

Kyai's Leadership Style in Forming the Independence of Santri

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ABSTRACT

This study discusses the Kyai's leadership style in improving the quality of Islamic education by forming independent students. Like those at Al-Falah Islamic Boarding School Bahrul Ulum Tambakberas Jombang, students at Al-Falah Islamic Boarding School in all aspects of needs within the scope of Islamic boarding schools, almost all of them are run by Santri independently. Therefore the author raises the theme "Kiai's leadership style in forming the independence of students at the Al-Falah Islamic Boarding School Bahrul Ulum Tambakberas, Jombang". The author uses a descriptive qualitative research type, by conducting observations, interviews, and documentation at the Al-Falah Bahrul Ulum Tambakberas Islamic Boarding School, Jombang, so that the conclusion is found; The leadership style used by K. Azam Choiruman Najib at the Al-Falah Islamic Boarding School Bahrul Ulum Tambakberas is a guided democratic leadership style, namely a leadership style that uses a style that is willing to accept opinions from subordinates in order to achieve common goals by means of a leadership approach based on strong ethical and moral principles. Then the supporting factors in establishing the independence of the Al-Falah Bahrul Ulum Tambakberas Jombang Islamic Boarding School students include 1) The management of Al-Falah Bahrul Ulum Tambakberas Jombang Islamic Boarding School students is formed, 2) The construction of supporting facilities for students' independence in the form of kitchens, cooperatives, and others, 3) There is control of the students' pocket finances by the financial administrator. The inhibiting factors in forming the independence of the students of the Al-Falah Bahrul Ulum Tambakberas Jombang Islamic Boarding School include 1) the emergence of rules from administrators that limit students, 2) The performance of the management is not optimal, 3) The students are often spoiled by their parents, 4) The students' lack of self-awareness, 5) The lack of interest in learning.

Keywords: *Kyai Leadership Style; independence.*

INTRODUCTION

Islamic boarding schools are called Pondok or Pondok Pesantren, which have the same meaning, only slightly different. The word "cottage" comes from the Arabic word funduq, which means a place to live (dormitory). Islamic boarding schools are indeed a lively conversation, when talking about Islamic boarding schools it is always interesting, fresh and relevant. When Islamic boarding schools become the object of research, there are many aspects that need attention (Roziqin, 2020). With their existence alone, Islamic boarding schools always contribute to the socio-cultural development of Indonesia.

Manfred Ziemik also claims in his book that pesantren are traditional educational institutions that were born and grew in Indonesia at the same time that Islam entered the archipelago. Thus, the pesantren is the oldest and original institution in Indonesian society (Mustaan, 2020).

Islamic boarding schools have their own vision and mission during their development period, which are used as educational benchmarks (Sulaikho, 2018). The general objective of establishing a pesantren is to educate citizens to become Muslim individuals in accordance with Islamic teachings and to instill a sense of faith in the entire community in areas of life that are beneficial to religion, society, homeland and nation.

The basic elements of a pesantren are kiai, a place to live (dormitory, mosque, students, teaching of classical Islamic books. Pondok, a boarding school for students, is a typical pesantren tradition to distinguish it from the traditional education system in mosques that are developing throughout Indonesia.

The mosque is an inseparable element of the pesantren and is considered a place of education for the santri. The pesantren education system in book study is generally considered static because it follows the sorogan system (students reading the book in front of the kiai) and bandongan (paying close attention or listening).

Islamic boarding schools need a kyai with a soul as a leader. The management of the kyai becomes the focus of their full power because the kyai manages all activities carried out by the villagers, both directly and indirectly. The characteristics of a leader include: responsibility, physically and mentally healthy, flexible in speaking, honest, reliable, motivated, intelligent, etc. The characteristics of the kyai determine the behavior of the santri in everyday life. The influence of the kyai is not only in Islamic boarding schools, but also has an impact on the surrounding environment and even to all corners of the world. Kyai are elements in their environment who act as owners, managers, leaders, teachers and at the same time leaders (role models) of religious activities (Shobirin & Darmawan, 2019).

Apart from being the leader of the pesantren, the kyai are also teachers and "parents" for their students. Kyai as a teacher who has competent knowledge to serve as a role model for his students, he has authority and charisma within the kyai, so from this nature of course students can understand and carry out the teachings of Islam that he has conveyed both in teaching the yellow book and in daily life -day (Aminoto, 2022).

Kyai as "parents", most of the students who live in their Islamic boarding schools are mostly far from their parents, some are from outside the city, the province or outside the land of Java. From this background, the students need a parent figure. Therefore, the kyai is considered by the santri as a substitute or called "abah". So that the kyai becomes a figure who is expected to be able to set an example for his students. A santri will submit to what he conveys.

One of the Islamic boarding schools located in Jombang is Al-Falah Islamic Boarding School Bahrul Ulum Tambakbetras Jombang. This hut was founded in 2014 AD. Its founder is K. Azam Choiruman Najib, he is a role model for each of his students, his speech is also easy for those who hear him to understand because he has smooth and beautiful language.

Today, the Al-Falah Bahrul Ulum Tambakbetras Jombang Islamic Boarding School is not only a place for religious education, but also for spiritual development (character) and forming an attitude of independence for students. Psychological development (character) of students includes muidzohkhasanah, sorogan, khitobah, recitation of the Prophet's sholawat (dziba'), evening wirid (qiyamul lail), daily behavior, discipline in using time, deliberations etc. The independence of the santri also develops in the pesantren to provide provisions that will develop in the future. This is manifested in the independence of students through the development of interests and skills. Like the Al-Falah Bahrul Ulum Tambakbetras Islamic boarding school, Jombang creates a source of livelihood that is self-cultivated (from students by students to students). Places that are used to channel the talents and interests of students, namely: establishing cooperatives, producing processed foods, etc.

The basic nature of the santri makes the leader exemplary, because parents entrust their children to Islamic boarding schools in order to improve or improve the child's character. In the world of Islamic boarding schools, kiai have characteristics to educate students according to their needs. The Kyai knows the identity of the santri and tries to guide the santri to become a good person. To share the goals of parents in entrusting their children to Islamic boarding schools, namely: to train independence, complete self-confidence, mature with full confidence, build strong physical and mental abilities, master different languages, understand religion as a whole and comprehensively, limit communication with opponents kind, know an extensive network, can develop into a superior personality, and practice it in everyday life.

At the Al-Falah Islamic Boarding School Bahrul Ulum Tambakbetras jombang there are some students who are categorized as "naughty" such as: violating Islamic boarding school regulations (running away, wandering off), lazy in activities, stubborn, and others. To print the character of the santri includes the study of muta'alim ta'lim science, evening wirid or qiyamul lail, enlightenment of daily behavior, study of the yellow book (fiqh, morals, tasawuf), sorogan the yellow book, khitobah, discipline at all times (jama' ah prayer, diniyah and extracurricular study hours). So the researcher wants to know more deeply about how the kyai's leadership style, the kyai's tips in shaping character, and the activities carried out by the kyai to produce commendable santri moral behavior. Kyai educate students with the aim of improving good morals and independence for all students.

METHOD

This research was carried out using a qualitative descriptive research, because with the intention to describe the objects studied based on a predetermined plan. The type of research that the writer uses is field research, while the research method that the writer uses is a qualitative method with a descriptive approach (Tanzeh, 2018).

In this study using a qualitative approach, the data collected was not in the form of numbers, but in the form of field notes, interview notes, personal documents, and others. So the approach used is a qualitative research approach. The research subjects were Kyai, Asatidz, administrators and students, while the research object was the kiai's leadership style on the form of student independence at the Al-Falah Islamic Boarding School Bahrul Ulum Tambakberas, Jombang and the data collection technique was surveys or observations by visiting research sites or locations. interviews or interviews and documentation methods. While the data analysis technique is descriptive qualitative, this technique is that the researcher collects data in the form of words. The activities involved in data analysis are reduction, data presentation, and data verification.

RESULT AND DISCUSSION

Al-Falah Islamic Boarding School in its management process, is run directly by K. Azam Choiruman Najib, then in the process of implementing it in the field, assisted by administrators and teachers at the Islamic boarding school. The leadership style used by K. Azam Choiruman Najib is a guided democratic leadership style in which the leadership style uses an interactive style between the kyai and students or their subordinates who are led based on moral/ethical values by following the leadership style of the Islamic boarding school community. bahrul ulum tambakberas former jombang.

Morality and ethics are basic education that a leader must teach and develop to his students, so that they are accustomed to doing good and being polite in socializing, especially with both parents, peers and the community. If children are accustomed to good social etiquette in everyday life from an early age, God willing, these ethics will be carried over and accustomed to when they grow up. When a leader has noble character, the people around him will accept and like where they go and with whom they spend time.

The researcher draws conclusions from the important points from interviews with Kyai, Asatidz, and Management at Al-Falah Islamic Boarding School regarding how the Kyai's leadership style is applied by K. Azam Choiruman Najib at Al-Falah Islamic Boarding School, namely;

- The Kyai studied the styles and methods used by the previous members of the Bahrul Ulum Tambakberas Jombang Islamic Boarding School. In educating the students then implementing these styles and methods to the students. Because masyayikh-masyayik. used as an example by all his students in various fields of life, including in educating and forming their independence.
- Kyai set a good example. By giving an example of independence to students in daily religious life, students will also follow how the Kyai acts in daily activities. However, if the kyai only talks a lot and teaches independence, but is not accompanied by setting an example to his students, then the formation of independent character will also be in vain.
- Kyai have Akhlakul Karimah and exemplify it to the students. With an example of good morals from the Kyai, it will automatically bring out the love of the students for the Kyai. So that the Santri will serve, sacrifice, and be ready to do anything for the Kiai, and the Islamic Boarding School. Especially in the process of learning and the daily independence of students in Islamic boarding schools.
- The Kyai focuses his daily activities at the pesantren only on teaching the santri, and doing the wirid with the santri. So that the Kyai's relationship with God and his social relationship with humans goes well. With these two good relationships with God and humans, the Kyai can form the independence of the students at Al-Falah Islamic Boarding School.

Thus his leadership style, K. Azam Choiruman Najib formed the students at the Al-Falah Islamic Boarding School, so that they become independent students, not only independent in religion, but also independent in their daily activities at the Islamic Boarding School. This was implemented by K. Azam Choiruman Najib at the Al-Falah Islamic Boarding School, by:

- Forming pesantren management, which functions to regulate pesantren activities and solve any problems that arise in pesantren independently.
- Establish a cooking picket schedule for students. So that the food needs of the students are met by preparing food for the students every day alternately and independently.

- Creating Islamic Boarding School Cooperatives. So that the needs of Santri start from learning equipment, snacks, bathing, and others. Independently it has been fulfilled within the scope of the pesantren.

while the supporting and inhibiting factors of the kyai's leadership style in forming the independence of the students at the Al-Falah Islamic boarding school, Bahrul Ulum, Tambakberas, Jombang.

In the process of forming the independence of students there are various factors that influence the independence of students, both supporting factors and inhibiting factors. After the researchers conducted interviews with Kyai, Asatidz, and the Board of Trustees of the Al-Falah Islamic Boarding School, the researchers concluded that the factors that support the formation of the independence of the students at the Al-Falah Islamic Boarding School include;

First, the management of the Al-Falah Islamic Boarding School students was formed to carry out the daily activities of the students and to conform with the vision and mission of the Islamic boarding school. This allows the santri to have a clear understanding of the goals of education in the pesantren and how they can contribute through stewardship.

Second, the construction of supporting facilities for the independence of students in the form of; kitchens, cooperatives, and others. Facilities - Infrastructure is something that is very vital and very important to support the smoothness or ease of the learning process related to education which requires facilities and infrastructure as well as in terms of intensity and creativity in its use by both teachers and students.

The construction of this facility to support the independence of the students reflects the pesantren's commitment to producing young people who not only have strong religious knowledge, but also have comprehensive skills and intelligence. This facility is a means for students to develop holistically, fostering a spirit of courage and innovation, as well as developing a strong and broad-minded character.

Third, there is control over the pocket finances of the students by the financial administrators, so that future students are trained to be financially independent. With this control, students are taught to make spending plans and prioritize their needs. They learn to manage their finances wisely, such as separating funds for daily needs, education, health and extracurricular activities. Santri are also given the opportunity to set aside part of their pocket money as savings.

The financial administrator acts as a mentor in terms of financial management. They provide advice and lessons to students on how to manage money well, create a budget, and avoid unnecessary expenses. Apart from that, financial administrators also provide knowledge about investments or ways to increase income in the future.

Controlling students' pocket finances provides long-term benefits for students. They learn to be tough and take responsibility for their own finances. By going through this process, the santri become more aware of the value of money and the importance of wise management. They also learn self-control in terms of consumption, avoid unnecessary debt, and become more careful in making financial decisions.

When the santri leave the pesantren and enter an independent life, they are already equipped with strong skills and understanding in managing their personal finances. They are able to make sound financial decisions, build savings, and maybe even invest in their future. Thus, controlling the students' pocket finances by the financial administrators has helped realize the aim of the pesantren in creating students who are independent and financially responsible.

As for the factors that hinder the formation of self-sufficiency of students at Al-Falah Islamic Boarding School, among others;

First, the emergence of rules from administrators that limit students from acting within the Al-Falah Islamic Boarding School. Islamic boarding schools also play a role in shaping the character and discipline of students. To achieve this goal, administrators may issue rules that limit the actions of students in matters such as using gadgets, off-schedule activities, or using polite language. This aims to teach discipline, responsibility, and self-awareness to students.

Second, the students' lack of self-awareness, resulting in excessive dependence on the pesantren system itself. Santri are often too fixated on a predetermined daily routine, so they lose the ability to make decisions and act independently. They rely on guidance from caregivers and caretakers without reflecting or developing their own ideas.

Third, the lack of self-confidence so that learning is left behind in the field of developing independence, can also affect the self-confidence of these students at the Al-Falah Islamic boarding school. If they feel that they do not have sufficient knowledge or skills to perform tasks or fulfill assigned

tasks, they may feel inferior and unsure in their ability to be independent.

Fourth, the less optimal performance of the administrators of the al-falah Islamic boarding school who do not understand the concept and benefits of independence can be an inhibiting factor. If they do not fully understand the importance of empowering students to be independent in various aspects of life, they may not give adequate attention or design the right programs to achieve these goals.

Fifth, Santri who are often spoiled by their parents is a fairly common phenomenon. This can occur due to several factors, such as parents' concerns about the safety and welfare of their children, lack of understanding about the process of establishing independence in Islamic boarding schools, or also the tendency of parents to provide excessive protection. on their children.

CONCLUSION

Based on research on "Kiai's leadership style in forming the independence of students at the Al-Falah Islamic Boarding School Bahrul Ulum Tambakberas Jombang" the researchers draw the following conclusions;

- The leadership style used by K. Azam Choiruman Najib at the Al-Falah Bahrul Ulum Islamic Boarding School is a guided Democratic leadership style, namely a leadership style that considers subordinates as the noblest creatures in the world, always trying to synchronize organizational interests and goals in personal interests and goals from his subordinates, and is happy to receive suggestions and opinions from his subordinates based on moral/ethical values by following the leadership style of the previous Bahrul ulum masses.
- Factors that support the formation of student independence at Al-Falah Islamic Boarding School include: 1) The management of Al-Falah Islamic Boarding School students is formed 2) The facilities to support student independence are built in the form of; kitchen, co-op, and other facilities 3) There is control of the students' pocket finances by the financial administrator. While the factors that hinder the formation of the independence of students at Al-Falah Islamic Boarding School include: 1) Less optimal performance of the management, 2) Santri who are often spoiled by their parents, 3) Lack of self-awareness of students, 4) emergence of rules from administrators who limit students 5) lack of self-confidence.

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