



# Islamic Scholar Leadership in the Modernization of Pesantren Management

lin Zainab<sup>1✉</sup>, Suhermanto<sup>2</sup>

<sup>1,2</sup> Universitas Nurul Jadid, East Java, Indonesia

## Article History:

Received: March 2023

Revised: April 2023

Accepted: May 2023

Published: June 2023

## Keywords:

Islamic Boarding School,  
Leadership, Modernization

## ✉ Correspondence

[zainabiin11@gmail.com](mailto:zainabiin11@gmail.com)

## Abstract:

This paper aims to analyze and examine the role of the *kiai* as the head of an Islamic boarding school (*pesantren*) in modernizing its management practices to ensure the achievement of the institution's vision and mission. The study uses a qualitative research methodology with a case study approach, collecting data through observation, interviews, and documentation, and analyzing it through data reduction, data display, and verification. The research focuses on understanding the *kiai's* leadership patterns in the context of modernization, revealing that this leadership is characterized by exemplary behavior (*Uswah Hasanah*), concern for subordinates, and a strong emphasis on service-oriented training. The findings contribute to the discourse on how *pesantren* can adapt traditional educational models to modern management practices while preserving their cultural and religious values.

## INTRODUCTION

Nurul Jadid Islamic Boarding School is a large Islamic boarding school in the Paiton area, Probolinggo. Of course, it is not easy to unite large Islamic boarding schools to become one unit in providing policies. Given that Nurul Jadid Islamic Boarding School is divided into several regions and several formal institutions. to unite management principles between various regions and formal educational institutions into one management principle (Fikri et al., 2021; Ismail et al., 2022; Rahtikawatie et al., 2021). Where the previous management had its own management characteristics in each region and educational institution in one boarding school (Karim et al., 2022; Mahfudhoh et al., 2023). However, since the leadership of the head of the Islamic boarding school was taken over by the head of the Islamic boarding school while still coordinating with the caretaker, currently Nurul Jadid Islamic Boarding School has the same management characteristics even though it consists of various regions and formal educational institutions. This cannot be separated from the leadership pattern of a leader. A current Islamic Boarding School Leader or better known as *Kiai* (Halid, 2024; Hidayah & Baharun, 2023; Junaris et al., 2022; Muali et al., 2021), in responding to global challenges is also required to have a clear and directed vision for the

## How to Cite:

Zainab, I. & Suhermanto, S. (2023). Islamic Scholar Leadership in the Modernization of Pesantren Management. *AFKARINA: Jurnal Pendidikan Agama Islam*, 8(1), 1-11.

Copyright © 2024 The Author



development of the Educational Institution he leads (Umam, 2020).

Islamic Boarding Schools are also part of institutions that participate in advancing the quality of education in Indonesia (Aisyah et al., 2022; Bashori et al., 2022; Kurniawan et al., 2022). This cannot be separated from the role of the kiai as a leader. A person's leadership style will be identical to the type of leadership of the person concerned (Mujahid, 2021; Nursetialloh, 2023). The ability of a leader to influence his subordinates can be done by increasing the knowledge of his subordinates (Faizin, 2024; Zahraini & Zainudin, 2021). The spirit and ideals of the founders and pioneers of Islamic boarding schools seem eternal and never waver, this is not because of external factors that sometimes even conflict with the principles of Islamic educational institutions but rather a system that has been embedded and goes hand in hand with the leadership style of the next generation of Islamic boarding schools (Arifin & Zaini, 2024; Hadi, 2022; Wajdi et al., 2022). However, this did not shake the next generation of the Nurul Jadid Islamic Boarding School. With several new policies, the Nurul Jadid Islamic Boarding School is more resilient. The new management changes of the Islamic boarding school were carried out to unify the leadership policies and ideals of the founders while still adhering to the principles of the trilogy and five awareness of the students. This was done by the head of the Islamic boarding school as the leader of the organization in the Islamic boarding school.

The behavioral approach is an approach based on the idea that the success or failure of a leader is determined by the attitude and leadership style carried out by the leader (Budiharso & Suharto, 2022; Mustakim et al., 2021; Zainal et al., 2022). Leadership will be achieved by using the right leadership style according to the level of readiness or maturity of the followers or subordinates (Faiz et al., 2023; Lauren, 2023; Zulkarnain, 2023). Because the feelings, emotions, and sentiments of subordinates are greatly influenced by employee variables such as various group relationships, leadership styles, and management support.

Leadership plays an important role in an organization, because the leader is the one who will drive the organization. According to Irham Fahmi, leadership is a science that comprehensively studies how to direct, influence, and supervise others to carry out tasks according to planned orders. Meanwhile, according to (Khoiri & Aryati, 2021; Rohman & Muhtamiroh, 2022; Siddiq, 2023), leadership is a process of motivating others to work in order to achieve predetermined goals.

Many researchers have studied leadership styles, one of which is according to (Jaenullah et al., 2022; Rahman, 2022) the position of Islamic boarding schools can be very strong and influential for society because of the kiai as a leader. (Aisyah et al., 2022; Islamiah & Maulidiah, 2024; Kurniawan et al., 2022) stated that the results of his research showed that kiai is a charismatic, democratic leader and in certain circumstances can become an authoritarian person. This can be influenced by factors of genealogy, personality, education, environment, geography and so on. The results of the study (Rahtikawatie et al., 2021; Zuhdi et al., 2024; Zulkarnain, 2023) showed that participatory leadership style is a fundamental principle of Islamic boarding school leaders in implementing the Islamic boarding school education system. The effectiveness of the implementation of a participatory leadership style refers to several aspects, namely: the decision-making process, the process of handling organizational conflicts, and communication strategies in forming a positive Islamic boarding school culture.

Drawing from the insights of previous researchers, the author has developed a keen interest in investigating the leadership dynamics at Nurul Jadid Islamic Boarding School, particularly under the guidance of its head, the kiai, who has spearheaded a series of significant policy reforms. These changes represent a broader effort to modernize the management structure of the institution while maintaining its traditional values. Therefore, this article aims to delve deeply into how the kiai's leadership pattern has played a crucial role in driving these modernizing efforts, exploring the strategies and approaches employed to align the pesantren's management with contemporary educational and administrative standards, while still preserving its core religious and cultural identity.

## RESEARCH METHOD

This study uses a qualitative method with a case study approach (Ezer & Aksüt, 2021). This approach was chosen to allow researchers to gain an in-depth understanding of the leadership patterns of kiai in the modernization of pesantren management. Case studies allow for in-depth exploration of specific and contextual phenomena in a particular case unit, in this case pesantren, so that it can capture the complexity of the dynamics that occur in the field.

Data were collected through three main techniques, namely observation, interviews, and documentation. Observations were carried out in a participatory manner, where researchers participated in the activities observed to gain a more comprehensive perspective. Interviews were conducted with interview guides that had been prepared to ensure that the data obtained was relevant to the research objectives. Informants in this study included the head of the pesantren, deputy head, and several senior teachers. Documentation was used as an additional source to strengthen and complement the data obtained through observation and interviews.

Data analysis was carried out through the stages of data reduction, data display, and data verification (Köhler, 2024). After the data was collected, the first stage was to check and group the data to facilitate further checking. Furthermore, the researcher coded the data to facilitate identification and analysis. Data verification is carried out continuously to ensure the validity of the findings produced, so that the interpretations obtained can be academically justified.

## FINDINGS AND DISCUSSION

Uniting various managements that have become traditions is not easy, but it must have a strong spirit and consistent principles for a change. We have currently felt some changes in the management of Islamic boarding schools, starting from changes in activities, structural changes, changes in education patterns, guidance patterns, payment patterns with virtual accounts and other changes. All of these changes are solely to make the activities of students more effective systematically and more intensely (Junaris et al., 2022; Muali et al., 2021). From the many platforms that have been realized in this change in Islamic boarding school management, we can see and feel together that the changes that previously all activities were not well conditioned or controlled and slowed down the effectiveness of student activities, are now no longer felt. What is currently felt is that it is easier to control, monitor student development activities, and so on. All of this can be felt from the cooperation of all of us, starting from

the Head of the Islamic boarding school, administrators, foster parents and all students. One of those who helps this management change is the administrator.

The administrator is a bridge, as a container that connects from the caregiver to the students. To become a manager, one must have a standard of ability and skill in educating, protecting and guiding students in their development. The changes can be made by the leader of the Islamic boarding school with several leadership patterns. A leader is someone who has one or more advantages as talents that he has brought since birth (tendencies) that are needed in certain situations, so that he can have the power or authority to guide his followers. He also receives recognition and participation from his subordinates and is able to move his subordinates to achieve certain goals. The word leader then adds to-in to leadership which means the problem of leading. Leadership is (Hidayah & Baharun, 2023; Karim et al., 2022) an action taken by an individual or group in organizing and providing direction to other individuals to join together to achieve previously agreed goals.

### **The Nature of Exemplary (*Uswah Hasanah*)**

Based on the results of research at the Nurul Jadid Islamic Boarding School, it was found that leadership behavior in the dimension of relationship orientation is carried out in the form of exemplary behavior. With this in management science, it is in line with the transformational leadership style, where transformational leaders set a strong example for their followers. It was proven by Faizin as the secretary of the Islamic boarding school that "he (KH. Hamid Wahid) is always on time and never delays tasks, both from the smallest to the largest. So that subordinates should feel ashamed if they cannot spare time for the Islamic boarding school compared to him who is very busy". From the explanation of the secretary of the Islamic boarding school, it can be understood that the head of the Islamic boarding school provides good examples to his subordinates. A leader must be able to have a good character or attitude so that he becomes a role model for his subordinates. Because every action of a leader will be an assessment for his community, including in the realm of socialization with his subordinates. As conveyed by H. Faizin Syamwil, M.Pd as follows:

"KH. Abdul Hamid as the Head of the Islamic Boarding School who is the leader in driving this Islamic boarding school organization, has an integrated charismatic, conceptual, innovative, and democratic leadership style, even the most prominent is the exemplary nature to be imitated, from the way he speaks, his presence and friendliness to every administrator under the auspices of the Nurul Jadid Islamic Boarding School. "With the explanation delivered by the secretary of the Islamic boarding school, namely Faizin, it is in accordance with the observations made by the researcher that the Head of the Nurul Jadid Islamic Boarding School in his relationship with the administrators, he respects each other, appreciates each other, provides a sense of tolerance and avoids negative communication as little as possible. The Head of the Nurul Jadid Islamic Boarding School is also a very familiar person, he does not bind the administrators too much in terms of giving task instructions.

There are four aspects that characterize transformational leaders, one of which is Idealized influence. Transformational leaders are agents of change and act as catalysts, namely those who play a role in changing the system for the better. Inviting employees to realize shared ideals so that employee life and work

become meaningful. Working is not just for money, but a means to find the meaning of life. Leaders provide opportunities for employees to find wisdom and find themselves to do something better (Budiharso & Suharto, 2022; Zainal et al., 2022; Zulkarnain, 2023). Motivating followers to be able to achieve extraordinary work results. Leaders inspire followers to be able to achieve high careers in the future. In Islamic figures, we can see how the leadership of the Prophet Muhammad SAW is filled with exemplary behavior (Faizin, 2024). He not only knows what problems are being faced, but the Prophet also understands how the problems are solved. This means that in the leadership process carried out, the Messenger is not only present in the realm of rhetorical words in facing a problem but also the Messenger in the level of charity and action to solve the problems experienced by Muslims at that time. For example, in the Khandaq war, how the Messenger took part in the process of making a ditch.

The power of a leader's example will be able to move all elements of the organization to work together in achieving the goals and visions that have been set. Example will "warm" the relationship between the leader and members without reducing the respect of the members for the leader. Even example will increase respect for the leader who is able to provide an example. As also explained in the Qur'an about the nobility of the Prophet's Morals, as follows:

لَقَدْ جَاءَكُمْ رَسُولٌ مِّنْ أَنْفُسِكُمْ عَزِيزٌ عَلَيْهِ مَا عَنِتُّمْ حَرِيصٌ عَلَيْكُمْ بِالْمُؤْمِنِينَ رَءُوفٌ رَّحِيمٌ (التوبة: ١٢٨)

Meaning: Indeed there has come to you a messenger from among your own people, your suffering is heavy for him, eager for (security and safety) for you, compassionate and merciful to the believers (QS. At-Taubah: 128).

Transformational leadership is one of the leadership styles used by the Prophet Muhammad SAW, if referring to the definition above, it can be linked to how he was able to develop the commitment of his followers from the past, namely the companions until now, and very clearly the Prophet SAW managed to share the values and visions revealed to him, namely the religion of Islam. In the Qur'an, the criteria for a good leader have been explained, Allah SWT says:

وَجَعَلْنَاهُمْ أَئِمَّةً يَهْتَدُونَ بِأَمْرِنَا وَأَوْحَيْنَا إِلَيْهِمْ فِعْلَ الْخَيْرَاتِ وَإِقَامَ الصَّلَاةِ وَإِيتَاءَ الزَّكَاةِ وَكَانُوا الْنَّا عِبْدِينَ (الانبياء: ١٧٣)

It means: "We have made them leaders who guide us with Our commands and We have revealed to them, they do charity, they pray, they pay zakat, and only to us do they always worship" (QS. Al-Anbiya':173)

This verse speaks at the ideal level about the figure of a leader who will have a positive impact on the lives of the people as a whole, as is the case with the Prophets, the chosen people of Allah. Because correlatively, the verses before and after this verse in the context describe the Prophets who provide exemplary examples in guiding the people to the path that prospers the people physically and mentally. It is not an exaggeration to say that this verse is the principle foundation in finding an ideal leader figure who will provide goodness and blessings for the nation wherever and whenever.

## Attention to Subordinates

Based on the results of research at the Nurul Jadid Islamic Boarding School, it was found that leadership behavior in the dimension of relationship orientation is carried out in the form of attention to subordinates. This is in line with the moralist leadership style, where they are warm and polite to everyone. They have high empathy for the problems of their subordinates, are also patient, generous, all forms of virtue are in this leader. Moralistic leadership is leadership that values its subordinates the most. The advantages of this leadership are generally very warm and polite to everyone. They have high empathy for the problems of their subordinates, are also patient, generous, all forms of virtue are in this leadership. The advantages of this leadership style are that they are generally warm and polite to everyone (Mujahid, 2021; Mustakim et al., 2021; Zulkarnain, 2023). Attention to subordinates is an effort made by leaders in order to improve the performance of subordinates. A leader is a person who is responsible for building good relationships with each of their teams. Harmonious personal relationships will build strength from a sense of trust in one another. Friendly and familiar leaders, this needs to be one of the things that needs attention. Because in everyday life with all educators and education personnel, a friendly and familiar attitude is needed which will have an impact on increasing professionalism.

Considering that motivation is a change in energy within a person (personal) which is marked by the emergence of feelings and reactions to achieve goals. This is as conveyed by Drs. H. Luthfi Rahman as the Head of the Islamic Boarding School Court, as follows: "The habit of motivation that is always given by the head of the Islamic boarding school is "The biggest failure is when you don't dare to try". Failure is delayed success, this sentence often appears to raise someone's spirit in trying and is expected to rise from failure and achieve success. We should never feel like we don't dare to try, maybe what we are afraid of is the best way, do whatever you haven't done, the important thing is never to be afraid to try. He said, "this effort to provide motivation is carried out so that the administrators of the Nurul Jadid Islamic boarding school can have good habits in their duties and responsibilities. This motivation is given personally or in general which is delivered during routine meetings.

This motivation is carried out in order to continuously improve the performance of educators and education personnel at the Nurul Jadid Islamic Boarding School. As conveyed by Mustehuddin Jauhari, S.Sos as the Head of General Affairs of the Nurul Jadid Islamic Boarding School, as follows: "Kiai Hamid always gives us constructive input. So that in carrying out our duties and responsibilities we can enjoy our work. The point is that the head of the Islamic boarding school only hopes to be a positive target". In the Islamic boarding school environment, there are many aspects that influence a person's behavior, including motivation. The motivation possessed by the teacher will make the teacher enthusiastic in working so that the teacher will always try to carry out his duties and obligations. Motivation itself can be interpreted as a state within a person so that the person is motivated to do an activity or activity.

The research conducted at Nurul Jadid Islamic Boarding School revealed that leadership behavior, particularly in the dimension of relationship orientation, is expressed through a strong focus on attention to subordinates. This approach aligns with a leadership style that emphasizes warmth, politeness, and empathy

towards others. Leaders in this context exhibit a deep understanding and patience with their subordinates, fostering an environment of generosity and virtue. Such leadership is characterized by a high level of personal engagement, where the leader is not only responsible for guiding the team but also for building harmonious relationships based on mutual trust. The importance of maintaining friendly and familiar interactions is highlighted as a critical factor in enhancing the professionalism of educators and staff.

The study found that motivation plays a pivotal role in this leadership approach. The head of the boarding school frequently uses motivational strategies to inspire both individuals and the broader community, encouraging them to overcome fear of failure and persist in their efforts (Fikri et al., 2021; Ismail et al., 2022; Khotimah et al., 2024). These motivational efforts are aimed at instilling positive habits and improving overall performance. Regular motivational input is provided both personally and in group settings, ensuring that the staff remains engaged and driven in their duties. This emphasis on motivation not only strengthens the work ethic but also contributes to a positive and productive atmosphere within the school environment. Ultimately, the combination of empathetic leadership and continuous motivation leads to a more cohesive and effective organizational culture, where educators and staff are motivated to perform at their best.

### Inservice Training

Based on the results of research at the Nurul Jadid Islamic Boarding School, it was found that leadership behavior in the dimension of relationship orientation was carried out in the form of inservice training. Inservice Training is an integral part of the education system because teachers always need to update their educational and professional knowledge for more effective teaching delivery (Varkey et al., 2022). Inservice training is carried out in the form of an MGMP forum (subject teacher deliberation) to improve the quality of subject teachers. In the MGMP activity, each teacher is grouped according to the subject they teach and their class level to discuss the syllabus and RPP. Learning tools are an important element in the learning process. One of the learning tools is the RPP. RPP is a Learning Implementation Plan. RPP contains things that will be done by the teacher in providing lesson material to students. According to Saili as the head of the Madrasah, the existence of this forum is to "motivate subject teachers". By motivating teachers to join and be active in every MGMP activity, so that the quality and professionalism of teachers can be improved.

Training and certification can help improve teacher competence and compensation so that they can overcome educational problems, namely. The training carried out at the Nurul Jadid Islamic Boarding School is a program to improve the ability to carry out work individually, in groups and/or based on job levels in the organization. The training is intended to improve the mastery of various skills and techniques for carrying out specific, detailed and routine work, such as training to prepare employees to do current jobs. Regarding employee performance, the process of improving employee performance is a very important process. And said to support the achievement of employee performance, the role of motivation is very important as a strength that exists within the individual.

The training carried out at the Nurul Jadid Islamic Boarding School is by developing human resource productivity. Because human resources are the most

valuable assets of an organization, because with all the potential they have, human resources can continue to be trained and developed, so that they can be more effective, their achievements become more optimal to achieve organizational goals (Aisyah et al., 2022; Nursetialloh, 2023; Sanjani, 2024). In the competition of Islamic educational institutions in the era of globalization, having reliable human resources whose abilities must be possessed by every individual in an organization, so that an educational institution will be of quality. To make education of quality, human resources must also be of quality. Education is one of the main targets of the government in order to improve people's welfare. The existence of education can improve the knowledge of individuals in a country.

The research conducted at Nurul Jadid Islamic Boarding School highlighted that leadership behavior in the dimension of relationship orientation is significantly reflected through the implementation of inservice training. This training is crucial as it ensures that educators continuously update their knowledge and professional skills, thereby enhancing the effectiveness of their teaching. At Nurul Jadid, inservice training is structured through forums like the MGMP (subject teacher deliberation), where teachers collaborate based on their subjects and grade levels to refine curricula and lesson plans. This collaborative environment fosters the development of essential educational tools, such as detailed lesson plans, which are critical for delivering high-quality instruction. The focus on training and certification at the boarding school serves not only to enhance the technical competencies of educators but also to motivate them to actively participate in professional development activities, thus improving their overall performance.

The inservice training program at Nurul Jadid is strategically designed to boost the productivity of human resources, recognizing that the strength of an educational institution lies in the capabilities of its staff. By continuously training and developing these resources, the institution aims to optimize their contributions towards achieving organizational goals. In the context of increasing competition among Islamic educational institutions in the era of globalization, possessing highly skilled and reliable human resources is imperative for maintaining quality education. The study underscores the importance of ongoing professional development in fostering a competitive and effective educational environment, ultimately contributing to the broader goal of societal welfare through improved education.

## CONCLUSION

The results of this paper can be concluded that the head of the Nurul Jadid Islamic Boarding School made several new changes (modernization of Islamic boarding school management) with several leadership patterns, the first of which is by becoming a good example, attention to subordinates, and inservice training. With these three patterns, the head of the Islamic boarding school can bring his subordinates, direct, and guide so that changes in policy at the Nurul Jadid Islamic Boarding School do not feel heavy and can be agreed upon together.

## ACKNOWLEDGMENT

With this article, the author hopes that this article can be useful for readers, especially expert leaders at Islamic boarding schools. And there will be further research related to kiai leadership in modernizing Islamic boarding school

management in a more comprehensive manner. So that it can provide more knowledge to readers.

## REFERENCES

- Aisyah, S., Ilmi, M. U., Rosyid, M. A., Wulandari, E., & Akhmad, F. (2022). Kiai Leadership Concept in The Scope of Pesantren Organizational Culture. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 40-59. <https://doi.org/10.31538/tijie.v3i1.106>
- Arifin, S., & Zaini, A. W. (2024). Manajemen Pengembangan Kurikulum Berbasis Ahlussunnah Wal Jama'ah dalam Best Practice Pendidikan Islam. *Educazione: Journal of Education and Learning*, 2(1), 28-44.
- Bashori, B., Yusup, M., & Khan, R. (2022). From Vision to Reality: A Holistic Examination of Transformational Leadership As A Catalyst for Cultivating Organizational Culture In Pesantren. *Development: Studies In Educational Management and Leadership*, 1(2), 133-152. <https://doi.org/10.47766/development.v1i1.486>
- Budiharso, T., & Suharto, T. (2022). A New Paradigm of Pesantren Management in The Perspective of Social Change in The Globalization Era. *Eurasian Journal of Educational Research*, 100(100), 90-103.
- Ezer, F., & Aksüt, S. (2021). Opinions of Graduate Students of Social Studies Education About Qualitative Research Method. *International Education Studies*, 14(3), 15-32. <https://doi.org/10.5539/ies.v14n3p15>
- Faiz, H., Al-Amin, M. F., Mundiri, A., & Fahmi, A. (2023). Transforming Organizational Quality Through Effective Administrative Training. *Communautaire: Journal of Community Service*, 2(2), 157-167. <https://doi.org/10.61987/communautaire.v2i2.352>
- Faizin, M. A. (2024). Islamic Boarding Education Management Reform: Transformation Strategies to Improve Competitiveness And Relevance. *AL-ISHLAH: Jurnal Pendidikan*, 16(2), 2497-2506. <https://doi.org/10.35445/alishlah.v16i2.4462>
- Fikri, M. A. A., Pramono, T., Nugroho, Y. A., Novitasari, D., & Asbari, M. (2021). Leadership Model in Pesantren: Managing Knowledge Sharing Through Psychological Climate. *International Journal of Social and Management Studies*, 2(3), 149-160.
- Hadi, M. (2022). Formalization of Education Management: A Challenge to Indonesia's Traditional Pesantren System. *Eurasian Journal of Educational Research*, 101(101), 1-16.
- Halid, A. (2024). Leadership of Pesantren in The Management of Human Resources Production. *Ma'had: Journal of Pesantren and Diniyah Studies*, 1(1), 1-14.
- Hidayah, H., & Baharun, H. (2023). Inspiring Leadership dalam Membangun Organizational Citizenship Behavior (OCB) di Pondok Pesantren. *Aafiyah: Jurnal Multidisiplin Ilmu*, 1(01), 38-53.
- Islamiah, R., & Maulidiah, L. (2024). Building Strong Foundations, Educational Management's Contribution to Character Education and Graduate Quality Enhancement. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 3(3), 244-257. <https://doi.org/10.18860/rosikhun.v3i3.26503>

- Ismail, I., Sukoco, S., Mesiono, M., & Herianto, H. (2022). Comparative Analysis of The Application of Leadership Style in Pondok Pesantren, Madrasah, and Schools. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(03), 581-596. <https://doi.org/10.30868/ei.v11i03.2383>
- Jaenullah, J., Utama, F., & Setiawan, D. (2022). Resilience Model of The Traditional Islamic Boarding School Education System In Shaping The Morals of Student in The Midst of Modernizing Education. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(4), 931-942. <https://doi.org/10.33394/jk.v8i4.6013>
- Junaris, I., Baharun, H., Andriesgo, J., & Zamroni, Z. (2022). Kyai's Prophetic Leadership in Effectiveness of Learning in Pesantren. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 7(1), 133-144. <https://doi.org/10.24042/tadris.v7i1.11751>
- 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*, 1-29. <https://doi.org/10.1080/13603124.2022.2076285>
- Khoiri, Q., & Aryati, A. (2021). The Problems of Pesantren Education In Improving Human Academic Quality in The Global-Multicultural Era. *Didaktika Religia*, 9(1), 165-186. <https://doi.org/10.30762/didaktika.v9i1.3274>
- Khotimah, H., Manshur, U., Zaini, A. W., & Suhermanto, S. (2024). Increasing The Competence Of Islamic Religious Education Teachers from A Madrasah-Based Management Perspective. *Managere: Indonesian Journal of Educational Management*, 6(1), 13-26.
- Köhler, T. (2024). Multilevel Qualitative Research: Insights from Practice. *European Management Journal*, March 2023. <https://doi.org/10.1016/j.emj.2024.03.011>
- Kurniawan, I., Muslihah, E., Syarifudin, E., & Supardi, S. (2022). Kyai's Leadership Model in Islamic Educational Institutions Pondok Pesantren: A Literature Study. *IJGIE (International Journal of Graduate of Islamic Education)*, 3(2), 302-314. <https://doi.org/10.37567/ijgie.v3i2.1311>
- Lauren, J. L. (2023). Internal Communication and Employee Engagement Strategies in Finnish Public Relations. *American Journal of Public Relations*, 2(1), 38-50. <https://doi.org/10.47941/jpr.1695>
- Mahfudhoh, R. I., Abu Bakar, M. Y., & Fuad, A. Z. (2023). Modern Pesantren Leadership Based on Internalisation of Pancasila: Interpretation of KH. Imam Zarkasyi's Thought. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(1), 108-124. <https://doi.org/10.31538/ndh.v8i1.3304>
- Muali, C., Rofiki, M., Baharun, H., Zamroni, Z., & Sholeh, L. (2021). The Role Of Sufistic-Based Kiai Leadership in Developing The Character of Santri In The Pesantren. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 1705-1714. <https://doi.org/10.35445/alishlah.v13i3.1012>
- Mujahid, I. (2021). Islamic Orthodoxy-Based Character Education: Creating Moderate Muslim in A Modern Pesantren in Indonesia. *Indonesian Journal of Islam and Muslim Societies*, 11(2), 185-212. <https://doi.org/10.18326/ijims.v11i2.185-212>
- Mustakim, M., Salim, A., Rouzi, K. S., Rusiyono, R., & Nurmaida, D. K. (2021). The Syuro-Participative Leadership in Al-Qur'an-Based Pesantren in The Disruption Era. *Ta'dib*, 24(2), 15. <https://doi.org/10.31958/jt.v24i2.3069>

- Nursetialloh, E. (2023). Kiai's Situational and Transformative Leadership: Maintaining The Quality of Pesantren Graduates in The Disruption Era. *Edukasia Islamika: Jurnal Pendidikan Islam*, 8(2), 252-270. <https://doi.org/10.28918/jei.v8i2.2276>
- Rahman, A. (2022). Kiai's Leadership Role in Developing The Character of Students. *Journal of Social Science and Economics*, 1(2), 195-217.
- Rahtikawatie, Y., Chalim, S., & Ratnasih, T. (2021). Investigating The Role of Religious Leadership at Indonesia's Islamic Boarding Schools in The Sustainability of School Management. *Eurasian Journal of Educational Research*, 9(6), 51-65. <https://doi.org/10.14689/ejer.2021.96.4>
- Rohman, A., & Muhtamiroh, S. (2022). Integrating Schools and Pesantren Model to Enhance The Quality of Indonesian Madrasa in The Globalization Era. *Al-Ulum*, 22(2), 507-526.
- Sanjani, M. A. F. (2024). The Impact of School Principals on Graduate Quality Through Character Education Initiatives. *Journal of Educational Management Research*, 3(1), 30-46. <https://doi.org/10.61987/jemr.v3i1.347>
- Siddiq, A. (2023). Reforms on Islamic Education in Indonesia (A Case of Pesantren, Madrasah, And Islamic University). *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor*, 1, 67-78.
- Varkey, T. C., Varkey, J. A., Ding, J. B., Varkey, P. K., Zeitler, C., Nguyen, A. M., Merhavy, Z. I., & Thomas, C. R. (2022). Asynchronous Learning: A General Review of Best Practices for The 21st Century. *Journal of Research in Innovative Teaching & Learning*, 16(1), 4-16. <https://doi.org/10.1108/JRIT-06-2022-0036>
- Wajdi, F., Sanusi, A., Mulyasana, D., Sauri, S., Khori, A., & Saepuloh, S. (2022). The Pattern of Leadership of Kiai in Managing Learning Pesantren. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 15-30. <https://doi.org/10.31538/ndh.v7i1.1832>
- Zahraini, Z., & Zainudin, Z. (2021). Modernization of Islamic Education: Study on The Alteration of Education Managerial at Nurul Hakim Islamic Boarding School West Lombok West Nusa Tenggara. *International Journal of Multicultural And Multireligious Understanding*, 8(3), 477-483.
- Zainal, S., Prasetyo, M. A. M., Yaacob, C. M. A., & Jamali, Y. (2022). Adopting Pesantren-Based Junior High School Programs the Pesantren Change Its Educational System Without Conflict. *Jurnal Ilmiah Islam Futura (JIIF)*, 22(2), 260-276. <https://doi.org/10.22373/jiif.v22i2.13525>
- Zuhdi, Z., Faridy, F., Hefny, H., & Fahmi, M. A. (2024). Enhancing Learning Quality Through Management Support in Crafting Self-Assessment Questions at School. *Communautaire: Journal of Community Service*, 3(1), 1-12.
- Zulkarnain, I. (2023). The Role of Pesantren Leaders in The Digital Age. *Journal of Multi-Disciplines Science (ICECOMB)*, 1(1), 16-27. <https://doi.org/10.59921/icecomb.v1i1.13>