

The Acceptance of Institute of Islamic Training Malaysia's (ILIM) Staffs on The Leadership Practice Domain

Nor Shaidayani binti Samah^{1*}, Abdul Ghafar bin Don², Ahmad Irdha bin Mokhtar³

¹ *Candidate Student for Philosophy of Degree at the Center of Dakwah and Leadership Studies, the National University of Malaysia.*

² *Professor at the Center of Dakwah and Leadership Studies, the National University of Malaysia.*

³ *Lecturer at the Center of Dakwah and Leadership Studies, the National University of Malaysia.*

Abstracts: The development and progress of an organization are determined, among other by leadership factor. Literature suggests that leadership practices are crucial elements in influencing organizational management and performance. There are three domains emphasized in the discourse of leadership namely: Influencing people, two-ways interaction, and collaboration among organizational members. This article aims to examine the acceptance of these three domains in the leadership practices among staffs of the Institute of Islamic Training Malaysia (ILIM). The study employs a quantitative method through a questionnaire distributed to respondents via the Google Form application. The study sample involves 85 ILIM staff members from various levels, including management and professionals or support staff, located in Selangor. They have responded to questions related to leadership practices, encompassing influencing practices, interaction, and collaboration among members in effectively administering training program management. The responses provided indicate a significant correlation among the studied variables. This can be observed in the results of the Pearson correlation analysis related to leadership domains, which indicate that influencing skill elements and interaction skill elements are at $r=.64$, while the correlation between influencing skills and collaboration elements is at $r=.46$. Furthermore, the correlation between interaction skill elements and influencing elements is at $r=.64$, and the correlation between interaction elements and collaboration elements is at $r=.56$. Collaboration elements with influencing elements are at $r=.46$ and collaboration elements with interaction elements are at $r=.56$. The study reveals that the relationship between leadership practices and these elements shows a significant positive correlation, and ILIM staff members have the spirit and potential to become capable leaders in implementing effective training management administration. With this spirit, ILIM has successfully demonstrated its role as an authoritative Islamic training institution in providing effective services to enhance knowledge, skills, and efficient career ethics for all civil servants in Malaysia.

Keywords: Correlation of Acceptance, Practice Leadership Domain, Institute of Islamic Training Malaysia.

1. INTRODUCTION

Leadership serves as the main pillar in any organization. According to Nor Anisah Abu Hanipah & Razaleigh Muhamat@Kawangit (2017) leadership theories brought forth by scholars become practices and necessities in realizing the mission, vision, and objectives set by an organization or institution. The involvement of leadership domains, including influencing people, interaction between two parties, and collaboration among organizational members, is a crucial element to highlight. According to Maizatul Haizan Mahbob & Wan Amizah Wan Mahmud (2020), organizational leaders have made changes in work directions and policy regulations, aligning them with the objectives to be achieved. This is done through skills such as influencing, interaction, and collaboration among organizational members in delivering services to the target group.

Therefore, Institute of Islamic Training Malaysia (ILIM) is an institution that plays a role in strengthening human resource development by providing training services related to the management of Islamic affairs to Islamic Affairs Officers, specifically, and government personnel in general. The institution strives to produce competent public servants with knowledge, skills, ethics, and spirituality to administer the management and administration of organizations. ILIM has taken the initiative to instill leadership values in each of its staff members to ensure the smooth and effective administration of training management.

2. CONCEPT OF ORGANIZATIONAL LEADERSHIP

The Kamus Dewan Perdana, published by Dewan Bahasa dan Pustaka in 2021, defines leadership as the ability or capacity to lead. Andrew F. Sikula (1973) views leadership as a behavioral process shaped by leaders who lead

an organization in an effort to assist others. According to Ahmad Atory Hussain (1986), leadership is seen from the perspective of a leader's success in leading staff to carry out a task towards realizing organizational objectives and goals.

According to Sa'adi bin Awang (2019), organizational leadership is the ability and skill of a successful leader to influence staff within an organization to help achieve predetermined objectives. However, Islam perceives leadership as a dynamic process with its own goals. This is based on several Quranic verses that explain the connotations and concepts of leadership.

Firstly, leadership, in the sense of "imam" as mentioned in surah Al-Baqarah verse 124, which means:

And (remember) when prophet Ibrahim was tested by his Lord with certain words (consisting of commandments and prohibitions), and he fulfilled them. Allah (then) said: "indeed I have appointed you a leader for mankind". When Ibrahim prayed and asked: "(My Lord)! Please make my descendants (leader too)." Allah responded: "(Your prayer is answered, but) My covenant does not apply to the evildoers!".

According to Sheikh Abdullah Basmeih (2006), the understanding of "imam" in this context is the necessity to appoint leaders among the believers. Dr. Abdul Hayie bin Abdul Sukor (2008) explains that "imam" in this verse rejects the leadership of the Jews due to their oppression, wrongdoing, and deviation from the commandments of Allah, as well as their departure from the religion of their forefather, Prophet Abraham. This also rejects leadership among Muslims due to oppression and wrongdoing, deviating from and disregarding the Shariah of Allah.

Second: Leadership with the concept of "imamah", as mentioned in surah Al-Furqan, verse 74, means:

And also the (true servants of Allah are those) who say in their prayer. "O Lord, grant that our wives and children be a joy to our eyes, and make us an example for those who are conscious of You".

Sheikh Abdullah Basmieh (2006) explains that "imamah" in this context refers to a leader who is endowed with extensive knowledge and guidance to perform virtuous deeds, becoming a positive example for those seeking to safeguard themselves from Allah's prohibitions.

Third: Leadership with the concept of "khalifah". According to Abu Bakr Muhammad bin Abdullah (2015), khalifah is defined as being in a position, executing laws for the sake of Allah. The position of a khalifah for humanity, in general, is based on the saying of the Prophet, means:

Indeed, Allah has made you successors upon the earth, so He may observe how you act.

While the specific position of a khalifah is mentioned in the Quran, Surah al-Baqarah verse 30, means:

And (remember), when your Lord said to the angels: "I am about to place a vicegerent on the earth".

Sheikh Abdullah Basmieh (2006) explains that "khalifah" as a vicegerent is the one who is assigned by Allah to govern or regulate the entire life of mankind on the earth based on the revelation and the divine laws of Allah, so that men's lives will be in order. Their objectives in life would be to get the pleasure of Allah.

Fourth: Leadership from the perspective of "ulil al-Amri", as mentioned in al-Quran, Surah Al-Nisa', verse 59 means:

O you who have believed, obey Allah and obey the Messenger and those in authority among you.

Some scholars among Ahl al-Sunnah wa al-Jamaah view ulu al-Amr as the highest authority and policy-maker in every era and place, irrespective of backgrounds, attitudes, and political thoughts. Obedience to them is not absolute, as long as they do not violate the principles of Islamic law (Dr. Abdul Hayie bin Abdul Sukor, 2008).

Based on these four concepts, it can be formulated that leadership in the Islamic context is someone who embodies the values of justice by placing things in their rightful places according to Shariah, executing all commands, and avoiding everything prohibited by Allah throughout their leadership in administering the human life system.

A successful organization must demonstrate its mission, vision, and objectives through the leadership practices from top to bottom and vice versa. Every member is eligible to be a leader, whether leading oneself, leading at the lower, middle, or top management level of the organization. What is certain is that every leader must be responsible for what they lead. As Prophet Muhammad (peace be upon him) said, means:

Each of you is a leader and each of you is responsible for what he leads. A ruler is a leader, a man is a leader over his family, and a woman is a leader over her husband's house and children.

Based on the Quranic verses and hadith, it is evident that leadership is not an honor or pride (tasyrif), but rather it is a responsibility and trust (taklif). Every trust and responsibility received will be questioned on the Day of Judgment. Similarly, in terms of providing services, each member must play a role and be responsible for their respective tasks to achieve the organization's desired goals.

Various theories about leadership have been discussed among scholars. However, these theories need to be organized through practical application according to their roles. Effective leadership practices in an organization depend on several factors, including skillful influence, the roles of members, effective interaction, and close cooperation among organizational members.

3. METODOLOGY

This study adopts a quantitative approach using a case study strategy as proposed by Hin (2007). The chosen research location is the Institute of Islamic Training Malaysia (ILIM). ILIM is an Islamic training institution that has shown commendable achievements in the field of Islamic training management in Malaysia. ILIM has contributed significantly to intellectual development, skills, and ethics at the federal and state levels. A total of 85 respondents were randomly selected, comprising Management & Professional and Support levels.

Respondents were chosen from different categories to provide the researcher with the opportunity to obtain more holistic data and perspectives on the studied issues, as suggested by Jones and Crompton (1988). Using this method, the researcher can understand and master the collected data, create codes, search and build themes, and ultimately write the research report.

To analyze the data in this study, the researcher utilized SPSS software version 28, employing the Pearson Correlation Inter-Correlation method. According to Chua Yan Piaw (2012), correlation is the relationship between variables, and the consideration of a correlation is represented by a coefficient in a correlation test. The Pearson *r* is used to identify the relationship between two interval or ratio scale variables. The strength levels of the correlation coefficient are as shown in Table 1 below:

Table 1. Strength Levels of Correlation Coefficient

Coefficient size (r)	Strength of correlation
.91 to 1.00 or -.91 to -1.00	Very strong
.71 to .90 or -.71 to -.90	Strong
.51 to .70 or -.51 to -.70	Moderate
.31 to .50 or -.31 to -.50	Weak
.01 to .30 or -.01 to -.30	Very weak
.00	No correlation

4. BACKGROUND OF MALAYSIAN ISLAMIC TRAINING INSTITUTE (ILIM)

The Malaysian Islamic Training Institute (ILIM) is a federal-level Islamic training center. ILIM's main function is to plan and implement training programs based on the nine core areas of Islamic Affairs Service for officers of the Islamic Affairs Service (PHEI) of JAKIM and the states throughout Malaysia (JAKIM 2023).

ILIM envisions itself as a leading learning institution in the field of Islamic affairs management. Its mission is to develop human capital through strategic, holistic, and innovative learning to empower the management of Islamic affairs. These elements are encapsulated in seven objectives: (1) Training Islamic Affairs Service officers in Islamic Leadership and Management, (2) Enhancing the competency of training consultants from accredited institutions, (3) Developing integrated, holistic, and effective learning modules, (4) Providing a conducive learning environment, (5) Establishing strategic cooperation networks with domestic and international agencies, (6) Implementing efficient, effective, and systematic program management, and (7) Conducting research related to training for effectiveness, improvement, and exploration of new training aspects (ILIM 2023).

ILIM plays a crucial role in ensuring the systematic, efficient, and effective implementation of training for Islamic Affairs Service officers, particularly and public servants in general, in the management of Islamic affairs (JAKIM 2022). The management of ILIM is led by a Senior Director, assisted by two (2) Deputy Senior Directors, a Registrar, and ILIM Campus Directors throughout Malaysia, with a total workforce of 159 employees (ILIM 2020).

5. FINDINGS AND DISCUSSION

This section presents the findings and discussion of the study as follows:

5.1 Respondent Demographics

The demographic aspects of the respondents in this study involve the following:

5.1.1 Gender

Table 2 presents the distribution of respondents based on the analyzed demographic aspects, indicating frequency and percentage. The study found that male respondents numbered 38 individuals (44.7%), slightly outnumbered by female respondents, which amounted to 47 individuals (55.3%).

Table 2. Distribution of Respondents by Demographics (N=85)

Gender	Frequency	Percentage
Male	38	44.7
Female	47	55.3
Total	85	100.0

Source: Survey 2023

The distribution of respondents by gender indicates a relatively balanced representation, with a slightly higher percentage of female respondents. This gender balance is essential for obtaining diverse perspectives and experiences, contributing to a more comprehensive understanding of the research topic.

The gender distribution may also have implications for leadership development programs, as different genders may have distinct leadership styles and preferences. Recognizing and accommodating these differences can enhance the effectiveness of leadership training initiatives.

The study's findings lay the groundwork for further analysis of the correlation between demographic factors and leadership practices, shedding light on potential areas for improvement in leadership development programs. It is crucial to consider these findings when tailoring leadership training initiatives to address the specific needs and preferences of diverse groups within the organization.

5.1.2 Job Grade

Table 3 illustrates the distribution of respondents based on their service job grades. The statistics reveal that the support group job grades, specifically grades 22 to 29, dominate with a frequency of 28 individuals (32.9%), compared to job grades in the management and professional group within the range of grades 41 to 48, totaling 26 individuals or 30.6%. Following this, job grades 11 to 19 have a frequency of 17 individuals (20%), grades 32 to 36 amount to 8 individuals (9.4%), and job grades 52 and above have a frequency of 6 individuals (7.1%).

This pattern indicates that there is a need for the training organization to have a strong presence of executive-level officers to drive a program, while the management and professional group act as a think tank, providing ideas, coordinating, and making decisions regarding the development and progress of the training institution.

Table 3. Distribution of Respondents by Job Grade (N=85)

Job Grade	Frequency	Percentage
11 to 19	17	20
22 to 29	28	32.9
32 to 36	8	9.4
41 to 48	26	30.6
52 and above	6	7.1
Total	85	100.0

Source: Survey 2023

The distribution of respondents based on job grades provides insights into the organizational hierarchy. The dominance of support group job grades suggests that individuals in operational roles play a crucial role in implementing programs. This is complemented by the presence of management and professional group members who contribute to decision-making and strategy formulation. Understanding this distribution is essential for designing leadership development programs tailored to the specific needs and responsibilities of different job grades.

5.1.3 Service Scheme

Next, Table 4 shows the distribution of respondents based on the service scheme at ILIM. The statistics indicate that the Social/Islamic Affairs Scheme predominates over other schemes, with a frequency of 54 individuals (63.5%). Meanwhile, the Administration and Support Schemes have a frequency of 21 individuals (24.7%), the Financial Scheme has 4 individuals (4.7%), the Information System Scheme has 2 individuals (2.4%), and the Administrative and Diplomatic Officer, Education, Engineering, and Designer schemes each have a frequency of 1 individual (1.2%).

This situation clearly indicates that ILIM is one of the religious institutions in the training field, and the Social/Islamic Affairs Scheme naturally has more allocations than other schemes.

Table 4. Distribution of Respondents by Service Scheme (N=85)

Service Scheme	Frequency	Percentage
Social/Islamic Affairs (S)	54	63.5
Administration & Support (N)	21	24.7
Financial (W)	4	4.7
Information System (F)	2	2.4
Administrative & Diplomatic (M)	1	1.2
Engineering (J)	1	1.2
Education (DG)	1	1.2
Designer (B)	1	1.2
Total	85	100.0

Source: Survey (2023)

Understanding the distribution of respondents across different service schemes provides insights into the organizational structure and the emphasis placed on specific areas. This information is crucial for developing leadership programs that align with the diverse roles and responsibilities associated with each service scheme. It also highlights the significance of leadership development tailored to the unique challenges and contexts of various service schemes within ILIM.

5.1.4 Department Assignment

There are six departments at ILIM. The majority, 36 individuals (42.4%), are placed in the Management Service Branch. This is followed by the Center for Islamic Leadership Excellence with 17 individuals (20%), the Human Development Program with 14 individuals (16.5%), the Training Policy Branch with 11 individuals (12.9%), and the Core Program and Islamic Affairs Management Program with 4 individuals (4.7%) and 3 individuals (3.5%), respectively. This data is presented in Table 5, Distribution of Respondents by Department Assignment.

Table 5. Distribution of Respondents by Department Assignment (N=85)

Department Assignment	Frequency	Percentage
Training Policy Branch	11	12.9
Center for Islamic Leadership Excellence	17	20
Management Service Branch	36	42.4
Human Development Program	14	16.5
Core Program	4	4.7
Islamic Affairs Management Program	3	3.5
Total	85	100.0

Source: Survey (2023)

This distribution sheds light on the allocation of human resources across various departments at ILIM. It provides valuable insights for crafting leadership development initiatives that cater to the specific needs and challenges of each department. Understanding the distribution by department allows for targeted and tailored leadership programs to enhance the effectiveness of leadership roles within each organizational unit.

5.1.5 Years of Service

Furthermore, Table 6 illustrates the distribution of respondents based on their years of service. The statistics reveal that 45 individuals (52.9%) have served at ILIM for less than 5 years, while 40 individuals (47.1%) have a tenure exceeding 5 years.

This situation indicates that authoritative organizations like ILIM are striving to implement the Succession Plan recommended by the Public Service Department through Circular Service Number 3 of 2006. The plan aims to cultivate competent leadership in administrative and management affairs and aligns with the organizational human capital development needs.

ILIM also practices a system of staff rotation within a given period to maintain the interest, momentum, and competence of their employees, especially in the realm of training management.

Table 6. Distribution of Respondents by Years of Service (N=85)

Years of Service	Frequency	Percentage
Less than 5 years	45	52.9
More than 5 years	40	47.1
Total	85	100.0

Source: Survey (2023)

5.2 Importance of Influencing, Interaction, and Collaboration Practices

This study focuses on three leadership domains crucial for training program managers: influencing others, interpersonal skills, and organizational collaboration.

5.2.1 Practice of Influencing

Leadership requires artistry and charisma in guiding others. According to Nuslan Mohd Nor and Suraiya Ishak (2023), a leader's wisdom can influence and transform the character of organizational members from negative to positive.

In other words, the influencing element is closely related to leadership styles and the way an organization is administered. Various leadership styles are practiced to ensure that the organization achieves its formulated mission, vision, and objectives. Among these styles are transformational leadership, transactional leadership, and laissez-faire leadership. All three styles can impact the shaping and development of employees' characters in terms of mindset, skills, and attitudes.

The study by Nuslan Mohd Nor and Suraiya Ishak (2023) found a significant relationship between transformational leadership and transactional leadership styles with members' organizational commitment. This suggests that transformational leadership has a more positive and dominant effect in contributing to higher organizational commitment compared to transactional leadership.

The practice of influencing others among leaders is a crucial element in steering the organization according to their methods and leadership styles. Autocratic leadership practices have an impact on organizational members, leading to lower job satisfaction levels (Chen & Wahab, 2021).

5.2.2 Practice of Interaction

Interaction between two parties can lead to agreements in determining and making decisions on a matter. Interaction is closely related to communication. According to Bagus Julianto (2021), the REACH law influences communication in interaction, which stands for respect, empathy, audible, clarity, and humble.

Respect: This involves showing respect and appreciation during communication. When values and expressions of appreciation are conveyed in an acceptable manner, either verbally or non-verbally, effective communication is fostered. Organizational leaders need to ensure that every directive given follows appropriate language and tone suitable for the role of the individuals being directed. Practicing these elements demonstrates respect for organizational members.

Empathy: Empathy, as defined by Kamus Dewan Bahasa dan Pustaka, is the ability to understand and comprehend the feelings or emotions of others. This can be interpreted as a leader's ability to put themselves in someone else's shoes. A leader needs to listen, understand, and make decisions that provide satisfaction to both themselves as leaders and those they lead.

Audible: Audible refers to the ability to hear. Effective communication relies on a leader's ability to listen to issues or concerns within the organization.

Clarity: Clarity is essential in leadership communication. Clear communication from the message sender to the receiver is crucial in preventing various perceptions or assumptions.

Humble: Humility is the value of being humble. Humility in a leader reflects the values of appreciation and respect for organizational members.

The combination of leadership with the REACH elements can result in positive interactions between two parties.

Positive interaction values can create a harmonious atmosphere, cooperation, and mutual assistance within the organization.

Practices in terms of interaction between two parties significantly influence organizational leadership. Dewan Bahasa dan Pustaka defines interaction as active actions or relationships between one another. In other words, interaction among organizational members indicates the occurrence of social relationships between humans and can reduce workplace stress.

Furthermore, interactions among organizational members can create a harmonious atmosphere in human capital development. This relationship indirectly produces organizational members with interdependence, providing confidence, mutual trust, and, ultimately, high spirit and commitment to tasks.

Interpersonal interaction, which involves the relationship between employers and organizational members in terms of fair, honest, and respectful assessments, affects decision-making processes, determining whether to continue commitment to tasks. Therefore, leadership excellence requires harmonious and positive interactions in carrying out organizational tasks to achieve set objectives and goals.

5.2.3 Practice of Collaboration

Leadership undoubtedly requires collaboration among organizational members. This value is the result of the two elements discussed earlier, namely the ability to influence and interact.

Collaboration among organizational members is a superior leadership strategy. Collaboration is also a strength for achieving organizational plans and tasks (Hamdi Amin Abd al-Hadi 1984). Both elements play their respective roles in task implementation and the continuous role of the organization. According to Yazid & Mat (2018), the success of a task requires collaboration and commitment in symbiosis and complete complementarity between members and external agency networks to enhance organizational productivity.

Moreover, the proverb "carry the burden together, share the joy together" indicates that a collaborative attitude is the best framework in organizing. According to Lasiyono (2022), the relationship between leadership and human resources as a team is significant in determining the quality of an organization. Unity in carrying out tasks collaboratively can lighten the leader's organizational tasks.

According to Ipan Hilmawan (2020) and Lasmi et al. (2021), the collaboration of organizational members demonstrates the ability and enthusiasm to organize strategies to achieve objectives, and it has a significant positive influence in continuing the legacy of an organization. The leader's ability to organize organizational members to suit their backgrounds and interests is crucial in ensuring collaboration and commitment among members towards the given tasks.

According to Mohd. Mohadis bin Yasin (2005), strong collaboration values are essential in terms of training management, expertise services, respecting and obeying rules, procedures, and leadership, being polite, and avoiding conflicts of interest based on personal interests, sacrificing personal interests conflicting with the interests of the organization, religion, and country. As mentioned in surah Al-Ma'idah, verse 2, meaning:

Help one another in furthering virtue and God-consciousness, and not in what is wicked and sinful. And remain conscious of Allah, for He is stern in retribution (to those who disobeyed His orders).

This verse clearly indicates that everyone should help each other in doing good deeds. If all members, especially in the organizational context, can prioritize doing good and fear Allah, it is certain that indirectly matters that do not bring any benefits can be avoided and eliminated.

5.3 Correlation of Leadership Domains in Administration at ILIM

The Pearson correlation analysis results related to leadership domains show that the elements of influencing skills and interaction skills are at $r=.643$, indicating a moderate level. Meanwhile, the correlation between influencing skills and collaboration skills is at $r=.465$, indicating a weak level. Furthermore, the correlation between interaction skills and influencing skills is at $r=.643$, indicating a moderate level. The correlation between interaction skills and collaboration skills is at $r=.560$, indicating a weak level. The collaboration between collaboration skills and influencing skills is at $r=.465$, indicating a weak level, and the collaboration between collaboration skills and interaction skills is at $r=.560$, indicating a moderate level. All three leadership domains have a significant positive relationship with each other, as shown in Table 7, the Pearson Bivariate Correlation of Leadership Domains.

Table 7. The Pearson Bivariate Correlation of Leadership Domains

		Influencing Skills	Interaction Skills	Collaboration Skills
Influencing Skills	Pearson Correlation	1	.643**	.465**
	Sig. (2-tailed)		<.001	<.001
	N	85	85	85
Interaction Skills	Pearson Correlation	.643**	1	.560**
	Sig. (2-tailed)	<.001		<.001
	N	85	85	85
Collaboration Skills	Pearson Correlation	.465**	.560**	1
	Sig. (2-tailed)	<.001	<.001	
	N	85	85	85

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey (2023)

However, specifically, the inter-variable relationships in these three aspects show slight differences. The analysis indicates that the influencing skills element can be broken down into several support items. The relationship between influencing and interest in tasks and frequent attendance of training to improve knowledge, skills, ethics, and spirituality is noteworthy to ILIM staff, each at a rate of $r=.655$ and $r=.653$, indicating a moderate level. The relationship between influencing and practicing the values and principles of the Customer Charter, as well as job descriptions, is at a rate of $r=.554$, also at a moderate level. Furthermore, the relationship between influencing and understanding the organizational basics related to organizational structure and branch functions, as well as mission, vision, objectives, customer charter, and code of ethics, are at rates of $r=.476$ and $r=.325$, indicating a weak level. This can be seen in Table 8, Bivariate Correlation Intervals of Leadership Domains (Influencing) at ILIM.

Table 8. Bivariate Correlation Intervals of Leadership Domains (Influencing) at ILIM

Leadership Domains	Influencing Items	Correlation	Respondent
Influencing Skills	Understanding the mission, vision, objectives, customer charter, and code of ethics.	.325	85
	Understanding the organizational structure and branch functions.	.476	85
	Practicing the values and principles of the Customer Charter, as well as job descriptions.	.554	85
	Interest in tasks and frequent attendance of training to improve knowledge, skills, ethics, and spirituality.	.653	85
	Interest in tasks.	.655	85

Source: Survey (2023)

Similarly, the correlation of intervals in the leadership domain regarding interpersonal interaction among colleagues shows differences with the influencing aspect. Interaction skills in Managing training programs with diversity in both individual and group settings collectively and proactively and positively responding are both at rate of $r=.749$ and $r=.797$, indicating a strong relationship. Furthermore, the relationship in terms of planning, meeting the needs of high-quality training program implementation, and exchanging information and opinions verbally and non-verbally are at rates of $r=.713$ and $r=.722$, indicating a strong relationship. The relationship between interaction and facing challenging tasks and confidently expressing opinions is at a rate of $r=.520$, indicating a moderate relationship. This information can be seen in Table 9, Correlation Intervals of Leadership

Domains (Interaction) at ILIM.

Table 9. Correlation Intervals of Leadership Domains (Interaction) at ILIM

Leadership Domains	Interaction Items	Correlation	Respondent
Interaction Skill	Managing training programs with diversity in both individual and group settings collectively and proactively.	.749	85
	Positively responding.	.797	85
	Planning, meeting the needs of high-quality training program implementation.	.713	85
	Exchanging information and opinions verbally and non-verbally.	.722	85
	Facing challenging tasks and confidently expressing opinions.	.520	85

Source: Survey (2023)

The last leadership domain is collaboration skills. The data shows that the relationship between collaboration skills and building good relationships among colleagues at ILIM is at $r=.665$, indicating a moderate relationship. The relationship between collaboration skills and providing teaching and learning facilities and being a leader by setting a good example is at rates of $r=.522$ and $r=.501$, indicating a moderate relationship. Furthermore, the relationship between collaboration skills and understanding emotions through body language and managing budgets in compliance with financial procedures is at rates of $r=.396$ and $r=.430$, indicating a weak relationship. Table 10 shows the Correlation Intervals of Leadership Domains (Collaboration Skills) at ILIM.

Table 10. The Correlation Intervals of Leadership Domains (Collaboration Skills) at ILIM.

		Correlation	Respondent
Collaboration Skills	providing teaching and learning facilities	.522	85
	understanding emotions through body language	.396	85
	managing budgets in compliance with financial procedures	.430	85
	building good relationships among colleagues	.665	85
	being a leader by setting a good example	.501	85

Source: Survey 2023

All three elements have a significant relationship with the previously outlined descriptive analysis. Significant differences in terms of gender, background, job grade, service group, and length of service contribute to the strength of these positive relationships.

The data indicates a significant positive correlation in the leadership domains through interval correlation analysis at ILIM, Selangor at strong, moderate, and weak levels. Therefore, these relationships need periodic improvement by reengineering human resources, particularly in terms of influencing skills and collaboration skills. ILIM staff should delve into psychosocial knowledge to revive leadership spirit and internal identity, making them more competent in carrying out their tasks in the institution.

CONCLUSION

In the context of a training organization, leadership domains involving influencing, interaction, and collaboration aspects are crucial to ensure balance and excellence. ILIM, as an Islamic organization, needs to ensure that these aspects are continuously integrated as organizational practices and culture. This effort aims to produce dignified human capital capable of making meaningful contributions to the development of religion, nation, and society as a whole.

REFERENCES

[1] Al-Quran al-Karim
 [2] Abu Bakr Muhammad bin Abdullah, 2015, Hukum-hukum Dalam Al-Quran (Jilid 7), Putrajaya: JAKIM.
 [3] Ahmad Atory Hussain, 1986, Tingkah Laku Organisasi Dalam Pengurusan Moden, Kuala Lumpur: Dewan Bahasa & Pustaka.
 [4] Andrew F. Sikula, 1973, Management And Administration. Columbus, Ohio, A Bell and Howell.
 [5] Bagus Julianto, T. Y. A. C, 2021, Faktor-Faktor Yang Mempengaruhi Organisasi Kinerja Dan Efektivitas Organisasi (Suatu Kajian Studi Literature Review Ilmu Manajemen Terapan), Jurnal Ilmu Manajemen Terapan vol 2, no 5, 676–691.

- [6] Chen L. M, & Wahab J. A, 2021, Amalan Kepimpinan Autokratik Pengetua dan Hubungannya dengan Kepuasan Kerja Guru di Sekolah Menengah vol 3, no1, 1–11.
- [7] Chua Yan Piaw, 2012, Asas Statistik Penyelidikan, hlm. Edisi Kedua, Kuala Lumpur, McGraw-Hill (Malaysia) Sdn. Bhd.
- [8] Dr. Abdul Hayie bin Abdul Sukor, 2008, Tafsir Pedoman Muttaqin, Putrajaya, JAKIM.
- [9] Fairness I, 2019, Perhubungan di antara Komunikasi tentang Ganjaran Berasaskan Prestasi, Keadilan Interaksi dan Komitmen Organisasi, *Asian Journal of Accounting and Governance*, 11, 109–122, doi:10.17576/ajag-2019-11-10
- [10] Hamdi Amin Abd al-Hadi, 1984, al-Fikr al-Idari al-Islami wa al-Muqaran al Usul al-Amanah, Kairo, Dar al-Fikr al Arabi.
- [11] ILIM, 2023, Misi dan Visi ILIM, <https://ilim.islam.gov.my/ms/mengenai-kami/profil-ilim/visi-misi>
- [12] ILIM, J, 2020, Carta Organisasi, <https://ilim.islam.gov.my/ms/mengenai-kami/profil-ilim/carta-organisasi> [1 June 2023].
- [13] Ipan Hilmawan, 2020, Pengaruh Disiplin Kerja, Komitmen Organisasi Dan Kerjasama Tim Terhadap Kinerja Pegawai Pada Kementerian Agama Kabupaten Serang, *Jurnal Rekaman* vol 4, no 2, 135–146.
- [14] JAKIM, 2022, Laporan Tahunan JAKIM 2021, Putrajaya.
- [15] JAKIM, 2023, Laporan Tahunan 2022 Jabatan Kemajuan Islam Malaysia, Putrajaya.
- [16] Lasiyono M. M, 2022, Pentingnya Kepemimpinan dan Kerjasama Tim dalam Implementasi Manajemen Kualitas Terpadu Pada PT. XYZ, *Syntax Literate*, *Jurnal Ilmiah Indonesia* vol 7, no 1, 1698, doi:10.36418/syntax-literate.v7i1.6275
- [17] Lasmi A, Bayhaqi H, Suhairi S, 2021, Membangun Kerjasama Tim yang Efektif dalam Organisasi, Da'watuna, *Journal of Communication and Islamic Broadcasting* vol 2, no 1, 35–45, doi:10.47467/dawatuna.v2i1.509
- [18] Lonsiong D. U, & Ag Kiflee@Dzulkifli D. N. B, 2019, Interaksi Kepimpinan Perkongsian Mentor Melalui Motivasi Kerja Guru, *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, vol 4, no 7, 68–76, doi:10.47405/mjssh.v4i7.306
- [19] Maizatul Haizan Mahbob & Wan Amizah Wan Mahmud, 2020, Kepimpinan Transformasi Dan Elemen Percaya Pada Tuhan, vol 5, no 1, 66–77.
- [20] Mohd. Mohadis bin Yasin, 2005, Penyelarasan Pentadbiran Hal Ehwal Islam Malaysia: Kajian di Jabatan Kemajuan Islam Malaysia (JAKIM), Universiti Malaya.
- [21] Mohd Nur Hidayat Hasbollah Hajimin, Abang Mohd Razif Abang Muis, Saifulazry Mokhtar, Irma Wani Othman, Mohd Sohaimi Esa, Romzi Ationg, Jais Abdul Hamid, 2021, Gerakan Dakwah Dan Impaknya Terhadap Peningkatan Komposisi Muslim Di Sabah, *International Journal of Law, Government and Communication*, vol 6, no 2, 125–139, doi:10.35631/ijlgc.623009
- [22] Mustapa M, 2022, Sejarah Perkembangan Dakwah Di Lahad Datu Sabah: Satu Kajian Awal, *Proceedings Borneo Islamic International Conference*, hlm, vol 13, 79–85.
- [23] Nor Anisah Abu Hanipah & Razaleigh Muhamat@Kawangit, 2017, Teori Kepimpinan dari Perspektif Islam dan Barat dalam Terma Kepimpinan Transformasi, *al-Hikmah*, vol 2, no 9.
- [24] Nuslan Mohd Nor & Suraiya Ishak, 2023, Gaya Kepimpinan Transformasi dan Transaksi Terhadap Komitmen Organisasi Konteks Berkepatuhan Tinggi, vol 20, no 1.
- [25] Sa'adi bin Awang, 2019, Pelaksanaan Program Pembangunan Modal Insan Dan Kesannya Ke Atas Perubahan Organisasi: Kajian Kes Di Jabatan Kemajuan Islam Malaysia, Tesis Dr. Akademi Pengajian Islam, Universiti Malaya.
- [26] Sarhadat S. A, Adham K. A, Isa R, M Kebangsaan U, 2020, Dimensi Interaksi Penyedia-Penerima dalam Perkhidmatan Sokongan Sosial untuk Pembangunan Syarikat PKS: Kajian Kes Majlis Amanah Rakyat (MARA), *Jurnal Pengurusan*, 60, 1–15, doi:10.17576/pengurusan-2020-60-05
- [27] Sheikh Abdullah Basmeih, 2006, Tafsir Ar-Rahman Interpretation of the Meaning of the Qur'an, Department of Islamic Development Malaysia.
- [28] Yazid Z, & Mat N, 2018, Meneroka Dinamik Perhubungan dalam Kumpulan Projek, *Jurnal Pengurusan*, 54, 2018, 155–164, doi:10.17576/pengurusan-2018-54-13

DOI: <https://doi.org/10.15379/ijmst.v10i3.3422>

This is an open access article licensed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/3.0/>), which permits unrestricted, non-commercial use, distribution and reproduction in any medium, provided the work is properly cited.