KIAI'S PARTICIPATORY LEADERSHIP MODEL IN DELEGATING TASKS IN ISLAMIC BOARDING SCHOOL: BETWEEN TRADITION AND DISRUPTION

Himma Savira[1], Muhammad Bahy Naufal[2], Moh. Anwar[3]
[1,2]UIN Kiai Haji Achmad Siddiq Jember, East Java, Indonesian,
Email: himmasavira4@gmail. com[1], muhbahynaufal@gmail. com[2]
mohanwar0268@uinkhas. ac. id[3]

Abstract:
Study This is motivated by the challenges Islamic boarding schools face in Indonesia due to the disruption of technology and globalization. Pondok Islamic boarding school Diponegoro Klungkung Bali becomes the main focus of the study. This is Because the leadership of Kiai at the Islamic boarding school must be capable of balancing preservation values and traditions with the demands of modernity. Research reveals How leadership can respond to disruption without ignoring existing traditions. Research This uses an approach that includes a design study case. Data was collected through interviews with Kiai, administrator foundations, and teachers and direct observation of activities in Islamic boarding schools. Analysis was done using descriptive and interpretive methods to identify patterns of leadership participation and the challenges faced. Research results show that participatory leadership in Kiai involves deliberation, open, and delegated practical tasks capable of balancing tradition and innovation. However, challenges exist, especially concerning source power, human resources, and material limitations. Research This gives an essential outlook on relevant leadership strategies in the era of disruption.

Keywords: *Leadership Participatory, Delegation Tasks, Islamic Boarding Schools, Disruption, Tradition.*

INTRODUCTION

Islamic boarding schools in Indonesia, as institution education traditional, facing challenge significant from disturbance technology and globalization while fight For maintain their identity and core values. Leadership Kiai is very important in navigate change this, because they realize role education and organization (Rahimi & Mukhijar, 2024). Research show that Kiai utilise various method education characters, such as I want to hasanah and method habituation, to to plant religious values in students, so that foster good morals in the midst of modern pressures (Rahimi & Mukhijar, 2024). However, integration technology in education, in particular in learning Arabic, still become challenge, because curriculum traditional often ignore application practical digital tools (Azisi & Badri, 2024). In addition that's the problem management in institutions this, including adapt with demands education new and maintain quality, the more to complicate evolution they (Octa, 2024). Regardless from challenge There is opportunity for Islamic boarding school for utilise source digital power for more reach breadth and practice improved education (Ahmat, 2024). With Thus, leadership Kiai is very important in balancing tradition with modernity For ensure sustainability institutions this (Ana et al., 2024).

In study about Leadership Models Participatory Kiai in Delegation Assignments

at Islamic Boarding Schools, research previous can grouped to in a number of category the main one that provides description deep about leadership in Islamic boarding schools or Islamic boarding school. Group First focus on comparison between leadership traditional and modern. Research by Samsul et al. (2024) revealed that kiai, who generally lead with style traditional, trying balancing approach democratic and transformative in face demands modern education. Dian et al. (2024) added that leadership model transformative important For maintain values traditional while adapt with change social, which supports creation environment progressive education. More study carry on in group This Can explore How values traditional and modern can integrated in a way more effective in curriculum and policies Islamic boarding school.

Group second discussing leadership models collegial and collective, which emphasizes distribution not quite enough answer between a number of kiai. Research by M., Ihsan et al. (2024) shows that the collegial model in schools like Darussalam Gontor reduce dependence on one leader single and increase effectiveness leadership. Nailussa'adah & Iriani (2023) stated that approach collective this also prepares student For contribute positive in society. Research more carry on in category This need investigate impact of collective model to results education and character students, as well as challenge in its application in various Islamic boarding school. Group third focus on leadership participatory and distributed. Research by Chang et al. (2024) emphasizes How involvement stakeholders interest in taking decision can increase performance assignments in Islamic boarding schools. Karakose et al. (2022) and Ochieng & Hercz (2023) showed that shift going to leadership collaborative, where responsibility answer divided between various stakeholders interests, encourage innovation and development capacity. However, the challenge in implementation leadership consistent participatory, as seen in the Finnish Core Curriculum Reform (Salonen- Hakomäki et al., 2024), shows that balance between control and involvement stakeholders very important interest For effectiveness.

Study This aiming For fill in the gap that exists in study previously with to study in a way in-depth leadership model participatory implemented by Kiai in the Pondok Islamic Boarding School Diponegoro Klungkung Bali. Focus study This is on delegation assignment by Kiai to administrators and teachers, as well as what is the leadership model This capable respond challenge disruption without ignore existing traditions. Research This expected can give contribution theoretical and also practical in understand dynamics leadership in Islamic boarding schools in more context wide.

RESEARCH METHOD

The unit of analysis in this study is the Diponegoro Islamic Boarding School in Klungkung, Bali, an Islamic educational institution that plays an important role in developing religious and social education in Bali. The focus of this study is on the leadership of the Kiai in delegating tasks in the Islamic boarding school, which involves various social elements, such as teachers, foundation administrators, and students. Information collected from individuals who are closely related to the leadership process in this Islamic boarding school will be the basis for analyzing the participatory leadership model applied. In addition, this study also observes the social and cultural context of the Islamic boarding school as part of the unit of analysis that is relevant to the dynamics of disruption faced by this institution.

This study uses a qualitative design with a case study approach. This approach was chosen because it allows researchers to explore in depth and holistically the phenomenon of Kiai's participatory leadership at the Diponegoro Islamic Boarding School in Klungkung, Bali. Through case studies, this study can operationalize the concept of participatory leadership in a contextual and relevant way to real situations in the field. This qualitative design also allows researchers to understand the nuances and dynamics of social interactions in Islamic boarding schools, especially in facing the challenges of disruption. This case study focuses on exploring the process of delegating tasks and decision-making, and how it impacts the management of Islamic boarding schools.

The main data sources in this study are Kiai as the leader of the Islamic boarding school, teachers, and foundation administrators who are directly involved in the

leadership and delegation process at the Diponegoro Islamic Boarding School, Klungkung, Bali. Data were obtained through in-depth interviews with Kiai and foundation administrators, participatory observation of daily activities at the Islamic boarding school, and documentation studies related to policies and programs implemented at the Islamic boarding school. The data collection process was carried out in stages, starting with exploratory interviews to obtain an overview, followed by direct observation to confirm initial findings. Documentation studies complement primary data with information about the history, organizational structure, and internal policies of the Islamic boarding school.

The collected data were analyzed using descriptive and interpretative qualitative analysis techniques. Descriptive analysis was used to identify common patterns in Kiai leadership and task delegation, while interpretive analysis was used to understand the meaning behind the actions and decisions taken by Kiai and the foundation management. The analysis process began with coding interview and observation data, which were then grouped into main themes relevant to the study. After that, the themes were further analyzed to reveal the relationship between the participatory leadership model and the disruption challenges faced by Islamic boarding schools. The results of this analysis were then synthesized to answer the research questions and fill the gaps in the literature.

RESULT AND DISCUSSION
Leadership Kiai in Context Disruption

In facing an era of disruption marked by change rapid technological and social, leadership Kiai in Islamic boarding school play role crucial in navigate challenge this. Kiai, as figure central in institution education traditional this, must capable integrate innovation without leave values traditional Islamic boarding school. Understanding deep about leadership strategy Kiai in context disruption will to reveal How they manage changes and ensure sustainability Islamic boarding school in the middle dynamics of the times. The data that will be served aiming For explore roles and approaches leadership Kiai in guard relevance and effectiveness Islamic boarding schools in the modern era. The data is as there is in table :

Table 1. Interview with Caregiver Islamic Boarding School

Time	Informant Name	Statement
January 10, 2024, 10:00 WIB	Kiai (M)	guard tradition religious with ensure that all activities at the Islamic boarding school still guided by Islamic teachings that have long been implemented, such as the use of yellow books and the implementation of religious rituals inherited from the founders Islamic boarding school.
January 10, 2024, 10:30 WIB	Kiai (M)	In respond modern needs, adopting technology in management Islamic boarding schools, such as use application management Islamic boarding school and adjustment relevant curriculum with current development.
January 10, 2024, 11:00 WIB	Kiai (M)	leadership applied with involving various element Islamic boarding school in taking decisions, including head of madrasah, administrator foundation, and senior teachers. Every policy discussed in a way open through deliberation.
January 10, 2024, 11:30 WIB	Kiai (M)	Delegation task involving head of madrasah, administrator foundation, and teachers.

		Tasks administrative and teaching shared in accordance with their respective competencies, while Kiai still supervise and provide guidance.
January 10, 2024, 12:00 WIB	Kiai (M)	efficiency and adaptation with conduct routine monitoring to implementation tasks that have been delegated. He is also open to input from his subordinates For increase performance Islamic boarding school.

Kiai as leader Islamic boarding school in face disruption, he guard tradition religious Islamic boarding school while adopt modern technology for management and curriculum. Leadership he involving various element Islamic boarding school in taking decision through deliberation open, and tasks delegated with efficient to head of madrasah, administrator foundations, and teachers, while he still give guidance and conduct routine monitoring. This show balance between preservation values traditional and adaptation to current development.

So strong commitment leadership Kiai in Maintain Tradition Religious. Seen in every session learning, Kiai Mustafi always present at the assembly recitation of the yellow book, giving lectures and guidance direct to santri. The use of classical books (turats) remains become reference main in religious learning in Islamic boarding schools this. During observation, visible that Kiai Mustafi emphasize importance guard teachings traditional as foundation in life daily students (Observation, April 14, 2024).

Research result show that Kiai as leader Islamic boarding school succeed overcome challenge disruption with blend preservation tradition religious with adoption modern technology. Approach This in line with research by Rahimi & Mukhijar (2024), which highlights importance leadership cleric in guard religious values while adapt with changes of the times. Kiai No only utilise technology For management and curriculum Islamic boarding schools, but also ensure that tradition religious still become runway main in learning. Leadership that involves deliberation open and delegated task in a way efficient demonstrate leadership model participatory support effectiveness managerial while still guard connection with tradition (Chang et al., 2024; Karakose et al., 2022). Commitment Kiai to preservation traditions, such as presence in assembly yellow book study and teaching direct, show dedication to teachings traditional, in line with method education character traditional role important in to plant religious values in the midst modern changes (Rahimi & Mukhijar, 2024).

Although Kiai adopt modern technology, challenges integration technology in education, in particular in learning Arabic, still there is. Research Azisi & Badri (2024) showed that curriculum traditional often ignored application practical digital tools. However, Kiai succeed integrate technology in management and curriculum Islamic boarding school without sacrifice values traditional. Research more carry on required For explore How technology can integrated in a way more effective while maintain values traditional. Leadership Kiai who balances tradition with modernity give example important How Islamic boarding school can adapt with change of time without lost his identity, as exemplified in transformation and modernization strategies curriculum (Mohammad, 2024; Montgomery et al., 2024). Success This show that effective leadership in context Islamic boarding school requires a considered strategy Good aspect traditional and also modern needs (Octa, 2024).

Delegation Task as an Adaptive Strategy

In environment continuing education develop, delegate task become one of the key strategies For ensure effectiveness managerial and adaptation to change. In madrasas and Islamic boarding schools, where the balance between tradition and innovation often become challenges, delegation task No only functioning as method For share burden Work but also as method For adapt with needs and capacity individual. In

context This, the head of the madrasah and the leader Islamic boarding school play a role important in determine How tasks delegated, ensure that this process support development professional as well as achievement objective institution. under This a number of statement related delegation task as an adaptive strategy.

Table 2. Interviews Delegation Task as an Adaptive Strategy

Time	Informant Name	Statement
April 10, 2024, 13:00 WIB	Mr. (ED) Head of Madrasah	delegated tasks to the teacher adjusted with the ability and commitment of the teacher. For example, teachers who are less understand management given more tasks in accordance with field they.
April 10, 2024, 13:30 WIB	Mr. (ED) Head of Madrasah	In assign teachers in the field curriculum or student affairs, the head of the madrasah more choose a teacher who has background behind relevant education, because experience show that the teacher who does not competent in the field the often fail in operate his duties.
April 10, 2024, 14:00 WIB	Kiai (M)	Delegation authority in Islamic boarding schools done with approach participatory, where all decision important discussed through deliberation with senior teachers before task given.

The data show that in madrasas and Islamic boarding schools, delegation task done with consider ability and commitment individual. The head of the madrasah adjusts task with background behind teacher education and competence, such as assigning less qualified teachers understand management on more tasks in accordance with field skill they, as well as choose a teacher with background behind education relevant For position curriculum or student affairs. Besides that, delegation authority in Islamic boarding schools done in a way participatory, with decision important discussed through deliberation with senior teachers before task given. Approach This ensure that delegation task walk effective, supportive development professional, and strengthen involvement as well as consensus in the process of taking decision.

Delegation task looks clear in distribution role between Kiai, madrasah heads, and administrators foundation. During the observation period, the head of the madrasah was given not quite enough answer full For handle curriculum education, while administrator foundation look after administration and finance. Kiai Mustafi only give directions general and monitor development (Observation : April 12, 2024). So Delegation task This show that Kiai Mustafi trust the ability of the administrators in operate task they, which allows Islamic boarding school walk in a way efficient. Minimal involvement of Kiai in matter technical also provides flexibility for administrator For operate task in accordance modern needs.

Findings study This show that in madrasas and Islamic boarding schools, delegation task done with consider in a way deep ability and commitment individual, customized with background behind education as well as the competence of each teacher. The head of the madrasah assigns teachers who are less understand management on appropriate tasks with field skill them and choose a teacher with background behind education relevant For position curriculum or student affairs. Delegation This support effectiveness operational as well as development professionalism of teachers (Samsul et al., 2024; Dian et al., 2024). In Islamic boarding schools, as seen in leadership Kiai

Mustafid, delegation authority done in a way participatory through deliberation with senior teachers before task given, reflect trust to ability administrators and provide flexibility For adapt with modern needs. Approach This strengthen engagement, consensus in taking decisions, and effectiveness managerial in face challenge education contemporary (Rahimi & Mukhijar, 2024; Chang et al., 2024).

Previous studies support findings This with highlight role important leadership model participatory and delegation based on competence in increase effectiveness managerial and development professional in the institution education. Research by Samsul et al. (2024) and Dian et al. (2024) shows that delegation in accordance teacher expertise can increase effectiveness operational and support development professional. Studies by Rahimi & Mukhijar (2024) and Chang et al. (2024) strengthen understanding that leadership participatory increase engagement and consensus. However, the challenges in implementation delegation based on competence and leadership participatory, such as difficulty reach consensus and resistance to changes, are also necessary considered (Karakose et al., 2022; Ochieng & Hercz, 2023; Salonen-Hakomäki et al., 2024; Mohammad, 2024). Findings This confirm that balancing tradition and modernity is key success institutions This in context education contemporary (Ahmat, 2024; U & Andala, 2024).

Challenge in Delegation in the Era of Disruption

Limitations HR,Wrong One challenge main found is limitations source Power qualified human beings. Many teachers and staff are still Not yet own background behind sufficient education strong For operate tasks certain optimally. Disruption technology also shows the need improvement competence in the fields new, like digital management and teaching based on technology, which has not yet fully adopted in Islamic boarding school. There are challenge in Delegation in the Era of Disruption as following :

Table 3. Interviews about Challenge in Delegation in the Era of Disruption

Time	Informant Name	Statement
April 12, 2024, 10:00 WIB	Mr. (ER)	The head of the madrasah gave authority to the teacher, but sometimes task No finished appropriate time Because lack of support adequate materials and incentives.
April 12, 2024, 10:30 WIB	Kiai (M)	Sometimes desire I No fully implemented Because lack of capable human resources carry out planned programs.
April 12, 2024, 11:00 WIB	Ustadz (Mr)	Every teacher who has a brilliant idea must operate the idea alone, but must still coordinated with head school or chairman foundation.

Study This disclose challenges faced in delegation tasks in madrasas and Islamic boarding schools in the era of disruption, especially related with limitations source adequate power and support. The head of the madrasah noted that even though the teacher was given authority, duty often not finished appropriate time consequence lack of support adequate materials and incentives. In addition that, Kiai confess that many desired programs No implemented Because limitations source Power capable human run it. Although brilliant ideas from the teacher is expected For running, still required effective coordination with head school or chairman foundation. findings This show that success delegation assignments in madrasas and Islamic boarding schools are very dependent on improving support material, development human resource capacity, and effective coordination For ensure successful implementation in the midst challenge disruption. Thing this is also reinforced some observation :

Table 4. Observations Challenge in Delegation in the Era of Disruption

Observation Time	Aspect Observation	Description Observation
April 15, 2024	Meetings and Coordination	Kiai Mustafi involved in meeting coordination related teacher payroll and preparation exam national. Task administrative entrusted full to Head of Madrasah.
April 18, 2024	Delegation Task	Kiai Mustafi give authority full to administrator foundation like Ustad Yusuf Wahyudi and Ustad Munawir For handle visit visitor important.
April 20, 2024	Supervision and Monitoring	Monitoring is carried out through report periodic from Head of Madrasah and administrators other For ensure task walk in accordance plan.

Result of observation This show that delegation tasks carried out by Kiai Mustafi walk effective and provide impact positive to operational Cottage Islamic Boarding School Diponegoro Klungkung Bali. Success in meeting, delegation tasks, and supervision prove that approach leadership applied capable optimize performance institution.

Delegation assignment at the boarding school Islamic boarding school Diponegoro Klungkung Bali has succeed show its effectiveness although faced with various challenges, especially in context of the era of disruption. Limitations source Power humans and materials, and lack of adequate incentives, is significant obstacles for institution this. However, with approach leadership based on trust, effective coordination, and consistent monitoring, Kiai Mustafid and his team capable overcome part big challenge The approach leadership This reflect principle leadership participatory involving involvement all party in taking decision, as discussed by Chang et al. (2024) and Karakose et al. (2022), and proven increase performance operational Islamic boarding school. Balance between delegation effective tasks and supervision has support achievement positive results.

However, the challenge still there is, especially related with limitations support materials and development capacity source Power humans. Research by Azisi & Badri (2024) shows that without adequate support, effectiveness delegation task Can obstructed. Besides that, integration technology and modernization curriculum, although important, still is an area of need attention more, like expressed by Mohammad (2024) and Montgomery et al. (2024). For ensure success term long, Islamic boarding school This need Keep going strengthen coordination between teachers, madrasah principals, and chairpersons foundation, and increase support materials and training. With effort said, Pondok Islamic boarding school Diponegoro Klungkung Bali is expected can maintain and improve effectiveness its operation although face challenges of the era of disruption.

CONCLUSION

Diponegoro Islamic Boarding School in Klungkung, Bali, with a focus on how Kiai maintains the traditions of the Islamic boarding school while adopting modern technology. The findings show that Kiai play a central role in maintaining a balance between traditional values and innovation, especially in the context of disruption. Delegation of tasks carried out in a participatory manner, through deliberation with various elements of the Islamic boarding school, has proven effective in improving managerial efficiency and educational quality.

The theoretical implications of this study indicate that the Kiai participatory leadership model is not only relevant in maintaining the traditional identity of Islamic boarding schools but is also able to adapt to the demands of the times. Practically, the results of this study recommend policies that encourage the integration of technology in Islamic boarding school education without ignoring traditional values. Making policies that support the development of human resource capacity, especially in the application of technology and digital management, is very necessary to increase the effectiveness of Islamic educational institutions in the modern era.

The limitation of this study lies in its limited focus on one Islamic boarding school, so the generalization of the results may be limited. Further research is recommended to explore the application of the participatory leadership model in various Islamic boarding schools with different characteristics, as well as to examine more deeply the long-term impact of technology integration on the quality of education and the preservation of tradition in Islamic boarding schools.

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