Situational Leadership in Islamic Education: Analysis of Kiai Situational Leadership Skills at Darul Ihsan Walantaka Islamic Boarding School

[1]Muhammad Shofwan Mawally Nafis Badri, [2]Agus Gunawan, [3]Encep Syarifudin
[1,2,3]Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
mawallyshofwan@gmail.com, encep.Syarifudin@uinbanten.ac,.id,
agusgunawan1405@gmail.com

ABSTRACT.

The Islamic boarding schools are the oldest Islamic educational institutions in IndonesiaIndonesia but still exists in building and developing education in Indonesia to date. The uniqueness of the role of Islamic boarding schools is certainly inseparable from this professionalism and the intelligence of the kiai in leading the pesantren education community. It is at this point that the main reason for this research is raised. The main focus in the discussion is the Kiai's situational leadership skills which focus on skills in diagnosing, skills flexibility his leadership style and partners for success. It is a qualitative research with a phenomenological approach. Data collection techniques with observation and interviews. Data analysis technique with data condensation, data display and conclusion drawing/verifying. The results of this study include the Kyai's skills in diagnosing by giving a potential test to the pesantren community which aims to determine the ability and commitment of subordinates.flexibility Various leadership styles depend on the competence and commitment of the pesantren community.

Keywords: skills, situational leadership, kiai

INTRODUCTION

Islamic boarding schools as one of the Islamic educational institutions in Indonesia are recognized as having a very large contribution and role in the development of education. In addition, pesantren are also believed to be an option in solving various educational problems that occur at this time. According to Dhofier, he explained that the ecological feasibility of a pesantren must have five elements, namely huts, mosques, students, teaching of classical books and clerics (Dhofier, 1982). The existence of Islamic boarding schools in responding to the development of this era, of course, has a commitment to continue to present an educational pattern that is able to produce reliable human resources (HR). In keeping pace with current developments, there is the main capital in shaping the personality of the students, namely balancing the power of the brain (thinking), heart (faith) and hands (skills) (Wahyono & Fanani, 2022).

Related to the formation of this human being, Fatah explained that Islamic boarding schools must have the courage to appear and develop themselves as centers of excellence. This is because Islamic boarding schools are the oldest Islamic educational institutions in Indonesia, making Islamic boarding schools a beacon of hope, in facing increasingly complex challenges in society (Fatah et al., 2005).

Of course in terms of the development of these pesantren to achieve superior education it is influenced by presenting personality leadership, especially in the field of

management which will be a journey in achieving a goal that has been set together. Leaders must respond to and meet the needs of the organization and the people in it. More than that, the skills of a leader are very influential in realizing the goals of an organization (Khoironi & Hamid, 2020). In this case the Kyai's leadership skills are needed in the development of pesantren.

The study in this research, specifically discusses the Kyai's situational skills in the development of formal education. Kindly theoretical, many studies have conducted studies on leadership. Therefore, the position of this research is to see how and what the Kiai's leadership looks like from the point of view of his skills.

Study This was carried out at the Darul Ihsan Walantaka Islamic Boarding School. Darul Ihsan Walantaka Islamic Boarding School was founded in 2013. Previously there were other institutions, namely MTs Al-Khairiyah Walantaka and MA Darul Ihsan. The establishment of the Darul Ihsan Islamic Boarding School was a step taken by the chairman of the foundation in dealing with this decline in the quantity of students and answers to the demands of the times. Therefore Kiai as well as serving as chairman of the foundation has a policy to maintain formal schools, madrasa teachers and mix students both students and non-santri. This of course has a positive impact but this is the stage to become full boarding. All of the above formal educational institutions were initiated as media to achieve the foundation's vision which is manifested in the development of the formal education it organizes. With subs metaphor Different educational institutions try to arrange their educational orientations to achieve the grand vision of this foundation.

Based on the explanation above, it is very clear that the development of formal education in Islamic boarding schools is actually a form of effort to achieve shared goals. In addition, based on its vision and mission, the orientation of the development of formal education has three important components that are always pursued. These three are the development of Islamic teachings, science and life skills (Fanani, 2020). Fundamentally, to achieve this, special leadership is needed. As acknowledged by one of the Islamic boarding school assessment teams, the process of developing formal education, as stated in the vision and mission above, certainly needs to integrate Islamic boarding school competencies and formal education development. That is, there are a wide variety of developmental structural capabilities that incorporate this. It is also with them that the kiai's leadership tends to be adapted to the various capabilities of the existing community members. Based on the above, this research study examines the kiai's leadership from the point of view of the situation and how his skills need to be studied more deeply.

Leadership with a situational approach, according to Purwanto, is a theory that tries to find a middle ground between views that say there are more universal principles of organization and management, and views that argue that every organization is very unique and has different situations (Purwanto & Sujarman, 2009). Thus, it should be faced with a different leadership style.Whereas according to Munandar, such leadership is a processing of a three-dimensional model of leader effectiveness, based on

relationships linear curve between task behavior and relationship behavior and maturity (Munandar, 2001).

Therefore a leader needs practice to recognize his followers in using situational leadership. Blanchard suggests three skills of situational leaders; diagnose, be flexible and partner to success. First, the diagnosis must determine the developmental level of the follower (Blanchard, 2007). The key in this case are two factors, namely ability and commitment. Second, flexibility of using a diverse leadership style. Third, partnering for success provides clues on how to create complementary leadership relationships. Thus giving people the opportunity to ask the manager for the leadership style they need.

Skills Diagnose This is characterized by the behavior of a leader in terms of knowing how far members have the ability and will. The process of "diagnosis" is an important component that is considered as a strategic leadership step in determining organizational work processes. In SLT, the diagnosis process is carried out to determine the situation and assess the needs of partners in a joint venture of an organization. In this aspect, as explained by Blanchard & Miller that the process is to understand two things, namely skill as doing and character as being (Blanchard & Miller, 2014).The question proposed in the introduction of situational leadership model The Ken Blanchard Companies Explained the fundamental question is the willingness and ability to look at a situation and assess others development needs Does the individual need direction or support to become more self reliant on a particular goal or task?". That is, the process of diagnosis is the identification of the situation and the needs associated with the components of the situation need development in the form of skills and character as tools (Aisyah & Takdir, 2017).

Skills Flexibility This is characterized by the behavior of a leader in terms of the use of leadership style. This skill is very dependent on the situation at hand, this also means that there is no single leadership style that is suitable for many different situations.

This partnering skill for success is characterized by the behavior of a leader in working with members to achieve the goals that have been aspired to. Two-way communication is very important in realizing a leader-member partnership. Communication can be done formally and informally. Dimock said that in communication there are times when it is built in formal space and sometimes it is also built in informal space (Dimock et al., 1983). In a formal space,construction communication is carried out outside the existing structure. For example individual to individual meetings and so on.

METHOD

This research reveals the meaning behind the Kiai situational leadership skills in the process of developing the Darul Ihsan Walantaka Islamic boarding school. As a social action (social action) that is constructed by actors (Kiai), leadership has a style or characteristic that has a trend capricious. What is shown by the Kiai symbolically and verbally is the main issue that this research will look for. Accordingly, this study tends to choose qualitative methods with a phenomenological approach. This approach is very

relevant in the effort to explore the meaning of the Kiai's leadership in developing pesantren formal education. Based on this approach, the meanings sought by researchers are not individual meanings, but universal meanings which are systematized based on meanings originating from individuals who are and are related to the subject of this study (Creswell, 2016).

RESULT AND DISCUSSION

Result

Subordinate Diagnostic Skills Based on Maturity Level

Darul Ihsan Walantaka Islamic Boarding School is an established institution under the auspices of the Al-Ihsan foundation, the Darul Ihsan Islamic Boarding School was established in 2013 where previously there were other institutions, namely MTs Al-khairiyah walantaka and MA Darul Ihsan. The establishment of the Darul Ihsan Islamic Boarding School was a step taken by the chairman of the foundation in dealing with this decline in the quantity of students and answers to the demands of the times. Therefore Kiai as well as serving as chairman of the foundation has a policy to maintain formal schools, madrasa teachers and mix students both students and non-santri. This of course has a positive impact but it is a stage of becoming full boarding. Based on this, the kiai as a manager uses a situational leadership style in leading his subordinates and divides his subordinates into 4 categories based on the maturity level of responsibilities and duties as well as alignment of vision and mission.

The Kiai divides his subordinates into 4 groups based on the maturity level of the subordinates regarding their duties and responsibilities which can be seen in the following table:

NO	4 levels of subordinate maturity	4 groups of subordinates
1	Subordinates are unable and unwilling to have confidence	Filled with ustadz and ustadzah dedication results of boarding school graduates
2	The subordinate is unable but has the will and belief that he can	Filled in by formal school teachers at the MTs and MA
3	Subordinates are capable but lack the will and are not confident	Filled by the ustadz and teacher who teaches a special cottage.
4	Subordinates are able and have the will and confidence to complete tasks	Filled in by ustadz and ustadzah who have structural and functional positions and filled by school principals, administrators and advisory boards for both Islamic boarding schools and

		schools.

The identification process is carried out professionally and even measured with certainty. Dadang Hermawan explained the identification process competence some of the management of pondoks is carried out by a professional team formed by kiai. Measurably, the competence and skills of education and education staff assessment by the team.

The process of identifying kiai in developing Islamic boarding schools is carried out in two scopes, namely the first is teaching staff and good formal school education MTs and MA the second ustadz and ustadzah who live as well as ustadz and ustadzah devotion. It is in this scope that the identification process is carried out. Of course, these two scopes are to see how far the maturity of the kyai's subordinates has been in developing the Darul Ihsan Islamic boarding school.

The assessed aspects which form the basis of the division in the table above are actually methods to measure certain qualities possessed by the kiai's subordinates. kindly detailed First mentioned, the TKP test field. TKP is an extension of the reasoning ability test. This field is expected to be able to measure the ability of subordinates in the aspect of rational cognition. In the exam, several questions about the abilities raised are related to questions of the basic reasoning abilities possessed. Second, field integrity test. Hands Integrity is a serious and emotional analysis. This test is expected to measure the ability of subordinates in terms of work mentality and commitment in carrying out their responsibilities. In this exam, the forms of the questions are related to how subordinates position their personal interests with the public interest that Darul Ihsan Islamic Boarding School wants to achieve. Third, field test management. The management test is an identification process on the knowledge management abilities of prospective subordinates. This test is expected to be able to measure the ability of subordinates in the aspect of management innovation when later managing educational institutions. In this variant, some of the questions are in the form of scientific questions managerial which is done by way of interviews. Orientation Question question The program given is expected to provide results of identifying the abilities of the participants in the scientific field of management.

Based on the results of the findings and discussion above, regarding the ability of kiAi in dividing or identifying subordinates based on their level of maturity which was carried out by the Kiai in developing his pesantren seems to be carried out using identification based on three important standards namely reasoning ability, integrity and management. These three components are explored by the kiai in an organized manner, namely by forming a structural selection team for a pondok or formal school.

The Kiai uses a variety of leadership styles according to the maturity level of his subordinates.

Situational leadership supports flexibility because it shapes leadership according to the level of skill, motivation, and confidence of each team member (Rozaq, 2022). A less flexible leadership model may not consider the motivation level of each team member,

but situational leadership must be flexible to produce better productivity. In this regard, the results of the diagnosis will have an effect on the flexibility of Kiai in the application of leadership style. The results of the identification carried out will be the basis for determining the appropriate leadership style. Therefore the kiai and the selection team must understand especially first the nature and characteristics of his subordinates. Because in terms of organization there are those who have good integrity and high commitment, but they don't understand how to perform the task.

The Kiai explained that the basis for group division was the Al-Qur'an An-nisa verse 58: "Verily, Allah commands you to deliver the mandate to those who deserve it, and (commands you) when establishing the law between human beings that you may decide justly. Indeed, Allah gives you the best lessons. Indeed, Allah is All-Hearing and All-Seeing".

Fair here in the opinion of the kiai is to put something in its place. Whereas in Al-Misbah's interpretation it is explained that the mandate is something that is left to another party to be maintained and returned when the time comes and is requested by the owner (Shihab, 2004). The meaning of the mandate in this verse is something entrusted to something entrusted to someone to be carried out with as good as possible. This verse when ordering to carry out the mandate, emphasizes that the mandate must be fulfilled to (أهلها)ahliha, namely the owner, and when ordered to specify law with justice, he declared when you set the law among people. This means that in choosing leaders, especially in educational leadership, it must be given to people who are right able to carry out his mandate and be able to see situations and conditions and be able to do justice to his subordinates in accordance with the theoretical approach and situational leadership style.

Besides that, that became the basis of the kiai in grouping the maturity levels above is the words of Imam Al Ghazali, namely:

> "Al-Khalil bin Ahmad said: "There are four people, someone who knows, and knows that he knows, then that is a knowledgeable person (alim), so follow him; someone who knows, and doesn't know, that himself knowing, then that is the person who sleeps, so wake him up; a person who does not know, and knows that he does not know, then such is the person who seeks or asks for guidance, then guide or show; and someone who doesn't know, and doesn't know that he doesn't know, then that's the stupid person, so stop (reject)".

Therefore,kyai apply various leadership style according to the level of maturity contained in the following table:

NO	Lower Group (M)	Applied Leadership Style (G)
1	Ustadz and ustadzah dedication results of Islamic boarding school graduates (2 years before being appointed	Kiai gives clear instructions and oversees the implementation of tasks and the performance of his subordinates (directing-autocracy)

	as permanent ustadz and ustadzah)	
2	Both formal school teachers at the MTs and MA	Kiai explained his decision and opened the opportunity to ask questions (selling-Consulting)
3	Ustadz and teacher Mukim teach a special cottage	Kiai provides an opportunity to convey ideas as a basis for decision making
4	Ustadz and ustadzah who have structural positions, school principals, administration and advisory boards for both Islamic boarding schools and schools	Kiai delegates decisions and execution of tasks to his subordinates with little direction and support. (Delegating-supporting)

From the table above the subordinate group (M1) is considered to be people who are unable and unwilling to take responsibility for doing something in the sense of being incompetent and unsure. their willingness based on related uncertainties about the task they are assigned. Thus, the kiai uses a leadership style (G1), namely in a directive manner that provides specific and clear direction and supervision that is more inclined to autocratic who likely have effectiveness higher level with people who are at that level of maturity.

Furthermore, the subordinate group (M2) is considered to be people who are unable but willing to bear responsibility to carry out a task in the sense of being sure but lacking skills or there are things that really make these people unable to carry out certain tasks such as formal school teachers who do not live in an average family, therefore to carry out the task of developing Islamic boarding schools is less than optimal. Thus the selling style and because they are less capable but also supportive behavior (G2) to strengthen their will and enthusiasm is the style that best suits people who are at this maturity level.

The next group is the subordinate group (M3) which is considered by people who are at this level of maturity capable but unwilling to do the things the kiai wants. Their unwillingness is often due to a lack of confidence or an insecurity. But if they are competent but unwilling, their reluctance is more a matter of motivation. This needs to open two-way communication channels to support followers' efforts to use the abilities they already have. Thus the participative style is supportive and not directed by providing opportunities for opinions and conveying ideas or ideas that can be the basis of kiai fortake decision. It is most likely to be effective with people at this maturity level.

The next group is the subordinate group (M4) which are considered to be people who are able and willing or sure to take responsibility. This group has high maturity, so that the kiai believes almost 100% in the performance of his subordinates needed is the communication of what is to be done to advance Islamic boarding schools. With style delegate and supporting what will be done (G4) and providing low direction or support is most likely to be effective with people at this level. Although leaders still identify problems, will but responsibility to carry out the plan given to his followers.

Kiai Skills in Partnering for Success

After the diagnosis of the pesantren community, the thing that needs to be done by a leader is to cross-check the required maturity situation whether it has been fulfilled or not. This partnering skill is very important to establish cooperation between kiai with the pesantren community. Even though the pesantren and formal educational institutions belong to the Kiai, achieving goals is a shared responsibility. a sense of belonging and responsibility for the success of the goals that have been aspired to will be felt if the partnership between the leader and those who are led are in harmony (Aisyafarda & Sarino, 2019). This is in line with the findings that the authors found, where the kiai often held meetings with their subordinates, both formally and informally by chatting casually but still in the context of developing Islamic boarding schools.

Based on the statement above, partnering to success between Kiai with the pesantren civitas built on the basis of kinship. Kiai and pesantren community are a team, teamwork is based on several factors including, the thinking of two or more people is far better than one person, something produced by a team is better than that produced by individuals, members of the organization can know each other well because there is teamwork, and communication gets better with teamwork. In the view of researchers, the existence of leaders with members who cooperate achieve goals, because both need and complement each other.

CONCLUSION

Based on the discussion of the Kiai situational leadership skills at the Darul Ihsan Islamic Boarding School, there are three important points, namely, the first is the skill of diagnosing, in this case the Kiai identifies the potential of the Islamic boarding school community in an organized manner with the help of the pondok assessment team. It aims to determine the ability and commitment possessed in a professional way through activity to test the potential of the pesantren community. Second, skills flexibility various leadership styles by looking at the capabilities and commitment possessed by the pesantren community. Kiai identifies potential test results to be used as a basis for Kiai in applying leadership style. Third, partner skills for success, namely by means of the Kiai and the pesantren community to build two-way communication and carry out what has been planned together to realize common goals.

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