

The Managerial Roles of Leaders Pesantren-Based Rehabilitation Institutions in Overcoming Juvenile Delinquency

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Abstract:

This study aims to explore the managerial role of leaders of pesantren-based rehabilitation institutions in tackling juvenile delinquency in Pondok Bukit Mahabbah Darul Adni Majalengka and its impact on students' character and mental development. This research was conducted through in-depth interviews, participatory observation, and document analysis using qualitative case study methods. A thematic analysis approach was applied to identify key themes from the data collected over the six-month research period. The results of this study show that institutional leaders have successfully carried out managerial roles in tackling juvenile delinquency originating from various regions in Indonesia, which is reflected in the fact that is reflected in the interpersonal role of the institution's leader, the informational role, and the decisional role performed by its leader in its institutional management. This research can provide implications for pesantren education organizers about the importance of handling students with social cases through the managerial role carried out by a pesantren leader. This research also shows how vital the role of pesantren institutions is in overcoming juvenile delinquency through pesantren activities.

Keywords: *Leaders, Islamic Boarding School-based Rehabilitation, Juvenile Delinquency*

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi peran manajerial pemimpin lembaga rehabilitasi berbasis pesantren dalam menanggulangi kenakalan remaja di Pondok Bukit Mahabbah Darul Adni Majalengka, dan dampaknya terhadap perkembangan karakter dan mental santri. Penelitian ini dilakukan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen dengan menggunakan metode studi kasus kualitatif. Pendekatan analisis tematik diterapkan untuk mengidentifikasi tema-tema utama dari data yang dikumpulkan selama enam bulan penelitian. Hasil dari penelitian ini menunjukkan bahwa para pemimpin lembaga telah berhasil menjalankan peran manajerial dalam menanggulangi kenakalan remaja yang berasal dari berbagai daerah di Indonesia, yang tercermin. Hal ini tercermin dari peran interpersonal pemimpin lembaga, peran informasional dan peran keputusan yang dilakukan oleh pemimpin lembaga dalam menjalankan manajemen lembaganya. Penelitian ini dapat memberikan implikasi kepada penyelenggara pendidikan pesantren tentang pentingnya penanganan

santri dengan kasus sosial melalui peran manajerial yang dilakukan oleh seorang pemimpin pesantren. Dan penelitian ini juga menunjukkan betapa pentingnya peran lembaga pesantren dalam mengatasi kenakalan remaja melalui kegiatan-kegiatan pesantren.

Kata Kunci: *Pemimpin, Rehabilitasi berbasis Pesantren, Kenakalan Remaja*

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INTRODUCTION

Pondok Pesantren, an Indogenous Islamic Education Institution owned by the Indonesian nation (Solechah et al., 2022). Its existence has proven to be a barometer of morality defence and able to make changes in society in its environment (Azhari, 2019; Norman et al., 2024) because pesantren play an essential role in shaping the character and independence of their students (Fathurohman et al., 2023). Pesantren is an educational institution that can understand society's changes and social challenges in local, national, and global contexts (Ma'arif, 2018). In the social context, tackling juvenile delinquency is very important in preparing the younger generation to welcome and face the development of an increasingly competitive era (Mansyuri et al., 2023). This study examines the managerial role of leaders of pesantren-based rehabilitation institutions, mainly through the management process carried out by the leaders of institutions. This is relevant to the global trend that recognizes the importance of educational institutions' participation in efforts to tackle juvenile delinquency.

Countering juvenile delinquency has been a significant focus of research in recent decades. Previous research shows that pesantren educational institutions can act as institutions capable of tackling juvenile delinquency (Syafi'ah & Said, 2023). Research by Liastamin et al. (2023) found that pesantren activities and the role of kayak and pesantren administrators strongly influence social changes in Santri and Santri's character. Syafi'ah et al. (2023) added that by picture, directing religious education and habituation of positive behaviour contributed significantly to changing the character and social habits of Santri. These findings indicate a correlation between institutional leaders' managerial role and juvenile delinquency prevention.

Meanwhile, in their research, Spencer and Xia (2023) concluded that parents' level of control, responsiveness, and supervision impacts juvenile delinquency. Another study also showed that the impact of social learning and social bonding on juvenile delinquency was significantly correlated with violent and non-violent delinquency (Felix, 2023). Some of these studies indicate that overcoming juvenile delinquency is the main focus for all groups in any way.

Based on the previous research above, this research provides a new perspective on overcoming juvenile delinquency through pesantren social activities and the role of an institution leader in managing and organizing the institution. Thus, this study aims to analyze the managerial role of the leader of a pesantren-based rehabilitation institution in overcoming juvenile delinquency.

The effectiveness of the managerial role of leaders of Islamic boarding schools is a critical topic. Sabila et al. (2023) argue that institutional leaders have an essential control role in their institutions. Therefore, a theoretical understanding of managerial roles is necessary for leaders. The managerial role of this leader is closely related to the theory introduced by Mintzberg (Karim & Afnan, 2020). Henry Mintzberg explains that a manager has ten essential roles, which are classified into three categories: interpersonal, informational, and decisional. The category of interpersonal roles is the role of a manager to provide information and ideas. There are three roles of managers that are categorized into interpersonal roles, namely, figurehead, leader, and liaison.

Meanwhile, informational roles are the role of a manager in managing information. There are three informational roles: monitor, disseminate, and spokesperson. The third manager category is Decisional Roles; this category has four roles: entrepreneur, disturbance handler, resource allocator, and negotiator.

Meanwhile, youth violence and delinquency are major social problems around the world (Boakye, 2013; Lee et al., 2012; L. et al., 2021). Some data on juvenile delinquency in various countries reinforce this condition. In Argentina, around 4,000 adolescents aged 14 to 17 are institutionalized each year for committing crimes (UNICEF, 2015). In 2007, juvenile courts in the United States handled approximately 4,600 juvenile delinquency cases per day (Parks, 2013). Juvenile delinquency among secondary school students is common in almost all schools in Kenya. To reduce juvenile delinquency in secondary schools, the Kenyan government has established a task force to investigate the causes of juvenile delinquency in schools (Aute et al., 2020).

Meanwhile, in Indonesia, according to data from the Central Statistics Agency (BPS), the level of juvenile delinquency is high and increases every year. According to BPS data in 2016 (Choirunissa & Ediati, 2020), juvenile delinquency cases increased from 6,325 in 2013 to 7,007 in 2014 to 7,762 in 2015 to 8,597 in 2016. In other words, the juvenile delinquency rate increased by 10.7 per cent between 2013 and 2016 (Syafi'ah & Said, 2023). This situation is a challenge that shows the need for an influential managerial role in tackling juvenile delinquency. This research aims to solve the high rate of juvenile delinquency in the world through managerial roles that can be implemented by anyone and in any institution, including educational and social institutions.

Previous research has identified various essential aspects. However, limitations and gaps still exist. The lack of understanding of managerial roles results in a less effective management process by a leader because managerial roles are a set of behaviours that a person must carry out in his position as a leader (Ilham et al., 2020). The research contributes to providing a new view in tackling juvenile delinquency through the act of exploring how the managerial role of the leader of a pesantren-based rehabilitation institution in the context of overcoming juvenile delinquency can fill this gap. The results of this study can also be used as a standard reference, both for pesantren education managers in particular and all education managers in Indonesia in general in implementing the managerial role of a leader in overcoming juvenile delinquency.

RESEARCH METHODS

The research method used in this research is qualitative research. According to Sugiyono (2019), qualitative research methods are based on the philosophy of postpositivism, which is used to research natural object conditions (as opposed to experiments) where research is the key instrument. This study aims to identify how the managerial role of the leader of a pesantren-based rehabilitation institution in tackling juvenile delinquency in the Majalengka district. This research design adopted a qualitative case study method to explore and understand the internal dynamics of the managerial role of Pondok Bukit Mahabbah Darul Adni in Majalengka (Cohen et al., 2017). The research procedure involved exploring Pondok Bukit Mahabbah as a unit, with the research conducted over six months, from March to August 2023. The research location in Cingambul Majalengka, West Java, was chosen because of its unique characteristics in managing pesantren, especially in dealing with juvenile delinquents involved in social delinquency problems. The data in this study were collected through in-depth interviews, participatory observation, and document analysis, which enabled the researcher to gather first-hand perspectives and understand the day-to-day dynamics in the pesantren (Rusdi et al., 2022).

Sources of information were obtained from three key informants, including the Head of the Pondok Bukit Mahabbah Foundation, the leader of the Darul Adni Islamic Boarding School, residents around the pesantren who were considered capable of providing information about the managerial role of the institution's leader. Data collection techniques are carried out during the initial stage of data collection. Data reduction is sorted out in the form of notes, and then data display understands the data, which is concluded from the data studied.

Data analysis was conducted using thematic analysis techniques to identify significant themes and patterns in the data. Categorizing the data within specific themes and interpreting the findings enabled a deeper understanding of the case study. The reliability and validity of the research were ensured through data triangulation involving multiple methods and data sources (Sugiyono, 2019). In addition, expert review was applied to verify the accuracy and consistency of the findings. These steps ensured that the research interpretations and conclusions were objective and credible, thus enhancing the credibility of the research.

RESULTS AND DISCUSSIONS

The findings of this study were obtained through a series of observations, interviews, and documentation studies directly related to the research question. These findings are analyzed by linking them with relevant theories and previous research to address the research problems formulated in the initial chapter. The research focuses on three managerial roles: interpersonal, informational, and decisional.

The Interpersonal Role of Leaders of Pesantren-Based Rehabilitation

Figurehead (The Role of The Leader as A Figure, Symbol, Figure or Symbol)

In an interview, Budiarto revealed, "As a figure, it will not be separated from daily activities for 24 hours. The daily activities of a pesantren leader will not be separated from welcoming guests, filling ceremonials or recitations." This

explanation highlights the role of the kayak as a leader of Islamic educational institutions.

A pesantren leader is responsible for everything that happens to students and their institutions. Therefore, "starting from the reception of guests, be it prospective students, parents of students or guests who want to visit, there are all rules. Even the division of duties between the chairman of the Foundation and the leader of the pesantren in filling ceremonial activities has been arranged through mutual agreement," Budiarto added. This provision is reflected in the daily activities of pesantren leaders, with the chairman of the Foundation rarely participating in the same activity.

Field observations show that the institution's leader has succeeded in becoming a figure for his students and the surrounding community. His daily life can never be separated from teaching students about religious sciences, social activities, and ethics and habituating positive activities such as farming and gardening. The efforts of the leader to overcome the mischief of remand are also reflected in the activities of leaders who continue to supervise their students for 24 hours by participating in every student activity.

Leader (The Role of An Institution Leader as A Leader)

This role is related to the activities of the institution's leader in appointing management, providing training to administrators, and how leaders motivate their administrators in tackling juvenile delinquency. In a follow-up interview, Budiarto added, "In the context of the appointment of management, we never did it. Because it is more voluntary here, we accept that we accept anyone who wants to help and serve to participate in tackling juvenile delinquency. We do this because we realize that the task they will do is not easy because they will face children who have social problems, and for us, the most important capital they must have is sincerity and love for their work," he explained.

Not only that, Budiarto also added, "After we accept them as administrators, we will train them internally and externally through training activities on handling juvenile delinquency by their fields in pesantren. While providing motivation, we usually do it individually. This means that our managers call individually, and we provide motivation and direction related to what they face on the field."

Field observations clearly show that the role of the leader of the institution as a leader can be carried out well. This is reflected in the pesantren management system that runs normally, and there have never been any complaints about the institution's leadership from its management.

Laision (The Role of an Institution Leader as A Liaison)

This role relates to the way the leader of the institution interacts with the people internal and external to the institution. Budiarto said, "We play this role by participating in specific community organizations. I do this solely to maintain relations between pesantren and the surrounding community so that when something related to the handling of students happens, I can find a solution. When it comes to interaction with the management, as usual, namely with interactions in daily activities," he added. The role of the liaison leader is vital to maintain the

stability of the relationship between the pesantren and the community and between the leader and the management.

Observations show that there has never been a conflict between the community around the institution and the institution and conflict between the leadership and its management. They coexist while still carrying out their respective roles without disturbing or being disturbed by each other.

From the research results above, it can be understood that the interpersonal role of the institution's leader is a series of roles: the leader as a figure who is respected and exemplified by the students and the surrounding environment, the leader as a leader who can organize and provide solutions to any problems faced, and the leader as a liaison for information between the institution and the external party.

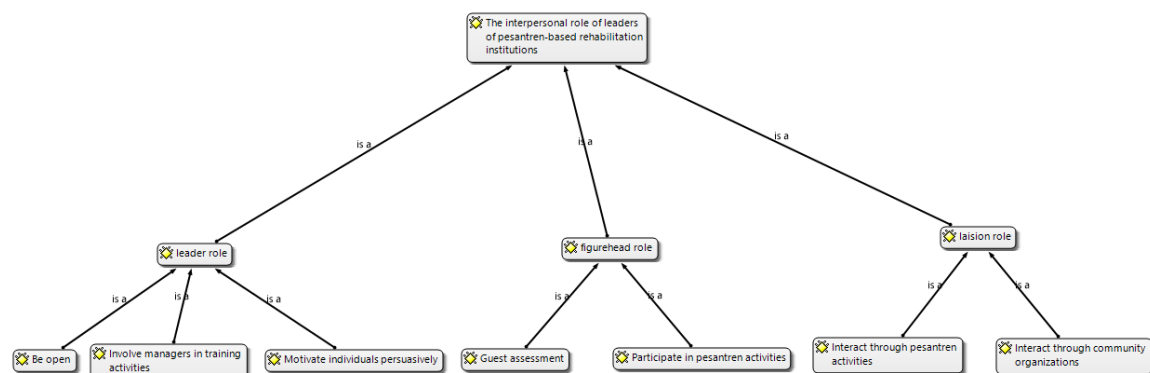


Figure 1. Interpersonal Roles

The Informational Role of Leaders of Pesantren-Based Rehabilitation

Monitor (The Role of The Leader as A Person Who Supervises the Activities of the Institution He Leads)

This role includes monitoring the environment around him and proving the truth and confirming the truth of the information he gets in tackling juvenile delinquency. The institution's leader said, "In conducting supervision, the leader uses a companion system with a formula of 3: 1 or 5: 1. The point is three students with one companion (management) or five students with one companion (management)."

Meanwhile, in proving the truth of information about juvenile delinquency management, Budiarto added, "In this context, such as those related to students, we conduct individual counseling and then *treatment* (first handling procedures). This is done so that the information obtained by the institution's leader is based on the existing facts, even when the head of the institution has been given information about the student when new students have problems." The narrative shows that the institution's leader always confirms to find the truth of the information he gets, both confirmation directly to the source and indirectly through those who know it.

Observations show that the role of the leader of the institution as a monitor leads to the role of the leader of the institution in anticipating and confirming the

truth of the various information he gets. This is done so that there is no dissemination of information that cannot be accounted for the truth within the internal institution.

Disseminator (The Role of The Leader of the Institution in Transmitting Information)

In transmitting the information that the institution's leader obtains to its administrators, the institution's leader uses the method of understanding. The information obtained by the institution's leader will be conveyed to the management individually and in groups to gain the same understanding between the leader and the management. As Mr. Budianto, the leader of the Darul Adni Islamic boarding school below, states, "Most people usually look for agreement, while the agreement will cause debate. I have the key to conveying a message well by forming an understanding. So whenever I need it, I collect or call individually to form a common understanding. Because of this, if we convey it, we might be able to agree easily because of the leader to the subordinates. However, we don't. If I do, how can I make what has been agreed upon be understood by everyone? Moreover, this is related to handling cases of juvenile delinquency, who must be very aware of the child's condition and how to handle it. So, for me, the existence of understanding is the existence of togetherness," he said.

Observation data shows that the understanding in question is related to the implementation of SOPs in handling students. This is very important because understanding students in depth about the cases and problems they face will determine the proper service treatment process for the students.

Spokesman (The Leader's Role as A Spokesperson)

This role relates to how leaders convey information to parties outside the institution. This is as stated by Budiarto, "as a spokesperson, at most I only convey information. If the information is about institutions and, in general, what we have done is conveyed through online media, such as the YouTube website and Facebook social media. However, suppose I have to convey information about the progress of handling students. In that case, I only convey it privately to the parents of students and to authorities who have collaborated with us, such as the national narcotics agency," he said.

The observation results show that this is done solely to prevent the spread of private information about the students. Because if that happens, it will be able to determine their future.

The informational role of the leader of the Pondok Bukit Mahabbah Darul Adni-based rehabilitation institution is reflected in three roles: the role as a monitor, meaning that a leader can oversee everything that happens in his institution; the role as a disseminator, namely a leader who can convey information and messages to internal and external stakeholders of the institution; and a leader as a spokesman, namely a leader actively conveys information on the development of the institution and the progress of the achievement of handling student delinquency.

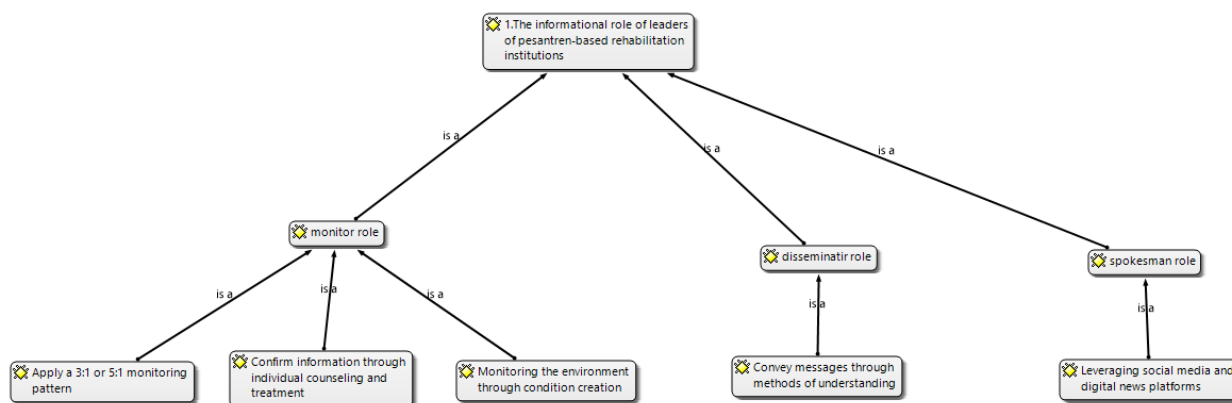


Figure 2. The Role of Informational

The Decisional Role of Agency Leaders in Tackling Juvenile Delinquency Entrepreneur (The Role of The Leader as An Entrepreneur)

The role of entrepreneurs referred to here is related to how the leader of the institution improves the performance of the institution's management and is related to how the leader of the institution implements the ideas that the leader of the institution has. Budiarto said, "In improving the performance of the management, in addition to training, we also carry out reprimands; we must be firm here, such as ustadz should not quarrel with students and others. If the administrator violates, then we will immediately be reprimanded. If you transmit ideas, the process is the same as transmitting information, that is, by the method of understanding." Ja'far added, "Just like before, we have a direct reprimand. However, before that, we will give them space to consult directly. And if indeed they can no longer be in this institution, we welcome them to leave because we have never forced them to stay here," he added.

The observations show that the leader only provides three possibilities for improving management performance. The first is to consult in person. Second, if you don't want to consult but performance decreases, there will be a direct reprimand. Third, and as a last resort, if with a permanent reprimand there is no change and another inability to carry out the task is indicated, then it is welcome to leave the institution.

Disturbance Handler (The Role of The Leader as A Disturbance Controller)

This role is related to how the institution's leader responds to pressure from outside; in this case, as Budiarto stated, "We here have a lot of pressures from outside. However, I believe these pressures must have originated from differences of opinion and perspective. That's why I respond to those pressures simply by sitting with them. We discuss finding out where the differences are, and then we find solutions through mutual understanding."

On the other hand, observations show that the Mahabbah Hill Lodge institution has never received any pressure from outside. Apart from all that, the head of the institution has prepared a security response to prevent pressure from outside parties by cooperating with Majalengka regional police officers.

Resource Allocator (The Role of The Leader as A Resource Allocator)

This role is related to the way the leader of the institution distributes tasks to the administrators of pesantren and the way the leader of the institution utilizes and maximizes the resources owned by his institution. Budiarto said, "In the distribution of tasks, we appoint who wants and who is able. Meanwhile, in utilizing and maximizing resources, institutional leaders do several things. *First*, to maximize the potential of existing natural resources, the institution's leader uses them for farming and gardening, planting, and planting and anything that can be planted and sold. *Second*, in maximizing the potential of human resources owned, the institution's leader conducts structural placement according to his capacity and ability, not based on origin and origin."

The results of observations show that, in utilizing their resources, the leaders of institutions carry out economic independence activities by farming and gardening, which use natural resources. Meanwhile, in utilizing human resources, the institution's leader conducts task placement per his qualifications.

Negotiator (The Leader's Role in Negotiating)

This role relates to the way the institution's leader conducts negotiations. Budiarto continued, "When negotiating using a condition creation approach. That is, by creating this condition wrong, this is wrong. Later, when we meet, information will be obtained, and then we find a solution from that information in the form of an offer of cooperation, for example, or whatever."

The researchers' observations show that, as negotiators in the context of handling juvenile delinquency, the institution's leader mediates between the community or external institutions and pesantren as well as between students and their administrators.

The decisional role of the leader consists of four sub-roles that must be carried out, namely, the role of an entrepreneur. The role of the leader is to organize and manage institutions and methods of handling santri delinquency; the role as a disturbance controller, namely, the leader is the highest responsible for any existing threats; the role as a resource allocator, namely, the leader must be able to divide tasks to his subordinates according to their respective capacities and abilities; and the role of the leader as a negotiator through the method of creating conditions.

Overall, the managerial role of the leaders of the Pondok Bukit Mahabbah Darul Adni-based rehabilitation institution has been effective in contributing to the prevention of juvenile delinquency through educational and religious activities.

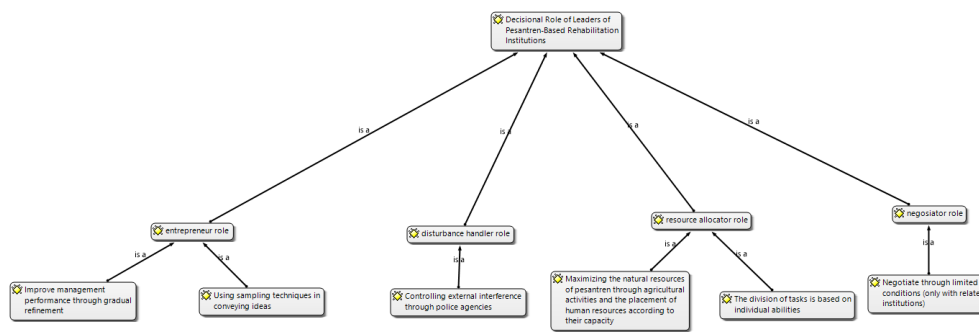


Figure 3. Decisional Role

This research highlights the success of the leader of Pondok Bukit Mahabbah Darul Adni Pesantren-based rehabilitation institution in carrying out his role as a manager, which impacts the institution's success in tackling juvenile delinquency. Karim et al. (2020) stated the critical role of pesantren in shaping the character and independence of santri, underlining the relevance of the managerial role of institutional leaders in overcoming juvenile delinquency. This study's findings show that institutional leaders' managerial role in tackling juvenile delinquency is in line with Syafi'ah (2023), who emphasizes the importance of institutions in tackling juvenile delinquency.

A role is an abstraction of an object's behaviour consisting of a subset of the object's interactions and constraints on when those interactions can occur (Diana, 2023). Therefore, a role is always part of a more extensive behaviour involving other roles, called collaborative behaviour.

To understand the nature of managerial roles, Mintzberg conducted an observation study of five executives in the workplace. At the end of these observations, he argued that the functional school of management did not accurately describe the work of managers but instead could be better described through the following three sets of roles or activities: 1) Interpersonal - the roles in this group relate to the sharing of information and ideas, 2) Informational - the roles included in this group relate to the processing of information, and 3) Decision-making - roles in this group relate to the use of information (Kaufman, 2020).

The interpersonal role carried out by institutional leaders in the managerial of pesantren-based rehabilitation institutions can be stated that institutional leaders perform interpersonal roles that are actualized by the values inherent in institutional leaders as leaders, role models, and liaisons in peer relationships, educators-students, and perspectives as citizens who have certain rights and obligations, which are then correlated with handling juvenile delinquency. The results of this study are in line with the results of research conducted by Silitonga (2022), which concluded that the interpersonal, managerial role of the principal is carried out within the framework of the principal's relationship with various parties, which is reflected through the role as a leader, role model, and liaison with the dynamics of the principal's understanding of contextual issues in developing state awareness faced with common enemies as a nation.

Such a role is vital for institutional leaders, given that the indirect effect from one's delinquency to friends' delinquency is significant (Walters, 2023). These results provide further support for the cognitive mediation interpretation of the past crime-future crime relationship through the interpersonal role of the institutional leader. The cognitive mediating effect of perceived peer delinquency is discussed about previously identified processes that give rise to crime continuity, namely, population heterogeneity, dependence on the state, and psychological inertia (Walters, 2023).

The actualization of the informational role of the leader of a pesantren-based rehabilitation institution in overcoming juvenile delinquency in carrying out his role as a leader monitor uses the model of mentoring *ustadz* and *santri*, prioritizing understanding rather than just compliance, using social media (digital media) to convey information and an overview of the institution to external parties. Implementing the principal's role is in line with Schein's concept in Noer (2022), which states that a leader has a role in transferring contextual values that correlate with handling juvenile delinquency. A study of the informational role has been conducted in China, with the results showing that the informational role is more prominent than the supervisory role performed by a manager (Xiaori et al., 2023). This indicates that the ability to manage information for an institutional leader is essential. In his research, Nuweihed (2023) proves that the informational role is much more critical than transformational leaders.

The interpersonal role of the leader of a pesantren-based rehabilitation institution resulted in the conclusion that Mr. Budiarto's interpersonal, managerial role is described in several ways, namely being open in receiving consultations from the management, giving assignments to the management in implementing new ideas, giving positions and responsibilities according to the abilities possessed in his background, and cooperating with the security forces in preventing disturbances coming from outside the institution, as well as negotiating with various parties related to handling juvenile delinquency. Bowen Liu and Lu have proved the effectiveness of interpersonal roles in that the dimensions of interpersonal ties affect the cooperative behaviour of contractors (Bowen et al., 2023). This finding has implications for all institutional leaders, as interpersonal ties can positively impact the sustainability and success of programs that leaders work on. Thus, the results of Bowen Liu and Lu's research are clear evidence that a leader's interpersonal role can positively impact the performance of his subordinates. The results of Karim (2020) say that the interpersonal and managerial role of *kiai* is in the form of the figure of *kiai al-Ishlah*, the ceremonial stage of leadership, the organizational pattern of the *al-Ishlah* Islamic boarding school, personal improvement, and independence and productivity, exceptional coaching, educational cooperation, and fair cooperation.

The results of this study contribute to the knowledge that an excellent managerial role in an educational institution will result in the success of the institution's program. This research also shows that a manager is not only focused on planning, organizing, actuating, and controlling; he has a role that he must be able to play.

CONCLUSION

Research at Pondok Bukit Mahabbah Pesantren Darul Adni Majalengka highlights the role of agency leaders in combating juvenile delinquency. They effectively fulfil Henry Mintzberg's managerial roles, shaping educational management crucial for this purpose. Leaders engage with stakeholders through interpersonal and managerial roles, participating in student assessments and daily activities. The liaison role facilitates interactions with internal and external stakeholders. Informational roles prioritize skill mastery to boost students' confidence.

Managerial decision-making involves guiding students, allocating resources, and negotiating strategies with administrators and the community. This reflects an institutional commitment to combat juvenile delinquency. The study suggests further research on agency leaders' roles in this area, contributing to Indonesia's managerial development and global discussions on managing juvenile delinquency in Islamic educational settings. Practically, the research offers theoretical and practical guidance for program implementation, encouraging institutions to adopt prevention initiatives and serving as a reference for similar institutions, benefiting future research.

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