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The leadership position in the structure does not only function to encourage cooperation between members of the organization. Leaders inspire, exchange, and identify processes and social learning among organizational members through their interactions with subordinates to improve capabilities. The research objective is to analyze the role of authentic leadership (AL) as a source of organizational ability and competitive advantage of Private Madrasah Aliyah (MAS). Uses an explanatory survey approach to MAS teachers as the observation unit. Amount of 478 randomly selected teachers to represent MAS. Data analysis using SEM. The study results show that self-directed leadership encourages interactions between leaders and subordinates to become more natural. The interactions can expand opportunities for partners to learn about things from their leaders as role models. Identification allows teachers to develop their role and increase the school's capability to compete. Organizational capacity partially mediates the influence of leadership on competitive advantage. Theoretical implication is the need for an explanation from the perspective of social learning and the identification of theories about the role of authentic leadership in realizing competitive advantage. The practical implication is that it is necessary to optimize the leadership role to encourage organizational capabilities and not work as individuals but become an essential part of the system. Leadership promotes the development of authentic leadership values, formally and informally, so that teachers' learning process and social identification occur. Contributions are integrated to explain the position of AL and the process for

providing resources for Madrasah's competitive advantage through organizational capability

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Reviewers' comments on your manuscript have now been received. Having
considered these comments alongside your paper I have decided that, unfortunately,
we will not be able to publish your paper in Cogent Social Sciences on this occasion.
If you feel that the manuscript could be significantly revised based on the reviewers'
comments, you could consider resubmitting as a new manuscript in the future.

For your guidance, I append the reviewers' comments below.

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Reviewer 1: Yes

Title, Abstract and Introduction – overall evaluation
Reviewer 1: Unsound or fundamentally flawed

Methodology / Materials and Methods – overall evaluation
Reviewer 1: Sound

Objective / Hypothesis – overall evaluation
Reviewer 1: Unsound or fundamentally flawed

Figures and Tables – overall evaluation
Reviewer 1: Unsound or fundamentally flawed

Results / Data Analysis – overall evaluation
Reviewer 1: Unsound or fundamentally flawed

Interpretation / Discussion – overall evaluation
Reviewer 1: Unsound or fundamentally flawed

Conclusions – overall evaluation
Reviewer 1: Sound

References – overall evaluation
Reviewer 1: Sound

Compliance with Ethical Standards – overall evaluation
Reviewer 1: Not applicable

Writing – overall evaluation
Reviewer 1: Unsound or fundamentally flawed

Supplemental Information and Data – overall evaluation
Reviewer 1: Not applicable

Comments to the author
Reviewer 1: There is no novelty and significant contributions on the study. There are bunch of study relate to leaders' personality. There is no strong analysis and argumentation regarding authentic leadership in the draft.


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Reviewer 3: Yes

Title, Abstract and Introduction – overall evaluation
Reviewer 3: Outstanding

Methodology / Materials and Methods – overall evaluation
Reviewer 3: Sound

Objective / Hypothesis – overall evaluation
Reviewer 3: Sound

Figures and Tables – overall evaluation
Reviewer 3: Outstanding

Results / Data Analysis – overall evaluation
Reviewer 3: Outstanding

Interpretation / Discussion – overall evaluation
Reviewer 3: Outstanding

Conclusions – overall evaluation
Reviewer 3: Sound

References – overall evaluation
Reviewer 3: Outstanding

Compliance with Ethical Standards – overall evaluation
Reviewer 3: Sound

Writing – overall evaluation
Reviewer 3: Sound

Supplemental Information and Data – overall evaluation
Reviewer 3: Sound

Comments to the author
Reviewer 3: In principle, this manuscript is good, but requires some improvements in aspects; research novelty and its implicit; as well as dialogue on research results from various other people's up-to-date research.


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Reviewer 4: Yes

Title, Abstract and Introduction – overall evaluation
Reviewer 4: Sound

Methodology / Materials and Methods – overall evaluation
Reviewer 4: Sound

Objective / Hypothesis – overall evaluation
Reviewer 4: Sound with minor or moderate revisions

Figures and Tables – overall evaluation
Reviewer 4: Sound

Results / Data Analysis – overall evaluation
Reviewer 4: Sound

Interpretation / Discussion – overall evaluation
Reviewer 4: Sound

Conclusions – overall evaluation
Reviewer 4: Sound

References – overall evaluation

Reviewer 4: Sound

Compliance with Ethical Standards – overall evaluation
Reviewer 4: Sound

Writing – overall evaluation
Reviewer 4: Sound

Supplemental Information and Data – overall evaluation
Reviewer 4: Sound with minor or moderate revisions

Comments to the author
Reviewer 4: Should clarify more details about research instrument, including its quality.
Should put research objective
The hypothesis can represent by the figure of hypothesis model.


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Reviewer 5: Yes

Title, Abstract and Introduction – overall evaluation
Reviewer 5: Unsound or fundamentally flawed

Methodology / Materials and Methods – overall evaluation
Reviewer 5: Unsound or fundamentally flawed

Objective / Hypothesis – overall evaluation
Reviewer 5: Unsound or fundamentally flawed

Figures and Tables – overall evaluation
Reviewer 5: Unsound or fundamentally flawed

Results / Data Analysis – overall evaluation
Reviewer 5: Unsound or fundamentally flawed

Interpretation / Discussion – overall evaluation
Reviewer 5: Unsound or fundamentally flawed

Conclusions – overall evaluation

Reviewer 5: Unsound or fundamentally flawed

References – overall evaluation
Reviewer 5: Unsound or fundamentally flawed

Compliance with Ethical Standards – overall evaluation
Reviewer 5: Unsound or fundamentally flawed

Writing – overall evaluation
Reviewer 5: Unsound or fundamentally flawed

Supplemental Information and Data – overall evaluation
Reviewer 5: Not applicable

Comments to the author
Reviewer 5: Dear Authors,

Thank you for submitting your work. Social science research on value-based leadership in religious education reform in developing countries is timely. Despite its strengths, there are several topics you want to consult when reviewing your manuscript. This review process should encourage you to update your documents for better readability and reproducibility.

It is vital to ensure that the research is properly presented and accurately reflects the field's current state. Furthermore, readers should be able to easily follow the argument and understand the implications of the research for the educational reform in question. Proper formatting, sentence structure, and citation are crucial for readability and reproducibility.

 1.You should conceptualize your theory and consult authentic leadership theory to understand it. Conceptualizing your theory is imperative because it helps to clarify the underlying assumptions and how they fit within the broader context of authentic leadership theory. By re-contextualizing your theory within the authentic leadership theory framework, you can better understand its implications and applications.

2. An authentic leader demonstrates self-awareness, relational transparency, balanced processing, and an internalized moral perspective. Using these pillars, leaders can develop their authenticity and build relationships of trust with their followers, which allows them to develop their self-awareness, self-regulation, and ethical behavior. Organizational capabilities and competitive advantages are enhanced by improving leadership image and legitimacy

3.  In religious instruction and institutions, authenticity of leadership is of paramount importance yet we need to know who are respondents. Since this study respondents are teachers you should bring out educational literature and discuss relevance of authentic leadership concept in education
4. The results of your study are not well articulated and discussed. The paper does not provide sufficient detail on how the results were collected, the methods used, and how the data was analyzed. Furthermore, the discussion section does not provide enough detail on the implications of the results and how they relate to the

original research question.

5. To report results, authors should consult theory and recent academic articles. The authors should analyze the data, explain the methodology used to collect the data, and discuss the implications of the results. They should draw connections between the study's results, the theory, and the research behind it. Finally, the authors should explain how the study's results contribute to understanding the research question.
6. They should also provide relevant recommendations for future research. Discussions implications, theory, and practice are other relevant sections authors would want to delve deeper into and build this paper's case thoughtfully. Authors should present their ideas in a way that enables readers to understand how the study's results relate to the theory and research behind it and how it furthers understanding of the research question.
7. Additionally, the authors should consider and explain the study's broader implications, both within the relevant theoretical framework and in practice.
8. Furthermore, the language of this paper is unscientific, so the authors should have it proofread by an expert editor. Readers may have difficulty understanding a paper's content if written in unscientific language. This could negatively reflect the credibility of the authors. Having a professional editor review a document can help ensure accuracy, conciseness, and audience appropriateness.

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_____

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## Religious education reform in developing countries toward global competition through value-based leadership
### --Manuscript Draft--

# Religious education reform in developing countries toward global competition through value-based leadership

Nurdelima Waruwu[1], Ahmad Kultur Hia[2], Alex Winarno[3*] and Deni Hermana[4]

[1] *Department of Education Management, UIN Syarif Hidayatullah, Jakarta, Indonesia.*
[2] *Department of Management, STIE Pertiwi, Bekasi, Indonesia.*
[3] *Department of Business Administration, Universitas Telkom, Bandung, Indonesia.*
[4] *Department of Business Administration, STIE Bagasasi, Bandung, Indonesia.*

[*] *Correspondence author: winarno@telkomuniversity.ac.id; Department of Business Administration, Telkom University, Jl. Telekomunikasi No. 1 Terusan Buah Batu, Bandung, Indonesia, 40257*

# Religious education reform in developing countries toward global competition through value-based leadership

**Abstract**

The leadership position in the structure does not only function to encourage cooperation between members of the organization. Leaders inspire, exchange, and identify processes and social learning among organizational members through their interactions with subordinates to improve capabilities. The research objective is to analyze the role of authentic leadership as a source of organizational ability and competitive advantage of private madrasah aliyah (MAS). The research uses an explanatory survey approach to MAS in West Java with the teacher as the observation unit. Amount of 478 randomly selected teachers to represent MAS. Data analysis using SEM. The study results show that self-directed leadership encourages interactions between leaders and subordinates to become more natural. The interactions can expand opportunities for partners to learn about things from their leaders as role models. Identification allows teachers to develop their role and increase the school's capability to compete. Organizational capacity partially mediates the influence of leadership on competitive advantage. Theoretical implication is the need for an explanation from the perspective of social learning and identification of theories about the role of authentic leadership (AL) in realizing competitive advantage. Practical implication is it is necessary to optimize the role of leadership to encourage organizational capabilities and not work as individuals but become an essential part of the system. Leadership promotes the development of authentic leadership values, formally and informally, so that teachers' learning process and social identification occur. Contribution are integrating to explain the position of AL and the process for providing resources for Madrasah's competitive advantage through organizational capability

**Keyword**s: authentic leadership, competitive advantage, organizational capability, private madrasah aliyah, social learning, value-based leadership.

## Introduction

Leadership is a strategic issue and has become an exciting theme to be studied (Cheng & Zhu, 2021). One form or style of leadership is authentic leadership (AL). The foundation of authentic leadership is authenticity (Aria et al., 2019). AL as a resource for work and personal (Adil & Kamal, 2020). Even AL can encourage sustainability Corriveau (2020) and internalizes moral values through social interaction for organizational effectiveness (Lei et al., 2021). AL is a positive role model for corporate morals and beliefs (Tak et al., 2019; Jaworski et al., 2022). AL source for employee institutional resource control (Daraba et al., 2021). Authentic leadership is a new alternative to leadership that can help organizations overcome many difficulties in facing change (Jang, 2021).

But along with the development and degradation of values, leaders in educational institutions are no longer authentic. Several cases of leaders in

educational institutions in Indonesia tarnish institutions. Leaders lose their self-concept as leaders (Avolio & Gardner, 2005; Walumbwa et al., 2010). Leadership is experiencing a degradation of authenticity. Many things are covered up, which has become a momentum to improve MAS educational institutions. In MAS educational institutions, there are more leaders perceived from the aspect of power possessed because of the foundation's representative. The AL is a resource in work and personal for individuals (Adil & Kamal, 2020; Daraba et al., 2021; Gigol, 2020; Wang et al., 2021; Wirawan et al., 2020).

AL as a value base in organizational practice still needs to be improved (Gill et al., 2018). the construct still contains some criticisms, including conceptual clarity, leader-centricity, biased toward the person, not the leader. The diversity of leadership concepts has the consequent risk of confusing academics and professionals with little history of approaching the theme (Crawford et al., 2020).

Understanding the concept of leadership and the position of resources to build competitive advantage is still rarely discussed at the organizational level, especially for educational institutions such as madrasas which are considered inclusive. Leadership is identical to the organizational structure at the top management level. The differences cause the AL's leadership practices for competitive advantage in MAS educational institutions to be limited, especially for institutions that are seen as exclusive.

In previous studies, there is a gap regarding AL research, which is still rare in MAS education. MAS is rich in these values as MAS resources to build a competitive advantage. The second, explaining the concept and relationship of authentic leadership theory as a resource for competitive advantage (resources-based view*)*, is rarely discussed in madrasah educational institutions. The third explains the process to optimize the role of the AL in promoting excellence, namely through institutional mechanisms by building dynamic organizational capabilities first. MAS places great emphasis on the moral aspect of MAS leadership. Studies on the interaction process between leaders, subordinates, and organizations are still lacking (Laguna et al., 2019). But on the other hand, MAS is faced with competitive challenges that require the functionalization of the role of leaders to build capabilities and competitive advantages.

The research contribution is first, through authentic leadership theory and social learning theory, explains the process of imitating the values attached to AL by teachers and staff and MAS and making AL an institutional value system. The output of the process is an increase in the organization's dynamic capability. The researcher contributed to presenting a conceptual model at the organizational level for MAS educational institutions, testing the organizational capability mediation model. Second, the study explores AL in the entire education sector of MAS so that MAS encourages changes and dares to make decisions to compete based on its

resources. MAS is an educational institution with religious characteristics that must reform itself to be more moderate while still showing universal madrasah values. The research area on the competitive advantage of educational institutions is still open, (De Haan, 2015). The competitiveness of madrasas cannot be separated from the resources they have. The study results can be used as a framework for building a competitive advantage based on the availability of resources and increasing MAS's organizational capability. The study aimed to analyze authentic leadership's role as a source of organizational capability and competitive advantage of private madrasah aliyah (MAS).

## Literature review
### *Authentic leadership*

Authentic leadership in schools is leaders who act on deep personal values (Feng, 2016). AL is based on values (Akdemir, 2017). Creativity is based on self-awareness, internalization of moral views, transparency of relationships, and balanced processing (Chaudhary & Panda, 2018). The ability to influence to act towards the achievement of goals, keeping in mind values such as integrity, honesty, balanced treatment, authenticity, and relationships based on transparency (Semedo et al., 2019). AL means knowing oneself" and "acting according to at least one's self themselves (Alvesson & Einola, 2019). Authentic leaders demonstrate values, principles, morals, and ethics (think critically about morality utterances in their leadership behavior) (Avolio & Gardner, 2005).

### *Organizational capability*

Organizational capability refers to routine activities by optimizing the available resources. The organization can use internal resources to achieve goals and maintain a sustainable competitive advantage (Aggarwal & Srinivasan, 2017). More specifically, it is seen as a collection of individual abilities that will emerge when individuals interact in organizations. (X. Wang & Zeng, 2017) suggested such knowledge, skills, and organizational effect. Set of capabilities needed to implement strategies in achieving organizational goals. According to (Nayeemunnisa & Gomathi, 2020), organizational capabilities are knowledge and integrative learning processes of all organizational components, as supported by (Khan, 2019). OC can integrate, build, and reconfigure internal and external competencies to cope with a rapidly changing environment (Kronblad & Pregmark, 2019). The organization's ability to collect, manage, and integrate internal resources for the benefit of the organization. (Chou & Chen, 2020). In the context of educational institutions, OC is related to the role of an educational institution that is required to produce output to the demands of change and competition.

*Competitive advantage*

The concept of competitive advantage is developing in the field of strategic management. Competition demands encourage educational institutions to adopt this framework to realize value superiority. (Salunke et al., 2019) stated the ability to achieve a superior market position. The concept of competitive advantage becomes a direction for efforts to improve the education service system, which aims to meet the needs of customers of educational institutions. An essential feature of an educational institution is its image and quality. Regarding competitive advantage in the context of education at the first level, (Panda et al., 2019) stated that competitive advantage can be identified from its image with several choices. (Miotto et al., 2020) put forward legitimacy and reputation in education as a competitive advantage.

## Hypothesis development
### *Leadership* and *organizational capability*

AL is a pattern of leader behavior that utilizes and promotes positive psychological capacities and a positive ethical climate (Iqbal et al., 2020). AL act according to their values and beliefs in the organization (Alazmi & Al-Mahdy, 2022). Values and faith as the basis for developing organizational capabilities. AL comes from an understanding of value-based leadership theory. Values become the foundation and are translated through interaction and organizational structure as a leader. Pitelis and Wagner (2019) asserted leadership as the primary source of dynamic organizational capabilities.

### *Organizational capability and competitive advantage*

According to view source power, an organization that has capabilities will be able to compete. (Aggarwal & Srinivasan, 2017). Fainshmidt et al. (2019) state that organizational capabilities affect the ability to compete. Zhao et al. (2019) and Brink (2019) promote organizational capabilities through open innovation platforms that lead to competitive advantage. Eldor (2020) shows existence's influence capability to competitive advantage. Hifza et al. (2020) added that valuable resources and capabilities enable schools to achieve institutional competitiveness. Organizational capabilities are used to deal with change (Nayeemunnisa & Gomathi, 2020). Hifza et al. (2020) emphasize that institutional resources and capabilities can be a sustainable competitive advantage for private Islamic educational institutions.

*Organizational capability mediates the influence of leadership on competitive advantage*

Several resource collective mediators determine competitive advantage (see RBV) and processes" (Varma et al., 2020). (Zhao et al., 2019) stated that RBV views organizational resources and capacity as the primary source of competitive advantage. Organizational resources can be tangible or intangible. Lo and Tian (2020) added that there is a relationship between knowledge, absorption capacity, innovation ability, and competitive advantage. Gomes and Romão (2019) describe competitive advantage based on resources. Gligor et al. (2020) suggest the effectiveness of the combination of various resources to build a competitive advantage. Interaction with leaders allows for expanding knowledge, skills development, and awareness of the role of each individual in the organization. This interaction encourages the identification of the role of each teacher in realizing madrasa excellence.

**Method**

The use method explanatory survey research on MAS in West Java with a teacher observation unit. Researchers collected data on the condition of the MAS, the number of teachers per MAS, and data on the characteristics of MAS teachers from data from the regional office of the Ministry of Religion of West Java. The researcher informed the relevant agencies, namely the West Java Ministry of Religion Office, to conduct research. After obtaining teacher data per MAS and permits, then applying to conduct research. The data collection process is based on a proposal to the relevant agency and then applies to the MAS. Data collection was carried out for one month. The focus of the first stage is collecting data for areas that are difficult to reach via the internet. Data collection is done offline using mail delivery services. Coordination during the data collection continues in each MAS to obtain reliable data.

The unit of observation is the teacher selected based on several considerations. The observation unit is selected based on a minimum of 1 year of working experience with a permanent employee position and the homeroom teacher status. Researchers still pay attention to health protocols for COVID-19 during data collection. Online data clumping is carried out on teachers with good internet networks. Data collection involved the MAS coordinator. The number of collected questionnaires was 478 out of 600 questionnaire results of screening data. The processed questionnaire is a questionnaire that is filled out and free from extreme values (outlier free). The questionnaire selection was carried out manually, namely by looking at the completeness of filling out the questionnaire and using a tool to test outliers free in the answers to the questionnaire using the Z score.

Measurement of authentic leadership refers to Walumbwa et al. (2010) and Feng-I (2016), i.e., self-awareness, internalization of moral views, transparency of relationships, and balanced processing. Measurement of organizational capability refers to X. Wang and Zeng (2017), namely knowledge, skills, and organizational effectiveness. The measure of competitive advantage refers to Mioto et al. (2020), suggesting legitimacy and reputation as a dimension of competitive advantage. Data were collected with answers ranging from strongly disagree to strongly agree (1 to 5) with data analysis using covariant SEM.

**Results and discussion**
*Results*

Based on gender characteristics, it is known that 57% of respondents are men and 43% are women teachers. It shows the openness of MAS to both female and male teachers. Most teachers are of productive age, namely 30 to 35 years at 32.6% and 36 to 40 years at 30%. It shows the potential for MAS to develop with the availability of teachers of productive age. Majority educated bachelor. Teachers with bachelor education are 52%. Teachers with diploma education are 43%. There are five teachers with high school education and provided with non-formal education in pesantren or 3%. Respondents with postgraduate education were eight respondents or 2%. Description of research variables showns at Table 1 are as follows.

**Table 1.** Description of research variables

| Variable | Means | Conclusion |
|---|---|---|
| Authentic Leadership | 3.8 | Currently |
| Organizational Capability | 3.3 | Not enough |
| Competitive Advantage | 3.1 | Not enough |

Based on Table 1, the average results of the study, it is shown that authentic leadership is in the medium category, which is close to high, namely 3.8, while organizational capability and CA are in the less category with an average of 3.3 and 3.1, respectively. It shows that the existence of AL as a resource to realize OC and CA is sufficient. AL is developed through a structured process and non-formal social interactions within the organization. AL outlines the essential leadership features required for MAS. These features are based on values, experiences, and reflections on morals. AL extends the notion of "*who*" and "*what*" based on moral values, roles, and functions of educational institutions and educational goals. Figure 1 shown the full model research results are as follows.
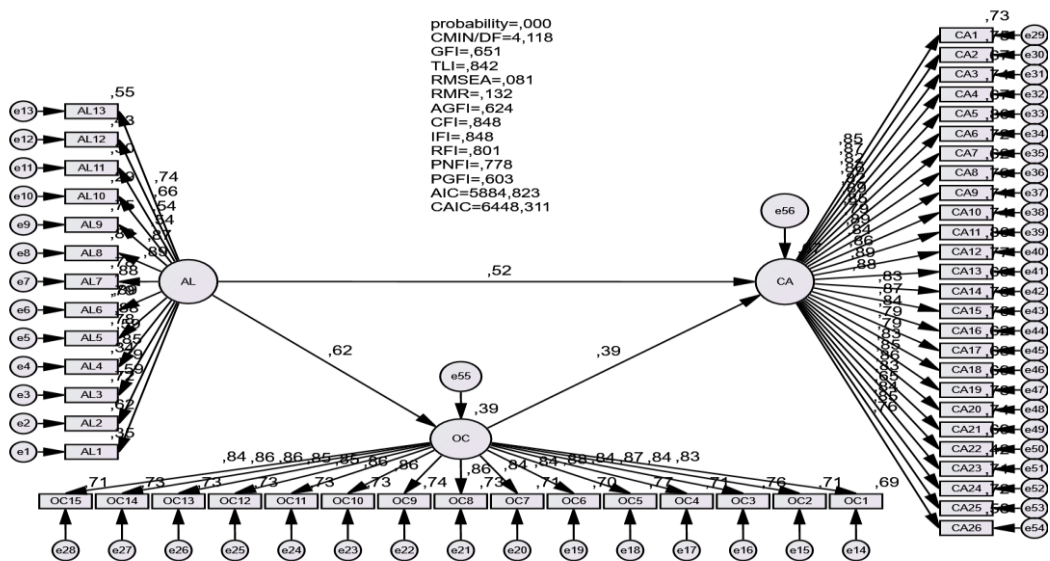
**Figure 1.** Full model first-order confirmatory analysis

The test results of Confirmatory Factor Analysis (Convergent Validity), average variance extracted (AVE), and Composite reliability are as follows.

**Table 2.** AVE and CR. test results

| Construct | Indicator | Loading factor |
|---|---|---|
| Authentic leadership | AL1 | 0.593 |
| | AL2 | 0.789 |
| | AL3 | 0.851 |
| | AL4 | 0.586 |
| | AL5 | 0.881 |
| | AL6 | 0.889 |
| | AL7 | 0.883 |
| | AL8 | 0.893 |
| | AL9 | 0.867 |
| | AL10 | 0.537 |
| | AL11 | 0.544 |
| | AL12 | 0.657 |
| | AL13 | 0.744 |
| | AVE | 0.577 |
| | CR | 0.942 |
| Organizational capability | OC1 | 0.833 |
| | OC2 | 0.842 |
| | OC3 | 0.871 |
| | OC4 | 0.84 |

| | | |
|---|---|---|
| | OC5 | 0.877 |
| | OC6 | 0.839 |
| | OC7 | 0.843 |
| | OC8 | 0.857 |
| | OC9 | 0.862 |
| | OC10 | 0.856 |
| | OC11 | 0.852 |
| | OC12 | 0.854 |
| | OC13 | 0.857 |
| | OC14 | 0.856 |
| | OC15 | 0.842 |
| | AVE | 0.726 |
| | CR | 0.947 |
| Competitive advantage | CA1 | 0.853 |
| | CA2 | 0.868 |
| | CA3 | 0.821 |
| | CA4 | 0.859 |
| | CA5 | 0.819 |
| | CA6 | 0.895 |
| | CA7 | 0.847 |
| | CA8 | 0.788 |
| | CA9 | 0.891 |
| | CA10 | 0.842 |
| | CA11 | 0.859 |
| | CA12 | 0.893 |
| | CA13 | 0.88 |
| | CA14 | 0.829 |
| | CA15 | 0.872 |
| | CA16 | 0.836 |
| | CA17 | 0.79 |
| | CA18 | 0.792 |
| | CA19 | 0.83 |
| | CA20 | 0.854 |
| | CA21 | 0.86 |
| | CA22 | 0.832 |
| | CA23 | 0.651 |
| | CA24 | 0.843 |
| | CA25 | 0.846 |
| | CA26 | 0.763 |
| | AVE | 0.700 |

| | CR | 0.95 |
|---|---|---|

Note: AVE = Average Variance Extracted, CR = Composite reliability

*Discriminant validity test*

The results of the discriminant validity test showed that the AL1-AL13 indicator had the highest correlation to the authentic leadership (AL) variable and was able to explain 57.7% of the changes in the AL latent variables with a CR value of 0.942. OC1-OC15 indicator has the highest correlation to the organizational capability variable. The indicator OC1-OC15 can explain the organizational capability variable of 72.6% with a high CR level of 0.947. The CA indicator has the highest correlation to the competitive advantage variable that is 70% of the changes in CA can be explained by the indicators constructed in this study with a CR value of 0.95 so that it can be concluded that discriminant validity is in the category of each indicator more than 1.96 with a loading factor of more than 0, 5. It means each observed variable has a more significant relationship with its respective latent variables than with other latent variables. The construction of each variable follows the research context, namely privately-owned Madrasah Aliyah educational institutions. The AL definition was developed based on the philosophical conception of authenticity that is considered organizational resources and is manifested by group members in the form of organizational capabilities.

*Significance test*

The results of testing the relationship between latent variables show a significant relationship between latent variables. The beta coefficient indicates that the relationship between AL and OC is 0.62, and the alpha coefficient of AL and CA is 0.52. The beta coefficient of the relationship between OC and CA is 0.39.

*Model fit test (goodness of fit test) and model reification*

The results of the model fit test shown at Table 3 are as follows.

**Table 3.** Model test results

| Criteria | Stage 1 test | Improvement | Conclusion |
|---|---|---|---|
| ***Absolute fit measure*** | | | |
| p-value (Sig.) | 0.000 | 0.053 | Fit |
| CMIN | 3.212 | 2.235 | Fit |
| GFI (Goodness of Fit) | 0.824 | 0.95 | Fit |
| RMSEA (Root Mean square Error of Approximation) | 0.082 | 0.031 | Fit |
| RMR (Root Mean Square Residual) | 0.052 | 0.023 | Fit |

| Criteria | Stage 1 test | Improvement | Conclusion |
|---|---|---|---|
| **Incremental fit measure** | | | |
| AGFI (Adjusted Goodness of Fit Index) | 0.824 | 0.929 | Fit |
| CFI (Comparative Fit Index) | 0.922 | 0.991 | Fit |
| Incremental Fit Index (IFI) | 0.942 | 0.991 | Fit |
| Relative Fit Index (RFI) | 0.892 | 0.943 | Fit |
| **Parsimonious fit measure** | | | |
| PNFI (Parsimonious Normed Fit Index) | 0.761 | 0.751 | Fit |
| PGFI (Parsimonious Goodness of Fit Index) | 0.520 | 0.670 | Fit |
| AIC (Akaike Information Criterion) | 725 | 453 | Fit |
| CAIC (Consistent Akaike Information Criterion) | 1402 | 292 | Fit |

Based on Tabel 3, the goodness of fit criteria testing results, each requirement, namely absolute fit indices, incremental fit indices, and parsimony indices, has not been represented as shown in Figure 1. Therefore, improvements are made by increasing the relationship between indicators and variables according to the value of modification indices. After improvement with modification indices, the model is fully represented. The test results show that the model is accepted. There is a match between the data in the field obtained through a survey with the model constructed in the study.

*Causality test with regression analysis techniques and mediation effects*

The results of the causality test show a significant positive relationship between the variables, including the results of organizational testing capability as a mediating variable, as shown at Table 4 as follow.

**Table 4**. Hypothesis test results

| Hypothesis | *Direct* | *Indirect* via OC | Total |
|---|---|---|---|
| There is a positive influence of authentic leadership (AL) on organizational capability | 0.623 | | 0.623 |
| There is a positive influence of organizational capability (OC) on competitive advantage (CA) | 0.388 | | 0.196 |
| Organizational capability (OC) positively mediates the effect of authentic leadership (AL) on competitive advantage (CA) | 0.518 | 0.242 | 0.760 |

The test results show that authentic leadership's positive effect on organizational capability has a beta coefficient of 0.623 or is in the high category. Positive Organizational Capability (OC) against Competitive Advantage (CA) is 0.388. The direct effect of authentic leadership on CA is 0.518, while through organizational capability, it is 0.242, meaning that OC partially mediates the impact of authentic leadership on competitive advantage.

*Discussion*

Authentic leadership has a strategic position in driving MAS excellence. MAS leadership figures are needed who represent values as guidance. The leadership figure has self-awareness, which manifests in behavior, as stated by Akdemir (2017) and Dudka and Marjorie (2016), who explain leadership is based on moral values. The conception of AL is in line with (Avolio & Gardner, 2005). The concept and role of the AL as an organizational resource following the context of educational institutions such as madrasas.

MAS requires leadership construction that is sourced on values originality to direct madrasa with values and ideologies to meet people's needs for Islamic education. Islamic education in the modern era has been at the crossroads of globalization, rapid economic development, social change, and the rise of religions with different ideologies. Authentic leadership guarantees the implementation of Islamic education that has strength and can adapt to the realities of the modern world. Originality authentic leadership values direct the leader's permanent commitment to education with Islamic ideology amid various discourses of change and even deviation. The results show that the leadership position is very strategic both through organizational capability and directly on competitive advantage. The two paths serve as a mechanism that is built consistently and continuously to realize competitive advantage.

Authentic leadership encourages competitive advantage by increasing knowledge, skills, and organizational effects. The process is carried out through structured formal and non-formal mechanisms, namely social interaction and expanding opportunities for teachers to identify themselves with leaders as role models. Authentic leadership is developed at every level, both structured and through several learning processes and social interactions, as well as the process of individual self-identification of values that encourage the development of the role of teachers in educational institutions.

The interaction between leaders and subordinates to encourage capabilities is based on teachers' social learning process. Leadership values imitated through the modeling effect mean imitating the leader's behaviour as a model through associations, inhibiting effects, and removing barriers (disinhibition). Behavior that is not following the behavior of the leader is inhibited from appearing. Obstacles

that can hinder the imitation process are removed so that more real behavior arises from subordinates according to the model being imitated. The facilitation effect is where the conduct that subordinates have studied is easier to reappear by observing the leader's behavior as a model. Social interactions emphasize learning and cognition to identify themselves based on values that become role model orientations. A leader in an educational institution acts not only as a manager. Leaders act as a prototype of moral attitudes and actions or become ethical role models for subordinates. At the group level, the formation of morale in the team is influenced by the process of social interaction between leaders and subordinates and the tendency of teachers and academic staff to imitate superiors as something natural. The imitation needed is the imitation of the characteristics of an authentic leader, as described by (Iqbal et al., 2020); (Alazmi & Al-Mahdy, 2022). Values are the foundation of a leader.

The interaction between leaders and subordinates is a process of identifying roles in which teachers continue to develop themselves to be more optimal in carrying out their work for superior MAS education services. Leaders in educational institutions play a role in expanding opportunities for teachers and staff to share in the social identity of educational institutions. Leaders outline important features as an essential part of an educational organization. Leaders encourage subordinates and staff to reflect on themselves as part of the crucial goals of education. Through existing social interactions and structures, leaders define themselves as members of the educational purposes for teachers and staff. Leaders tell us who we are as educators and academic staff. Leaders have a visionary and inspiring outlook when thinking about being a part of educational goals, and leaders increase understanding of the individual's self-concept about being part of educational goals. This understanding comes from values, experiences, and reflections on morals.

These interactions encourage the development and change of identity as a social group with a high responsibility for achieving educational goals. Leaders with their moral values, actions, and visionary views show that being part of the goal of education is the identity of teachers and staff. Leaders lay the foundation for teachers to have a social identity rooted in the order of values. Teachers and academic staff are motivated to get a social identity based on the moral values of leaders. Teachers and staff become part of the educational goals and their role compared with other groups. Leaders demonstrate self-respect and the meaning of being part of educational goals.

Leaders increase the ability to know who we are and what we are. Through these social interactions, leaders encourage the ability to identify ourselves (self') and 'others' based on moral values, roles, and functions of educational institutions and educational goals. Leaders simplify the process of self-identification through

role models. Teachers and staff as individuals better understand the identity of students, parents, and expectations in the world of education. Leaders encourage teachers and staff as professionals in the world of education who care about the ethical values of their profession, several technical competencies and attributes required to become part of an educational institution oriented to providing superior educational services. The teachers derive their social identity based on the process of leadership interaction. They are determined by MAS, which has established authentic leadership values as a shared orientation and has become a practice at every level, even individually. Original identity determines teacher capability (knowledge, skills, organizational effect) on MAS. The teacher's self-concept is formed through a process that comes from his understanding of his authenticity and the inherent emotional value or significance as part of the MAS.

In line with Alazmi and Al-Mahdy (2022) argues that authentic leadership is a process that draws from positive psychological capacities and highly developed organizational contexts that result in greater self-awareness and positive self-regulated behavior on the part of leaders and colleagues, as well as encourage positive self-development. Authentic leadership represents teachers' knowledge capacity, skills, and organizational effects for competitive advantage. The interaction is a competitive advantage framework based on authentic leadership as a valuable, rare, imperfect resource owned by madrasas: Imitability and non - substitution with value superiority orientation.

### Conclusion

Authentic leadership positively affects competitive advantage through organizational capabilities—the better the authentic leadership, the higher the organizational ability, and the better the competitive advantage. The process can be explained as a process of social learning and self-identification of teachers to their leaders, which produces knowledge, skills, and organizational effects that are used as resources for competitive advantage.

### Limitations

The research was only conducted at a private madrasah without distinguishing accreditation. Primary data sources through surveys are teachers. Therefore, further research is needed with different approaches, such as mixed methods and data collection not only limited to MAS.

### Theoretical implications

More research is needed on the role of AL from a social learning perspective to realize competitive advantage. In contrast to several previous studies, the concept in this study was developed based on AL theory and resources to realize competitive

advantage. AL is at a strategic level as a value that underlies leadership practices at every level. AL is not limited to individuals within the organizational structure. AL is a representation of the organization's understanding of the philosophy of authenticity. Social interaction and identification of values by organizational members to support capabilities and advantages as concepts that support the explanation of AL and competitive advantage.

*Practical implications*

It is necessary to optimize the role of leadership to encourage organizational capabilities and not work as individuals but become an essential part of the system. Optimization is done by encouraging interaction between leaders and teachers to become the formal agenda of the institution. Leadership promotes the development of authentic leadership values, both formally and informally, so that the learning process and social identification by teachers occur.

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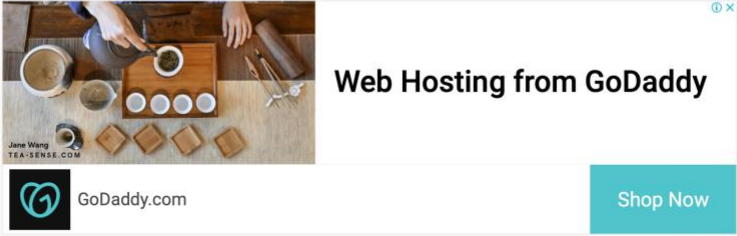
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