The Strategy of the Head of Madrasah in Cultivating Fastabiqul Khoirot Culture in the State High School Environment in Batu City

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Abstract: Good culture in Islam is often called fastabiqul khoirot which means competing or competing for good. This kind of culture must be owned by everyone including in an institution if they want their institution to develop well. This study aims to describe the steps or strategies of the Head of Madrasah to stimulate or awaken Fastabiqul Khoirot culture and analyze several factors in its application. The research method uses Descriptive-Qualitative studies. Data collection using observation, interview and documentation methods. The object of research is at MAN Batu City. Results found: 1) The strategy of the Head of Madrasah includes: Divide clear tasks for each element, respect every constructive opinion or proposal from each element, reward every achievement achieved, and build a winning mentality and unyielding attitude. 2) The analysis from the Head of Madrasah about the factors that become obstacles and solutions include: Newly recruited teachers and education staff have not been able to carry out jobdis optimally, so the school must provide assistance, all elements on average are still shy in submitting an idea or proposal about school development, the solution is that the Head of Madrasah approaches with a persuasive approach, there is still envy between members to continue to compete, There is no effective solution, and constrained by the assumption that the task is a burden that results in discouragement if the task is not successfully done, the solution builds motivation with direction and example to change someone's main said about it.

Keywords: Strategy, Principal, Fastabiqul Khoirot.

Abstrak: Budaya baik dalam Islam sering disebut dengan fastabiqul khoirot yang memiliki arti bersaing atau berlomba-lomba dalam kebaikan. Budaya semacam ini harus dimiliki oleh setiap orang termasuk dalam sebuah lembaga jika ingin lembaganya berkembang dengan baik. Penelitian ini bertujuan untuk mendeskripsikan tentang langkah atau strategi Kepala Madrasah untuk merangsang atau membangkitkan budaya fastabiqul khoirot dan menganalisa beberapa faktor dalam penerapannya. Metode penelitian menggunakan kajian Deskriptif-Kualitatif. Pengumpulan data menggunakan metode observasi, interview dan dokumentasi. Objek penelitian yakni di MAN Kota Batu. Hasil yang ditemukan: 1) Strategi Kepala Madrasah meliputi: membagi tugas yang jelas untuk setiap unsur, menghargai setiap pendapat atau usulan yang membangun dari setiap unsur, memberi penghargaan untuk setiap prestasi yang dicapai, dan membangun mentalitas juara dan sikap pantang menyerah. 2) Adapun analisa dari Kepala Madrasah tentang faktor yang menjadi kendala serta solusinya meliputi: Guru maupun tenaga kependidikan yang baru direkrut belum bisa menjalankan jobdis dengan maksimal, sehingga pihak sekolah harus melakukan pendampingan, semua unsur rata-rata masih malu dalam mengajukan sebuah gagasan atau usulan tentang perkembangan sekolah, solusinya Kepala Madrasah mendekati dengan pendekatan persuasive, masih ada sikap iri antar anggota untuk terus bersaing, belum adanya solusi yang efekti, dan terkendala dengan anggapan bahwa tugas adalah beban yang mengakibatkan patah semangat jika tugas tidak berhasil di kerjakan, solusinya membangun motivasinya dengan pengarahan dan keteladanan agar merubah mainsaid seseorang tentang hal tersebut.

Kata kunci: Strategi, Kepala Sekolah, Fastabiqul Khoirot

INTRODUCTION

"In the context of diversity, the challenge faced by Muslims today is how to coexist with differences. The concept of fastabiqul khoirot, namely competing to do good, is an ideal concept in responding to differences and diversity," that was a word from Ahmad Najib Burhani, Head of the Social Sciences and Humanities Research Organization (IPSH) of the National Innovation Research Agency (BRIN) when delivering religious moderation material at Jember State Islamic University (06/18).

In the quote above, affirming that the concept of Fastabiqul Khoirot, namely competing to do good, is an ideal concept in responding to differences and diversity that is currently being discussed. With this culture, it certainly shows that to anyone who is different is not by hating or antagonizing, but makes it a trigger to compete to do good. This is because in Indonesia it is known as a variety of religions, of course, friction between groups both between religions or groups within the religion is very much. If it is not based properly, it will certainly have an impact and be dangerous such as several events that have passed, ranging from church bombings, burning mosques and others (Hefni 2020). This foundation is contained in five letters in the Qur'an which are generally used as a basis in relations between religious people. The five letters are Al Ankabut 29:46, Al Kafirun 109:1-6, Al Maidah 5:48, Al Anbiya 21:107, and Al Baqarah 2:120. With this, of course, the concept of Fastabiqul Khoirot is very important and needs to be applied in various places including school institutions (Moh Najib Syaf 2022).

An organization must have aspirations so that the organization or institution achieves in all fields. This is a logical indication that in the world of organizations or institutions there is competition for excellence in making the best school or Fastabihul Khoirot word in the institution. To achieve this, synergistic cooperation between everyone in the institution is needed. Not only cooperation is needed in an institution or organization, a culture of competing in good is also necessary for everyone to create work professionalism (Umagapi 2020). Where in an institution certainly leads to positive things and uses good ways, not by justifying all ways to get used to it.

As an analogy, in a race it takes a Fastabihul Khoirot culture from each participant in order to have motivation from within to win the race at least do the best for the race. Similarly, in a school, a competitive culture is needed from every element that exists, from teachers to education staff so that they give their best to achieve school goals or objectives. Based on various changes that occur in the world of education, both management changes and methodological changes directed at an effective culture, it is now necessary to develop visionary leadership that can accommodate the needs and demands of education for empowerment and independence. In a sense, to build a community or small organization to build a good culture requires the leadership of the principal in carrying out a performance in the school environment.

The principal plays a very important role in determining the success of the implementation of an educational program, because in addition to being a manager he also acts as a supervisor at the school he leads. Many people argue that the principal is the key holder of the success of the school because all the activities and activities that take place in the school are under his responsibility. The Principal Apart from being a supervisor, the principal is also a professional educator in charge of planning and implementing the learning process, this is stated in Law Number 20 of 2003 concerning the National Education System article 39 paragraph 2 (Man and Bengkulu 2017). Therefore, this is where researchers are interested in researching more about the Strategy of the Head of Madrasah in Building Fastabiqul Khoirot Culture in the MAN 1 Environment of Batu City.

As an originality of this study, there have actually been several previous studies of the same kind. Here are some of these previous studies: 1) Madrasah for girls and private school for boys? The determinants of school type choice in rural and urban Indonesia (Azadullah 2018), 2) Effect of temperature step on selection strategy of deposition head lift height and manufacturing stability during the direct laser deposition process (Bian, Xie, and Guo 2023), 3) An efficient strategy to select head and neck cancer patients for adaptive radiotherapy (Gan et al. 2023), 4) A simple

single-cycle interactive strategy to improve deep learning-based segmentation of organs-at-risk in head-and-neck cancer (Rasmussen et al. 2023), 5) MultiTrans : Multi-scale feature fusion transformer with transfer learning strategy for multiple organs segmentation of head and neck CT images (He et al. 2023), 6) The development of homogeneity psycho cognition learning strategy in physical education learning (Fenanlampir, Leasa, and Batlolona 2021), 7) Shaping socio-critical thinking of junior students using problem-based learning and inquiry strategy (Muvid et al. 2022), 8) Demotivating factors and coping strategies among Filipino EFL teachers in Thailand (Balintag and Saengsri 2022), 9) Set a structure of objects with a help of grouping to ten strategy to understand the idea of unitizing (Assiti, Zulkardi, and Darmawijoyo 2018), 10) The Manifestation of Interlanguage Pragmatics in Direct and Indirect Request Strategies Used by International Students (Bátyi and Torress 2023), 11) Designing Assessment, Learning Strategies, and Obstacles in Facing Computer-Based Madrasah Exam on the English Subject (Bahrun et al. 2023), and 12) Strategy implementation for reading comprehension of recount texts (Erdiana et al. 2017).

From the twelve, it was found that all of them discussed the strategy of a principal in advancing education and schools in all fields and in general led. However, the weakness of the above research has never been a researcher who discusses the Fastabiqul Khoirot Culture when the principal is leading. Moreover, in the study above, it has also not been found that the MAN Batu school has been studied related to it. Therefore, this is where the researcher is present and wants to discuss the Strategy of the Head of Madrasah in Building a Fastabiqul Khoirot Culture in the Man Environment of Batu City, so that this becomes originality in this study. The purpose of this study is to provide an overview to all leaders in various schools in creating a culture of Fastabiqul Khoirot in trying to compete with each other in kindness both to fellow religions or different religions, so that later it will minimize the understanding of radicalism that states to kill anyone who is different, especially different religions. In addition, in this case, supporting and inhibiting factors will also be explained in creating a Fastabiqul Khoirot culture carried out by leaders or principals of schools or madrasas, so that it can be used as a benchmark and foundation in creating a better Fastabiqul Khoirot culture. The contribution of researchers after this study is to provide an overview to all principals or leaders in an institution in shaping the culture of Fastabiqul Khoirot in the institution environment so that later the existing inhibiting factors can be used as examples to be avoided so that the culture of Fastabiqul Khoirot can be implemented properly. This can also prevent hostility that often occurs in the institution, so that it can be changed to help each other and spread kindness as much as possible.

METHOD

The type of research used in this study is qualitative because it goes directly to the existing field. The approach used in research is Descriptive-Qualitative. According to Lexy Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words of people and behavior that is observed deeply and thoroughly (Lexy J Moleong 2018). The focus of this research is case study research, which is research that departs from a problem which is then given a solution from what has been done. The study was conducted at Madrasah Aliyah Negeri (MAN) Batu with consideration of initial observations that showed indications of a good competitive culture, cooperativeness and maximum prestativeness. With these three cultures that are able to provide a clear picture of the strategy of building a culture of Fastabiqul Khoirot (competition in kindness). The sources and collection of research data used are primary and secondary types. The primary in this case conducted structural interviews with the head of the madrasah, teachers and also the head of TU MAN Batu. While the secondary is by looking at and checking back in observation and documentation as well as books that can strengthen this title so that later relevant and good data will be obtained as well as satisfying. The implementation of this research was carried out for 1-2 months, namely (July-August 2023).

Analysis methods used descriptive-analytical methods B Miles and Huberman which use interactive models which include: Data collection, data reduction, data presentation, managing and analyzing data which is then continued with providing conclusions in research. The limitation of the problem in this study only focuses on the strategy of the head of the madrasah in building a fastabiqul khoirot culture in the Man neighborhood of Batu City so that the researcher does not discuss outside of it.
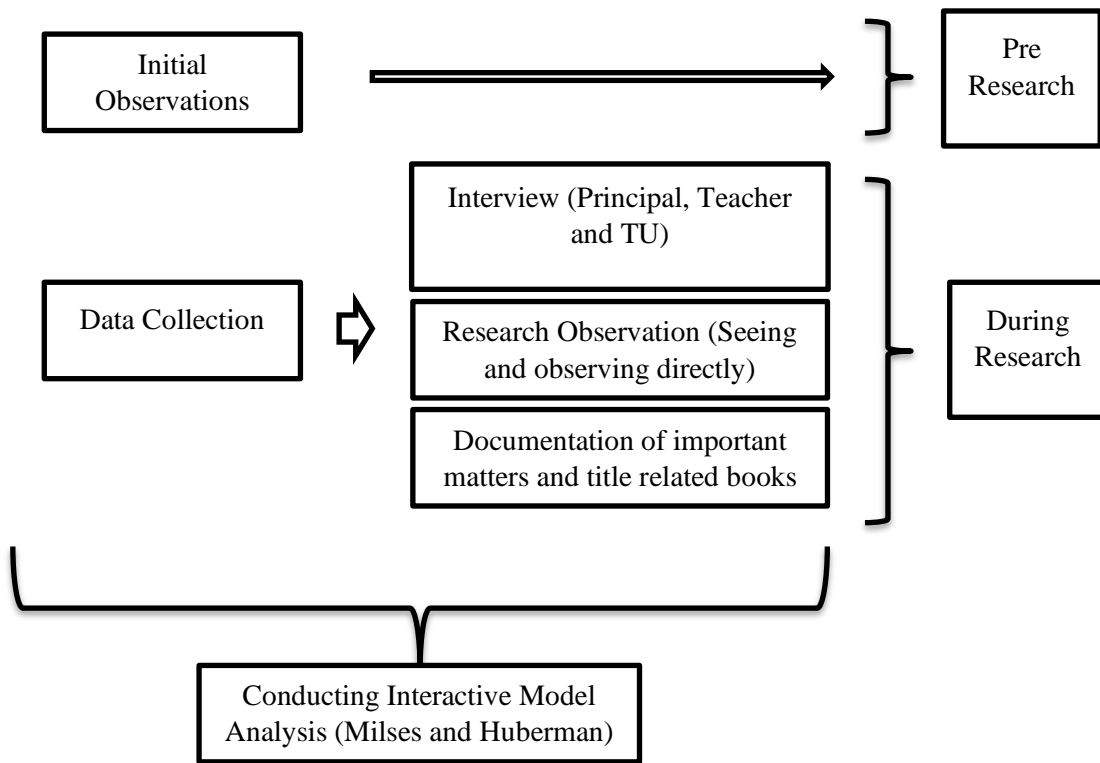

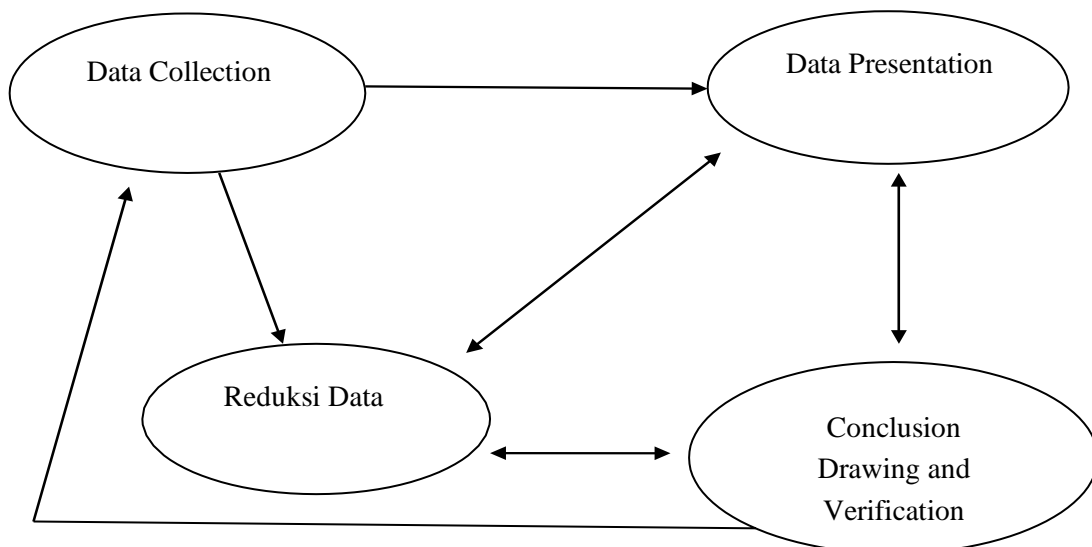**Figure 1. Research overview and research components**

Figure 2. Data Analysis

RESULT AND DISCUSSION

Madrasah Head's Strategy to Build Fastabiqul Khoirot Culture

The head of the madrasah is a key factor in devising a strategy to build a Fastabiqul Khoirot culture in the school or madrasah. In the previous theoretical study, there is no clear theory about the strategies used in building a competitive culture in schools or Madrasah. However, Mr. Winarso as the Head of Madrasah always looks for the right strategy for the institution to lead.

In the world of education, strategy is defined as "a plan method, or series of activities designed a particular educational goal", which means strategy as a plan that contains a series of activities designed to achieve certain educational goals. For this reason, the Head of Madrasah at MAN Batu has planned several series of activities arranged to achieve a competitive culture in MAN Batu.

In the strategy described above, at least researchers can draw a common thread about the strategy used by Mr. Winarso in creating the Fastabihul Khoirot culture. The strategy is almost the same as a strategy that has been described by the Minister of National Education (M. Noah) who mentions several efforts in building a competitive and prestative culture, namely:
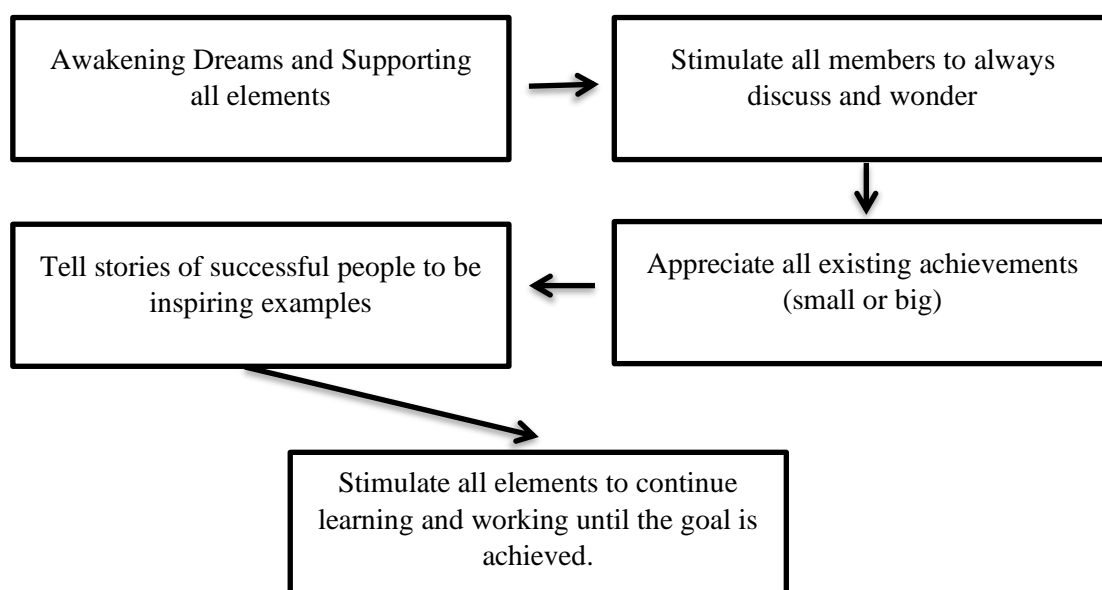

Figure 2. Strategy in General

1. Awaken the dreams of all elements of the school, appreciate and support whatever is their dream.
    In an explanation during the interview, the headmaster said:

    "*The school will not progress and create a good culture if the elements in the Madrasah do not have the same dreams and goals, so that all elements in the Madrasah must respect, support and have one goal*" (14/07/23)

    From this, explained that in creating a culture of Fastabihul Khoirot, the head of the madrasah must raise the spirit and dreams of all elements of the school in one vision and mission and goals. In addition, there must also be mutual support and respect for everything that is done together, so that with this can realize the dreams you want to do.
2. Stimulate the curiosity (curiosity) of members so that they continue to seek and ask.
    In this case, according to him, all elements in the school must have great curiosity so that later anything that becomes an obstacle can always be asked and given a solution, so that any problem can be resolved properly.

3. Appreciate the slightest achievement.

In realizing dreams, of course, it is mandatory to appreciate any achievements made by all elements of the school. And in this case the Head of Madrasah has also done so by giving gifts to all elements of the school and anyone who makes achievements.

4. Tell stories of successful and great people so that it becomes a positive inspiration and motivation for children to imitate them and not give up easily.

In this case, the principal always tries to tell stories of great and successful figures. Where in the interview said:

"I often when in meetings or joint activities, often tell successful and inspiring people from various circles and figures, including Muslim figures, football and others. I hope that this story can be an inspirational fertilizer for all elements in this madrasah to become enthusiastic and better and not easily discouraged" (14/07/23)

With his words above, it gives an explanation that all elements in the school can emulate those who have become successful from their life stories. Similarly, in creating this Fastabiqul Khoirot culture, all elements of the school must walk together and never give up trying to give their best.

5. Stimulate all elements to continue learning.

This means that in this case, all elements of the school must be stimulated to carry out activities in the school together, including creating a culture of Fastabiqul Khoirot.

Of all the strategies explained by the Minister of National Education, Mr. Winarso can be applied well one by one. However, the most widely taken and applied Madrasah Head there are four most important strategies in it. That strategy includes:
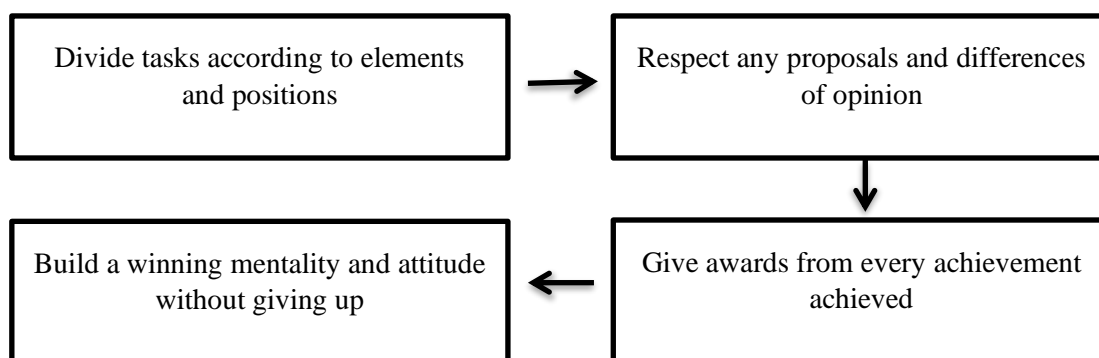

Figure 3. Key Strategy (Important)

1. Divide tasks clearly for each element, so that everyone will know their respective tasks and from that everyone will work hard in each task entrusted. In this regard, the head of the Madrasa said:

"A*ll those involved in the elements and elements of the madrasah must cooperate and strive according to the assigned tasks*" (14/07/23)

In this case, all elements and elements in the Madrasah have been given their respective tasks according to their abilities. With the task that is in accordance with this ability, all elements will be obliged to carry out sincerely and work hard, including creating a culture of Fastabihul Khoirot.

2. Respect any constructive opinion or proposal from each element.

"All those involved are obliged to respect all differences including opinions whether during formal discussions or not so that the desired goals can be achieved" (14/07/23)

This is done to build togetherness, because with respect for the proposal, it certainly makes all elements of the Madrasah compact with each other so that the goals of Fastabiqul Khoirot can be realized properly.

3. Rewarding every achievement achieved.

"The awards carried out are praises, prizes and certificates that are useful for anyone who gets it..." (14/07/23)

Appreciating or in the true sense of rewarding or appreciating anyone who has done this achievement is intended to encourage others to improve performance in order to achieve the same award. As a result, everyone will compete to do their best and eventually create a competitive culture. In this case, the awards that are often done by the head of the Madrasah in addition to praise are in the form of gifts and certificates when it can be done well in the long run.

4. Build a winning mentality and an unyielding attitude.

"Building a winning mentality and not giving up easily by imitating others and all of us elements in Madrasah improve each other to be better..." (14/07/23)

Mentally awaken from a continuous mistake, but do not give up to continue trying to achieve something. From that will be formed a winning mentality. In short, that winning mentality is formed from the unyielding attitude of someone. This unyielding attitude is what the Head of Madrasah wants to build to his subordinates so that a winning mentality is always formed in everyone by emulating others who are successful and improving themselves together.

This is certainly in accordance with the theory where the principal must be able to carry out his work as an educator, manager, administrator, and supervisor (EMAS). However, in its development in accordance with the needs of the community and the times, the principal must also be able to act as a leader, innovator, and motivator in his school. Thus, in the new paradigm of education management, school principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators and motivators (EMASLIM), and all of that has been done well by the Head of Madrasah Aliyah Negeri Batu (Mulyasa 2013). This provides evidence that creating Fastabihul Khoirot culture needs to be done carefully and slowly with systematic steps ranging from the most important to detailed.

Factors That Become Constraints for Strategists

In the results of an interview conducted with the Principal, Mr. Farhadi, mentioned in his expression that there are several factors that hinder the implementation of the strategy as well as the solution.

"In particular, there are no obstacles, but in general there are even though these constraints have been adjusted so that they do not become a problem continuously. These obstacles if I see, for example, there are new teachers who have not adjusted, there are those who are embarrassed and afraid to propose solutions and new things related to the application of Fastabiqul Khoirot, there are still sometimes envy that sometimes arise at certain moments, constrained by a lot of teaching assignments...." Said Mr. Farhadi (24/07/23)

Therefore, here are some inhibiting factors that include:

1. Most newly recruited teachers and education staff have not been able to run the jobdis optimally. Therefore, the school provides assistance for that. For example, there is a new

teacher who is still confused about the existing environment, then another teacher who accompanies him until he understands.

2. All elements are still shy in submitting an idea or proposal related to school development. Therefore, the Head of the Madrasah approached with a persuasive approach.
3. There is still envy between members whose goal to continue competing is not achieved. This happens if there is one who gets a special reward, then the other is not enthusiastic about working. This is still a PR to continue to find solutions.
4. Still constrained many consider that tasks are burdens. This results in everyone will be discouraged if the task is not successful and the solution builds his motivation with direction and example to change someone's main said about it.

Factors that Support Strategy Implementation

In the results of an interview conducted with the Principal, Mr. Farhadi, mentioned in his expression that there are several factors that support the implementation of the strategy as well as the solution.

"*Actually, a lot of supporters related to creating Fastabiqul Khoirot. Some of them are the existence of school work plans (RKS), high enthusiasm and motivation that exist educators, a clear distribution of tasks between all individuals ranging from principals, teachers and others, support from various parties inluding parents and residents around schools and schools...*" A little phrase from the principal during the interview. (24/07/23)

Therefore, here are some supporting factors that include:

1) The principal draws up a plan. Where in this case the principal makes a school work plan (RKS) or annual plan such as teaching plans, student fields, areas of supervision including related to other fields including Fastabiqul Khairat programs at school.
2) High morale and motivation of all educators. High morale will affect his performance in carrying out his duties. Teachers also foster motivation to advance students and create achievements, as well as the enthusiasm of the Principal and the entire family of educators at MAN Batu have high enthusiasm, especially related to Fastabiqul Khairat is one of the mandatory programs carried out by the school such as Friday charity and others.
3) The division of tasks is clear and in accordance with tupoksi. In every program implemented by the school to improve the quality of education. In the program, a clear division of tasks is carried out and in accordance with the objectives so that the realization of quality education can be realized, including related to matters that support the formation of Fastabiqul Khairat in schools.

There is stakeholder support. The establishment of good relations between schools, communities, and government can be a motivation in improving the quality of education and supporting the learning process such as assistance with facilities and infrastructure. In addition, this support is also one of the keys to the success of the Fastabiqul Khairat formation program in schools, both between teachers, between students, between superiors and between guardians and schools.

CONCLUSION AND SUGGESTIONS

The purpose of this study is to provide an overview to all leaders in various schools in creating a culture of Fastabiqul Khoirot in trying to compete with each other in kindness both to fellow religions or different religions, so that later it will minimize the understanding of radicalism or hostility within the institution. In addition, in this case, supporting and inhibiting factors will also be explained in creating a Fastabiqul Khoirot culture carried out by leaders or principals of schools or madrasas, so that it can be used as a benchmark and foundation in creating a better

Fastabiqul Khoirot culture. The results obtained from the analysis of this study include: 1. The strategy of the Head of Madrasah carried out in building a competitive culture in MAN Batu includes the following: (a) clearly dividing tasks for each element, so that everyone will know their respective tasks and from that everyone will work hard in each task entrusted; (b) respect any constructive opinion or proposal from any element; (c) reward each achievement achieved; (d) build a winning mentality and an unyielding attitude. 2. Factors that become obstacles in implementing strategies to build a competitive culture in MAN Batu and their solutions include: (a) most newly recruited teachers and education staff have not been able to carry out jobdis optimally. For example, there is a new teacher who is still confused about the existing environment, then other teachers who accompany him until he understands, (b) all existing elements on average are still shy in proposing an idea or proposal related to school development. Therefore, the Head of Madrasah approached with a persuasive approach, (c) there was still envy between members whose goal to continue competing was not achieved. This happens if there is one who gets a special reward, then the other is not enthusiastic about working. This is still a PR to continue to find solutions, (d) there are still many who consider that tasks are burdens. This results in everyone will be discouraged if the task is not successful and the solution builds his motivation with direction and example to change someone's main said about it. The limited research in this case only focuses on examining the strategy of the head of the madrasah in creating the culture of Fastabihul Khoirot which is accompanied by supporting and inhibiting factors in implementing this, so that researchers do not focus on other objects and subjects. The recommendation of researchers in developing this research is to use quantitative research in finding how far the progress and application of the Fastabiqul Khoirot culture is going and the influence obtained both for teachers, schools and students.

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