DEVELOPMENT OF CHARISMATIC KIAI LEADERSHIP IN ISLAMIC BOARDING SCHOOLS FACING THE CHALLENGES OF MODERNIZATION (CASE STUDY IN AL-ISLAMIYYAH ISLAMIC BOARDING SCHOOL CIKALONG WETAN WEST BANDUNG)

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Abstract:

Islamic boarding schools as traditional Islamic educational institutions have a strategic role in shaping the character of the young generation through the instillation of religious values, with the kiai as a central figure who plays a role as an educator and charismatic spiritual leader who influences the lives of students and the surrounding community. However, during the development of the era and the influence of modernization, the role of charismatic kiai faces new challenges that require adjustments in relevant leadership methods. This study aims to understand the characteristics of charismatic kiai leadership in Islamic boarding schools, identify factors that support the development of this leadership, and explore the strategies implemented by kiai in facing the challenges of modernizing Islamic boarding schools. The research method uses a qualitative approach with a case study method at the Al-Islamiyah Islamic Boarding School, West Bandung Regency. Data were collected through direct observation, documentation studies, and in-depth interviews with kiai, staff, and students. The results of the study show that the characteristics of charismatic kiai leadership include exemplary behavior, simplicity, devotion to worship, humility, caring, wisdom, and persuasion. Factors that support the development of this leadership include collaboration and active involvement, open communication, development of professionalism, and adaptation to technology. The implementation of these findings includes strategies implemented by the kiai, namely the involvement of all parties in decision-making, integration of traditional values with modernity, encouraging innovation and critical thinking, strengthening networks and cooperation, and emphasizing morals and character. In conclusion, charismatic kiai leadership plays a crucial role in leading Islamic boarding schools to remain relevant and advanced in the modern era without abandoning the identity and fundamental values of the Islamic boarding school. This study fills the gap in previous literature that has not studied much about the development of charismatic kiai leadership in the context of modernization, and offers a new perspective by integrating traditional and modern approaches in the analysis of such leadership.

Keywords: *Charismatic Kiai Leadership, Islamic Boarding Schools, Modernization.*

INTRODUCTION

Islamic boarding schools are traditional Islamic educational institutions that have a strategic role in shaping the character of the younger generation through the instillation of religious values. This institution not only functions as a place of learning, but also as a vehicle for internalizing Islamic teachings that influence the lifestyle of students. In the Islamic boarding school environment, the role of the kiai is crucial; he becomes a central figure who not only acts as an educator, but also as a spiritual leader who greatly influences the lives of students and the surrounding community. The charisma of the kiai is an inseparable element of his leadership, strengthening the bond between him and the students.

The charismatic leadership of kiai in Islamic boarding schools creates a conducive educational climate, builds students' motivation to learn, and practices Islamic teachings in daily life. This leadership also helps maintain harmonious relations between Islamic boarding schools and the external environment, including the government and other religious organizations. Charismatic kiai become a bridge connecting Islamic boarding schools with the wider community, emphasizing the role of Islamic boarding schools as agents of social change in society. However, amid the development of the era and the influence of modernization, the role of charismatic kiai faces new challenges that require adjustments in relevant leadership methods.

The development of charismatic kiai leadership is essential to ensure the sustainability of the role of Islamic boarding schools in a changing society. The complexity of modernization challenges, such as globalization, advances in information technology, and shifts in social values, influence the dynamics of leadership in Islamic boarding schools. The study of the development of charismatic kiai leadership aims to understand the adaptations that need to be made so that Islamic boarding schools can continue to function optimally amidst increasingly dynamic social changes. This study offers an in-depth analysis of how kiai can develop their charismatic leadership, so that they remain relevant and have a positive influence in the modern era.

The formulation of the problem in this research includes several main points, namely:
1. What are the characteristics of charismatic kiai leadership in Islamic boarding schools?
2. What factors support the development of charismatic leadership of kiai in Islamic boarding schools?
3. What strategies do kiai implement to face the challenges of modernizing Islamic boarding schools?

Thus, this research is expected to provide theoretical and practical contributions. Theoretically, this research will enrich the literature on charismatic leadership in the context of Islamic boarding schools, while practically it can be a reference for Islamic boarding school managers in developing adaptive leadership.

The benefits of this research are also expected to be widely beneficial. At the theoretical level, this research contributes to the development of charismatic leadership theory in the context of Islamic education and traditional institutions such as Islamic boarding schools. Practically, this research can be a recommendation for kiai and Islamic boarding school managers to improve adaptive and relevant leadership to changing times. On the other hand, this research also provides social benefits, namely increasing public understanding of the strategic role of charismatic kiai in the formation of the morals of the younger generation and maintaining the sustainability of Islamic values in the modern era.

Although many studies have discussed the role of kiai in pesantren and the concept of charismatic leadership in general, there is a research gap that has not been adequately filled. Most studies focus more on the role of kiai without delving into how his leadership develops along with the challenges of modernization. In addition, the specific context of traditional pesantren and the strategies for developing charismatic leadership in them are still rarely studied. Therefore, this study offers a new perspective

by integrating traditional and modern approaches in analyzing the development of charismatic kiai leadership.

This study also presents novelty in several aspects, including an integrated approach between pesantren tradition and modernity in leadership. In addition, this study will develop a practical model or strategy that can be used as a reference for other kiai in developing effective charismatic leadership. The emphasis on contemporary challenges faced by pesantren makes this study relevant and provides a rich empirical contribution to the literature on charismatic leadership, especially in the context of Islamic education in Indonesia.

LITERATURE REVIEW

1. Leadership Concept

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to achieve common goals (Yukl, 2013). Northouse (2016) states that leadership involves influence, occurs in groups, and involves achieving common goals. Leadership is not just about position or title, but more about the ability to influence and motivate others.

In the context of an organization, leadership plays an important role in determining direction, developing a vision, and inspiring members of the organization to achieve these goals (Robbins & Judge, 2017). Effective leaders are able to understand the needs and motivations of their followers, and create an environment that is conducive to individual and organizational development and growth (Bass & Bass, 2008).

2. Charismatic Leadership

Charismatic leadership is a form of leadership in which the leader has a strong personal magnetism and is able to inspire followers through his vision and behavior (Weber, 1947). Charismatic leaders demonstrate high self-confidence, commitment to values believed in, and extraordinary communication skills (Conger & Kanungo, 1998). They can influence followers to achieve higher goals and often bring about significant changes in the organization.

According to House's theory (1977), charismatic leadership involves behaviors that communicate high performance expectations, belief in followers' abilities, and an emphasis on shared ideology and mission. Shamir, House, and Arthur (1993) added that charismatic leadership influences followers through increased self-esteem and identification with the leader's vision.

3. The Role of Kiai in Islamic Boarding Schools

Kiai in Islamic boarding schools play a central role as spiritual leaders, educators, and managers of traditional Islamic educational institutions (Dhofier, 1982). They are considered authoritative figures in religious knowledge and are role models for students in spiritual and moral aspects. The role of kiai includes teaching classical books, character formation of students, and instilling strong Islamic values.

According to Nasir (2013), kiai also play a role in maintaining the traditions and culture of Islamic boarding schools, as well as adapting to the development of the times without eliminating the identity of the Islamic boarding school. Kiai often act as mediators between Islamic boarding schools and society, contributing to social development and empowerment of local communities (Azra, 2012).

4. Leadership Development in Islamic Boarding Schools

Leadership development in Islamic boarding schools is important to ensure the sustainability and relevance of institutions in facing the challenges of modernization (Hasyim, 2016). Islamic boarding schools need to develop a leadership model that is adaptive, innovative, and adheres to Islamic values. According to Suyatno et al. (2019), leadership development in Islamic boarding schools involves increasing the managerial capacity of kiai, strengthening the curriculum, and integrating technology into the educational process.

Research by Rahman and Fauzi (2018) shows that leadership development in Islamic boarding schools can be done through training, formal education, and ongoing coaching. In addition, the involvement of kiai in wider social networks and religious organizations can enrich their insights and leadership abilities (Mahfudh, 2015).

RESEARCH METHODS

This study uses a qualitative approach with a case study method to explore in depth the development of charismatic kiai leadership in Islamic boarding schools. The qualitative approach was chosen because it allows researchers to understand social and cultural phenomena holistically in a natural context (Creswell, 2014). The case study method is suitable because the research is focused on one particular location that has unique characteristics, namely Islamic boarding schools with charismatic kiai.

The data collection technique used was three events:
1. Observation: through direct visits to the location to see firsthand the atmosphere of the Islamic boarding school and the teaching and learning process that takes place.
2. Documentation study: to see the curriculum and learning tools that have been prepared, the profile of the Islamic boarding school, the vision and mission and the Islamic boarding school development center.
3. Interviews: conducted directly with the Islamic boarding school managers (Kiai), teachers and staff, and students to conduct triangulation and get the views of all three parties in seeing the resources available and the future development of the Islamic boarding school.

The research location was determined by purposive sampling at the Al-Islamiyah Islamic Boarding School in West Bandung Regency which is known to have kiai with charismatic leadership. The research subjects included kiai as the main informant, as well as santri, ustadz, and pesantren staff as supporting informants.

The data collection techniques used were in-depth interviews, participatory observation, and documentation studies. In-depth interviews were conducted to obtain detailed information regarding the perceptions and experiences of informants related to the leadership of kiai. Participatory observation allows researchers to directly observe the interactions and leadership activities carried out by kiai in everyday life at the pesantren.

The collected data were analyzed using thematic analysis techniques as explained by Braun and Clarke (2006). The analysis process included transcription of interview data, repeated reading to understand the content, coding data to identify important themes, and interpretation of data concerning the theoretical framework used. Data triangulation was carried out by comparing information from various sources and data collection methods to increase the validity and reliability of the research results.

Research ethics were maintained by obtaining official permission from the Islamic boarding school management and approval from informants before collecting data. Confidentiality and anonymity of informants were guaranteed by not mentioning their real names in the research report. Researchers also tried to maintain good relations with all related parties and respect the norms and values that apply in the Islamic boarding school environment during the research process.

RESULTS AND DISCUSSION

This research was conducted by interviewing several sources, namely kiai/owner of the Islamic boarding school, teachers and staff, as well as students of the Al-Islamiyyah Islamic Boarding School, Cikalong Wetan, West Bandung.

No	Pertanyaan/Responden	Kyai pemilik pesantren (coding)	Guru dan satf (coding)	Santri (coding)	Temuan dan hasil
1	Bagaimana mendeskripsikan gaya kepemimpinan Kyai di pesantren ini?	Keteladanan, tradisi keluarga pesantren	Sederhana, teladan, perintah, rendah hati	Teladan, pembimbing, bijaksana	Seorang kyai adalah pusat ketelada bagi masyarakat
2	Apa saja karakteristik Kyai yang menunjukkan kepemimpinan karismatik ?	Sederhana, taat beribadah, satu kata dan perbuatan	Rendah hati, peduli, persuatif, panutan	Kesedrhanaan, keteladanan	Sifat dasar seorang kyai adalah taat beribadah, sederhana satu kata dan perbuatan
3	Bagaimana Kyai mempengaruhi motivasi dan kinerja staf/ santrif?	Memberi contoh teladan	Motivasi, nasehat, solusi	Mendorong, mengingatkan	Peran kyai sangat besar dan kuat untuk memotivas dan perubahan prilaku i masyarakat
4	pengalaman tentang bagaimana Kyai menghadapi tantangan atau masalah di pesantren dan perubahan prilaku?	Kolaborasi, diskusi, transparan	Terlibat, contoh, diskusi	Membantu, memotivasi, bijaksana	Harus adanya kolaborasi dan keterlibatan penuh di setiap persoalan secara adil
5	Bagaimana komunikasi antara Kyai dan staf/santri dalam pembelajaran berlangsung dalam kegiatan sehari-hari?	Terbuka, mendengarkan	Komunikasi, mendengar masukan	Nasehat, memeberi makna, contoh real	Komunikasi antar berbagai fihak di pesantren dilakukan secara terbuka dan kontinu baik dalam proses belajar maupun masalah diluar belajar
6	Apakah Kyai melibatkan staf /santri dalam pengambilan keputusan?termasuk mengembangkan teknologi	Melibatkan, menerima idea	Melibatkan, idea, pendapat	Terbuka, mendorong	Pesantren yang maju selalu melibatkan semua fihak dalam pengambilan Keputusan baik internal maupun eksternal
7	Bagaimana Kyai mendukung pengembangan profesionalisme staf/santri di pesantren ini? Termasuk menyelesaikan maslaah akademik?	Merekomendasi lanjut studi, work shop, pelatihan	Motivasi, rekomendasi	Mendengarkan, memberi solusi	Pengembangan guru dan staf sangat penting untuk mampu beradaftasi dengan perubahan teknologi yang begitu cepat. Siap menghadapi perubahan sederas apapun
8	Apa pandangan Anda tentang adaptasi pesantren terhadap modernisasi termasuk kegiatan di luar akademik	Terbuka, kritis	Inovasi, fasilitas	Mendorong, memberi dukungan	Sangat penting untuk memiliki kemampuan beradaptasi dengan cepat baik masalah akdemik maupun meningkatnya sains dan teknologi
9	Bagaimana Kyai mengintegrasikan nilai-nilai tradisional dengan kebutuhan zaman sekarang dalam pengelolaan pesantren? Termasuk mengembangkan spiritualitas dan karakter	Kesederhanaan, disiplin, kebersamaan, selektif	Krarifan local, disipli, kebersamaan	Karakter, kejujuran, kedisiplinan	Perkuat penguasaan teknologi modern namun tetap selektif dan tidak meninggalkan tradisi pesantern yang melekat sejak lama
10	Apa saran Anda untuk pengembangan lebih lanjut kepemimpinan Kyai agar pesantren semakin maju?	Akhlak di atas ilmu, pengembangan sains teknologi, diukur oleh Masyarakat, inovasi, kritis	Fasilitas, jaringan	Kesabaran, optimisme	Pesantren harus menjalin net-working lebih masiv dan pengambil contoh dari pesantern yg sudah majus elain tetap meningkatkan aklak yang menjadi landasan utama

Figure 1. Research Results based on Interviews

Based on research data obtained from interviews with kiai, staff, and students at the Al-Islamiyyah Islamic boarding school, it can be described as follows:

1. Characteristics of Charismatic Kiai Leadership in Islamic Boarding Schools

The charismatic kiai leadership in Islamic boarding schools is characterized by exemplary behavior and simplicity that becomes a role model for the entire Islamic boarding school community. The main characteristics that stand out include:

a. Exemplary Behavior and Simplicity

Kiai demonstrates consistent behavior between words and deeds, lives simply, and is a real example for staff and students.

b. Worshipful Obedience

Kiai has a high commitment in carrying out worship, which inspires students and staff to improve their spirituality.

c. Humble and Caring

A humble attitude and concern for the needs and development of staff and students creates a harmonious relationship.

d. Wise and Persuasive

Kiai can provide advice and solutions wisely, as well as influence motivation and behavior through a persuasive approach.

2. Factors that Support the Development of Charismatic Leadership of Kiai in Islamic Boarding Schools
   a. Collaboration and Active Involvement
      Kiai is actively involved in discussions and collaboration with staff and students, demonstrating transparency in dealing with challenges and problems.
   b. Open Communication
      The existence of open and continuous communication allows for the exchange of ideas, input, and solutions between the kiai and staff and students.
   c. Professional Development
      Kiai supports the development of professionalism of staff and students through recommendations to continue studies, attend workshops, and training.
   d. Adaptation to Technology
      The drive to master modern technology and adapt to changing times helps Islamic boarding schools remain relevant and progressive.
3. Strategies Implemented by Kiai to Face the Challenges of Modernizing Islamic Boarding Schools
   a. Involvement of All Parties in Decision Making
      Kiai involves staff and students in the decision-making process, including in the development and implementation of technology.
   b. Integration of Traditional Values with Modernity
      Kiai integrate traditional values such as simplicity, discipline, and togetherness with the needs of the present day, ensuring that modernization does not erode the identity of the Islamic boarding school.
   c. Encourage Innovation and Criticism
      Kiai encourages innovation in teaching methods and facilities, and is critical of existing developments to make optimal use of opportunities.
   d. Network Strengthening and Cooperation
      Establish networking with other more advanced Islamic boarding schools to exchange experiences and take examples of best practices in the management and development of Islamic boarding schools.
   e. Improving Morals and Character
      Kiai emphasized that morals should be prioritized over knowledge, with a focus on developing character, honesty, discipline, and spirituality of students and staff.

CONCLUSION

The charismatic leadership of the kiai at the Al-Islamiyyah Cikalong Wetan Islamic boarding school, West Bandung Regency, plays an important role in shaping the culture and direction of the development of the Islamic boarding school. The prominent characteristics of leadership are exemplary behavior, simplicity, and devotion to worship. Supporting factors for the development of this leadership include collaboration, open communication, and support for the development of professionalism and technology adaptation. The strategies implemented by the kiai to face the challenges of modernization involve the involvement of all components of the Islamic boarding school in decision making, integration of traditional values with modernity, encouraging innovation, strengthening networks, and emphasizing morals and character. Thus, the kiai can lead the Islamic boarding school to remain relevant and advanced amidst the flow of modernization without abandoning the identity and fundamental values of the Islamic boarding school.

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