

## Collective Leadership of Islamic Boarding Schools on the Element of Educators

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### ABSTRACT

This study intends to learn the leadership and management techniques used by Edward Sallis, the TQM champion at Darunnajah Boarding School, to gauge learners' level of contentment and then contribution of thinking to the following researchers. Case studies and other qualitative methods were used in this investigation. Darunnajah Islamic Boarding School in South Jakarta employs a purely qualitative phenomenology design in their daily operations. Use data was collected by observation methods, in-depth interviews, and documentation in this study. Triangulating the data, or comparing the written data with the findings of interviews and existing observations, is one method for validating data. Data collection that has been done and data analysis process, this research found that the role of external consultants in schools at the duties of the South Jakarta Darunnajah Islamic Boarding School is to give assignments to educators and education staff during a certain temp, monitor and evaluate the performance of teachers who do not achieve learning objectives, provide additional hours, and impose sanctions for those who violate based on the management of Darunnajah. In improving the scientific competence of teachers, Islamic boarding schools provide opportunities for teachers to continue their studies from the Bachelor level to a higher level, such as Masters Two and Three. The results of this research have not been optimally carried out due to time constraints and so many problems that have been obtained. Researchers hope that other researchers will continue so that the results are more comprehensive, as what the researchers wrote about the benefits of research. Collective leadership produces excellent graduates, professional teachers, infrastructure, laboratories, canteens, student skills.

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## 1. INTRODUCTION

Islamic boarding schools in the midst of Ulama cadres are prepared to have the ability to master and understand the Al-Qur'an and al-Hadith properly and according to what the community needs (Muhammad Furqan, 2019). According to normative standards, the main factor in the formation of the human person, whether good or bad, is education. To achieve wisdom based on Islamic teachings in increasing understanding of the meaning of life and the realization of social roles and responsibilities is the main aim of Islamic boarding school.

The leaders of Islamic boarding schools (caregivers), together with other managers in Islamic boarding schools through providing guidance, counseling, and directing and familiarizing students to the maximum so that the implementation of activities held at Islamic boarding schools can be carried out as well as possible so that students have good morals, have a peace-loving attitude and unity and noble character (Ummah Karimah, 2020).

The majority of Islamic boarding schools still use traditional management such as personal leadership, so in the process of managing an institution located in an educational institution, namely Islamic boarding schools, Islamic boarding schools are not professional, internal conflicts often occur which cannot be resolved properly because there is not openness between them. This impact not only creates rifts in family members but also has a negative impact on the students, parents, and even the community. Therefore, from the results of several observations, reading literature and discussions, it is necessary to improve management in setting in Islamic boarding schools from the traditional management of hijrah to modern management, especially collective leadership. In this case the researcher uses Edwadr Sallis' education management theory by placing administrators, teaching staff, educational staff who are indeed in scientifically competent with a customer-oriented orientation. The research sample is the Darunnajah Islamic Boarding School. The implementation of management is modern. indications that the recruitment of administrators is obtained from a variety of professionals who are qualified in their fields, the acceptance of teaching staff through strict selection.

At the beginning of the Darunnajah establishment, management was applied in a family management manner and heirs with individual leadership. Due to the current development of Islamic boarding schools, the gradual management was carried out professionally, especially within the board of directors, from individual leadership to collective leadership by prioritizing competency skills. From initial observations, management improvements had been made. From the results of many interviews, input from researchers and discussions with the board continued to change management with reference to Edward Sallis's education theory.

Islamic boarding school is an organization, which requires the role of a leader. Leaders have a big influence in the implementation of educational organizational development management and the organization developed through collective leadership in the high competition in the world of education that surrounds them (Aliyah, 2018). Instructive collective leadership at Islamic Boarding Schools to provide motivation, guidance and direction to *ustadz/ustadzah*, administrators and for decision taken carried out with deliberation in consensus, all administrators in Islamic boarding schools must involve themselves directly and activate people who he leads so that he can including in the decision-making process and the implementation process that has been carried out by its participation as well as in various other activities (M. Safebriyansyah, 2021).

Since pesantren are always intended to be held over a lengthy period of time, if possible across generational boundaries, the presence of Kiai in pesantren may not be able to overcome these challenges. If somebody manages to go over these barriers, it is worthy to be deemed successful. Because of his kiai understanding, his position is respected and trusted. Because *adab* surpasses everything (Zahroin, 2018), he also bases his faith on the actions and ethics of a kiai. There are other instructors, such as teachers who become *ustadz* or *ustadzah*, in addition to the kiai. In Islamic boarding schools, the instructor is a crucial component of the teaching process. A teacher's job is to help pupils develop into competent, active, creative (by the teacher), independent (outside the classroom), and

morally innovative (within the subject matter) individuals by pouring a variety of learning materials into their brains and providing guidance and coaching.

Teachers' competence in teaching and guidance also needs to be considered, this is assisted by various cutting-edge theories in learning and psychology, also supported by serious teaching practices in schools. A teacher can master many teaching theories and psychology but is confused in teaching and becomes nervous in front of the class. Therefore, the practice of delivering learning materials is an important element in the preparation of a person to become an educator. The development of pesantren actually requires more than one leader, which some of the various scholars, scholars, scientists and individuals from the community itself are needed to be involved. The application of collective leadership can be seen in institutional status, organizational structure, leadership style, and leadership succession (Isnaini, 2010). The elements that can be used as the driving force for collective leadership in managing a pesantren in the future are a) social relations, b) accommodating attitude, c) collective spiritual leadership, d) sense of belonging and sense of responsibility, e) rationality and objectivity, and f) democratic leadership succession (Isnaini, 2010). A single leadership change that leads to a certain kiai figure does not ignore the kiai's authority, which is the tree characteristic of Islamic boarding school. However, instead places the kiai as an institutionalized caregiver in the kiai council (Atiqullah, 2012).

At present, the existence of Islamic boarding schools is included in sort foundations, and single leadership is no longer applied in pesantren. Kiai has leadership with character differ among other things, this can also adjust to the various characteristics of Islamic boarding schools they lead. Islamic boarding schools apply leadership in form leads to a collective pattern, based on conformity Without reducing the role of the kiai as the supreme leader, a pesantren organization can lead to an impersonal direction, and to a collective pattern adapted to the leadership hierarchy of the foundation organization. which is part of a new phenomenon (Pramitha, 2018).

Majlis mudir or risah council is a collective leadership madrasah within the organization members. Where based on seniority from kinship lines lead and care for students both schools and dormitories together. The mudir assembly is assisted by the a'wan assembly and the coordinating assembly in carrying out leadership and concern. The pattern of collective leadership has encouraging factors, including: (1) creating a forum for deliberation and building collective strength is an effort, (2) supporting of joint decisions from family assemblies, (3) encouragement from the social environment, (4) imitation and inheritance of values. prophetic leadership (Luthfi Noor Muntafi'ah, 2006). One of the leadership solutions is collective leadership problems in country Indonesia (Maulana, 2020).

The leadership of individual and collective of Islamic boarding school similarly, understanding a vision, mission, duties, rights and authorities is important. Then, a leader must be firm in every step, in taking every action and decision, must have *muru'ah* as a kyai in Islamic boarding schools, collective leadership is easier to lead than individual leaders, and also has fair, wise, charismatic traits. Because people think more about how to develop and promote a boarding school. The strength of a collective leader lies in the individuality of each leader, such as conformity to different educational backgrounds, and similarities in the ideals of establishing a boarding house that is well-known throughout Indonesia (Fardani, 2019).

There is a lot of local and international cooperation, alumni are dispersed with a wide range of achievements and vocations, and student acceptance continues to rise despite the pivot system. As a result of collective leadership, Islamic boarding school administrators have been able to introduce new programmes and improve conditions for their faculty successfully. It is hoped that by doing this research, we may gain insight into the leadership and management practises employed by Edward Sallis, the TQM champion at Darunnajah Boarding School, and use that information to assess the happiness of our students better.

## 2. METHODS

To produce descriptive data in this study using qualitative methods through research procedures. Through the element of education as respondents namely 170 teachers and students in the data collection process. The answers are twenty statements with various alternative answers: Strongly Agree (SS), Agree (S), Disagree (ST), and Disagree (TSS) from each group of respondents. Interviews with Santri were carried out using data collection techniques by distributing questionnaires to selected respondents. The process of analyzing data is done in two ways, namely tabulating respondents' answers. Furthermore, the measurement results, a critical analysis description of the quantitative data and the process of deepening the findings in the field are carried out.

A qualitative approach with case studies is used in this study. Pure qualitative phenomenological design as a method used at Pondok Pesantren Darunnajah, South Jakarta. Through observation, in-depth interviews and process documentation in collecting data in this study. Testing the validity of the data with data triangulation, through the suitability of written data, the results of existing interviews and observations. So it was found in this study that the role of external consultants in schools at the Darunnajah Islamic Boarding School, South Jakarta, carried out assignments in monitoring and evaluating teacher performance and for teachers who do not get the achievement of learning achievement objectives within a certain period of time. Period of time, must make the provision of additional hours outside the general schedule, and those who commit violations are subject to sanctions according to the administrators of the Darunnajah Islamic boarding school, namely findings through the processing of data collection and analysis

## 3. FINDINGS AND DISCUSSION

The following are the results of research conducted by researchers based on the questionnaire are as follows:

**Table 1.** Answers from South Jakarta Darunnajah Ulujami Islamic Boarding School Education Elements as respondents

No	Elements assessed by Respondents	The answer of the Respondents				Table Items	Respondent	Description
		SS	S	TS	TSS			
1	HR of Teacher	95	204	33	8	3 and 4	170	Valid
2	Teacher Competence	171	345	140	24	5,6,7, and 8	170	Valid
3	Infrastructure	196	384	283	17	9,10,11,12,13,14	170	Valid
4	Leadership attitude	156	358	200	136	15,16,17,18,21	170	Valid
5	Student Interaction	46	182	167	115	19,20 and 22	170	Valid

### 3.1 Teacher Resources

Human resources, namely qualified teachers affect learning can create success in the classroom. Academic qualifications of educators demand teaching a profession. Research yields by demonstrating that the educators in Darunnajah continuously improve their knowledge competence because as human resources educators owned by Darunnajah Islamic boarding school, they can produce very well, from the results of the questionnaire the students responded well 95%. As for what is done to improve competence, such as at the beginning of the year, both teachers are centralized or in branches of institute. Including teachers are given the opportunity to study at the Strata One, Strata Two to doctoral levels (Misbah, Muh., Diah Mutiara, 2021), one of the programs given to collective leadership by

holding advanced study programs for teachers. The teacher is an important element whose scientific quality must be continuously improved in an optimization to give a sense of satisfaction to students in accordance with the theory of Total Quality Management.

The results and research findings show that a community-based education model still needs to be improved regarding management according to the principles of have good value and true in management and has used full authority and the charisma of the leadership, as the pinnacle of the management of Islamic boarding schools. One type of an educational model that has a community base is Islamic boarding schools, so the management aspects applied to community-based education must be considered in implementing management (Zulkarnain & Zubaedi, 2021). Islamic boarding schools have have a contribution in Indonesia in the midst of people's lives through the existence of Islamic education. today's society has conformity with the demands, Islamic boarding schools continue to experience development. In addition, the process of change made in the field of learning management there is a specificity in building Islamic boarding schools through the integration of *salafiyah* and *khalafiyah* curricula as centers of excellence and as Islamic boarding school education must make adaptations (Ilyasin, 2020).

The findings in research show that through the management of Islamic boarding school learning there are Islamic boarding school values considered as the core values of the development process in the curriculum and a form of paradigm change. This paradigm has a correlation with institutional goals, namely as a form of orientation to religious values and morals as the main controller through Islamic education. In addition, mastery of two fields of science, namely general science and Islamic science which have spiritual values is a form of quality of graduates of an institution that is expected, so that pesantren the social, emotional and intelligence are integrated by graduates intelligence (Ilyasin, 2020). Islamic boarding schools can create new spaces to create peace; listen to student voices; and engage in common vision and mission created in dialogue (A. & Makahamadze, 2020). There are four important leadership roles in order to change an Islamic boarding school, namely, the leader has a desire for change and focuses every activity to achieve the school's vision. And the leaders of Islamic boarding schools have good relations and communication with teachers, build relationships with school principals through school activities. As well as leaders can build work teams, build trust, encourage and motivate subordinates, and provide the best service. Including leaders as agents of change is reflected in the role of leadership in deciding to make changes, innovating, anticipating future trends, and determining the direction of Islamic boarding schools in the future (Misbah, Muh., Mutiara, 2021).

The relationship between instructional leadership and work engagement is mostly influenced by school culture. The model aligns well with the data and encompasses empowerment and the qualities of the teacher's work. The Principal was recommended to implement an instructional leadership style. Teachers engage in collaborative efforts to foster collective leadership, communicate a common vision, and cultivate a good and active school culture, thanks to the principal's involvement (Zahed-Babelan, Koulaei, Moeinikia, & Sharif, 2019). This research possesses distinct attributes as prior researchers solely concentrated on a single issue, such as alumni. However, I applied Edward Sallis's TQM Education philosophy to effectively manage all aspects of the Darunnajah Islamic Boarding School. This allowed me to analyse the yearly progress and identify any successes or failures in our achievements.

### 3.2 Teacher Competence

The students of Darunnajah have also been satisfied, namely 97% in the aspect of teacher competence, due to the suitability of teachers in teaching their field of study. A spirit is created in professional development in the field of education and provides an understanding of how their duties and functions are through the process of developing teacher professionalism with education science so that an atmosphere of educational and enjoyable learning services is created and the behavior of educators due to the impact from carrying out duties and functions by professional teachers (Misbah, Muh., Mutiara, 2021). Academic qualifications, competencies, educator certificates must be owned by

teachers (Mustari, Ph, Rahman, & Ph, 2014). Students who have an impact on their future if the teacher teaches not according to their scientific competence.

The correlation between the principal's leadership and student learning achievement, as well as the correlation between teacher competence and student learning achievement, has a robust and meaningful impact on improving student learning achievement at school. The correlation between student accomplishment and the quality of principal leadership and teacher competence varies throughout high and low levels, as indicated by Wahyuddin (2017). The quality of education is contingent upon a teacher's competence in fulfilling their responsibilities, as they hold a pivotal position in the teaching and learning process, ultimately shaping its outcome. Education is to cultivate humanization in individuals, and the human figure can serve as a catalyst for this process (Ummah Karimah, 2020). The significance of the principal's leadership lies in its role in fostering and safeguarding a thriving school culture. The study conducted by Ernst (2021) investigates the viewpoints of teachers and principals regarding collective teacher efficacy and the leadership strategies employed to foster collective teacher effectiveness among the workforce. The research methodology employed a mixed methods approach.

Creation of special courses, exchange of experiences, encouragement from teacher leaders and introduction of ideas, as problems that can be solved with teacher leadership in pedagogical institutes (Berestova, Gayfullina, & Tikhomirov, 2020). Teachers must master various teaching methods that are currently trending, so that they can help students learn well. Excellence in teaching must be accompanied by expertise in approaching students. That is why an understanding of various learning theories and theories of developmental and cognitive psychology is very important. In this context, teachers must also enrich the learning process with constructivism, multiple intelligences, and contextual approaches in preparing teaching materials and teaching students. It is hoped that with this model teachers are more creative in helping students develop. In this way, micro teaching that is well evaluated can be carried out effectively.

### **3.3 Infrastructure**

Facilities and infrastructure in educational institutions influence the results of the teaching and learning process which are important and very influential elements. The learning process requires a process of analyzing and determining needs so that primary needs and supporting needs go through a process that is analyzed and determined by the needs needed in managing educational infrastructure. Aspects of the planning process are the characteristics of the facilities and infrastructure that are needed and which must be carried out carefully and thoroughly and have interrelationships (Mustari et al., 2014). Achievement of 90% on Darunnajah student responses regarding learning facilities is good. Scores close to 95% on the Human Resources aspect Employees and interactions between subordinates and leaders synergize with each other. Continuous improvement and quality assurance still need improvement, this is related to other facilities in total quality management.

Everyone to compete in a healthy manner in the management through the development of an increasingly competitive society demands systems and human resources. Managerial processes are demanded by every institution to prioritize quality (Muhammad Ilyasin, 2018). The need to be innovative and creative in infrastructure according to the times in the collective leadership of the Darunnajah Islamic Boarding School. Community-based education and at the same time community assets are required to always innovate towards excellent service in Islamic boarding schools as an institution. Investments and assets for individuals and society constitute education in large measure. The power that can change the face of people's lives is a process in education (Veithzal Rivai, 2009). The findings show that although pesantren leadership practices are acceptable in the dimensions of policy, social support, and finance, they still lack structural and teaching aspects. Statistically, there are indications that pesantren positive and significant influence on leadership towards on the relationship between teachers, school facilities, systems, and student achievement. This study recommends that pesantren leaders be given more administrative and governance training opportunities. The

government must also assist Islamic boarding schools by providing technical facilities to ensure consistent student achievement (Rahtikawatie, Chalim, & Ratnasih, 2021). Superior and productive management of Islamic education is born because of implementing Islamic leadership (Ummah Karimah, 2020).

### 3.4 Leadership Attitude

Islamic boarding schools which have very busy activities, both in formal and extra-curricular activities. So it has an impact on the behavior of students who are not in accordance with the rules and norms that apply in the pesantren. So the need for a leader's role in overcoming all problems stems from student interaction, as a form of attention, responsibility and concern for students and parents who have given the mandate. The leader's treatment of students who act negatively is very clear by punishing students both physically and in character. To anticipate the future, a safe environment is needed and must be built. A security and order system can be built by involving students and elements of leadership so that the specific goals of education do not only pay attention to situational factors and conditions at a certain time. The results of a positive response from students were almost 90% for leadership attitudes. Pondok policies usually involve students through leadership attitudes, so that for the common interest there is an in-depth evaluation and study. Behavior-focused strategies, constructive mindsets, and natural reward strategies gleaned from Self-leadership examine how individuals can motivate themselves (Festa & Knotts, 2021). That effective leadership is critical for the realization of school goals Muhammad, Bin, Kadir, & Hasyim (2017) and Ismail, Khatibi, & Azam (2021). educational leadership discourse to prevent student exploitation and tokenism (Patrick, 2022). One important factor that can influence community involvement in realizing the character of male and female students in Islamic boarding schools is leadership. *Nyai* leadership influences and contributes to supporting pesantren activities and programs and community empowerment in Islamic boarding schools (Samsu et al., 2021).

Islamic education programs are obtained from the growth of integrity and leadership carried out in various ways, contributing to the development of leadership talents and moral integrity characters. Therefore, in other fields it is very helpful in adapting and strengthening character, including for educators in general a preventive action, promoting the success of academic integrity, and valuable knowledge (Umar, Punaji Setyosari, Waras Kamdi, 2021).

Researchers describe patterned language about what individuals have seen and felt in the form of data. Next. Santri has experience learning Arabic literature, which is typical of Islamic boarding schools and influences the behavior of students. Interestingly, these characteristics make Islamic boarding school-specific Arabic literature subjects capable of fostering a sense of language and literature (Al-Tadzawwuq Al-Adabi), building character education, and encouraging the growth of a sense of tolerance and culture (Manshur, 2020).

A leader must possess integrity. The Islamic-based education system is currently highly favoured in Indonesia (Suparta Rasyid, 2022). According to the research findings, there is a notable correlation between instructional leadership and teacher motivation (Demirdag, 2021). A leader must possess both the capacity and the bravery. The Ummah Karimah (2020) emphasises the importance of demonstrating bravery when confronting and offering perspectives and resolutions to the diverse challenges encountered by humanity. The study revealed a strong and statistically significant positive association between ethical leadership and organisational culture. According to Toytok and Kapusuzoglu (2016), there is a positive correlation between the extent to which a leader demonstrates ethical leadership behaviour and the teacher's impression of organisational culture.

### 3.5 Student Interaction

Interactions between students, such as mealtimes, being in one room, cleaning the room, picket security, praying in congregation, and exercising at the Darunnajah Islamic Boarding School, have gone well. So that there is a positive interaction between students because it is a medium and a place to foster

togetherness. Cultural background and character require time and strategy to form unify. This can be seen in the positive response from students, almost 80% in achieving positive conditions, hard work is still needed. Islamic boarding schools carry out Islamic educational institutions and have roles as institutions for religious guidance, scholarship, training, community development, and at the same time become a cultural node. The stages of Islamic boarding school educational institutions are as follows: they become scientific institutions, training, and community empowerment and the main role of Islamic boarding schools as educational institutions. The indicator of its success is building integration with the community and then giving it a mandate as a religious guidance institution and cultural node.

The existence of a pesantren with a Kiai in it may not be able to circumvent these psychosocial barriers, especially since pesantren are always designed to be held over a long period of time, if possible, across generational boundaries. If anyone manages to get past these psychosocial obstacles, it is worthy to be called successful. Santri trust their kiai and trust in kiai is born because of their knowledge which is the community recognizes the pesantren. An honorable and trustworthy position because the kiai's knowledge is seen from his actions and manners a kyai because adab exceeds everything (Zahroin, 2018). The collective leader in the pesantren is Kyai include: carry out an effort in carrying out the vision and mission, the process of preparing a management structure, moving students, make decisions, and be responsible in various boarding activities (Sholihah & Rahma, 2020). Collective leadership applied in Islamic boarding schools is joint leadership by the (senior Kiai council) from the kinship line (*dzurriyyah*) in an organization at the Islamic boarding school (M. Safebriyansyah, 2021).

The Dhuriah Islamic Boarding School aims to preserve its integrity by emphasising the importance of family ties. This is achieved through the establishment of an independent and self-owned Islamic boarding school unit. The school implements a deliberation approach, division of roles and authorities, and also encourages the practise of marriage between family relatives (Arifin, 2018). The characteristics of organisational climate that influenced organisational creativity were leadership, interaction, and sincerity (Canli & Özdemir, 2022).

The noble pesantren adopted the triple Co principle as the basis for their philosophy of collective leadership (Shared decision-making, equal ownership). The magnificent pesantren community's individual ideas are transformed into a shared vision through the practise of co-responsibility. The role of the kiai in collective leadership is very influential on the life of the Islamic boarding school including carers, kiai, professors, motivators, moderators, uswatun repertoire, escorting, supervising and controlling members in goodness and being a mentor for students and many more roles that are carried out by carers. board and study. Collective leadership has many pillars of support, including (a) family members who are leaders themselves (Ndalem), the Council of *kiai* and Asatidz, Ahlul Ma'had, Santri, and Guardian pupils. Infrastructure, Societal Resources, and Environment (Zahroin, 2018).

This study is related to statistical methods. Collective leadership has brought great success to the Darunnaja Ulujami Islamic Boarding School, South Jakarta, in areas such as the quality of teaching staff, educational staff, performance of administrators, quality of graduates, domestic and foreign students, and the like. All research instruments are the result of field observations/observations that occurred in the Darunnajah Islamic boarding school, both in the management sector, educators/educational staff, students, and alumni.

#### 4. CONCLUSION

Cooperative Management Collective leadership appears to be the key to success at Darunnajah Islamic Boarding School in Ulujami, South Jakarta. Since prior studies have mostly dealt with one issue, say, alumni, the current study has its unique peculiarities. However, the author employs TQM Education philosophy in the management of the Darunnajah Islamic Boarding School and its many components. The Human Resources of teachers, student performance, academic qualifications, innovation, creativity, and teacher professionalism are all indicators of a successful Teaching and

Learning Process, which is why Total Quality Management is so crucial to its success. Leaders working together can improve classroom instruction. Islamic boarding schools adapt its infrastructure and facilities to the demands of their pupils on a regular basis. All teachers who contribute to Islamic boarding schools are valued and respected by the administration. Collective leadership is strengthened through interactions amongst educators, which benefits students, parents, and the community as a whole. The originality of this study lies in the fact that it distills three key concepts—total quality management (TQM); quality assurance (QA); and continuous improvement (CI); into a single framework. Because new ideas will be generated, the researcher hopes that other researchers will carry on the work. The quality of graduates from Islamic boarding schools, which are expected to continue growing and becoming increasingly competitive, can be enhanced by better administration.

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