

Charismatic Leadership in Improving The Quality of Resources in Islamic Boarding School

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ABSTRACT

This article highlights the critical role of leadership in shaping the quality of education and human resources within Islamic boarding schools, which face challenges in adapting to modern management standards and ensuring sustainable development. This research addresses the low quality and loyalty of human resources and the management system in Islamic boarding schools, particularly through the charismatic leadership of caregivers at Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School. This article gathers primary data from in-depth interviews with Islamic boarding school managers, students, and alums and secondary data from relevant literature. Data collection techniques include observation, interviews, and documentation studies. The findings reveal that caregivers must integrate various leadership styles, with charismatic abilities as a distinctive identity that significantly influences human resource elements. Motivation for subordinates, educators, and students should be carried out effectively through person-to-person, group-to-group, and collaborative approaches. The study concludes that improving the quality of education at Pesantren Muhammadiyah Darul Arqom Karanganyar involves transformational leadership patterns focused on enhancing human resource capabilities by encouraging mindset shifts, motivating, and providing development opportunities through training, workshops, and seminars. Future research should explore the impact of digital tools and technology on leadership effectiveness in Islamic boarding schools and examine strategies for fostering global competitiveness among human resources in similar educational institutions.

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1. INTRODUCTION

Leadership becomes an important momentum for every leader who is given the task to contribute with his ideas, attitudes and actions (Cahyadi et al., 2022). Leadership in the world of education, especially pesantren is one of the important factors to be able to determine and bring success, effectiveness of managing quality pesantren programs (Arifin, Sutama, Aryani, Prayitno, & Waston, 2023; Wibowo, 2018). Leadership is not only made, learned, and understood, but can be researched models, styles or forms of leadership behavior that are most prominent. In the world of pesantren or education requires leaders who can and have vision, ideas or strategies to be able to develop their educational institutions. Someone with more ability is appointed or appointed as a person entrusted to manage others (H. N. Azizah, Muchtar, & Putra, 2023; M. Azizah, Solikhin, & Lailiyah, 2024; Hidayati, Yusuf, Nasir, & Kirom, 2023). Usually such a person is called a leader. From the word leader came the term leadership after going through a long process, approaches and research on leadership continue to develop since the term leader and leadership appeared (Aniah, Darmayanti, & Arsyad, 2023; Atstsaury, Hadiyanto, & Supian, 2024; Prasetyo, 2022).

The leader in the pesantren area is a caregiver or kyai. This has become a tradition because those who own, manage as well as educators or teachers in the pesantren they lead. The leadership of pesantren caregivers is a central figure in pesantren and has its own special characteristics (Abidin & Sirojuddin, 2024, 2024; Ifendi, 2020). In developing pesantren has a strategy that is adjusted to its enviable capacity. For example, in development, human resource recruitment strategies (HR) and student independence strategies (M. R. Azizi, Atlasi, Ziapour, Abbas, & Naemi, 2021; Gu, Zhang, Li, & Huo, 2023).

The capacity of caregivers in leading in this regard such as guiding, fostering, and developing the world of education in pesantren which has a major influence in improving the quality of education for Indonesian human resources (B, Kardini, Elshifa, Adiawaty, & Wijayanti, 2023; Danial, Dewi, & Kafrawi, 2021). In these conditions, a caregiver who leads an educational institution in pesantren has a role and function to regulate policies and has insight, skills or abilities in religious sciences (Aniah et al., 2023; Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; M. H. Azizi, Bakri, & Choiriyah, 2023; Darim, 2020). The caregiver leadership model with its characteristics plays a major role in making pesantren a comprehensive educational institution and remains gradually following the development of the modern era (Nasution, 2020). Which can develop its usefulness to provide provisions for students to be able to spread their knowledge to the wider community.

Charismatic leaders are one aspect of the criteria for a good leader (Wijokongko & Al-Hafizd, 2020). To be a reliable leader and a role model for each member, leaders must have this aspect. So that later the leader can provide good direction and provide innovations in his leadership period (Aisyah, Ilmi, Rosyid, Wulandari, & Akhmad, 2022; Estiani & Hasanah, 2022). As an effort to achieve the development and progress of the Islamic boarding school, it is necessary to have cooperation between the management, ustadz / uztadzah and the students in the Islamic boarding school. They must obey and obey the rules that have been made in order to achieve good discipline (Dian, Faizal, & Hasanah, 2022; Fitriani, Anam, & Maulana, 2024).

The success or failure of an Islamic boarding school is not only supported by cooperation between management, ustadzah / ustadzah and students but the leadership held by Kyai also has a great influence (M. Aziz, Nasution, Lubis, Suhardi, & Harahap, 2024; Rohmat, 2017; Wajdi

et al., 2022). Because if a Kyai has authority, character that exists in himself, has a vision, ideas and strategies in improving human resources to develop his Islamic boarding school to make himself respected and respected by the community. Based on initial observations, the data obtained showed positive developments, including: (1) Most graduates have scientific competence in Muhammadiyah and Islam, (2) Performance of pesantren caregivers who are able to develop trends such as the development of pesantren management and student services, (3) Islamic boarding schools experience infrastructure development such as the construction of study rooms, mosques, and student sports yards, (4) Community attraction is very good, (5) Islamic boarding school caregivers as well as school principals, and (6) charismatic type caregiver leadership.

However, in reality, the leadership of caregivers in improving the quality of Pesantren Muhammadiyah Daarul Arqom Karanganyar has not run as expected. Based on the results of initial interviews with ustadzah / ustadzah and santri, data were obtained, including: (1) The discipline of the work of the ustadz/ustadzah is still lacking. (2) There are some ustadzah who are not present to perform halaqoh tahfidz. (3) The presence of ustadzah / ustadzah and students who are not punctual in carrying out the process of halaqoh tahfidz. (4). The concern of the ustadz/ustadzah with the problems faced by students is still low. (5) The opportunity for ustadz/ustadzah to participate in training activities still overlaps with the duties given by pesantren caregivers. From some of the problems above, it can be concluded that there is still a low quality and loyalty of human resources and the management system of Islamic boarding schools. Thus, the author is interested in conducting research related to charismatic leadership in improving human resources in the Islamic boarding school Muhammadiyah Daarul Arqom Karanganyar.

2. RESEARCH METHODS

This research uses research methods with a qualitative approach (Sugiyono, 2007). Because it is qualitative, the nature of the research is natural setting. The researcher here acts as a key instrument, the data collection technique is triangulated (combined), data analysis is inductive, and the research results place more emphasis on meaning than generalization (Sudrajat, 2019). The researcher here systematically describes the facts under study and then analyzes them according to the theory obtained. The author uses self-report research, where the researcher himself collects information. To obtain information that is in accordance with the problem and research objectives, research is carried out through direct observation techniques. The study was conducted for 1 week starting from February 13, 2023 to 20 February 2023. Research site at Muhammadiyah Daarul Arqom Karanganyar Islamic Boarding School.

Research Instruments In descriptive research, researchers are the main instruments who go directly into the field and try to collect data and information through direct observation (observation), interviews, and document reviews (Ritonga & Rahma, 2021). The research instrument in question is that researchers directly become observers and readers of leadership situations and conditions, as well as how the process of improving the quality of human resources (Ritonga & Rahma, 2021). This study also involved several respondents to obtain supporting data so that research data was obtained accurately. In this case, researchers involved

3 (three) respondents as supporting data for research consisting of Islamic Boarding School Caregivers, Administrators and Students.

Data Collection Techniques A qualitative research approach is research that is an emic perspective, namely that the data taken by the researcher is not data that is "as it should be", but data as it is that occurs in the field. Because this research uses qualitative methods, the data collected uses observation techniques and direct experience. As for data collection techniques, researchers use several methods, namely Observation, Interview, and Documentation (Keswara, 2017).

3. FINDINGS AND DISCUSSION

Finding

Leadership becomes part of a personal reflection of someone who has abilities and advantages that certainly no one else has, so that in managerial and organizational patterns he is able to influence others to work together to carry out certain activities in achieving predetermined goals (Zunaih & Nasihihin, 2018). On the other hand, the leadership style of caregivers here has a meaning as a form of process from a reflection of the behavior of a leader who concerns the governance of educational institutions, of course, leadership in pesantren is identical to charismatic leadership patterns, but a caregiver as a leader certainly in managing pesantren has thousands of ways or tactics how he is able to manage leadership or the art of influencing others, Moreover, pesantren and the community certainly have a relationship that cannot be separated from each other. The leadership of caregivers besides being quite influential in the Islamic boarding school environment, also always gets support and position in the middle of community life in building a culture of human resources with integrity, charity, and religious personality in it. Therefore, the role of caregivers in Islamic boarding schools has long had a central role in the community, because caregivers in the eyes of the community are people who have high authority in spreading religious knowledge (Noor, 2019).

Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School is one of the modern Islamic boarding schools located on Jalan Tegal Asri Bejen, Karanganyar District, Central Java Province Based on initial observations, the data obtained showed positive developments, among others:

Table 1. Result Observation

	<p>Most graduates have scientific competence in Muhammadiyah and Islam</p>
<p>Result Observation</p>	<p>The performance of pesantren caregivers who are able to develop trends such as the development of pesantren management and student services.</p>
	<p>Pesantren experienced infrastructure developments such as the construction of study rooms, mosques, and student sports yards The attractiveness of the people is very good.</p>
	<p>Boarding school caregiver as well as Principal Nuanced caregiver leadership of charismatic type</p>

But in reality, the leadership of caregivers in improving the quality of the Muhammadiyah Daarul Arqom Karanganyar Islamic Boarding School has not run as expected. Based on the results of initial interviews with ustadzah / ustadzah and santri, data were obtained, including:

Table 2. Interview Results

<u>Ustadz / ustadzah work discipline that is still lacking</u>	
Intervie Result	<p>There are some ustadzah who are not present to perform <i>halaqoh tahfidz</i>.</p> <p>The presence of <i>ustadzah/ustadzah</i> and students who are not punctual in carrying out the process of <i>halaqoh tahfidz</i>.</p> <p>The concern of the <i>ustadz/ustadzah</i> with the problems faced by students is still low.</p> <p>The opportunity for <i>ustadz/ustadzah</i> to participate in training activities still overlaps with the tasks given by Islamic boarding school caregivers.</p>

The charismatic leadership style carried out by caregivers in the Islamic boarding school who always have confidence, the ability to think, be open and accept the input given, and always exercise their authority in accordance with the vision, mission, goals of the organization and have attraction, energy, and innate that emerges from within. Not only that, in managing Islamic boarding schools, caregivers always invite, protect all members and always involve alumni, especially related to the development of Islamic boarding schools. Thus, the caregivers at this boarding school are charismatic leaders who are always confident, have the ability to translate visions, have high expectations, show confidence in the progress of the Islamic boarding school, and are able to manage communication and receive all forms of input that are in the nature of advancing the pesantren and always involve all caregivers, teachers, and even alumni, but of course in decision making.

As from the results of interviews and observations made, it is felt that the role of caregivers in the Islamic boarding school there are still several efforts that must be faced in the future, of course, in the leadership pattern that upgrades, uppskilling, and upgrading the human resources in the Islamic boarding school. Especially improvements in managerial patterns and improvements in self-transcendence for all stakeholders in the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School. Improvements in the managerial line in the future will have an impact on activating organizational patterns ranging from planning, organizing, actuating and controlling. In addition, caregivers who have charismatic leadership characteristics in improving the quality of human resources need to increase self-tansendence to all students and to all stakeholders in the Islamic boarding school. This aims to build awareness, increase sustainable integrity and be able to build synergies of sustainable development.

DISCUSSION

The application of charismatic leadership style in maintaining the quality of traditional values in the Muhammadiyah Darul Arqom Islamic Boarding School, caregivers as leaders in Islamic boarding schools, have a very important role and position. Apart from being leaders in

pesantren, caregivers also occupy a leadership role in the community because they are considered as owners of knowledge and knowledge in the field of Islam, so it is appropriate that the growth of an Islamic boarding school depends on caregivers (Junaidi & Himmah, 2019). Leadership is a person who has skills and advantages, especially skills / advantages in one field so that he is able to influence others to jointly carry out certain activities for the achievement of one or several goals (Ahmad Aditian F, 2020). And in maintaining traditional values in Islamic boarding schools as an effort to improve the quality of human resources, in implementing leadership patterns must be able to run managerial systems appropriately in terms of planning, actualization, controlling, and evaluation (Muali, Ridwan, Huda, & Akbar, 2022; Spoelstra, 2019). In addition, leaders are expected to have knowledge in the field of self-transcendence, characteristics and uniqueness in awakening the actualization of ESQ which is the core value in the pesantren education system (Nazirwan, Cahaya, Junaidi, & Nofriyanti, 2020).

Leadership style here has a meaning as a manifestation of the behavior of a leader that concerns the ability to lead that can affect his subordinates (Leadership et al., n.d.). Charisma is a type of leadership type whose source of authority comes from the personal qualities of the leader, both his great appearance (Hariyadi, Rustono, Pramono, & Yanto, 2018). Charismatic leadership obtains the special grace of a supernatural power so that it can bring charm and attraction to the wider community (Lopes Cardozo & Srimulyani, 2021). The leadership of caregivers in Islamic boarding schools gains support and position in the midst of community life and students are teletak on the strength of their attitudes and qualities, thus giving birth to personal ethics of attractiveness. This process starts from the closest circle, then is able to spread to far-flung places. Caregivers are not only said to be religious elites. In the context of pesantren life, caregivers also bear the title of pesantren elite who have high authority in storing and disseminating religious knowledge (A. Aziz & Rachman, 2021). The position of caregivers in Islamic boarding schools is as the sole leader, having high authority in disseminating and teaching Islamic religious knowledge. Caregivers have an absolute position, determining the pattern of leadership and development of the Islamic Boarding School (M. Aziz et al., 2024; Fathullah, Ulfiah, Mulyanto, Gaffar, & Khori, 2023).

Charismatic leadership style carried out by caregivers at the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School in their leadership pattern to realize effective, visionary leadership, and can optimize the pattern of human resources in the Islamic Boarding School, a caregiver must apply the principles of standard operating procedures that are carried out actively, thoroughly. In addition, this charismatic leadership ability is able to become a role model for human resources in the Islamic boarding school, as long as the rules are still within normal limits, the community or students will not object to carrying out these regulations. One of the characteristics of his personality that is able to reflect his charismatic leadership is in his laughter in his sanity in responding to this mortal life (Andy, 2022). Caregivers at the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School also color the patterns and forms of leadership that apply in the Islamic Boarding School. The charismatic leadership inherent in him is often used as the main benchmark for the authority of Islamic Boarding Schools.

Charismatic leadership is so powerful, they become the mecca of its followers (Karim, Purnomo, Fikriyah, & Kardiyati, 2020). Policies that are often expressed orally are used as handles, attitudes and daily behaviors are used as role models, figurative language thrown out is often the subject of reflection (Thoyib, 2018). Basically, the charismatic leadership style has an influence on followers at a high level tremendously, charismatic leadership behavior has an influence on morals of life and also as a model (Zunaih & Nasihihin, 2018). The role of a leader's leadership style becomes an identity for him. Where the leadership style is used by a leader in carrying out his mandate. As according to Henry Mintzberg, the role of a leader has three main roles, namely the role of the personal, the role of the decision maker, and the role of the source of information (Bahzar, 2019). In this case, the role of a leader's leadership style as in the Islamic boarding school is very important in the course of the Islamic boarding school and the development of human resources applied.

As in the results of research based on leadership style indicators ranging from the ability to motivate, the ability to establish relationships, and the ability to discipline subordinates. What can be known is that the role of a leader is very large in the running of the Islamic boarding school. The results of this study are in line with research conducted by (Nurul Aslamiyah, Aris Supriyanto, Nasrudin Harahap, 2022) who say that a democratic leadership style can improve the performance of HR. Development of globally competitive human resources. Human resource development is a series of processes carried out by all stakeholders in the Islamic boarding school by realizing superior human resources, where the development no longer includes skills, knowledge, and abilities, but includes skills, knowledge, and attitudes, because the abilities in the Islamic boarding school have been listed in their skills (Firdaus, Zohriah, & Fauzi, 2023).

Efforts to overcome problems as from observations and interviews conducted by researchers at the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School can be done as follows, namely a caregiver must have skills in combining leadership styles in the implementation of his leadership. The leadership style, starting from how to motivate, how to establish relationships, and how to discipline his subordinates (Lilah Holilah, Rhini Fatmasari, 2021). In addition, charismatic abilities that become identities in influencing HR elements can be maximized by motivating subordinates. In terms of motivating subordinates, both educators and students are expected to be done well by caregivers with a person-to-person, group to group and collaborative approach (Assabiqotul Mardiyah, M Ridwan Basalamah, 2022). In order for human resources in the Islamic boarding school to feel very protected, a leader must be able to encourage his ability to raise between emotional, spiritual and quotient in each individual. In this case, the effort has been taken by the caregiver very well and always encourages his subordinates in various ways to motivate him, so that the subordinates feel very protected.

Furthermore, by establishing good relations in terms of establishing good relations, both with internal parties of the Islamic boarding school and external Islamic boarding schools, it is expected to be done well. Because a closely established relationship or chemistry can be well established between each other, then in doing all the tasks that have been given will be done well and happily (Suryana, Khoiruddin, & Oktapiani, 2021). And good relations with external parties can make it easier for internal parties to work with the outsiders concerned. So based on the results of research, caregivers have done very well in establishing relationships, both covering

internal parties of Islamic boarding schools and external Islamic boarding schools. So as to create good chemistry with internal parties and facilitate cooperation with external parties.

Then the next step is to discipline his subordinates. In terms of disciplining subordinates both to educators and students (*santri*) it is expected to be done well. Because a plan or target in achieving a vision and mission must be disciplined by all elements concerned. So based on the results of research, caregivers have disciplined well through giving *tupoksi* to each subordinate. So that disciplinary supervision of students (*santri*) also runs well. Not only that, caregivers also set an example for educators to always be disciplined according to their respective *tupoksi*. Because the word discipline can be achieved if there is already a *tupoksi* given (Kartiko, Rokhman, Priyono, & Susanto, 2024; Qomariyah, Adityawati, & Aprilianto, 2023). Based on the three indicators that have been explained, we can know that the leadership style applied by the caregivers of the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School, needs to collaborate and integrate a democratic leadership style where caregivers really appreciate the potential of each individual with the existence of various superior and extracurricular classes to develop the potential in the Islamic boarding school, and are willing to listen to the advice and suggestions of their subordinates through meetings and evaluations that have been regularly scheduled (Hossain, 2019). So that this can realize the behavior of caregivers in Islamic boarding schools that are highly respected and respected, not feared because in carrying out their mandate they always encourage their subordinates to grow their innovation and creativity through various motivational ways they have done.

In line with the explanation of the type of caregiver leadership in the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School, we can know that based on the theory of his nature he is a leader who is trustworthy and fair. Where a leader who is trustworthy he is very responsible, honest, and firm in principles which can be seen by the way he determines and gives instructions according to the style and ability of his subordinates. And a just leader, he is very tolerant; can increase cooperation and solidarity between people; open both in terms of ideas, criticism and suggestions; and democratic with a fairly broad and not fanatical outlook. In addition, caregivers at the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School based on behavioral theory are leaders who have a charismatic and democratic leadership style.

This is consistent with the characteristics of the charismatic democratic leadership style, where, among other things, the authority of the leader is not absolute; the leader is willing to delegate some authority to subordinates; policies and decisions are made jointly between subordinates and leaders (Banmairuoy, Kritjaroen, & Homsombat, 2022); Communication can go both ways, from superiors to subordinates and vice versa; supervision of (attitudes, deeds, behavior or activities) to subordinates is carried out reasonably; Initiatives can come from subordinates or leaders, subordinates have many opportunities in conveying suggestions or opinions and the tasks given to subordinates are requestful in nature by ignoring the nature of instructions; and the leader will pay attention in acting and behaving to engender mutual trust and respect (Elken & Stensaker, 2018). So that in carrying out their mandate, caregivers always use each of their subordinates, namely educators by giving *tupoksi* according to their respective styles and abilities. Mr. Head is also a very active, dynamic, and directed leader which we can see from the way he mapped all elements in the madrasah and gave *tupoksi* according to the mapping, which was very focused (Beger et al., 2019).

Then if it is associated with the process of improving the quality of education at the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School, caregivers with their leadership patterns can be made in improving the quality of human resources, teaching staff and education staff, namely by changing the mindset in a more positive direction, caregivers always encourage, motivate, provide opportunities for teaching staff and education staff to make changes for the better by participating in HR development activities, for example training, workshops, seminars, and so on; In addition, encouraging repetition of the fields of science studied with further study programs, in order to improve the quality of human resources, teachers and education staff are given the opportunity to continue their education to the second degree level (S2); Participate in activities to improve the quality of teachers and education staff, seminars, workshops, and other forms of training. Cooperate with various parties. One of the efforts to develop the quality of teacher resources and education staff in Islamic boarding schools, the caregivers collaborate with various stakeholders to support the improvement of the quality of human resources (Achyar, 2017).

4. CONCLUSION

The application of charismatic leadership style in maintaining the quality of traditional values in the Muhammadiyah Darul Arqom Islamic Boarding School, caregivers as leaders in Islamic boarding schools, have a very important role and position. The leadership of caregivers in Islamic boarding schools gains support and position in the midst of community life and students are teletak on the strength of their attitudes and qualities, thus giving birth to personal ethics of attractiveness. Charismatic leadership style carried out by caregivers at the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School in their leadership pattern to realize effective, visionary leadership, and can optimize the pattern of human resources in the Islamic Boarding School, a caregiver must apply the principles of standard operating procedures that are carried out actively, comprehensively. In this case, the role of a leader's leadership style as in the Islamic boarding school is very important in the course of the Islamic boarding school and the development of human resources applied.

Efforts to overcome problems as from observations and interviews conducted by researchers at the Muhammadiyah Darul Arqom Islamic Boarding School in Karanganyar can be done as follows, namely a caregiver must have skills in combining leadership styles in the implementation of his leadership. So that the leadership style applied by the caregivers of the Muhammadiyah Darul Arqom Karanganyar Islamic Boarding School, needs to collaborate and integrate a democratic leadership style where caregivers really appreciate the potential of each individual with various superior and extracurricular classes to develop the potential in the Islamic boarding school, and are willing to listen to the advice and suggestions of their subordinates through meetings and evaluations that have been scheduled regularly. So that this can realize the behavior of caregivers in Islamic boarding schools that are highly respected and respected, not feared because in carrying out their mandate they always encourage their subordinates to grow their innovation and creativity through various motivational ways they have done.

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