

LEADERSHIP LEARNING FOR STUDENTS THROUGH STRENGTHENING ORGANIZATIONAL EMPOWERMENT IN ISLAMIC BOARDING SCHOOLS

Hasan Baharun¹, Miftahul Huda², Silvy Qotrun Nada³

¹³Nurul Jadid University, Probolinggo, East Java, Indonesia,

²University of Antwerp, Antwerpen, Belgium

Corresponding author: ha54nbaharun@gmail.com

Submission Track:

Submission : 26-01-2023

Accept Submission : 13-03-2023

Available Online : 31-03-2023

Copyright @ 2023 Author



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0

Abstract

This study analyses the learning process of student leadership in Islamic boarding schools through organizational empowerment. This research was conducted at the Nurul Jadid Islamic Boarding School, Probolinggo, with a qualitative approach through case studies. Data collection techniques used are interviews, observation, and documentation. The data analysis was carried out in a structured and systematic manner, starting from data collection, data reduction, data display, and drawing conclusions. The study results show that the learning process of learning student leadership is carried out through five stages: direction, training, assignment, escort, and approach. This leadership study shows that the organization's cadre system can run well and create good leaders who can carry out the mandate and carry out their duties properly.

Keywords: Learning, leadership, Islamic boarding schools.

Abstrak

Penelitian ini bertujuan untuk menganalisis tentang proses pembelajaran kepemimpinan santri yang bertempat di pondok pesantren melalui

pemberdayaan organisasi. penelitian ini dilakukan di Pondok Pesantren Nurul Jadid, Probolinggo dengan pendekatan kualitatif melalui jenis studi kasus. Teknik pengumpulan data yang digunakan yaitu interview, observasi dan dokumentasi. Analisis datanya dilakukan secara terstruktur dan sistematis, yang dimulai dari pengumpulan data, reduksi data, display data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa proses pembelajaran kepemimpinan santri dilakukn melalui lima tahapan, yaitu pengarahan, pelatihan, penugasan, pengawalan dan pendekatan. Melalui pembelajaran kepemimpinan tersebut, didapatkan system pengkaderan organisasi dapat berjalan dengan baik dan mampu menciptakan pemimpin yang baik yang dapat mengemban amanah serta menjalankan tugas dengan baik.

Kata kunci: Pembelajaran, kepemimpinan, pondok pesantren.

INTRODUCTION

The Nurul Jadid Islamic Boarding School in the Al-Hasyimiyah Region has many organizational layers called HIMASYI (Al-Hasyimiyah Abdi Santri Association). Santri students in classes XI and XII play the organization. They are the holders of administrative control in the Alhasyimiyah area. This research yields accurate information regarding the organizations in the Al-Hasyimiyah Wiliyah, namely that there are five layers of the organization which are now the holders of the axis of activity, both core activities (Islamic boarding school) and additional activities that encourage the creativity of students in the Al-Hasyimiyah area. Education and Training, Himasyi, Press, Skills, and Organization are the five organizations. However, researchers will discuss HIMASYI broadly because this organization is an organization that includes non-administrative students and students. As we know, Islamic boarding schools are educational institutions that are believed to be able to produce leaders who will become future figures, such as teachers, ustadz, village heads, regents, and presidents (Wiwaha, 2017). Because in the future human revival depends on the current era and on the quality of human being a leader that leadership educational institutions have prepared. Leaders born in Islamic boarding schools are leaders who already have credibility and self-integrity in carrying out the leadership mandate, meaning that Islamic boarding schools can give birth to a religious leader (Samsu et al., 2021; Karim et al., 2022).

In reality, Islamic boarding schools have produced many leaders who are superior in leading themselves, their families, communities, organizations, and so on (Latif & Hafid, 2021). These prospective leaders will undoubtedly not forget the basics of their education, which can ultimately make them superior figures, especially the kyai in Islamic boarding schools, where his role is apart from being a parent as well as a spiritual teacher who has played an essential role in developing this superior leadership spirit (Rahman, 2022; Mundiri & Hasanah, 2022).

Associated with the term leadership, various opinions and definitions of leadership emerge, according to what people view from the perspective of leadership learning. Leadership can be understood as a trait, personal behaviour, influence on others, patterns of interaction, and cooperative relationships between members (Jamilus et al., 2022; Supadi, 2022; Dohlen & Karvonen, 2018). Leadership is an attempt to influence the opinions, attitudes, and behaviour of others. This can be interpreted that everyone can manage and influence others to achieve common goals and function as a leader (Myende et al., 2018; Yahya, 2019; Wang et al., 2021).

About this leadership the researcher argues that leadership is an ability and process of influencing, coordinating, and controlling other people regarding the development of science and education so that activities to be carried out in the Al-Hasyimiyah Region can be carried out more effectively and efficiently to achieve goals.

Essential learning in the organization is learning leadership. Leadership learning functions to respond to all changes in the Islamic boarding school, not just hard skills but also the most critical soft skills. Islamic boarding schools have the characteristics of centralized leadership and high dependence on a kyai and ustadz/ustadzah (Suparyanto et al., 2020).

One of the objectives of forming leadership for students at the Nurul Jadid Islamic boarding school is to equip students with the ability to deal with situations and developments of the times so that they can have a charismatic and characterful leadership spirit that will never be affected by the pleasures of the position they already have. Learning about leadership in the santri organization is a direct training medium for the santri to become trustworthy leaders in society. What is more, increasing students' ability in the field of organizational leadership and leadership learning will encourage the growth process to change the organizational paradigm.

The current container for learning leadership for students in the Al-Hasyimiyah Region, Pondok Pesantren Nurul Jadid, is the organization itself, in which many Islamic boarding school organizations have found organizational learning containers that enable leaders to learn as leaders and continue to learn as leaders (Wiwaha, 2017). Islamic boarding schools can educate and form a leader with various processes, methods, and facilities that support it. Some of the facilities that can support student leadership learning are by involving students in various activities such as public speaking, mandates in organizations, and so on.

Nurul Jadid Islamic Boarding School found several methods called the leader cadre method. Leadership training aims to improve individual and organizational performance (Alqudah et al., 2022; Yanti & Hayati, 2022). A comprehensive and ongoing evaluation of leadership training is required to ascertain whether the expected objectives of the training have been achieved or not (Manshur, 2020) (Banmairuoy et al., 2021).

With the uniqueness of the organizational activities at the Islamic boarding school, which can direct students to find the character of becoming a leader through the process of forming their leadership character, students get an upbeat personality that is better than before (R Sapitri, 2021). Empowering students as organizational administrators will benefit students through experience managing organizations (Perawironegoro et al., 2019).

The process of studying student leadership conducted by researchers in the Al-Hasyimiyah Region of the Nurul Jadid Islamic Boarding School is a process to prepare prospective future leaders. It is hoped that this will give birth to superior leaders in the future (Helmy & Jamil, 2020). Student leadership learning is related to the problem of a leader improving his performance in realizing an organizational goal effectively, efficiently, productively, and with accountability (Mujiono Sang Putra et al., 2022). Considering that the leadership learning process is a strategic element in improving organizational quality in Islamic boarding schools, this is an attempt to determine the organizational direction in Islamic boarding schools by the vision and mission of the organization that has been set (Khosyi'in, 2021; Setyaningsih et al., 2023).

Based on the phenomenon that occurs in the learning of student organizational leadership in the Al-Hasyimiyah Region of Nurul Jadid Islamic Boarding School, as mentioned above, the researcher is interested in researching: how is the process of learning student leadership through strengthening organizational empowerment at the Nurul Jadid Islamic Boarding School in the Al-Hasyimiyah region?

RESEARCH METHODS

This study uses a qualitative approach to obtain information and data related to the learning process of student leadership through strengthening organizational empowerment in Islamic boarding schools. This study applies a case study in line with the research object, which focuses on the learning process of organizational leadership.

The research location is in the Al-Hasyimiyah Region of Nurul Jadid Paiton Islamic Boarding School, Probolinggo. By applying a qualitative descriptive approach to the type of case study, the researcher tries to describe and analyze the learning process of student leadership through strengthening organizational empowerment in Islamic boarding schools.

The research subjects and informants in this study were pesantren administrators, organizational administrators, and students in the Al-Hasyimiyah area, namely:

Tabel 1. Informant

No	informants	Total	Name
1	Boarding School Administrator	2	HS, QD
2	Organization Committee	1	WB
3	Students	7	ANZ, IF, ODP, ADL, DKS, CPA, NDW

Observations and documentation are carried out to obtain accurate information about the themes studied. Data analysis techniques are carried out systematically, which begins with the presentation of data from the results of interviews, observations, and documentation about the learning process of organizational leadership. Then proceed with data reduction adjusted to the research theme so that the data is more specific and provides a primary picture of the research results. The final step is drawing conclusions that describe the overall findings of the research.

RESULTS AND DISCUSSION

The results of this study indicate that there are 5 techniques for learning student leadership through strengthening organizational empowerment at the Nurul Jadid Islamic Boarding School in the Al-Hasyiyah Region, as follows:

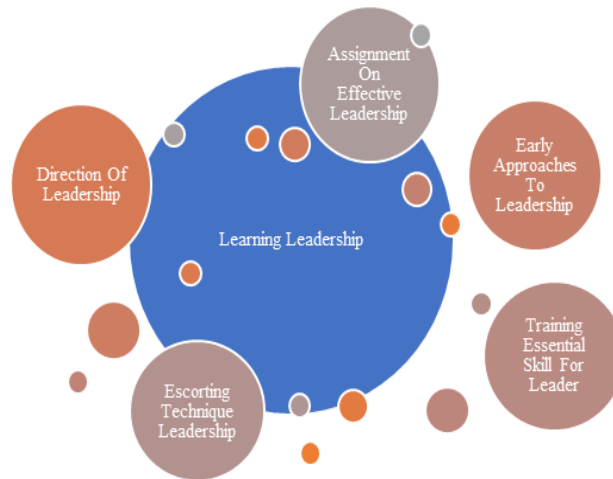


Figure A.1 The HIMASYI leadership learning technique

Direction Of Leadership

The Al-Hasyimiyah area has the HIMASYI leadership learning technique, which is a technique in learning leadership, namely through briefing points. The briefing is the first step that must be taken before carrying out an activity, whether routine or incidental. Wasil as the HIMASYI coordinator, believes that in the leadership learning process, HIMASYI chairman candidates are given a briefing before carrying out their duties. With this briefing, the chairman of HIMASYI and its members are given an understanding of all the tasks and programs to be carried out, after which it is necessary to evaluate to find out the standards regarding the implementation of activities in the Al-Hasyimiyah Region itself. This briefing must be given in advance to the coordinator and supervisor, who will accompany all programs designed by the organization (Alamin, 2020).

Furthermore, Wasil said that HIMASYI provided technical guidance on the activities that had been planned. The activities of the students in the Al-Hasyimiyah area are numerous and varied. In order for these activities to be carried out effectively and efficiently, as well as to give the impression of education that is directly beneficial for the formation of the mentality of the students, especially for the formation of their leadership spirit, then it should be part of the custom of Islamic boarding schools to give directions before carrying out activities so that students can have an idea about some activities to be prepared and implemented.

Nina, a member of HIMASYI, stated that in every activity in the Al-Hasyimiyah Region, there must be directions such as PHBI (Commemoration of Islamic Holidays), a commemoration of independence day, and other activities. The briefing was carried out at the time before the event, while the event was in progress, and carried out when the event was over. The informant's speech shows that the value of leadership that already exists in this technique is a series of activities that will be carried out by an organizational leader who must first understand the activities to be carried out and what goals will be achieved so that these activities will be carried out correctly and successfully. This will be conveyed as directions to the chairman and all organization members.

Training Essential Skill For Leaders

The Al-Hasyimiyah area is the daughter area of the Nurul Jadid Islamic Boarding School, which is considered capable of competing with other regions. The head of the department I Al-Hasyimiyah Region (Hulliyatus saniah) revealed that the second technique implemented in the learning process of student leadership is training techniques. *Leadership training* is generally defined as a program designed to improve a leader's knowledge, attitudes, and skills and members of an organization (Helmy & Jamil, 2020). Training is an effort to change the knowledge, skills, and behaviour of trainees so that they can carry out the main functions and tasks they carry out (Riani, 2021).

This will be conveyed as directions to the chairman and all organization members. This training is given directly to members of the organization, which is a follow-up to the briefing. Suppose the directors described above tend to lead to mental preparation before carrying out these activities. In that case, this training is carried out to prepare their skills in carrying out these activity programs. Wasil stated that in the Al-Hasyimiyah Region, there is a technique that is carried out after the process of accepting HIMASYI members and also the election of an elected HIMASYI chairman. Ustadzah Huliya, Head of the department, stated the importance of leadership training as a form of preparing an organizational leader who can be responded to by all the students of the Al-Hasyimiyah Region. From the training that has been attended, the students will have broad insights into knowledge, thought, and experience (Bachruddin et al., 2020).

Training has a significant influence on determining the effectiveness and efficiency of an organization. The benefit of this training is to produce a superior leader in the future (Helmy & Jamil, 2020). According to Alifia and Intan as HIMASYI members revealed that several types of training had been carried out in the Al-Hasyimiyah Region, especially for HIMASYI members, namely basic leadership training (LKD) and training to become a charismatic leader. Wasil also believed that this training was carried out after the acceptance of new organizational members and also after the election of the head of the elected HIMASYI organization. The statements from the informants above show that this training is a form of the learning process for a leader who has a critical attitude, is creative, initiative, proactive, thinks broadly, and integrates with oneself, which is based on honesty, truth, and justice.

Assignment On Effective Leadership

Wasil stated that the assignment technique is the following student leadership learning technique that has been applied in the Al-Hasyimiyah Region. The Assignment Technique is one process that strengthens the students' self-development (Fatihah, 2018). Assignments can also be interpreted as strengthening and developing oneself after direction and training and is the third technique in learning leadership (Alamin, 2020). Assignment techniques are very inherent in students at Islamic boarding schools. Duty is an honour, prosperity, and trust. Because it is fortunate for the heads and members of HIMASYI to get the tasks set by the pesantren (Mukri & Tamam, 2021), their abilities will be trained by giving assignments. Not only *musta'mal* (used) but also *mu'tabar* (considered), *mu'tarof* (known), and even *muhtarom* (respectable) (Mukri & Tamam, 2021). It is fortunate to be the chairman and members of HIMASYI who have received assignments and can complete these tasks and activities, meaning that they are respected and trusted (Fatihah, 2018).

Wasil stated that by holding this assignment technique, HIMASYI members would be directly involved in their various activities and tasks. The involvement of organizational members in various activities can also form a strong and skilled student

leadership spirit in dealing with all the problems in the Nurul Jadid Islamic boarding school (Fatihah, 2018). As the chairman of HIMASYI, Anisa stated that this assignment was given directly by the HIMASYI coordinator to the chairman and members of HIMASYI to carry out activities planned beforehand. This assignment technique is given to determine what tasks have been designed by the pesantren and the HIMASYI organizational coordinator.

Putri, a member of HIMASYI, stated that this assignment was given when the committee was formed in formal or non-formal events, whether large or small. Such as the PHBI event (Commemoration of Islamic Holidays), the commemoration of independence day, a commemoration of the birthday of the Prophet Muhammad, and so on. The statements from the informants above show that the assignment technique can open up more opportunities in realizing broad leadership learning, not only objective but also subjective, by including the experience gained by the chairman and members of the HIMASYI organization.

Escorting Technique Leadership

The implementation of educational management in Islamic boarding schools will never be separated from planning, organizing, motivating, controlling, and evaluating, which is carried out in a disciplined manner so that the chairperson of HIMASYI and its members can achieve their goals to the fullest. This technique is a way of fostering all activities in the Al-Hasyimiyah Region. This technique can also be called the escort technique (Bachruddin et al., 2020). Wasil as the coordinator of HIMASYI, revealed that escorting is a process that involves agreements within the organization to ensure that each activity that has been set is achieved according to an existing agreement. Escorting can also be interpreted as all the tasks or activities of the santri must always receive sound guidance and companionship so that all programmed activities get controlled, evaluated, and immediately detected (Katon, 2020). Escort is needed for an organization's progress with conditions that often change.

This escort is intended to create an atmosphere of conducive and stable activities within an organization so that the flow of organizational processes does not experience many problems. Many organizations also experience setbacks when escorts need to run more effectively (Fatih & Syadzili, 2019). Escort is considered very important to educate and motivate not only students but also administrators who participate in educating (Fatihah, 2018). As the saying goes, "The teacher does not only teach his students, but he also teaches himself".

Escort is not only fixated on the cognitive aspects but also the moral and mental aspects of the students. All escort processes are carried out comprehensively so that if a gap occurs, it will be immediately detected from the start so that the student leadership learning process can run well (Mukri & Tamam, 2021).

According to Wasil, the process of supervising the HIMASYI organization was carried out when holding meetings, in stages and layers, by the outgoing HIMASYI chairman and the HIMASYI coordinator. Escort and coaching, also through a process of leadership education, because all students, especially all senior students, are cadres

who are still studying (Mukri & Tamam, 2021). The informant's explanation shows that the escort technique can significantly determine the success of an activity and the learning process of HIMASYI organizational leadership.

Early Approaches To Leadership

The last learning technique applied in the al-Hasyimiyah area uses approach techniques. From the results of interviews with Wasil and Ustadzah Hulliyya as coordinators of HIMASYI and Head of the department I, it can be concluded that the approach used in the HIMASYI leadership learning process is situational. A situational approach is an approach to the leadership learning process in which a leader must understand the behaviour and characteristics of his subordinates, as well as the situation, before using a particular leadership style or type (Khoironi & Hamid, 2020). Wasil and Hulliyya, as coordinators of HIMASYI and Head of department I, suggested that this approach functions as a support for the leadership learning process (Chairunnisa et al., 2020).

According to Anisa, the chairman of HIMASYI, "this approach is needed in the learning process of HIMASYI leadership". Because with this approach, we can get closer to the coordinator and all HIMASYI members. Wasil stated that this approach could be interpreted as a leadership approach which states that a leader must understand the behaviour and nature of his subordinates and the situation before using another style or type of leadership. This approach requires that a leader must have the ability to be able to know in advance the behaviour and attitudes of its members. A concept in the HIMASYI situational approach technique is that the chairman of HIMASYI is always required to be ready to guide his subordinates in carrying out their duties and responsibilities (Khoironi & Hamid, 2020).

According to Dina, the appointed HIMASYI members revealed that, in the Al-Hasyimiyah Region, the approach process would occur when there was an evaluation of the implementation of a routine HIMASYI activity. The HIMASYI coordinator and chairman will know firsthand the actual characteristics of its members from the activities that have taken place. From the narratives of the informants, it shows that with the HIMASYI chairman's approach, he knows the nature of each member, and the coordinator will carry out an intensive approach technique by providing enlightenment to HIMASYI members so that the students can carry out their duties correctly and under what has been taught. Accountable to himself.

CONCLUSION

Student leadership learning through strengthening organizational empowerment at Islamic boarding schools dramatically contributes to achieving leadership goals at Nurul Jadid Islamic Boarding School, especially in the Al-Hasyimiyah Region. With this, student leadership learning can create an effective organization and create exemplary leaders in carrying out the mandate and carrying out tasks properly.

There are five techniques in the process of learning student leadership through strengthening organizational empowerment at the Nurul Jadid Islamic Boarding School

in the Al-Hasyimiyah Region, namely: *Direction Of Leadership*, producing an understanding of all tasks and programs to be carried out after that it is necessary to hold an evaluation to find out standards regarding the implementation of activities in the Al-Hasymiyah Region itself. *Essential Skill Training for Leaders* produces a form of the learning process as a leader who has a critical, creative, initiative, proactive, broad-minded attitude, self-integration that is based on honesty, truth, and justice, and also as a form of preparing a leading organization that can be responded to by all students of the Al-Hasyimiyah Region. *Assignment On Effective Leadership* results in a leader understanding the behaviour and nature of their members, as well as the situation, before using another leadership style or type. *Escorting Technique Leadership* results that the purpose of escorting is to create an atmosphere of conducive and stable activities within an organization so that there are no problems running the organization. *Early Approaches To Leadership* result that a leader must understand the attitudes and characteristics of his subordinates and the situation before using the style or type of leadership that will be applied. This approach requires that a leader must have the ability to be able to know and understand well the attitudes and characteristics of his members.

REFERENCE

- Alamin, N. S. (2020). Implementasi Pendidikan Kepemimpinan di Pesantren (Studi Kasus di Pondok Modern Darussalam Gontor Indonesia). *Jurnal Tahdzibi*, 5(1), 33–48. <https://doi.org/10.24853/tahdzibi.5.1.33-48>
- Alqudah, I. H. A., Carballo-Penela, A., & Ruzo-Sanmartín, E. (2022). High-Performance Human Resource Management Practices and Readiness for Change: An Integrative Model Including Affective Commitment, Employees' Performance, and The Moderating Role of Hierarchy Culture. *European Research on Management and Business Economics*, 28(1), 100177. <https://doi.org/10.1016/j.iedeen.2021.100177>
- Bachruddin, F., Katon, G., Sulistiyono, N., & Ilma, S. (2020). *Peran Pesantren Modern Terhadap Pembentukan Karakter Kepemimpinan Santri*. 6(1), 27–33.
- Banmairuroy, W., Kritjaroen, T., & Homsombat, W. (2021). The effect of knowledge-oriented leadership and human resource development on sustainable competitive advantage through organizational innovation's component factors: Evidence from Thailand 's new S- curve industries. *Asia Pacific Management Review*, xxxx. <https://doi.org/10.1016/j.apmrv.2021.09.001>
- Chairunnisa, E., Najiyah, C., Salsabila, H., & Cendekia Dikara, W. N. (2020). Kepemimpinan Bermutu: Konsep Pengembangan Lembaga Pendidikan Islam. *Progresiva : Jurnal Pemikiran Dan Pendidikan Islam*, 9(1), 26. <https://doi.org/10.22219/progresiva.v9i1.12517>
- Dohlen, H. Von, & Karvonen, M. (2018). Teachers' Self-Reported Leadership Behaviors in Formal and Informal Situations. *International Journal of Teacher Leadership*, 9(2), 69–89.
- Fatih, M., & Syadzili, R. (2019). *kepemimpinan Transformatif*. 03(01), 55–81.
- Fatihah, I. (2018). Kepemimpinan KH. Imam Zarkasyi di Pondok Modern Darussalam Gontor. *JIEM (Journal of Islamic Education Management)*, 2(2), 26. <https://doi.org/10.24235/jiem.v2i2.3407>
- Helmy, Z., & Jamil, A. S. (2020). Restrukturisasi Sistem Pelatihan Kepemimpinan dalam Membentuk Calon Pemimpin Masa Depan: Pendekatan Studi Literatur. *AgriHumanis: Journal of Agriculture and Human Resource Development Studies*, 1(1), 1–17. <https://doi.org/10.46575/agrihumanis.v1i1.49>
- Jamilus, J., Murtadlo, G., Pahmi, P., Indriani, D., & Jasiah, J. (2022). Leadership and Principal Motivation on Teacher Performance at Madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(1), 511–519. <https://doi.org/10.33650/al-tanzim.v6i2.3294>
- Karim, A., Bakhtiar, A., Sahrodi, J., & Chang, P. H. (2022). Spiritual leadership behaviors in religious workplace: the case of pesantren. *International Journal of Leadership in Education*, 00(00), 1–29. <https://doi.org/10.1080/13603124.2022.2076285>
- Katon, G. et al. (2020). Peran Pesantren Modern Dalam Pembentukan Karakter Kepemimpinan Santri. *Al-Adabiyah: Jurnal Pendidikan Agama Islam*, 1(1).
- Khoironi, N., & Hamid, A. (2020). Kepemimpinan Situasional dalam Pendidikan Islam.

Jurnal MUDARRISUNA, 10(4), 670.

- Khosyif'in, A. (2021). Peran Kepemimpinan Kepala Sekolah, Pengambilan Keputusan, Dan Budaya Organisasi Terhadap Disiplin Kerja. *Chalim Journal of Teaching and Learning* ..., 1, 45–55. <https://pasca.jurnalikhac.ac.id/index.php/cjotl/article/view/76>
- Latif, M., & Hafid, E. (2021). multicultural attitudes in an Islamic boarding school of South Sulawesi–Indonesia. *Cogent Education*, 8(1), 1–16. <https://doi.org/10.1080/2331186X.2021.1968736>
- Manshur, F. M. (2020). Typical literary works of pesantren on righteousness teaching within cultural transformation. *Journal of Social Studies Education Research*, 11(4), 114–148.
- Mujiono Sang Putra, Sofyan Syamratulangi, & Kamaluddin. (2022). Peran Kepala Sekolah Sebagai Pemimpin Pembelajaran Ditinjau dari Permendiknas Nomor 28 Tahun 2010 di SMP IT An-Nisa Dompu. *Jurnal LENTERA: Jurnal Studi Pendidikan*, 4(1), 73–84. <https://doi.org/10.51518/lentera.v4i1.64>
- Mukri, R., & Tamam, A. M. (2021). Prototipe Kepemimpinan Kiai di Pesantren Modern. *Jurnal Dirosah Islamiyah*, 3(3), 320–331. <https://doi.org/10.47467/jdi.v4i1.457>
- Mundiri, A., & Hasanah, U. (2022). The Mindful Parenting of Kyai in Pesantren. *Al-Ishlah: Jurnal Pendidikan*, 14(1), 469–478. <https://doi.org/10.35445/alishlah.v14i1.1331>
- Myende, P. E., Samuel, M. A., & Pillay, A. (2018). Novice Rural Principals ' Successful Leadership Practices in Financial Management : Multiple Accountabilities. *South African Journal of Education*, 38(2), 1–11.
- Nanda, D. W., Ulva, R., & Andiyanto. (2020). Latihan Dasar Kepemimpinan (LDK) di Sekolah Tinggi Ilmu Ekonomi Indragiri (STIE-I) Rengat. *Jurnal Pengabdian Kepada Masyarakat*, 2(1), 16–23.
- Perawironegoro, D., Widodo, H., & Harahap, Z. M. R. (2019). *Penyusunan program kerja untuk perbaikan berkelanjutan organisasi santri Darul Arqam Patean Kendal Jawa Tengah. September*, 117–126.
- Rahman, K. (2022). Leadership and Multicultural Environment ; Kyai ' s Power and Authority Contest at Pondok Pesantren. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 06(03), 643–654.
- Riani, N. K. (2021). Integrasi Kompetensi dalam Pelatihan Kepemimpinan. *JIP (Jurnal Inovasi Penelitian)*, 2(1), 17–26.
- Samsu, S., Kustati, M., Perrodin, D. D., Ritonga, M., Kosim, M., Rusmini, R., & Suwendi, S. (2021). Community empowerment in leading pesantren: A research of Nyai's leadership. *International Journal of Evaluation and Research in Education*, 10(4), 1237–1244. <https://doi.org/10.11591/IJERE.V10I4.21833>
- Setyaningsih, A., Handayani, E. S., Solissa, E. M., & Sapulete, H. (2023). *Jurnal Pendidikan dan Konseling The Instrumental Role of Principal Leadership in Efforts to Improve The Quality of. 5*, 1954–1961.
- Somprach, K. (2019). Learning Leadership of School Administrators and Teaching Behavior Affecting The Effectiveness of Teacher Professional Development:

- Hierarchical Linear Model Julasak COCKPIM. *TOJET: The Turkish Online Journal of Educational Technology*, 18(2), 52–57.
- Supadi, S. (2022). Principal Leadership: Responding to The Challenges of 21st Century Teacher Competence. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(1), 561–573. <https://doi.org/10.33650/al-tanzim.v6i2.3529>
- Suparyanto dan Rosad (2015). (2020). Manajemen kaderisasi dalam mencetak kader organisasi militan. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 5(3), 248–253.
- Wang, X., Wilson, J., & Li, W. (2021). An empirical investigation of leadership and human resources capacities as key actors in the implementation of smart education. *Education Sciences*, 11(3). <https://doi.org/10.3390/educsci11030138>
- Wiwaha, W. A. (2017). Pondok Pesantren Sebagai Organisasi Pembelajaran Kepemimpinan. *El-Hikam: Jurnal Pendidikan Dan Kajian Keislaman*, 10(2), 248–275.
- Yahya, N. (2019). Definisi Kepemimpinan Dalam Organisasi. *Kabar Pasar: Jurnal Ilmu Ekonomi*, 1(1).
- Yanti, A., & Hayati, F. (2022). Implementasi Kepemimpinan Kepala Sekolah dengan Budaya Organisasi terhadap Kinerja Guru. *Journal of Educational Management Research*, 01(02), 105–112.
- Setyowati, E. (2019). Pendidikan Karakter Fast (Fathonah, Amanah, Shiddiq, Tablig) Dan Implemetasinya Di Sekolah. Sleman : Deepublish.