically due to their experiences in leading the schools and they have at least five years of experience in becoming the school leader. They were willing to take part in the research and they agreed to give the feedback as needed. The selected school leaders were ranging from principals, senior assistants, heads of department, heads of panel and teachers.

#### ***Design phase***

This phase is very important as the quality of the research is influenced by the selection of the research participants (Worrel, Di Gangi & Bush 2012). This is where the consensus of the local experts plays a significant role in moulding the Murabbi Leadership Model. The experts were chosen for their expertise in the leadership field, willing to involve in the research and the ability to communicate (Hsu & Sandford, 2007). The following are the criteria of the experts used in the research:

1. The experience in Islamic leadership and/ or teaching leadership
2. Knowledgeable about learning organization
3. Excellent in school leadership and teacher learning activities
4. Good in school learning system
5. The readiness to cooperate and participate in all Delphi iteration rounds.

The sampling size is done based on the previous studies using the Delphi Technique. In a research by Muhammad Faizal A. Ghani (2008), he uses 15 experts and 4 rounds of Delphi Technique. Rosnah Ishak (2013) also uses 15 experts with 3 iteration rounds in her research. Rusilawati Othman (2007) adopts 3 rounds of Delphi Technique and involving 14 experts. Another research is by Zaharah Hussin (2008) and she uses 2 rounds of Delphi Technique with the involvement of 8 experts. 10 Malay language experts are involved in Chin's (2009) research and he used 2 rounds of the technique. Norlidah Alias (2010) uses 21 experts in her research and she uses 2 rounds of the Modified Delphi Technique.

About 8 to 21 experts were involved in the researches that using Delphi Technique. This is supported by Smulkoski et al. (2007) which proposes that the sufficient amount of experts in Delphi Technique is around 10 to 15. The involvement of 10 to 30 experts is suggested by Daniel and White (2005) in using the Delphi Technique.

#### ***Assessment phase***

Murabbi Leadership Model was re-evaluated based on the previous phase. A big sampling size was used in this phase to assess and evaluate the Murabbi Leadership Model. The method used in this phase to evaluate the model was a quantitative method.

#### ***Samples-choosing criteria***

In deciding the method of choosing the samples, Krejcie and Morgan (1970) and Sekaran (2003) were referred to as guidance. Based on the sample size determination table (Chua Yan Piaw, 2006) that uses Krejcie and Morgan (1970) method, the table suggests that if the population amount reaches 3500 people, the research sample should not be less than 346 people. If the population amount is 60 people, the research sample will be 52 people. For the population of 55 people, the research sample should be at least 48 people. The reserved respondents should be accounted as well in case the initial respondents are no longer interested to take part in the research. Chua Yan Piaw (2006) proposes that the reserved respondents will replace those uninterested respondents. Chua also adds that the best sample is the closest representation of the whole population. The same thought is given by Van Dalen

(1993) where the safest procedure to get the sufficient sample is to use the biggest sample size possible.

The selection of the sampling (the teachers) for the survey is to make sure that the information gathered will answer the research questions. The research participants must have the particular criteria in order for them to give the best answer possible (Mason. 29002, Ritchie & Lewis. 2003). According to Chua (2006), the selection of sample size juggles on the precision, cost, statistic test, variable features and population size. The selection also considers the teaching experience under the current principal. The location distant between the researcher and the samples also need to be considered to ensure the research can be carried out smoothly. All the research participants must have the permanent posts in the system and at least own the first degree. The most important factor in selection is the readiness of the research participants to get involve in the research.

The selection is made with the assumption of the teachers are permanent in their posts and have at least one-year teaching experience. The research participants must voluntarily take part in the research in ensuring the validity of the data collected.

### ***Research instruments***

Research instrument is the major component in planning the research method to gather data (Cresswell, 2004, 2008). Hailan Salamun (2010) stated that research instrument can help the researcher to get all the information needed to answer the research questions. The structured interview question and questionnaire are the instruments in this particular research (Table 1). This section is meant for the explanation on how these two instruments are constructed using the Delphi Technique for the following research phase:

**Introductory Questions:** The introductory questions are a set of questions to get a general overview about the background of the research participants. It is recorded informally and served as a medium to build rapport between the researcher and the research participants.

**The Opening Questions:** It is very important to bring the questions up in explaining about the privacy of all information from the research participants. The questions also explain about the aim and methodology of the research. The participants will feel safe in giving all the information needed throughout the research.

**Main Questions:** The research participants give their opinions about the Murabbi Leadership Model and this is the main objective of this research.

**Closing Questions**

The interview questions give a sense of assurance to the researcher that the data gathered will able to answer the research questions. At the end of the interview session, the researcher thanked the participants of the time spent in answering the questions.

### ***Pilot study***

A pilot study was conducted in two schools which are one secondary school in Kuantan, Pahang and another one is MRSM in Kuala Kubu, Selangor. 127 research participants were involved in the pilot study.

The data from the pilot study was analysed by using descriptive Cronbach alpha analysis and confirmatory factor analysis (CFA) to analyse the validity and reliability of the questionnaire. According to Cohen, Manion and Marisson (2000), the purposes of a pilot study to the questionnaire are as follows:

1. To check the clarity of the items, instructions and layout of the questionnaire.
2. To get the feedback about the validity of the questionnaire items.
3. To obtain the feedback on the suitability of the items to the answer format.
4. To get the response about the answer categories for closed items.
5. To get the feedback about the attraction of the questionnaire.

6. To see how long time is needed to answer the questionnaire.
7. To identify the non-related items in the questionnaire.
8. To prepare the codes to key in the data in the computer.

Table 1: Items list

Murabbi Leadership Dimensions	Elements gathered	Number of items
Tawhid	Using all the organs of the body to be submissive and obedient to Allah	14
	Strengthening the soul by being patient	
	Purifies the soul with the remembrance	
	Fostering a culture of knowledge	
Worship	Strengthen family ties and obedience to parents because of Allah	9
	Emphasis on worship	
	Strengthening the soul through worship	
	Practices in worship	
Shari'a	The emphasis on the social aspects of worship.	14
	Limitation of <i>aurah</i>	
	The ability to identify the pros and cons of a matter	
	Sunnah practices	
Patience	Knowing the purpose of Shari'a	9
	Limitation in interactions with other religions followers	
	Fasting to strengthen patience	
Intelligence	Open-minded and tolerant of religious differences	11
	Know the implications of anger	
	Think before you act	
Caring	Looking at things with foresight	14
	Approaching the wise persons	
	Healthy debate	
	Practice teamwork	
Nurturing	Strengthening the nature of mercy	9
	Activities are based on the nature of love	
	Strengthen the unity among religions	
Well behaved	Using insanniah skills in educating	11
	Using the method of wisdom in educating	
	Strengthening the culture of knowledge with colleagues	
	Not prejudiced and malicious to others	
Stand for the truth	Aware of the <i>aurah</i>	10
	Celebrating differences with prudent manner	
	Not ashamed to speak the truth	
Fair	Brave enough to come forward	6
	Dare to explore the complex knowledge	
	Not victimize yourself by creating evil	
Humble	To run a just and fair punishment	11
	Equality in the socialization	
	Avoiding <i>mazmumah</i>	
	Reinforce the remembrance of Allah	
Trusts	Easily share the knowledge	9
	Open to critics	
	See responsibility as a trustee and <i>taklif</i> not as a glory	
Creative and critical	Passing on knowledge with caution	5
	Aware of the limitations in socializing	
	Creative in teaching and learning	
Total	Development of talent	132
	Problem solving	



*Validity and Reliability of the Research Instruments*

A reliable and unquestionable data are vital in any research (Kerlinger & Lee, 2000). Validity needs to be done on the items. Instruments validity refers to how far it can measure what is necessary and what needed to be measured (Mohd Majid Konting, 2000). The reliability of the research is done after the pilot study is completed. According to Ibrahim Talib (2012), the data from the pilot study that has been analysed with descriptive Cronbach alpha analysis must obtain the Cronbach alpha value of 0.70 and above (Table 2). This shows that the research instruments have high-reliability rate and applicable in the research.

Table 2: Research instruments reliability analysis table

Construct	Number of Items	Alpha value
Tawhid	14	0.868
Worship	9	0.812
Sharia'a	14	0.913
Patience	9	0.893
Intelligence	11	0.917
Caring	14	0.917
Nurturing	9	0.919
Well Behaved	11	0.927
Stand for the truth	10	0.919
Fair	6	0.881
Humble	11	0.935
Trusts	9	0.912
Creative and critical	5	0.848

In overall, the alpha value for the Murabbi Leadership Model research instruments is beyond 0.8 and passes the minimum value of reliability of 0.7 yet the value is not exceeding 0.95. As mentioned by Chua Yan Piaw (2006), the Cronbach alpha value ranging from 0.65 to 0.95 is considered satisfactory. The low value shows the inefficiency of the instruments to measure the concept in the research and when the value is rather too high, it displays the similarity of the items or the items are overlapping on each other. It is not necessary to use the overlapping items.

**Research findings**

The selection of the research respondents is made based on random sampling (Kerlinger & Lee, 2000). The selection for each stage of Delphi technique is based on the experience in the teaching field, expertise and the readiness of the respondents. 24 respondents involved in the need analysis phase, 15 experts participated in the design phase and 570 respondents joined in the assessment phase.

*Research question 1: Is there any need for Murabbi Leadership in the educational organisation?*

All the respondents gave full cooperation in the needs analysis phase. The respondents feel that Murabbi Leadership is needed in the educational organisation. This is proved with few opinions from the respondents:

*“...we do need one research about the teachers (.) As if they don't really concern what they need to do (.) what they care is the pay...(F1P1:6)*

*“...I think we need a guideline for the teachers...something to act as the “soul” for them...I think..they just follow what they've used to...there's no actual guide...” (F1P7:7)*

What is meant by guideline by the respondent in the needs analysis phase is explained rather detailed by the respondent P11:

“...we need the Murabbi Leadership research because it can act as a check list...it’s very important as a reference for the teachers...(F2P11:11)

“...Why we need excellent teachers...to produce excellent students right...but in what aspect...not in academic only...that’s why we need a list to see how excellent the teachers are...” (F2P16:12)

The respondents in the needs analysis phase, in general, agreed and support the research done by the researcher.

“...we really need to know what kind of traits a teacher should have...not just the attitude...the practices...not their academic performance only...” (F3P23:18)

“...the guideline that I’m saying must be acceptable by all...it can be the reference for the teachers..in Imam Ghazali’s book...aqidah is very important...” (F3P24:17)

*Research question 2: What is the agreement between the experts in the panel about the best criteria for Murabbi Leadership based on Malaysian education context?*

Through these three cycles in Delphi technique, 15 experts agreed with the dimension and the characteristics of Murabbi Leadership as in the diagram below. SPSS software version 2.0 was used to analyse the research findings. The descriptive analysis is applied to get the value for mod, median and interquartile range (IR) and the value used to see the level of experts agreement.

**Table 3. Level of experts agreement on the traits of murabbi leadership for delphi technique**

Dimension and the Traits of Murabbi Leadership	Mod	Med	*IR	Level of Agreement
Tawhid	5	5	.00	High
Worship	5	5	.00	High
Shari’a	5	5	.00	High
Manners	5	5	.00	High
Patience	5	5	.00	High
Intelligent	5	5	.00	High
Caring	5	5	.00	High
Nurturing	5	5	.00	High
Well behaved	5	5	.00	High
Stand for the truth	5	5	.00	High
Fair	5	5	.00	High
Humble	5	5	.00	High
Trusts	5	5	.00	High
Creative and Critical	5	5	.00	High

The findings in Table 3 show that there are four dimensions that are collectively agreed by the experts, namely, Tawhid, Worship, Shari’a and Manners. As for the traits of Murabbi Leadership, they are agreed on Patience, Intelligent, Caring, Nurturing, Well behaved, Stand for the truth, Fair , Humble, Trusts and Creative and Critical.

*Research question 3: What is the design of Murabbi Leadership Model for an educational organisation based on Malaysian context?*

To answer the third question, the researcher used Amos software version 16.. 570 respondents from Maktab Rendah Sains Mara and secondary schools from 11 states in Malaysia involved in this research. The data from the research is used to build the Murabbi Leadership Model as in Figure 1.

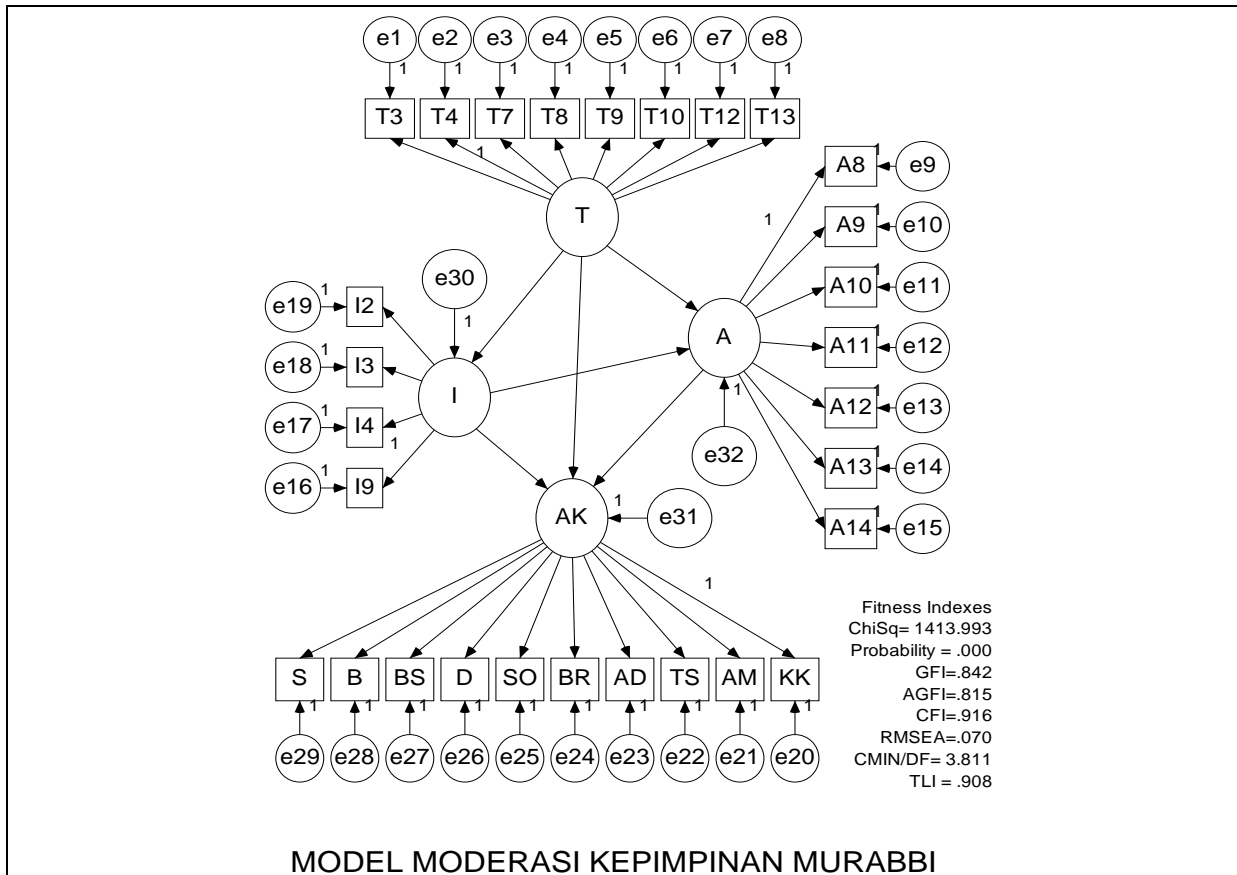


Figure 1: Moderation Model of Murabbi Leadership

Generally, one Moderation Model of Murabbi Leadership was developed with the dimensions of Murabbi Leadership as well as the traits being translated into the model. The chi-square value for this model is 1413.99 with a moderate status accompanied by probability value of .0. However, the fit value for the model is good with the value of GFI= .84, AGFI= .92, RMSEA = .07, CMIN/DF = 3.81 and TLI = .91. Ultimately, the values showed suggest that the Moderation Model of Murabbi Leadership can be well accepted as the fit value exceeded the expected point.

Commonly, the altered version is better than the actual model as the dimensions and the traits for Murabbi Leadership is well connected. This shows that there are few items that had been removed due to the inappropriateness with the local customs.

**Discussion**

The need for the guideline for the teachers can be a turning point for them to further develop their career potential (Martinez-lopez (2010), Mason (2010), Rafisah (2009), Rimm-Kaufman (2004), Rorlinda (2009), Steele (2010), Wolters & Daugherty (2007). The guideline is the bridge between knowledge and action as proposed by Al Ghazali. Unsuitable practices and lack of continuity in an organisation will hinder the development of organisation practices (Harris & Sass (2011) Jashapara (2003) Lakomski (2001), Rosnah (2013).

Islam stresses on a few ways that are important for a muslim to improve self-value. Among the ways is to really believe that we are created as perfect as it is and it is mentioned in surah Al-Tin, verse 95:

"We have indeed created man in the best stature"

Surah Al-Tin:95

The best traits of a teacher as in the guideline also in line with the word from Allah in surah Ali Imran verse 79:

" You shall be a person-the Rabbani"

Surah Ali Imran: 79

### **Suggestions**

Future research should focus on the implementation of Murabbi Leadership be it in Maktab Rendah Sains Mara or in any school. The relationship between human and other human and the relationship between humans and the Creator should be a focus point in the next research. This kind of research is important as the other leadership researches are only dealing with the satisfaction, motivation of the teachers, leadership construct and teachers' commitment.

Since this research is involving only secondary schools, the next research can be expanded to primary schools, private schools, international schools, teachers training institutes and higher education institutes. The research will strengthen the leadership theory in Islam.

A module on the application of Murabbi Leadership should be developed in the next research. It is crucial to channel the model into the real life situation of educational leadership and the actual educational organisation. It also can be used to a greater range of all linked organisation.

### **Conclusion**

This research is conducted in three main phases of needs analysis phase, design analysis phase which covers the three iteration rounds of Delphi technique and the assessment phase in developing the Murabbi Leadership Model. There are 4 collectively agreed dimensions which are Tawhid, Worship, Shari'a and Manners. The research findings lend an implication on the development of the teachers as murabbi. It is hoped that this research can expand the benefits to all parties involved in this research. It is strongly recommended for a further research can be carried out to magnify the understanding of Islamic leadership.

### **References**

Al Quran

Al Hadis

Ab. Kadir Nordin, (2000). *Gaya kepemimpinan pengetua cemerlang di dua buah sekolah menengah kebangsaan daerah Seremban, Negeri Sembilan Darul Khusus*. Latihan Ilmiah. Universiti Kebangsaan Malaysia

Ahmad Mohd. Salleh (1997). *Pendidikan Islam: Falsafah, pedagogi dan metodologi*. Kuala Lumpur: Fajar Bakti

Ainon Mohd., & Abdullah Hassan. (2011) *Gaya Kepimpinan Di Tempat Kerja*. Bentong, Pahang: PTS Publications & Distributors

Al-Ghazali, Abu Hamid. (t.th). *Ihya' Ulum al-Din*. Kaherah: al-Masyad

Borg, S. (2011). The Impact of in-Service Teacher Education on Language Teachers' Beliefs. *System* 39 (3): 370-380

Carter, D. C. (2007). *Quantitative Psychological Research*. New York: Psychological Press

Cleland, D. I. (2004). *Field Guide To Project Management*". (2nd. Ed.). New Jersey: John Wiley

Cohen, D., Raudenbush, S. & Ball, D. (2003). Resources, instruction, and research. *Educational Evaluation And Policy Analysis* 25(2): 119-142

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed). New Jersey: Pearson Prentice Hall

H.M. Nurdin Amin, Lc.SH.MA, (2010). Esensi Guru Perspective Pendidikan Islam. *Jurnal Kultura* Vol. 11 no 1 Mac 2010, Dosen Yayasan UMN Al Washliyah.

- Hailan Salamun, Rahimah Haji Ahmad. (2007). Kebijakan Dalam Kepimpinan Rabbani. Jurnal Institut Pengajian Kependetaan, Universiti Malaya, Kuala Lumpur
- Harris, D. N.& Sass, T. R. (2011). Teacher Training, Teacher Quality and Student Achievement. *Journal of Public Economic* 95(7): 798-812
- Jashapara, A. (2003). Cognition, culture an competition: An empirical test of the learning organization. *Learning Organization*, 10 (1), 31-50
- Kerlinger, F. N. & Lee H.B. (2000). *Foundations of Behavioral Research*. (4th ed) Victoria, Australia: Wadsworth Thomson Learning
- Klassen, R. M. & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: teacher gender, years of experience, and job stress. *Journal of Educational Psychology* 102(3): 741
- Lakomski, G. (2001). Organizational chage, leadership and learning: culture as cognitive process. *The International Journal of Educational Management*, 15 (2), 68-77
- Martínez-López, E., Zagalaz Sánchez, M., Ramos Álvarez, M. & De La Torre Cruz, M. (2010). Self-Efficacy expectations in teacher trainees and the perceived role of schools and their physical education department in the educational treatment of overweight students. *European Physical Education Review* 16(3): 251-266
- Mason, J. H. (2010). Exploring the influence of high-stakes testing and accountability on teachers' professional identities through the factors of instructional practice, work environment, and teacher efficacy. Tesis Phd, Western Carolina University
- Noornajihan Jaafar. (2014). *Pengaruh Efikasi Kendiri dan Faktor Persekitaran Terhadap Kualiti Guru Pendidikan Islam sekolah Menengah Kebangsaan* (Disertasi ijazah kedoktoran yang tidak diterbitkan). Universiti Kebangsaan Malaysia, Selangor
- Owens, R.G, 2001. *Organization Behavior in Education: Instructional Leadership and School Perform* ( 7th ed). Retrieved Mac 10, 2014, [www.eric.ed.gov/ERICWebPortal](http://www.eric.ed.gov/ERICWebPortal).
- Rafisah Osman. (2009). Hubungan kualiti penyeliaan pengajaran dan pembelajaran dengan komitmen dan efikasi guru. (Disertasi ijazah kedoktoran yang tidak diterbitkan). Universiti Utara Malaysia, Kedah
- Raihani, (2008), An Indonesian Model of Successful School Leadership, Universitas Islam Negeri (UIN) of Riau, Riau, Indonesia. *Journal of Educational Administration*, Vol. 46. No. 4, 2008.
- Rimm-Kaufman, S. E. & Sawyer, B. E. (2004). Primary-grade teachers' self-efficacy beliefs, attitudes toward teaching, and discipline and teaching practice priorities in relation to the " responsive classroom" approach. *The Elementary School Journal* 104(4): 321-341
- Rorlinda Yusof. (2009). Kecerdasan emosi, efikasi sendiri dan sumbangan terhadap komitmen guru kaunseling sekolah menengah. (Disertasi ijazah kedoktoran yang tidak diterbitkan). Universiti Kebangsaan Malaysia, Selangor
- Rosnah Ishak, (2013) *Pembangunan Profil Amalan Terbaik Organisasi Pembelajaran Untuk Sekolah Malaysia*. (Disertasi ijazah kedoktoran yang tidak diterbitkan). Universiti Malaya, Kuala Lumpur
- Rosnani Hashim. (1998). Pengurusan pendidikan untuk sekolah daripada perspektif Islam. Prosiding Seminar Pendidikan Guru Untuk Sekolah Berkesan 62-63.
- Steele, N. A. (2010). Three characteristics of effective teachers. *Update: Applications of Research in Music Education* 28(2): 71-78
- Wahjosumidjo, 2003. *Kepimpinan Kepala Sekolah ; Tinjauan Teoritik dan Permasalahannya*. Jakarta. PT Raja Grafindo Persada
- Wan Ubaidillah Wan Ibrahim. (2014). *Penilaian Pelajar Terhadap Amalan Kepimpinan Guru Pendidikan Islam : Satu Kajian di MRSM Negeri Pahang* (tesis sarjana yang tidak diterbitkan). Universiti Kebangsaan Malaysia, Selangor
- Weisel, A. & Dror, O. (2006). School climate, sense of efficacy and israeli teachers' attitudes toward inclusion of students with special needs. *Education, Citizenship and Social Justice* 1(2): 157-174
- Wolters, C. A. & Daugherty, S. G. (2007). Goal structures and teachers' sense of efficacy: their relation and association to teaching experience and academic level. *Journal of educational Psychology* 99(1): 181