JoIEM, 6 (1) (2025), ISSN : 2722-5534 (Online)

Published by: LPPM Institut Agama Islam Negeri (IAIN) Kediri

Journal of Islamic Education Management (JoIEM)

Journal homepage: https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/joiem/

Integrative Leadership of Kyai in Improving the Quality of Education (Case Study at Raudhatul Ulum Guyangan Pati Islamic Boarding School)

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A R T I C L E I N F O

Keywords:

Integrative Leadership; Education Quality; Islamic Boarding School

ABSTRACT

This study aims to describe the management of Raudhatul Ulum Guyangan Pati Islamic boarding school through an integrative leadership model. This research includes field research with a qualitative descriptive approach by making the kyai as the primary data source. Meanwhile, secondary data were collected from the vice kyai, RSA director, teachers and head of administration. Data were collected using interview techniques (structured), observation and documentation. After the data is collected, it is then analyzed by reducing the data, then displaying the data and before concluding, data verification is carried out first to ensure the validity of the data. This study concludes that through integrative leadership, and by implementing the three dimensions of integrative leadership, namely tasks, relationships and changes, caregivers are able to bring PPRU as the most qualified educational institution in the Pati region by achieving educational quality indicators, namely effectiveness, efficiency, equality and satisfaction

Keywords:

Kepemimpinan Integratif; Kualitas Pendidikan; Pesantren

Penelitian ini bertujuan untuk mendeskripsikan pengelolaan pondok pesantren Raudhatul Ulum Guyangan Pati melalui model kepemimpinan integratif. Penelitian ini termasuk penelitian lapangan (field research) dengan pendekatan deskriptif kualitatif dengan menjadikan kyai sebagai sumber data primer. Sementara itu, data sekunder diperoleh dari wakil kyai, direktur RSA, guru, dan kepala tata usaha. Data dikumpulkan dengan menggunakan teknik wawancara (terstruktur), observasi dan dokumentasi. Setelah data terkumpul, kemudian dianalisis dengan cara mereduksi data, kemudian mendisplay data dan sebelum menyimpulkan, dilakukan verifikasi data terlebih dahulu untuk memastikan keabsahan data. Penelitian ini menyimpulkan bahwa melalui kepemimpinan integratif, dan dengan mengimplementasikan tiga dimensi kepemimpinan integratif, yaitu tugas, hubungan dan perubahan, pengasuh mampu membawa PPRU sebagai lembaga pendidikan yang paling berkualitas di wilayah Pati dengan tercapainya indikator kualitas pendidikan, yaitu efektifitas, efisiensi, pemerataan dan kepuasan

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1. INTRODUCTION

Islamic boarding school is an educational institution in which there are kyai and santri who interact with each other with the aim of seeking, exploring and sharing knowledge and or experience about Islamic religion (Munawir et al., 2024). In the past, pesantren was the only educational institution (Wahid, 2010). Today, it is a non-formal educational institution in the context of national education. It first appeared long before Indonesia's independence, precisely in the 16th century (Anwar, 2021; Mukhid, 2014). This traditional educational institution continues to develop along with the times. However, its distinctive characteristics are not necessarily displaced in totality by the progress of the times. One of the distinctive characteristics of boarding schools that remains is that the kyai is the mestro for the journey of the boarding school, whose main task is to compile the curriculum, make rules, design an evaluation system as well as implement PBM (Noor, 2019). Aspects such as management, administration, curriculum, and facility operations continue to evolve (Adisel et al., 2023). Abdul Haris ((Anwar, 2022) illustrates that the boarding school is like a small kingdom, where the kyai is the absolute source of power and authority in the life of the boarding school.

As the oldest institution in Indonesia (Mukri, 2023), boarding schools are always interesting to research and study. There have been many studies and or writings related to boarding schools and kyai. Muslichan Noor, for example, conducted a research entitled: “Kyai's Leadership Style” (Noor, 2019). He highlighted the kyai in terms of his role, which not only focuses on pesantren affairs but also provides solutions to community problems. In addition, the paper also reviews the tradition of leadership in pesantren that maintains the kedarahbiruan in passing on the caretaking relay. Nor Fithriyah researched with the title: “Pesantren Education Leadership” (Study of Kyai's Authority in Salafiyah, Modern, and Combination Islamic Boarding Schools)”. She sees the kyai more in terms of authority as an asset in leading the boarding school (Fithriah, 2018). Mukri with the title “Prototype of Kiai Leadership in Modern Islamic Boarding Schools”, sees the kyai in terms of the models used in his leadership (Mukri, 2023). The three studies above (and other similar studies) target boarding schools from the kiaiKiyai's style of managing them in general, not with a particular style (Khoeriyah et al., 2022; Munawir et al., 2024).

The research that focuses on integrative leadership is conducted by: Dewa Komang Tri Mahayana and Ardi with the title: “The Effect of Integrative Leadership, Organizational Justice and Work Engagement on Organizational Citizenship Behavior at the Papuan Taruna Boarding School in Timika” (Mahayana & Ardi, 2022). This study aims to prove the effect of integrative leadership when coupled with social justice and work involvement on Organizational Citizenship Behavior. Muhamad Husni and Muhammad Hasyim with the title: Integrative Leader Relations: Thematic Discourse on Social Integration and Management (Husni & Hasyim, 2018). The paper highlights when leaders integrate social and management. While research on boarding schools where the kyai is the highest caregiver or main manager of the boarding school and, at the same time, as the head of one of the madrasas under him who carries out his duties integratively with a focus on how the realization of integrative leadership is carried out has not been found.

The integrative leadership of the kyai is an interesting thing to study, especially when the pesantren is classified as a large pesantren, namely when it has more than 2000 students and comes from various provinces (Tafsir, 1992), and has many formal institutions, such as Pondok Pesantren Raudhatul Ulum (hereinafter written PPRU) Guyangan Pati. With a large number of students, of course there are also many people (ustadz/ah or teachers) involved in the management of the pesantren and the education of the students. Of course, research on such a pesantren is not just to find out the model or type of leadership of the kyai but rather to find out how the kyai's concrete steps in managing these institutions integratively. The survival of Raudhatul Ulum Islamic boarding school, with a relatively large and consistent number of students in the midst of an era where Islamic boarding schools began to emerge with their respective advantages and advantages, indicates the success of the kyai in managing and socializing it (Remiswal, 2022; Wahyudi, 2018). So exploring by conducting research on such boarding schools has great meaning.

PPRU Guyangan Pati Central Java as a large boarding school, with 4974 students, in terms of curriculum, not only teaches the yellow book through the Diniyyah Madrasah it established but also teaches general subjects through formal education institutions

within the boarding school. Where, PPRU currently has 6 formal institutions: RA, MI, MTs 1, MTs 2, and MA 1, MA 2 (and also a hospital), with all its consequences. Definitely this is a tough thing especially if the kyai also serves as the head of one of these institutions, namely MA. Thus, the caregiver of the boarding school on the one hand will certainly face two domains at the same time, namely the boarding school and the MA, and on the other hand, the number of institutions has a consequence on the number of people involved in managing and controlling them. Here of course there is a question, how does the kyai integrate all the personnel involved in the management of the boarding school. With this research, the author is expected to obtain data on the implementation of integrative leadership.

2. RESEARCH METHOD

This research is a field research taking place at PPRU Guyangan Pati. The approach used in this research is descriptive-qualitative. Data on the implementation of integrative leadership as the main data in this study were taken from PPRU caregivers as primary data sources. While reinforcing or secondary data were taken from the deputy caregiver, the director of the Hospital, teachers and the head of the Administration section as well as PPRU documents. Researchers used three of the four data collection techniques in qualitative research (Creswell, 2015). The three techniques are interview, observation and documentation techniques. Interviews were aimed at caregivers, deputy caregivers, hospital directors, teachers and heads of administration. The form of interview used was semi-structured. Observation is used to directly see the existence of facilities and infrastructure as evidence of institutional management. While documentation is used to obtain data such as vision, mission, evidence of achievements achieved by students at PPRU.

After the data is collected, it is then analyzed. Starting the analysis and during the analysis, the researcher continued to cross-check the data to ensure its validity. (Cresswell, 2010) explains that there are 8 methods in conducting data validity. In this study, researchers used triangulation. That is by examining evidence from different sources (read: observation interviews and documentation) which are then used to build coherent justifications. As for the researcher's steps in conducting the analysis, following the Milles and Huberman technique, namely through: data reduction or sorting out data, after the data is sorted out, the data needed is displayed, after which it is verified to ensure the truth and or accuracy of the data, after all the data is correct and correct, then conclusions are taken (Nasution, 2023).

3. RESULTS AND DISCUSSIONS

Kyai's Integrative Leadership

PPRU is classified as a large boarding school, with 4974 students, both male and female, from RA age to MA age. In managing the pesantren, the kyai (hereinafter written: caregiver) uses an integrative leadership model. As said by Yulk et al (Argista Rahmaini, Khanan Auladi Dan IStiningsih, 2021; Subarino et al., 2011), that integrative leadership has three dimensions, namely tasks, relationships, and change.

A. Duties, including:
   1) Formulating short-term planning. PPRU's short-term plans are:
      a. All madrasah heads from RA to MA must oversee students in achieving quality education and achieving achievements in competitions.
      b. Implementing complete service. This program is implemented not only in formal schools but also in the pesantren. Complete service in the hut is in the form of assistance in reciting the Koran. PPAQ, every 30 students 1 teacher. Completeness is also evident in the mentoring material, namely in conducting kitab recitation using the sorogan method, bahtsul masail, muhadatsah, and conversation.
      c. Implementing a drill program. This drill is intended for students who have more potential, especially in reading the book. Drill is not only carried out when students will face the Musabaqah Tilawatil Kutub, but routinely, namely every night. This is driven by the caregiver's awareness that education requires

a process, not something instantaneous. This drill is not only for students who live in the hut but for all students who have competence even though they do not live in the hut, both boys and girls.

d. Implementing enrichment programs for MTs and MA students outside of school hours. This activity is intended for students in grades IX MTs and XII MA within 3 days a week. The orientation of enrichment is not only to face exams or achieve graduation but is more motivated by the realization that success is achieved with a struggle so that its implementation is also routine. Enrichment for MA students is also oriented towards their readiness to compete when entering university. This enrichment has produced satisfactory results, namely students who passed SNBT as many as 21 children and those who passed SPAN PTKIN in 2023 were the most in Indonesia, namely 178 students, while in 2024 it increased dramatically to 264 students.

e. Improving facilities as needed, both housing for students and facilities for sports, including maintenance of cleanliness and health. In health, PPRU currently has a 5- star hospital (hereinafter written: RSA, As-Suyuthiyyah Hospital). The utilization of the RSA is not only for santri but also for the community.

2) Formulating the main tasks and functions (hereinafter written: Tupoksi) for all teachers according to their respective positions, both those involved in the management of formal institutions (RA, MI, MTs, MA) and Madrasah Diniyah. Likewise, employees, such as Administration and ustadz who take care of each room in the boarding school (hereinafter written: subordinates).

3) Evaluating the performance of subordinates. This is carried out by participatory observation, namely the caregiver goes directly and struggles with subordinates. The caregiver has the principle that “Caregivers and subordinates are both santri servants”, so he always hangs out with them. As a consequence of the strict evaluation, the SK applied to all subordinates who have positions is only valid for 1 year, and can be reappointed if the evaluation results are good. In terms of finances, all of the institution's finances are centered on the foundation, in this case the foundation treasurer. Its supervision as an evaluation uses transparent management by all foundation administrators.

B. Relationships, including:

1) Support, manifested in:

a. Caregivers always ask subordinates for consideration when making decisions. Requests for consideration are made through meetings, which are sometimes carried out on a large scale and sometimes on a small scale. On a large scale, it is held with the teachers and is conducted monthly. While the implementation of meetings on a small scale is carried out with Administration with almost daily time.

b. Caregivers are not only willing to receive input from subordinates, even if subordinates, especially Administration, do not provide input, they will be reprimanded, because they are considered less serious or less able to work.

c. Caregivers not only provide opportunities for subordinates to develop their careers, but even pay for the development of these careers, as well as training, for example caregivers provide opportunities for doctors to attend dialysis and miningitis training.

d. Caregivers have concern for the needs of subordinates, both scientific and financial needs. Attention to financial needs is evident in providing high salaries, which are above the average of other private institutions in the Pati area. This includes the fact that the institution/caregiver does not deduct any of the teachers' certification salaries.

2) Development. The development of subordinate human resources is carried out by providing opportunities and even financing education both in developing skills and knowledge through training and further studies. Meanwhile, the construction and development of facilities, such as school buildings, RSA, huts / student residences and sports facilities continue to be carried out by considering the needs. For example, due to the limited number of MTs and MA buildings and because there is a policy of limiting the number of students per class, the caregiver finally established MTs Raudlatul Ulum 2 and MA Raudlatul Ulum 2.

3) Recognition, including: recognition of subordinates' achievements that they have proven by leading students in achieving many achievements, in participating in competitions, the teacher's ability to master the class, in teaching and others. Through evaluations at the end of each semester of subordinate performance, caregivers give back trust in teaching as a reward for those whose evaluation results are accepted.
4) Consultation: in certain cases subordinates are invited to make decisions that will be enforced in the cottage and formal institutions, through large and small meetings. Such as when going to implement on-line learning, when going to participate in all competitions, when going to carry out exams, PPDB and others.
5) Empowerment: delegating subordinates in participating in certain events to represent both on behalf of PPRU and formal institutions. Such as attending seminars, training, official meetings, teacher competitions and others.

C. Change. This includes: external monitoring, clarifying the vision, and encouraging innovative thinking.
1) External monitoring, which consists of:
a. Analyzing and identifying threats that may arise such as the emergence of new Islamic boarding schools around PPRU. This analysis is done only as an experience and or conversation, not as a reason to then take policies in order to compete. This is because the majority of students at PPRU come from outside the city and even outside the province which is spread throughout Indonesia and PPRU has gained the trust of the community for many years.
b. Analyzing and identifying opportunities, which then re-established MTs (MTs Raudhatul Ulum 2), MA (MA Raudhatul Ulum 2) and RSA. The establishment of MTs and MAs is due to, on the one hand, the large number of applicants, on the other hand PPRU never monalak applicants. For prospective students who do not pass the selection test (both at MTs and MA), a separate class is provided (preparatory class/mu'addalah with a duration of 1 year). Meanwhile, the establishment of the RSA as a solution in handling sick students, although in the end it is intended for the general public..
c. As an institution that has gained public trust, PPRU continues to pay attention to the needs of the user community, including parents who want their children to continue their studies at universities, the caregivers provide facilities by registering them, even for study abroad, especially at Al-Azhar Cairo, the caregivers facilitate starting registration, exams, and delivery.
d. Having a promotion or socialization team in charge of printing brochures.
e. Caregivers observe or analyze the needs of the community or what is currently actual in the community which is then taken into consideration in determining extracurricular education. In the end, activities such as marching band, pencak silat, scouts, khithabah training, al-Qur'an tilawatah art training, tambourine training, journalism, English, Arabic language training.
f. In financial matters PPRU is surplus so that it never has problems in financial terms. And the caregiver has a policy that it is forbidden for him and all subordinates to accept gifts from student guardians in any form.
g. The caregiver pays attention to and always follows government policies related to education, including in terms of implementing the curriculum issued by the Ministry of Education and Culture and the Ministry of Religious Affairs in all formal institutions he builds. Including the latest regulation number 47 of 2023 concerning Management Standards in Early Childhood Education, Primary Education, and Secondary Education on August 03, 2023, especially in article 8 paragraph 2, concerning the limitation of students in study groups.
h. The caregivers pay attention to IT developments in the continuity of the learning process of the students. Each classroom is equipped with multimedia facilities. WiFi can be accessed easily in the boarding school environment, although students are not allowed to use cellphones freely. In addition, a multi-media library is also provided.

2) The caregivers have never reinterpreted the vision and mission, because there are no obstacles in achieving the vision. The vision of PPRU is “One step ahead in achievement with amaly knowledge and amal ilmy”. The missions are (1) to develop and preserve the teachings 'ala Ahlis Sunnah wal Jama'ah, (2) to improve the academic quality and development of religious sciences (tafaqquh fi addin) that are relevant to the demands of the times in the context of the present and the future in order to form human beings who are knowledgeable and charitable, and have good character, (3) building the institution as a leading study center in the Islamic knowledge development network, (4) increasing the interest, talent and creativity of students in achieving achievements in academics, sports and arts both at regional and national levels, (5) building institutions based on independence and dedication.
3) The caregiver contributes thoughts and even concrete actions both for the progress of the institution and for the needs of the community. Among these are establishing RSA, supermarkets, shops, fish farming businesses, jogo tonggo in the sense that all matters of consumption of the students, especially for daily meals, are fully submitted to the community, as an effort to improve the community's economy.

Quality of Education in PPRU

Departing from the integrative leadership, the caregiver succeeded in bringing PPRU as the most qualified pesantren in Pati, with indicators, as Sammons said (Aini et al., 2023; Shofiyuddin et al., 2024):

A. Effectiveness in learning, as evidenced by the naming of educational institutions in PPRU by the Pati Ministry of Religious Affairs as:
   1) Best Madrasah Rank 1 Raudharul Athfal Level in 2023 (by winning 166 national level champions);
   2) Best Madrasah Ranked 1st in Madrasah Ibtidaiyah Level in 2023 (with the achievement of 6 International Level Champions, 2,128 National Level Champions, 1 Provincial Level Champion and 2 District Level Champions);
   3) Best Madrasah Ranked 2nd for Madrasah Tsanawiyah in 2023 (with achievements of 11 international level champions, 5,213 national level champions, 117 provincial level champions and 12 district level champions);
   4) The 2nd Best Madrasah for Madrasah Aliyah in 2023 (for MA-RU 2) (by achieving 2 International Champions, 1,097 National Champions, 1,358 Provincial Champions, 3 Karsidenan Champions, and 8 District Champions);
   5) Best Madrasah ranked 1st in Madrasah Aliyah level in 2023 (for MA-RU 1) (with achievements of 7,983 National Level Champions, 747 Provincial Level Champions, 1 Karsidenan Level Champion and 56 District Level Champions).

   In addition, MA Raudhatul Ulum graduates became the most participants who passed SNBT and the most accepted through SPAN PTKIN with 167 in 2023 and increased dramatically to 264 in 2024.



Picture 1 Certificate of Outstanding Institution

B. Efficiency, including savings in performance as evidenced by the use of modern equipment (Syam, 2020). In the context of education, these tools include teachers. Teachers at PPRU have all fulfilled the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, namely Teachers must have academic qualifications, competencies, teaching certificates, be physically and mentally healthy, and have the ability to realize national education goals (UU14-2005 concerning Teachers and Lecturers).
C. Equality, caregivers in making policies by providing equal treatment both rights and obligations (Ch, 2012). Caregivers do not discriminate against students between male and female students, between those who live in the hut or not.
D. Satisfaction, which affects people's preferences in choosing educational institutions (Ch, 2012). This satisfaction is felt by both students, educators, and parents towards the education system, as evidenced by the community's trust in PPRU, which until now has the largest number of school students in Pati at each level.

4. CONCLUSION

From the data above, it can be concluded that through integrative leadership, namely by implementing the three dimensions of leadership: tasks, relationships and change, the caregiver is able to bring Raudlatul Ulum Guyangan Pati Islamic Boarding School as the most qualified educational institution in the Pati region in 2024. This is evidenced by the achievement of four indicators of educational quality, namely effectiveness, efficiency, equality and satisfaction. This research, especially in extracting data, was conducted in a very limited time so that the findings have not been able to portray PPRU perfectly. Therefore, there should be other researchers who conduct more careful research both with the same theme and by looking from other sides so that PPRU can be described as a whole.

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