

Personal and leadership competencies of hajj and umrah mentors: A quantitative and qualitative analysis

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Abstract

Purpose - The main objective of this study is to understand how different aspects of Hajj and Umrah mentors' personal and leadership competencies influence pilgrims' experiences and the success of the mentoring process.

Method- This research will make a significant contribution to the development of more effective and holistic Hajj and Umrah mentoring theory and practice. It combines objective and in-depth data analysis using a mixed methods design that combines the benefits of quantitative and qualitative approaches in a comprehensive study. The research participants consisted of 20 Hajj and Umrah mentors who were selected based on their experience, knowledge, or position relevant to the research topic. Information from the research participants was obtained through in-depth interviews and focus group discussions to explore their views, experiences and perceptions related to the research topic.

Result - Based on quantitative and qualitative analysis of data obtained from research participants, it can be concluded that for personal competence consisting of five aspects where for the four categories the mentor is in the very high and high categories. while for leadership competence, 72.9% of Hajj and Umrah mentors are in the very high category, 20.4% are in the high category, and 6.7% are in the medium category.

Implication - Overall, the combination of personal and leadership competencies is key in shaping effective mentors in the mentoring process.

Originality/Value - Combine strong personal characteristics with the ability to lead by example and you will make a significant impact in guiding, supporting and inspiring your pilgrims to achieve their goals.

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Kata kunci:

Kompetensi personal, kompetensi kepemimpinan, pembimbing haji & umrah.

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Abstrak

Tujuan - Tujuan utama dari penelitian ini adalah untuk memahami bagaimana berbagai aspek kompetensi pribadi dan kepemimpinan pembimbing haji dan umrah mempengaruhi pengalaman jamaah dan keberhasilan proses bimbingan.

Metode - Penelitian ini akan memberikan kontribusi yang signifikan terhadap pengembangan teori dan praktik bimbingan haji dan umrah yang lebih efektif dan holistik. Penelitian ini menggabungkan analisis data yang obyektif dan mendalam dengan menggunakan desain metode campuran yang menggabungkan manfaat dari pendekatan kuantitatif dan kualitatif dalam sebuah penelitian yang komprehensif. Partisipan penelitian ini terdiri dari 20 pembimbing haji dan umrah yang dipilih berdasarkan pengalaman, pengetahuan, atau posisi yang relevan dengan topik penelitian. Informasi dari partisipan penelitian diperoleh melalui wawancara mendalam dan diskusi kelompok terarah untuk menggali pandangan, pengalaman, dan persepsi mereka terkait topik penelitian.

Hasil - Berdasarkan analisis kuantitatif dan kualitatif terhadap data yang diperoleh dari partisipan penelitian, dapat disimpulkan bahwa untuk kompetensi personal yang terdiri dari lima aspek dimana untuk empat kategori pembimbing berada pada kategori sangat tinggi dan tinggi, sedangkan untuk kompetensi kepemimpinan, 72,9% pembimbing haji dan umroh berada pada kategori sangat tinggi, 20,4% pada kategori tinggi, dan 6,7% pada kategori sedang.

Implikasi - Secara keseluruhan, kombinasi kompetensi personal dan kepemimpinan merupakan kunci dalam membentuk mentor yang efektif dalam proses pendampingan.

Orisinalitas/Nilai - Kombinasi karakteristik pribadi yang kuat dengan kemampuan memimpin dengan memberi contoh dan Anda akan memberikan dampak yang signifikan dalam membimbing, mendukung, dan menginspirasi jamaah untuk mencapai tujuan mereka.

Introduction

Hajj is one of the pillars of Islam that every financially and physically capable Muslim must perform at least once in their lifetime. It is performed in the holy city of Mecca, Saudi Arabia, and takes place in Dhul-Hijjah, the last month of the Hijri calendar. Performing Hajj is a very important obligation in Islam for those who are able. It is a profound act of worship, encompassing both physical and spiritual aspects, which solidifies a Muslim's faith and brings him closer to Allah. This obligation should not be taken lightly, and every Muslim who is able should strive to fulfill this holy calling at least once in his or her lifetime.

In addition to the Hajj pilgrimage, Muslims are also encouraged to perform Umrah. Umrah is one of the most highly recommended forms of worship in Islam. Although not as obligatory as Hajj, Umrah has great spiritual value and provides an opportunity for Muslims to visit the Holy City of Makkah and perform a series of meaningful rituals. Umrah comes from the Arabic word "عُمْرَة" which means "to visit" or "to make a pilgrimage". Umrah is one of the sunnah acts of worship that is highly recommended in Islam. Although not obligatory, Umrah has great virtues and is often referred to as the "small Hajj". Umrah can be performed at any time during the year, except at certain times when there is hijr in Makkah (a barrier or prohibition to enter the Makkah area). This is different from Hajj, which has a specific time of implementation, namely from the 8th to the 13th of Dhul Hijjah. Both Hajj and Umrah serve a profound and spiritually enriching purpose for Muslims, making it an opportunity to strengthen their relationship with Allah SWT and improve their overall spiritual life (Khan, et. al., 2019; Al-Hashedi, et. al., 2021).

Thorough preparation before performing Hajj or Umrah is essential to ensure a smooth and solemn journey. By preparing all these things well, pilgrims can focus fully on worship and gain maximum spiritual benefits from their visit to the Holy City of Makkah. In addition to physical, logistical and administrative preparations that need to be prepared completely by the pilgrims, other preparations that are no less important are mental and spiritual preparation is very important for pilgrims who will perform Hajj or Umrah. This preparation not only helps them deal with the physical and logistics, but also prepares their hearts and minds to undergo a deep and meaningful worship experience (Mubasyaroh, 2016; Musa, et. al., 2021).

Mental Preparation includes three aspects namely; 1) Have a good understanding of the procedures and rituals of Hajj or Umrah, including the timing, places visited, and the meaning of each ritual performed. 2) Have realistic expectations about the trip, both physically and environmentally. Makkah is a busy and hot city, and the conditions there may differ from the daily conditions in the pilgrims' hometowns. 3) Have readiness to face physical challenges such as fatigue, hot weather, and crowds of people in holy places (Faustino, 2003; Dessler, 2007). Having an attitude of patience and resilience is very important in undergoing Hajj and Umrah (Dewi, et. al., 2020; Mansouri & Ujang, 2020).

Spiritual preparation includes the following aspects; 1) Pure intention - setting a sincere and pure intention to perform worship solely for Allah SWT, without seeking popularity or recognition from others. 2) Repentance and self-cleansing - asking Allah SWT for forgiveness and repenting deeply from all past sins and mistakes. Ensure that the heart and mind are clean from resentment, envy, and other negative traits. 3) Deepening the meaning of worship - learning the meanings of worship rituals, such as the meaning of tawaf around the Kaaba or sa'i between Safa and Marwah

hills. This will help increase the sense of solemnity and devotion when performing worship. 4) Strengthen the connection with Allah - Deepen the spiritual connection with Allah SWT by dhikr, praying, and contemplating His greatness while in Makkah. 5) Improving the quality of worship-trying to improve the quality of worship, both in terms of concentration, solemnity, and appreciation of every movement and prayer performed (Hasibuan, 2013; Dewi, 2019; Othman, et. al., 2020).

The process of guiding the Hajj rituals may take place only in the country, but some accompany the pilgrims from departure to return to the country. But all of them require a full responsibility for the ability of those being guided, so that they can carry out the Hajj properly. For this reason, the professionalism of a Hajj and Umrah mentors are needed. In addition to being professional, a mentor must also fulfill the following requirements; 1) Mastering the fiqh of manasik correctly and being able to practice it. 2) Mastering the science of didactic methodic. 3) Mastering the science of leadership and communication. 4) Mastering the required language. 5) Able to guide (Elfrianto, 2016; Hartono, 2019; Raj & Griffin, 2020).

Becoming a professional mentor now requires mastery of several competencies, two of which are personal competence and leadership competence (Jusuf, 2001; Kusnawan, 2008). Personal competencies include a set of skills and attributes that enable them to be effective in their roles and to build strong relationships with pilgrims. These personal competencies are essential for creating a supportive and nurturing environment during the mentoring and coaching process. Relationships based on trust, good communication and emotional support allow pilgrims to feel more confident, motivated and able to face challenges and achieve their goals. Meanwhile, leadership involves a set of skills and attributes that enable them to lead and guide pilgrims effectively. By developing these leadership skills, mentors can provide effective and inspiring leadership. Strong leadership helps pilgrims feel supported, motivated, ready to take on the challenges ahead, and focused on success (Siagian, 2016; Kusnawan, et. al., 2017).

The combination of mentors' personal and leadership competencies creates a comprehensive and positive impact on the Hajj and Umrah mentoring process. Personal competencies help build strong relationships and support emotional well-being, while leadership competencies provide the necessary direction, motivation, and decision-making skills. By developing both types of competencies, mentors can provide holistic, effective, and inspiring guidance (Mangkuto, et. al., 2016; Almuhrzi & Al-Sawafi, 2019).

Based on this background, this study aims to analyze the personal and leadership competencies of Hajj and Umrah mentors and their impact on the Hajj and Umrah mentoring process through quantitative and qualitative approaches. The main objective of this study is to understand how different aspects of Hajj and Umrah mentors' personal and leadership competencies influence pilgrims' experiences and the success of the mentoring process. By combining objective and in-depth data analysis, this research is expected to make a significant contribution to the development of more effective and holistic Hajj and Umrah mentoring theory and practice.

Research Methods

This research uses a mixed methods design to combine the benefits of quantitative and qualitative approaches in a comprehensive study. The mixed-methods design allows researchers to gain a deeper and more comprehensive understanding of the phenomenon under study and to validate findings through data triangulation. The subjects of this study consisted of 20 Hajj and Umrah counselors who were selected based on their experience, knowledge, or position relevant to the research topic. Information from the research participants was obtained in three ways, namely 1) In-depth interviews were conducted with the selected participants to explore their views, experiences and perceptions related to the research topic. 2) Focus group discussions were used to collect data from the group. 2) Diverse participants, allowing for in-depth interaction and discussion. 3) Participatory observation was conducted to understand the context and dynamics occurring in the natural environment of the participants.

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Once the data was collected, the first step was data cleaning to ensure that only valid and complete data would be analyzed. The steps in this stage include: 1) Data checking: checking the data to detect missing or invalid entries. 2) Handling missing data: using appropriate methods, such as mean value imputation or case deletion, to handle missing data. Data coding: converting respondents' answers into a numerical format where necessary, such as converting qualitative answers to a Likert scale.

Quantitative data was analyzed through descriptive analysis, which aims to describe the basic characteristics of the data collected. Some of the steps taken in descriptive analysis include: 1) Calculate descriptive statistics: such as mean, median, mode, standard deviation, and variance. 2) Create frequency distributions: calculate frequencies and percentages for categorical variables. 3) Data visualization: Present data in graphs or tables, such as histograms, pie charts, and bar graphs, for easy interpretation. Meanwhile, the qualitative data in this study was collected through in-depth interviews with 20 participants who work as Hajj and Umrah guides. The interview recordings were carefully transcribed and the transcribed data were checked for accuracy. Data coding was done using open coding, axial coding, and selective coding approaches. The transcriptions were then further analyzed to identify in-depth patterns and relationships.

Integration of findings is done by comparing quantitative and qualitative results through the following stages; Triangulation of findings: Comparing and contrasting results from quantitative and qualitative analyses to look for similarities and differences. 2) Explanation and context: using qualitative data to explain quantitative findings and provide a richer context. 3) Hypothesizing: using qualitative data to develop hypotheses that are then tested with quantitative data. 4) Verification and validation: using quantitative data to verify qualitative findings and vice versa, increasing the validity and reliability of research findings.

The integrated quantitative and qualitative data are then interpreted by writing a narrative that integrates the quantitative and qualitative findings and shows how the two types of data complement each other. The narrative explains how quantitative findings are strengthened or enriched by qualitative findings and vice versa.

Results and Discussion

Results of Quantitative Analysis of Personality and Leadership Competencies of Hajj and Umrah Supervisors

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Based on the results of quantitative analysis of 20 respondents' questionnaires on personality competence consisting of five indicators and leadership consisting of fifteen indicators, the data obtained are as shown in table 1.1. and table 1.2.

Table 1.1. Personal competence of Hajj and Umrah mentor

No	Indicators	Very high	High	Medium	Low	Very low	Total
1	Responsible and consistent	65%	35%	0%	0%	0%	100%
2	Being Mature	85%	15%	0%	0%	0%	100%
3	Behaving in a wise and prudent manner	70%	30%	0%	0%	0%	100%
4	Authoritative	75%	25%	0%	0%	0%	100%
5	Having good character & be a role model	80%	20%	0%	0%	0%	100%

Source: Author's Observation, 2023

Based on table 1.1, it can be seen that for the aspect of being responsible and consistent, 13 people (65%) are in the very high category and 7 people (35%) are in the high category. For the aspect of being mature, 17 people (85%) were in the very high category and 3 people (15%) were in the high category. For the aspect of behaving wisely and wisely, 14 people (70%) entered the very high category and 6 people (30%) entered the high category. For the authoritative aspect, 15 people (75%) entered the very high category and 5 people (25%) entered the high category. For the aspect of being moral and being a role model, 16 people (80%) were in the very high category and 4 people (20%). From this data, it can be concluded that the hajj and umrah mentors who are respondents in this study have personal competence consisting of five aspects, namely being responsible and consistent, being mature, behaving wisely and wisely, being authoritative, having noble character & being a role model where for the four categories the mentors are in the very high and high categories.

Table 1.2. Leadership competence of hajj and umrah mentors

No	Indicators	Very high	High	Medium	Low	Very Low	Total
1	Impact and Influence	60%	30%	10%	0%	0%	100%
2	Developing others	60%	25%	15%	0%	0%	100%
3	Interpersonal understanding	75%	20%	5%	0%	0%	100%
4	Self confidence	80%	15%	5%	0%	0%	100%
5	Self-control	85%	15%	0%	0%	0%	100%
6	Other personal effectiveness competencies	70%	20%	10%	0%	0%	100%

No	Indicators	Very high	High	Medium	Low	Very Low	Total
7	Professional expertise	75%	20%	5%	0%	0%	100%
8	Customer service orientation	80%	15%	5%	0%	0%	100%
9	Team work	65%	25%	10%	0%	0%	100%
10	Analytical thinking	60%	30%	10%	0%	0%	100%
11	Conceptual thinking	75%	20%	5%	0%	0%	100%
12	Initiative	75%	20%	5%	0%	0%	100%
13	Flexibility	80%	25%	5%	0%	0%	100%
14	Directiveness	85%	10%	5%	0%	0%	100%
15	Achievement	70%	15%	5%	0%	0%	100%

Source: Author's Observation, 2023

Based on tabel 1.2, it can be seen that for the Impact and Influence aspect, there are 12 people (60%) in the very high category, 6 people (30%) in the high category and 2 people (10%) in the medium category. For the aspect of developing others, there are 12 people (60%) in the very high category, 5 people (25%) in the high category and 3 people (15%) in the medium category. For the aspect of Interpersonal understanding, there are 15 people (75%) in the very high category, 4 people (20%) in the high category and 1 person (5%) in the moderate category. For the aspect of Self-confidence there are 16 people (80%) in the very high category, 3 people (15%) in the high category and 1 person (5%) in the moderate category. For the Self-control aspect, there are 17 people (85%) in the very high category, 3 people (15%) in the high category.

For the Other personal effectiveness competencies aspect, there are 14 people (70%) in the very high category, 4 people (20%) in the high category and 2 people (10%) in the medium category. For the Professional expertise aspect, there are 15 people (75%) in the very high category, 4 people (20%) in the high category and 1 person (5%) in the medium category. For the aspect of customer service orientation, there are 15 people (80%) in the very high category, 4 people (20%) in the high category and 1 person (5%) in the medium category. For the team work aspect, there are 13 people (65%) in the very high category, 5 people (25%) in the high category and 2 people (10%) in the medium category. For the Analytical thinking aspect, there are 12 people (60%) in the very high category, 6 people (30%) in the high category and 2 people (10%) in the medium category. For the Conceptual thinking aspect, there are 15 people (75%) in the very high category, 4 people (20%) in the high category and 1 person (5%) in the medium category.

For the Initiative aspect, there are 15 people (75%) in the very high category, 4 people (20%) in the high category and 1 person (5%) in the medium category. For the Flexibility aspect, there are 14 people (70%) in the very high category, 5 people (25%) in the high category and 1 person (5%) in the medium category. For the directness aspect, there are 17 people (85%) in the very high category, 2 people (10%) in the high category and 1 person (5%) in the medium category. For the Achievement aspect, there are 16 people (70%) in the very high category, 3 people (15%) in the high category and 1 person (5%) in the moderate category.

From these data it can be concluded that for leadership competency which consists of fifteen aspects, namely impact and influence, developing others, interpersonal understanding, self-confidence, self-control, other personal effectiveness competencies, professional expertise,

customer service orientation, team work, analytical thinking, conceptual thinking, initiative, flexibility, directness, achievement shows that 72.9% of hajj and umrah mentors are in the very high category, 20.4% are in the high category, and 6.7% are in the medium category.

Results of Qualitative Analysis of Personality and Leadership Competencies of Hajj and Umrah

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The qualitative analysis of the personality and leadership competencies of hajj and umrah mentors is the result of detailed observation and evaluation based on indicators of both competencies.

The results of the qualitative data analysis on the personality competence of hajj and umrah mentors include various findings obtained from in-depth interviews and participatory observations. Based on the results of in-depth interviews obtained information that respondents agree that the personal competence of the hajj and umrah mentors can be seen from some of the following indicators; 1) Responsible and consistent- hajj and umrah mentors with a responsible and committed attitude show characteristics such as recognizing and accepting the consequences of their own actions or decisions, both good and bad and being willing to adapt to changes in situations or demands that may arise, but remaining committed to the essence of what they do. 2) Be Mature- indicators of the mature attitude of the hajj and umrah mentors include a series of characteristics and behaviors that show maturity in thinking, acting, and interacting with the pilgrims they guide. 3) Behave in a wise and prudent manner- Indicators of wise and prudent mentors include demonstrating wise and prudent decision making, maintaining professionalism and fostering a conducive environment. These indicators collectively reflect the mentor's ability to navigate the complexities of pilgrims with wisdom and prudence, ensuring that their decisions and actions contribute positively to the process of guiding and assisting hajj and umrah pilgrims. 4) Authoritative- mentors provide firm and clear direction to their pilgrims. They have clear goals, set measurable expectations and communicate realistic expectations. 5) Have good character & be a role model- A mentor of good character and role model is someone who not only provides professional guidance, but also demonstrates integrity, morality and a positive attitude in all aspects of their life. Mentors of good character and role models not only have a positive influence on others, but also build a strong foundation for ongoing leadership development and professionalism.

The leadership competence of the hajj and umrah mentors can be seen from some of the following indicators; 1) Impact and Influence- the ability to influence and have a positive impact on the people they lead. This includes the ability to inspire, guide and help individuals or groups achieve their goals in a meaningful and significant way. 2) Developing others –the ability to help the individual or group they are mentoring to reach their maximum potential. 3) Interpersonal understanding- ability to understand, sense, and respond appropriately to the feelings, thoughts, and needs of others, especially pilgrims of hajj and umrah he or she is mentoring. 4) Self-confidence- ability to provide guidance, support, and positive influence to pilgrims. Self-confidence is essential for a mentor because it helps build credibility, trust, and authority. 5) Self-control- the ability to control emotions, impulses, and behaviors in order to remain calm and effective in various situations. 6) Personal effectiveness competencies- a set of skills and attributes that enable him or her to be an effective and influential mentor. 7) Professional expertise- in-depth knowledge, skills, and experience in a particular field that enables mentors to provide knowledge-based and relevant

guidance to pilgrims.8) Customer service orientation- the ability and inclination to understand, meet, and exceed the expectations of pilgrims. 9) Team work- the ability to work effectively in a team and to foster collaboration among other team members, including pilgrims. 10) Analytical thinking- the ability to understand, analyze, and evaluate information critically and logically to solve problems and make informed decisions.11) Conceptual thinking-the ability to understand and manipulate abstract concepts, identify patterns and relationships among ideas, and develop big-picture strategies and visions.12) Initiative- the ability and tendency to take proactive action, identify opportunities, and drive positive change without waiting for direction from others.13) Flexibility- the ability to adapt to different situations, needs, and changes that may occur in the mentoring and coaching process.14) Directness- the ability to provide clear direction, set expectations, and ensure that pilgrims are on the right track to achieve their goals.15) Achievement- the ability to encourage and help pilgrims achieve their goals by setting high standards, providing necessary support, and celebrating their successes.

The Concept of Personal Competence of Hajj and Umrah Mentor

Personal competencies in the context of Hajj and Umrah mentoring refer to the set of individual attributes and skills that enable a Hajj and Umrah mentor to establish and maintain a productive and rewarding mentoring relationship. These competencies include various aspects that help mentors to effectively understand, connect with, and support pilgrims. Experts agree that the concept of personal competence encompasses several dimensions of individual capabilities that reflect the ability to manage oneself, interact with others, and influence one's environment.

According to Goleman's (1998) theory of emotional intelligence, personal competencies include the ability to recognize and manage one's emotions (self-awareness and self-regulation) and the ability to relate well to others (social skills). Goleman argues that these personal competencies are essential for building healthy and productive relationships. Meanwhile, McClelland (1961) emphasized that personal competence is closely related to basic individual needs such as the need for achievement, the need for affiliation, and the need for power. According to McClelland, understanding these needs is important for managing oneself and influencing others. Gardner (1983) expanded the notion of personal competence to include the concepts of interpersonal and intrapersonal intelligence. Interpersonal intelligence includes the ability to understand and work with others, while intrapersonal intelligence includes self-understanding, motivation, and self-regulation. From the opinions of the three experts, it can be concluded that the concept of personal competence covers several aspects that are important for personal and professional development. These include the ability to manage emotions, understand and interact effectively with others, and build character and integrity. Understanding and developing these personal competencies is a key step in achieving personal well-being and success in social and professional interactions.

Experts break down the concept of personal competence into several indicators. The indicators referred to in this study include; 1) Responsible and consistent, refers to a person's ability to be responsible and consistent in their actions and behavior. It reflects a person's integrity and reliability in carrying out their responsibilities in both personal and professional contexts. Covey (1989) emphasizes this by saying that responsibility and consistency in action are at the core of effective character. This includes the ability to honor commitments, maintain consistency in espoused values, and act in accordance with believed principles. 2) Being mature, from a psychological

perspective, maturity involves the ability to control emotions, respond calmly and rationally to situations, and regulate behavior in accordance with personal values and long-term goals, Goleman (1989). From a sociological perspective, maturity involves the ability to interact effectively with others, respect social norms, and contribute positively to the community or social environment, Berger & Luckmann (1966). 3) Behaving in a wise and prudent manner, this concept is part of personal competence, which is defined by experts with various approaches. It encompasses an individual's ability to make informed decisions, manage risk, and act with careful consideration. 4) Authoritative, refers to a leadership style or behavior that combines elements of authority with a willingness to communicate and collaborate effectively. In contrast to the authoritarian connotation of being dominant and commanding, the authoritative approach emphasizes positive influence and strong relationship building. Rogers (1961) emphasized the importance of authoritative relationships in personal and professional development. This includes the ability to build trust, provide support, and give direction that allows individuals to develop optimally. 5) Having good character & being a role model, refer to an individual's ability to demonstrate moral integrity, strong values, and be a positive example to others. This is in line with Kohlberg's (1981) view in his theory of moral development, which emphasizes the importance of moral integrity as a key component of good character. This includes the ability to distinguish between right and wrong and to act in accordance with one's held moral values.

Developing these five indicators is an important aspect of personal competence that involves not only personal development, but also positively influencing the environment. Individuals who possess these five indicators of personal competence tend to be more successful in building healthy relationships, leading with integrity, and influencing positive social change. In the context of Hajj and Umrah mentoring, it is important to emphasize these values to help pilgrims achieve their Hajj and Umrah goals (Risdiana, 2015).

The personal competence of a hajj and umrah mentor has a significant impact on pilgrims. Research on mentor personality competencies has shown how various aspects of personality and interpersonal skills can influence mentoring effectiveness. For example, research by Turban and Lee (2007) examined how mentors' personality traits, such as openness, conscientiousness, and emotional stability, affect the success of mentoring relationships. They found that mentors with open personalities tended to be more effective at providing guidance and support, while mentors with high levels of conscientiousness were better at helping mentees achieve their goals. Similar research by Kram (1985) suggests that interpersonal skills, such as communication and relationship-building skills, are critical in mentoring relationships. Mentors who are able to communicate clearly, listen well, and build strong relationships tend to be more successful in helping mentees achieve their goals.

An empathetic and open personality helps create a safe and trusting environment for pilgrims. When pilgrim feel heard and understood, they are more likely to open up about their challenges and concerns, allowing mentors to provide more effective support. This is in line with psychologist Carl Rogers' (1959) view that having the ability to feel and understand the feelings and experiences of others (empathy) is key to building strong and trusting relationships. When a mentor demonstrates empathy, the mentee feels heard and understood which significantly increases trust. Roger's view is reinforced by Rhoads' (2017) view that mentors who are able to demonstrate empathy not only

provide practical support and advice, but also provide important emotional support to mentees. This helps mentees feel heard, understood, and supported in dealing with the challenges and difficulties they are experiencing.

The hajj process often triggers various emotional responses such as excitement, anxiety, fear, or sadness. Pilgrims may feel overwhelmed by the immense spiritual responsibility or uncomfortable in a different environment, and need the support and guidance of hajj mentors to minimize these psychological challenges. This is supported by Daniel Goleman's (1998) theory of emotional intelligence that mentors with high emotional intelligence are able to recognize and manage their own emotions well. As a result, they can demonstrate a stable and controlled emotional presence in the presence of mentees, which helps mentees feel calmer and more emotionally connected. Similarly, Bandura (1977) suggests that mentors who behave positively and demonstrate healthy emotional responses can serve as models for mentees. This helps mentees better manage their own emotions as they learn from the mentor's example. Many researchers have done research on this. The first study was done by Stallman, H. M., & Hurst, C. P. (2016): This study examined the influence of mentors who demonstrate positive emotional presence on graduate students. The results showed that students were more likely to feel supported and emotionally connected to mentors who demonstrated positive, healthy emotional responses. The second study was conducted by DuBois, D. L., Holloway, B. E., Valentine, J. C., & Cooper, H. (2002). This study was a meta-analysis that reviewed the impact of mentoring programs on various outcomes, including emotional well-being. They found that the quality of the mentor-mentee relationship, including positive emotional responses from the mentor, was associated with improved emotional and psychosocial well-being in mentees. Both studies show that positive mentor behaviors, including demonstrating healthy emotional responses, not only enhance the interpersonal relationship between mentors and mentees, but also positively influence mentees' emotional well-being and social adjustment. This confirms the importance of the mentor's role as a good role model in the mentoring process (Samsuni, 2018).

The Concept of Leadership Competence of Hajj and Umrah Mentor

In general, the concept of leadership competence, according to experts, encompasses various skills, traits, and abilities that enable an individual to lead effectively. While in the context of Hajj and Umrah mentoring, leadership competence refers to the ability of Hajj and Umrah mentors to effectively lead, inspire, and guide pilgrims or the individuals they mentor. It includes a set of skills, attitudes and knowledge that enable the mentor to positively influence the personal and professional development of the pilgrim (Rahman, et. al., 2022; Yezli, et. al., 2023).

There are many theories that have been put forward by experts in relation to leadership skills, some of which are as follows. 1) Trait theory (Stogdil, 1974), which argues that leaders have certain characteristics that set them apart from others. Some of the traits often associated with leadership are self-confidence, honesty and integrity, intelligence, and physical characteristics (such as energy and stamina). 2) Behavioral theory (Lewin, 1939), which focuses on the behavior of leaders rather than their characteristics. The two main leadership styles identified are task-oriented leadership, which emphasizes task and goal accomplishment, and people-oriented leadership, which emphasizes interpersonal relationships and the well-being of team members. 3) Transformational theory, states that transformational leaders inspire and motivate their followers to reach their full

potential and make significant changes. Burns (1978) and Bass (1985) developed the transformational leadership model with four components: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The three theories offer different perspectives on what makes leaders effective and how they should act in different situations. Combining understanding from these different theories can help create a more holistic and adaptive approach to leadership.

From the research described above, it can be concluded that mentors' personal competencies have a profound impact on the mentoring process. The ability to build strong relationships, provide emotional support, model good behavior, and facilitate effective mentoring are some of the many ways in which mentors' personal characteristics influence pilgrims' mentoring experiences and outcomes. In addition to personal competence, leadership competence is also very important for a hajj and umrah mentors. Leadership competencies include skills and traits that enable a mentor to be effective in guiding, directing, and motivating pilgrims. There are several reasons why leadership competencies are important for hajj and umrah mentors.

First, Guide and inspire: A mentor with good leadership skills is able to guide the pilgrims in achieving his or her goals. In addition to providing guidance and advice, they are able to inspire and motivate pilgrims to reach their full potential. This is consistent with Kram's (1985) research showing that mentors who act as guides and sources of inspiration help mentees develop better leadership and decision-making skills. Mentors who model positive leadership behaviors and facilitate in-depth discussions about decision-making strategies help mentees develop confidence and strategic skills. Similar research was conducted by DuBois et al. (2002), who found that mentors who are able to guide and inspire mentees also influence mentees' emotional well-being. Positive emotional responses from mentors, such as emotional support and a stable presence, help mentees feel emotionally supported and build trusting relationships.

Second, set an example: an effective mentor not only says what to do, but also leads by example. They demonstrate integrity, decisiveness, and a commitment to strongly held values that influence the pilgrims to adopt the expected attitudes and behaviors. This is in line with Bandura's (1986) research in social learning theory, which shows that individuals tend to adopt behaviors they see in others, especially if the person is seen as a credible and influential model. Mentors who are able to model positive behaviors, such as integrity, commitment, and a strong work ethic, tend to influence mentees to adopt similar attitudes and behaviors. Mentors who demonstrate good leadership influence mentees to develop leadership skills. These include the ability to take initiative, led by example, and manage teams effectively (Rhodes, Grossman, & Resch, 2000).

Third, leadership communication skills: Leadership skills include strong communication skills, both in listening with empathy and in delivering messages in a clear and motivating manner. These skills help build a strong relationship between mentor and pilgrims and facilitate a better understanding of the pilgrims' goals and challenges. This is in line with the research conducted by Eby et al. (2003), who found that mentors who are able to communicate clearly and accurately when providing instructions, feedback, and advice have a positive impact on mentees' understanding and implementation of the information provided. These skills help ensure that mentees understand exactly what is expected of them and how to achieve it. Another study by Ragins & Verbos (2007) found that mentors who are able to communicate in ways that build engagement and create an

emotional connection with the mentee help strengthen their relationship. These skills include listening with empathy, valuing the mentee's perspective, and showing concern for the mentee's needs and aspirations.

Fourth, the ability to manage conflict: Effective leadership includes the ability to manage conflicts and challenges that may arise in the mentoring relationship. Mentors who are able to handle conflict tactfully and find win-win solutions help strengthen their relationships with pilgrims. Such as Allen et al. (2004), who found that mentors who were able to manage conflict effectively helped mentees develop better problem-solving skills. By modeling constructive conflict management and providing strategies for dealing with interpersonal challenges, mentors enable mentees to gain confidence in dealing with challenging situations. Similarly, Scandura & Ragins (1993) found that mentors' ability to manage conflict well was associated with improved emotional and psychological well-being among mentees. Mentors who are able to reduce tension and increase cooperation between individuals help mentees feel more secure and comfortable in the mentoring process.

Implications of Mentors' Personal and Leadership Competencies on the Hajj and Umrah Mentoring Process

The personal and leadership skills of a mentor have a significant impact on the mentoring process. Here are some expert perspectives on how these two types of competencies affect mentoring: 1) According to Goleman (1995), empathy is a key component of emotional intelligence. An empathetic mentor is able to understand and respond to the emotional and professional needs of the mentee, creating a safe and supportive environment. 2) Experts such as Bennis (1989) emphasize that integrity and honesty build trust between mentor and mentee. This trust is essential to a successful mentoring relationship because mentees feel comfortable sharing their problems and challenges. Effective communication is the foundation of a good mentoring relationship. Mentors should be able to listen actively, provide constructive feedback, and articulate ideas clearly, as outlined by interpersonal communication experts. There are several important aspects of mentor leadership competency that can be used as benchmarks. These include: 1) Inspiring: Burns (1978) in his theory of transformational leadership states that transformational leaders are able to inspire their followers to achieve higher goals. In the context of mentoring, this means mentors who are able to motivate mentees to reach their full potential. 2) Building a Vision and Goals: Northouse (1997) emphasizes the importance of a clear vision and structured goals. Mentors with leadership skills can help mentees set and achieve clear long-term goals.

The implications of the personal and leadership competencies of Hajj and Umrah mentors on the Hajj and Umrah mentoring process can be explained through the following points: 1) Strong and collaborative relationships: Strong personal competencies build trusting and respectful relationships. This enables mentors and pilgrims to work together more effectively, overcome challenges, and achieve common goals. 2) Ongoing learning and development: Mentors with good leadership skills encourage pilgrims to continue learning and developing. They help mentees set realistic personal and professional development goals and provide the support needed to achieve them. 3) Increased motivation and commitment: Inspiring and supportive mentors can increase pilgrim motivation and engagement. Pilgrim who feel supported and valued are more likely to be motivated to achieve their full potential in their work and personal development. 4) Effective

conflict management: Mentors with good leadership skills can help pilgrim manage conflict in a constructive way. This reduces stress, increases productivity, and helps pilgrim develop important conflict management skills. The combination of personal and leadership competencies in mentors is essential to the mentoring process. Personal competencies build the foundation for a strong and trusting relationship, while leadership competencies help pilgrim achieve their goals through inspiration, support and effective guidance. Experts emphasize that these two types of competencies complement each other and together create an optimal mentoring environment for pilgrim development.

The combination of personal and leadership skills is critical to the development of effective hajj and umrah mentors. The combination of personal and leadership skills enables mentors to set a good example for pilgrims. By demonstrating integrity in their daily actions, good leadership, and respected and adopted values, mentors provide real inspiration for pilgrims. Personal skills such as empathy, patience, and listening can complement leadership skills such as delegation, sound decision-making, and conflict management. This combination helps mentors guide pilgrims not only in technical or professional aspects, but also in the development of critical social, interpersonal, and leadership skills. A mentor with a balance of personal and leadership skills is likely to understand and recognize the personal and collective interests of the pilgrims. This helps build productive partnerships and ensures that the guidance provided not only benefits the pilgrim individually, but also contributes to the success of the team or organization.

Overall, the combination of personal and leadership skills not only strengthens the quality of mentoring, but also provides a solid foundation for effective and sustainable coaching. Mentors who are able to combine these two aspects can have a significant impact in helping mentees reach their full potential in various aspects of life.

Conclusion

Hajj and umrah mentors' personal attributes, such as integrity and honesty, are the foundation of strong trust between mentors and pilgrims. Mentors who demonstrate integrity in their actions and words are able to build a trusting and supportive relationship. In addition, the mentor's ability to demonstrate empathy and emotional involvement plays an important role in supporting the pilgrim's well-being. Mentors who can understand and respond to pilgrims' feelings and experiences tend to create a safe and nurturing environment in the mentoring process.

Regarding the leadership skills of hajj and umrah mentors, mentors who have a clear vision, strong passion, and the ability to positively influence and guide pilgrims provide meaningful guidance. This leadership competency is essentially manifested by the mentor modeling the behaviors and values he or she upholds; in other words, the mentor is a role model for the pilgrims. Modeling good behavior not only teaches pilgrims about ethics and normative values, but also inspires them to emulate and develop these qualities in themselves. The combination of personal and leadership skills enables mentors to help pilgrims develop the skills, experience and understanding needed to succeed. Effective mentors not only provide technical guidance, but also empower pilgrims to overcome challenges and achieve success.

Overall, the combination of personal and leadership competencies is key in shaping effective mentors in the mentoring process. By combining strong personal characteristics with the ability to

lead by example, mentors can make a significant impact in guiding, supporting and inspiring their pilgrims towards goal achievement.

A comprehensive and systematic approach to selection, training and development is needed to produce effective mentors with strong personal and leadership skills. The training materials provided to prospective Hajj and Umrah mentors should cover aspects of personal and leadership skills. In addition to comprehensive training, monitoring and evaluation of mentors' performance by relevant agencies is also very important. Regular monitoring and evaluation of mentors' performance aims to ensure that they continue to develop and meet expected standards. Awards and recognition should also be given to Hajj and Umrah mentors who demonstrate outstanding personal and leadership skills. This could be a formal award, public recognition, or other incentives.

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