

Collective Leadership Problems and Solutions in Pesantren-Based School

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Abstract. The emergence of the problem of collective leadership in pesantren-based schools is due to the same comparison between authority and responsibility. The purpose of this study was to find out (1) the problems faced in joint leadership in the management of pesantren-based schools. (2) Efforts to solve problems on problems that arise in the joint leadership of the management of pesantren-based schools. This research uses a qualitative approach with a case study research design. The research location is at the Islamic boarding Integrated Superior Junior High School of Bumi Kartini Jepara. Data collection techniques are through in-depth interviews, in-depth observation, and documentation. The analysis technique used is reduction, display and data verification. The results of the study indicate that the problems faced by collective leadership in pesantren-based schools are leadership dualism and differences in viewpoints between school principals and pesantren kyai who both have power. Meanwhile, the principal has a vision, mission, goals and targets that must be realized. Likewise, kyai pesantren also have excellent programs. This polemic burdened students with both programs from schools and pesantren. The difference in understanding of the working hours of the principal and the kyai of the pesantren is a problem. Similarly, the effect of the lack of socialization and the lack of firmness in the schedule and responsibilities of both principal and kyai of pesantren were also found. So the solutions offered include proposing a party who initiates to invite all elements from the management of the Foundation, schools and Islamic boarding schools to intensely and periodically discuss unifying perceptions or points of view and encourage the Foundation management to provide direction and affirmation of responsibilities, especially regarding the duration of working hours for both schools and Islamic boarding schools, as well as ensuring that socialization and intense communication are carried out regarding the schedule for the division of tasks and responsibilities of each by the principal and kyai of pesantren.

Key words: collective leadership; pesantren-based school; the islamic boarding integrated superior junior high school of bumi kartini jepara.

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INTRODUCTION

Currently, pesantren-based schools are becoming a new trend and alternative in order to send their children to school, especially for parents who are both busy working. Due to the busyness of parents, children at home are not well controlled, so schools based on Islamic boarding schools are the best places to leave their children. In addition, social pollution and moral decadence due to the negative impact of information technology that has hit the environment today also encourage parents to send their children to Islamic boarding schools. According to Perdana (2019), Boarding schools or pesantren-based schools can be one model of educational institutions that can support the development of morals and character of students. In addition, students who study in boarding schools or pesantren-based schools can also obtain good quality education (Perdana, 2019: 235).

Pesantren-based schools are very relevant to national education goals (Susiyani, 2017). Pesantren-based schools are one model of Islamic education that integrates two social systems,

namely the advantages of the pesantren social system and the advantages of the school social system. According to Nurochim (2016), school-based Islamic boarding schools in the concept of social change integrate the school education system and the pesantren education system into a unified whole. Pesantren-based schools are institutional programs that seek to integrate the advantages of the school education system with the provision of education in Islamic boarding schools.

There are at least two leaders in a pesantren-based school institution. The first is that the principal as the leader of educational institutions has an important role in empowering school resources, and the second is a kyai or ustadz as a leader in the pesantren.

In the pesantren-based school structure, there are three models, namely the first is a school institution that oversees boarding institutions, where the boarding leader (kiai/ustadz) is responsible to the principal. Second, pesantren oversees school institutions where the principal is responsible to the pesantren leader (kiai). Third, school institutions are equal to pesantren

institutions where both school and boarding leaders are responsible to the foundation.

For the third model, it is very possible that there will be a dualism of leadership between the principal and the kyai, each of whom has the same authority. This has led to conflicts in the management of institutions at SMP UT Bumi Kartini Islamic Boarding School Jepara.

This research is important for the continuity of the management of pesantren-based school institutions and for strengthening the unification and achievement of the vision between schools and pesantren.

LITERATURE REVIEW

Research relevant to this topic is the research of M. Romady, S. Sul-toni and J. Juharyanto on Principal Leadership and Kiai on the Development of Islamic Boarding Schools Based on Islamic Boarding Schools. According to M. Romady, et al (2019), the obstacles faced by principals and kiai in developing pesantren-based schools are differences in mindset between principals and kiai in making policies and the consistency of implementation of pesantren-based school programs.

The difference in mindset between school principals and kyai is very influential due to the direct influence of leadership of kyai on pesantren culture and teacher work motivation (Suhendar, Soedjarwo, & Basuki, 2017). Differences in the leadership mindset will also affect the management of the institution when the role of the boarding school can shape the behavior of politeness, discipline, honesty, responsibility, independence, love for the homeland, and care for the environment. (Arifah, 2019). The success of kyai in pesantren is influenced by leadership factors including how to lead pesantren educators and their network. (Djasadi & Sumaryanto, 2012).

Collective leadership in pesantren-based schools has its own characteristics in the culture and values applied in pesantren-based school leadership, including istiqomah, courage to sacrifice to achieve goals, qudwah hasanah, mutual cooperation and an atmosphere of brotherhood. In addition, strict discipline, obedience to boarding caregivers, high scientific culture, work motivation worth worship to achieve God's pleasure are also taken into consideration. (Nur Khoiri, 2017)

The hallmark of pesantren leadership is dedication, service and a high sense of kinship (Farhan Muhtadi, 2019). The characteristics of

the leadership of pesantren educators in instilling values and ethics in Islamic Boarding Schools are that educators not only regulate or advise students but provide direct examples (uswatun hasanah). In addition, pesantren educators regard students as their own children (Adhe Kusuma Pertiwi, 2018).

Kazimoto (2013) states that leadership approach is the most important factor for conflict management. In organizations, conflict is considered as a dispute that occurs when the goals, interests or values of individuals or groups differ in the pursuit of goals. Other research states that leadership style can affect work quality (Nanjudeswaras, 2014)

Petra Kunkel (2005) states that collective leadership is a form of leadership that is more resistant to all challenges due to the distribution of tasks and authority among leaders. In other words, collective leadership is a model or pattern of leadership conducted in groups as partners. Petra Kunkel defines collective leadership is as the capacity of a group of leaders to contribute to public services through the assumption of shared leadership flexibly as needed. Unlike individual heroic leadership, collective leadership embraces a diversity of personalities and perspectives and pushes themselves to be more initiative and collectively intelligent.

According to S. Latifah (2020), the inhibiting factor for managing pesantren-based schools is the lack of coordination among relevant parties in their respective fields.

METHOD

Objective of Research

The purpose of the study is to reveal the problems that arise over the dualism of the collective leadership of pesantren-based schools and to find solutions to the pattern of leadership arrangements of pesantren-based schools. The benefit of research for science is to add to the repertoire of pesantren-based school leadership management.

Sample and Data Collection

This study uses a qualitative approach. The data used in this study are writings or notes about everything said, implemented and felt by the resource persons, events that can be observed, experienced and thought by researchers as well as documents obtained regarding the collective leadership of school principals and Islamic boarding school kyai in managing both namely school and boarding school. The resource persons

in this study were principals, deputy principals, board of teachers and pesantren educators, ustadz and murobbi-murobbiyah (dormitory supervisors) at the Integrated Junior High School Islamic Boarding School Bumi Kartini Jepara.

Interviews were conducted to obtain in-depth information about the background and substance of collective leadership. Interviews were used to obtain detailed data on the collective leadership of pesantren kyai and school principals. The interview method was conducted to obtain data and to interact directly with the subject to express answers more freely and accurately. Interviews were conducted with school principals, deputy principals, board teachers and boarding caregivers, ustadz and murobbi-murobbiyah (dormitory supervisors) as well as administrators of the Earth Kartini Education Foundation (YPBK). Interviews were conducted by means of researchers asking questions through questionnaires, dialogue and recording.

Observations are made to optimize the ability of researchers in terms of motives, beliefs, attention, habits and so on. Observation activities are carried out to see the reality in the field as seen by the research subject. This allows the researcher to feel as the subject also feels. This also allows researchers to be a source of data.

Documentation is used to see different situations and conditions in data collection. Documentation is used to clarify the situation and complete the research data. The researcher collected all data about the leadership of the pesantren kyai in managing schools and pesantren.

Data Analysis

Researcher processed and prepared data for analysis by involving transcription of interview results and field data. Furthermore, the researcher analyzed in detail by coding the data or processing the material and information into writing segments.

RESULTS AND DISCUSSION

The results of the study indicate that the problems faced by collective leadership in pesantren-based schools include leadership dualism and differences in the viewpoints of the principal and kyai of the pesantren with bargaining power and the position they have. The school has a vision, mission, goals and targets that must be realized. Likewise, kyai pesantren offer superior programs. This causes students to be burdened due to demands from schools and

pesantren. In addition, there is a lack of shared understanding of the working hours of school and pesantren as well as the lack of socialization and confirmation of schedules and responsibilities of school principals and kyai. The solutions offered include the initiation to invite all foundation management, school and pesantren to discuss intensely and periodically uniting perceptions or views. Furthermore, encouraging the foundation's management to understand and to be responsible for duration of working hours, as well as ensuring that there is intense socialization and communication regarding the schedule for the division of tasks and responsibilities for both schools and Islamic boarding schools (pesantren).

The first finding of the study is about the problems faced by collective leadership, namely the difference in viewpoints between school principal and kyai pesantren inspired by research conducted by M. Romady, S. Sul-toni and J. Juharyanto (2019).

CONCLUSION

The collective leadership of pesantren-based school has several problems. These problems include, firstly, leadership dualism and differences in the viewpoints of both school principals and kyai in pesantren, both of whom have bargaining power with their existence. Second, the lack of common understanding of the duration of working hours. Third, the lack of socialization, affirmation of schedules and responsibilities for each school principal and kyai in pesantren.

The solutions offered include, firstly, initiation to invite all elements in the management of the foundation, school and Islamic boarding school to discuss in order to equalize perceptions or views intensely and periodically. Second, encourage the foundation's management to provide understanding and affirmation of responsibilities, especially the duration of working hours. Third, to ensure that there is intensive socialization and communication regarding the schedule for the division of tasks and responsibilities of each, both addressed to the principal or kyai in the pesantren. In addition, the solution expected in this research is conducting meetings, communication and coordination between the principal and the kyai in the pesantren to minimize the emergence of conflict.

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