

## LEADERSHIP CHARACTER EDUCATION STRATEGY ON DARUSSALAM GONTOR PONOROGO STUDENT ORGANIZATION MANAGEMENT (OPPM)

**Muhammad Mukrim Faer Rifaie\***

Universitas Islam 45 Bekasi  
e-mail: jendral589690@gmail.com

**Abdul Khoir**

Universitas Islam 45 Bekasi  
e-mail: abdul\_khoir@unismabekasi.ac.id

**Imam Taufik Alkhotob**

Sekolah Tinggi Ilmu Da'wah Mohammad Natsir  
e-mail: imamtaufik@stidnatsir.ac.id

\*Correspondence e-mail: jendral589690@gmail.com

### Article Info

#### Article History:

*Received 01 August 2023*

*Revised 23 September 2023*

*Accepted 08 November 2023*

*Available online 05 January  
2023*

### Abstracts

Leadership character education in an educational institution is necessary to produce better Human Resources (HR). This study aims to analyze the concept of leadership character education and analyze strategies for implementing leadership character education for OPPM administrators at Pondok Modern Darussalam Gontor Ponorogo. Data collection techniques include interviews, observation, and documentation. This study uses the interactive analysis model of Miles and Huberman. The results showed that the leading character education strategy applied to OPPM Darussalam Gontor management positively impacted the formation of leadership character. Through self-development activities, leadership training, fostering ethical values, and participation in the organization, OPPM officials can develop leadership skills, honesty, integrity, responsibility, and teamwork. This research implies the importance of continuing and developing leadership character education strategies for OPPM administrators and other student organizations. It will contribute to producing young people who have strong leadership skills and are responsible for building a better society.

#### Keyword:

Character Education, Modern Islamic Boarding School, Student, Organization

### Introduction

Leadership is a number of actions or processes of a person or more in using their influence, authority, and power over others. The leader functions to encourage group members to analyze the situation so that a leadership activity plan can be formulated that can give good expectations and can also formulate carefully group goals so that members can work together to achieve these goals. Leadership is also referred to as an activity in guiding a group in such a way that the group's goals are achieved, the goal is a common goal. In the reality of social life, the role and function of the leader is very important in the success of any joint effort. This can be witnessed in various social institutions, both political, economic, social, religious and educational, especially education in pesantren (Nurul, 2020).

In pesantren educational institutions. Kyai or caregiver as a leader, becomes a central figure who has authority in managing the life of his pesantren. Kyailah determines his vision

and mission, values and soul, orientation and philosophy of life. In fact, kyai also has to formulate steps to develop his pesantren. And here too is responsible for its success or failure. So it is true what was conveyed by the Prophet SAW in his words as follows:

عن ابن عمر رضي الله عنهما عن النبي - صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ - انه قَالَ - أَلَا كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ فَالْأَمِيرُ الَّذِي عَلَى النَّاسِ رَاعٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ وَالرَّجُلُ رَاعٍ عَلَى أَهْلِ بَيْتِهِ وَهُوَ مَسْئُولٌ عَنْهُمْ وَالْمَرْأَةُ رَاعِيَةٌ عَلَى بَيْتِ بَعْلِهَا وَوَلَدِهِ وَهِيَ مَسْئُولَةٌ عَنْهُمْ وَالْعَبْدُ رَاعٍ عَلَى مَالِ سَيِّدِهِ وَهُوَ مَسْئُولٌ عَنْهُ أَلَا فَكُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ

*That is: everyone is a leader and will be held accountable for his leadership. A head of state is the leader of his people and will be held accountable for the people he leads. A husband is the leader of his family members and will be asked about the family he leads. A wife is the ruler of the home and its children and will be asked about her responsibilities. A domestic servant is in charge of maintaining the property of her employer and will be asked for her accountability. And you are leaders and will be asked for accountability (HR. Muslim)*

Pondok Modern Darussalam Gontor is a pesantren educational institution that educates its students with an emphasis on community orientation and leadership, with the motto of being virtuous, able-bodied, knowledgeable and free-thinking. On this basis, Pondok Modern Darussalam Gontor with its various supporting facilities, processes, and methods intends to form leaders who are tough, militant, Islamic morals, and knowledgeable to uphold the religion of God. Final Students at Pondok Modern Darussalam Gontor. This cottage also provides general science learning, has a more comfortable atmosphere, is more open (not exclusive), and also has differences with domestic public schools, where students live in disciplined places and subjects with full day activities and remain humble. Despite this, surveillance is constantly carried out. The form of supervision and escort is an important point in the continuity and success of the pattern of educational discipline in it. With the existence of a strict discipline in it. With the existence of a strict discipline that makes Pondok Modern Gontor feel more conducive and organized, and the atmosphere of the environment can be used as an effective educational facility, everything that is seen, felt, and done contains educational values, students are always encouraged to pay attention, research, and read Islamic boarding schools, and are told to pay attention to how the kiai, teachers and / or ustaz-ustazah live (Ihsan, Nd).

Every week tau'iyah *ma'hadiyah* is held after Friday prayers and *tau'iyah diniyah* every Friday ba'da magrib and *tau'iyah nidhimyah* after isha on Friday, to refresh the enthusiasm and motivation of students. *Tau'iyah* is also a means for students, teachers and caregivers of the cottage to better understand the values and systems of the cottage. In addition, there is practical learning through the development of OPPM (Modern Cottage Student Organization) which is carried out in an integrated and directed manner, the students are expected to be able to organize as well as possible, because in community life it is inseparable from organizations, both religious organizations and other social organizations.

The pattern of totality education in Pondok Modern Darussalam Gontor Ponorogo which is filled with various teachings, souls and philosophies of life and is escorted by a strict discipline and multilevel supervision system of the institution has instilled at least three elements of character education needed by students to progress and develop. *The first* is education that develops the ability to reason and argue contained in language education and teaching, especially through Arabic and English. *The second* is the ability (*skills*) to socialize through social interaction, art, and sports. *The third* is education to obey and obey the prevailing

legal system and social norms. Gontor laid the standards and fundamentals of leadership through long experience with certain qualifications. There are 14 qualifications that must be possessed by cadres as a provision for leadership, especially in Gontor, and generally in the community (Ihsan, Nd).

The Modern Cottage Student Organization (OPPM) educates and teaches students how to carry out responsibilities and make them a leader who can make wise decisions, manage many students in a cottage activity, where those who manage the number of students are students who are in the upper class, at their young age they are able to lead students and complete their responsibilities well, but sometimes in making decisions, students who are given authority and responsibility are still unable to control their emotions at a very young age, and sometimes not right in making a decision wisely, so with this problem researchers feel the need to hold research on how to overcome existing problems and character planting strategies for all OPPM administrators entrusted to students senior or final student of Kulliyyatul Muallimin Al-Islamiyyah (KMI).

## Methods

This study uses a qualitative approach, namely researchers make observations, interviews, and documentation in digging data, then researchers describe to describe the reality that occurred in Pondok Modern Darussalam Gontor Ponorogo regarding leadership character building strategies through modern cottage student organizations. In accordance with the existing theory that the qualitative approach is research obtained based on the findings of observations and does not use statistical methods, but by describing or interpreting to describe the reality that occurs in the field (Vienna, 2013).

The type of qualitative research used in this research is a case study, which is an intensive dissertation and analysis of certain phenomena or social units such as individuals, institutional groups and communities. In addition, in research it is necessary to provide in detail a *setting*, in detail a single subject, a collection of documents or a certain event as an effort to study organizations and politics. Researchers use qualitative research studies because researchers want to try to examine an individual or a unit in depth. Researchers wanted to know how to implement leadership character building strategies in Pondok Modern Darussalam Gontor Ponorogo through the Pondok Modern Student Organization (OPPM) (Dede, 2020).

## Results and Discussion Findings

Based on the results of observation, research, and data processing. The data processed by researchers are obtained from several methods such as observation, documentation, and interviews with related parties and are considered capable and included in the research criteria. The data that has been processed from the interview will be described to answer the existing problem formulation. For this reason, the data can be described as follows:

### 1. The Concept of Leadership Character Building Strategy in OPPM Management at Pondok Modern Darussalam Gontor Ponorogo

As a leader in an educational institution, it is fitting that the Head of Pondok Modern Darussalam Gontor has a great role and responsibility. Not only that, the Head of Modern Pondok Darussalam Gontor also has responsibility in the process of running teaching and learning activities in the cottage and ensuring the organization runs smoothly, especially the organization mandated to the final students, with the weight of the mandate and tasks carried out by the Head of Modern Pondok Darussalam Gontor, the Head of Modern Pondok Darussalam Gontor is the choice of the Modern Pondok Darussalam Gontor Waqf Board seeing from the achievements, Work ethic, loyalty, educational experience and the most important thing is that the leader must really understand the values of the lodge and the philosophy of life contained in it, so in this case, the Head of Modern Cottage Darussalam Gontor has his own

planning concept about the strategy of building the character of leaders for their students, especially the management of OPPM, K.H. Akrim Maryat, Dipl. Ed. as one of the leaders gave a brief explanation of the leader's character building strategy planning :

Pondok Modern Darussalam Gontor shapes the mindset, attitudes and behaviors of its students and female students with patterns of assignment, habituation, and evaluation. Especially the formation of leader character, all students are accustomed to living with the principle of being ready to lead and ready to be led. Through this principle, all students learn to get used to being an ideal and trustworthy leader in their organization."

For the realization of the ideal leader, we as representatives of caregivers hold seminars and leadership orientation briefings for all OPPM administrators so that they realize that being a leader is not as easy as they imagined, there are many things that must be learned according to the qualifications of the leader that have been set by Pondok Modern Darussalam Gontor.

From the explanation of the deputy caregiver, it can be concluded that forming the character of the leader in the soul of the student is not easy, because the mindset, attitude and behavior of the student greatly influence the skills in leading, both in terms of words and deeds and policies decided by the party who is mandated to lead each part of the OPPM. Modern Cottage considers the students as cadres of community leaders who are not only as objects of education but as subjects of education, where students are prepared to become leaders from the beginning they enter the cottage.

The regeneration of the leader must be with direction, training, assignment, coaching, escort, uswah hasanah, and approaches".

Then the Director of KMI, K.H. Masyhudi Subari, M.A. explained that there are 6 important components in realizing the formation of a leader's character, namely:

**a. Briefing**

The dynamics of student activities at Pondok Modern Darussalam Gontor are many and varied. So that the activity does not end without giving meaning and a touch of education that is directly beneficial for the formation of students' mentality, especially for the formation of their leadership spirit, it has become part of the sunnah or habit of this institution, students are first briefed before the implementation of the activity, with the hope that all students have an idea of what must be prepared and done, Both before the event, during the event, and after the event is carried out, as well as what life values they can get from behind the activity, as well as how each plays themselves according to their responsibilities. In addition, the philosophical side of what, why, the activity is held, what goals to be achieved, to the technical level of how the activity is carried out. If the direction is not mature or maximal, the organization of the event will not run optimally either, and the most dangerous, they only get physical fatigue, without getting any value that is beneficial for their formation. KH. Abdullah Syukri Zarkasyi said in this case, that in the briefing activities carried out, it is first given to instructors, trainers or supervisors who will provide assistance to student activities, especially preparing the ability of trainers to transform the values and philosophy of life behind each activity carried out. The value of leadership that can be grown from this method, is that every work done by a leader should be preceded by an understanding of the substance of the work itself, the goals to be achieved, why, how, when, who does it and so on. So that work can be completed effectively and efficiently, and it is all delivered in the form of briefings.

**b. Training**

Training is provided to the students, as a follow-up to the briefing. If the direction tends to be mental preparation before carrying out activities, then training is carried out to prepare their skills in carrying out these activities. Furthermore, with training students can be skilled in behaving and behaving in this life, equipping themselves with broad knowledge, increased experience, developed thinking and leadership with

character. This training is actually not intended to form their professionalism in work, but at least they do not carry out activities with finished origin, as long as it is completed, as long as it is carried out, without maximum effort in carrying it out. Thus a good mentality is formed in the form of totality in work, all out in carrying out activities and details in everything, militant, and always have optimism to succeed. Various trainings are carried out in Gontor according to the fields of interest of the students. Pondok provides a forum for developing their potential and talents by conducting trainings that may be carried out in the Cottage and do not clash with existing values and culture. There are various teacher training, sports, organization, scouting saka-sakanya, even academic-related training such as training in the Fiqh of the Corpse, Fiqh of Waris, Fiqh of Zakat etc. With so many trainings held, it is expected that students will have many life skills that are useful in the community when their service time arrives. An Arabic proverb says *faakidusy syai'i lu yu'thi* which means one who has nothing is impossible to give anything. While the leader is an exemplary figure who is required to be accepted by all segments of society with various tendencies and potentials they have. Then the various talents possessed by the leader will be very helpful for his leadership goals, he will be easily accepted by any segment of society, because of the multi-talenta he has.

**c. Assignment**

Assignment is a process of self-strengthening and development after direction and training, and is also the third method of leadership education. In Gontor's perspective, assignment is the mental well-being given to students, because assigning someone means giving trust to him. And people tend to enjoy being trusted by others. The students at Pondok Modern Gontor are loaded with assignments. Both in the form of expertise in formal events and non-formal events, both small and large scale. Such as the Ramadan Month Committee, Shawwal Month Committee, New Student Admission Committee, Annual Apple Committee, Qurban Committee, Happy Stage Monday Performance Committee, Arena Drama Art Performance Committee, Basic Mahid Course Committee in Scouting, etc. Then every student who participates in the committee will grow in him a sense of responsibility. That sense of responsibility is what educates their leadership. The leader must have a sign of responsibility for his trust, with which he is encouraged to carry out all his duties properly and optimally.

**d. Habituation**

In the process of leadership education, it is not enough just to be briefed, trained and assigned. So habituation is an important element in the development of mental and leadership character. Education is habituation. Thus, the whole system of life in Gontor often begins with a process of coercion. For example, that at first, most students find it difficult to follow the discipline of the lodge, such as the discipline of congregational prayer in the mosque, so absenteeism is carried out to go to the mosque to force them to pray with penalties applied to those who violate. Perhaps someone gave an opinion whether absenteeism to the mosque would interfere with their sincerity in worship? At first it was, but over time going to the mosque became a habit. So what is needed is that students must continue to be directed, understood that the discipline to the mosque is a religious discipline that is strengthened by the discipline of the lodge. That going to the mosque is an obligation that must be accounted to Allah, and the lodge also has the responsibility to invite, direct and even force the students to go to the mosque. Did not the Holy Prophetsa teach that if a child has reached the age of ten, and does not want to pray, it can be commemorated with a blow, then this process will lead the child to become accustomed to it. Likewise with other disciplines besides congregational prayer. With this habituation method, each student will grow in obedience to the



discipline and applicable regulations, in addition to growing self-management skills, both time, energy and a better mind. Because the nature of life cannot be separated from discipline, especially in the social context, there are norms and social customs that must be understood, and carried out, otherwise they will be socially punished, by exclusion, or loss of public trust.

**e. Escort**

What is meant by escort is that, all student tasks and activities always get guidance and assistance, so that all activities that have been programmed get control, evaluation and can be directly chaired. This escort is very important to educate and motivate, not only for students, but for administrators, instructors, even Kyai also educated. As the phrase goes That the teacher actually not only teaches his student, but he also teaches himself. With a rapid, neat, and tight escort makes all programs and tasks will run well. This is also required for the process of controlling students and teachers in discipline and quality of education. From here, all teachers will be directly involved to give attention to all students, because good attention will make students more at home, fun and enjoy life in the cottage, escort and attention make the learning process and student life more successful. In relation to the leadership education process, escort is not limited to the quality of academic activities or cognitive aspects, but more than that, the escort in question is to control the mental and moral of students. If there is a violation, then as early as possible it will be detected or known because of the violation and as soon as it will be anticipated. It can be concluded that escort largely determines the success of the task and the process of leadership education.

**f. Exemplary**

Uswah hasanah is an effort to give and be a good example for others. In relation to education, this effort becomes very important in the success of education. Rasulullah and his companions succeeded in fostering the ummah, because of his ability to be a role model for his ummah. So the regeneration process carried out by Gontor education is actually a hasanah uswah process that is always given by its founders, leaders, caregivers and teachers, even administrators in the Cottage. Trimurti, the Founder of the lodge has set an excellent example in terms of struggle and sacrifice. The lodge and its contents have been entrusted for the sake of education are evidence that corroborates and confirms the success of Gontor. The souls of sincerity, sincerity, and honesty have enveloped the atmosphere of the cottage, so that the nuances of peace are deeply felt by the residents. Likewise, Kyai and teachers today, try to be able to devote their lives with sincerity, so that the inner atmosphere can be shocked into the souls of the students. Even the kyai have sacrificed many of their rights for the benefit and benefit of this cottage, such as not applying a monthly salary system for leaders, or special cottage facilities. Leaders get their fair share. In Gontor's formula, "It is not guaranteed that if the kyai is rich, his cottage will progress" That is, the leader sacrifices more for the progress of his cottage. Because if the lodge advances, then the kyai or leader will come forward. If the cottage develops, then the teacher will also develop, likewise, if the cottage has influence and authority, then the leader will also have influence and authority. Exemplary or uswah depicted concretely in above, is the most effective method in leadership education in Gontor, because students can directly witness with their own eyes, how a leader should behave and act in his leadership. Decisiveness, wisdom, sincerity, militancy, totality, integrity, loyalty, dedication are all clearly depicted in the figure of the kyai they witness every day. Likewise with other teachers, even to the administrators of student organizations, dormitory administrators are role models, because what is seen, heard and felt is also education. Every behavior of a senior, both word and deed, is exemplary. Because students in Gontor are educated with a good environment in various ways, examples of how a teacher or administrator

speaks to students or members, how to dress, how to walk, manners, create a stable environment and are suitable for a good educational environment.

## 2. Implications of Leadership Character Building Strategy for OPPM Management in Pondok Modern Darussalam Gontor

Organization is something that has been inherent in human life, because as social creatures, humans in this world cannot live alone, but as a manifestation of social creatures, humans live in groups, society, nation and state. Human existence in this world does not escape the membership of an organization. Thus, an organization is an association or forum for a group of people who work together in a structured, systematic and have a vision to achieve certain goals. That is, the activities carried out by the association of these people in grouping, arranging and organizing in various works are carried out to achieve the desired goals. In organizations, the structure and lines of power and responsibility largely determine the form and nature of the organization as a whole.

In organization, there are many experiences and lessons for organizational actors, one of which is leadership character, because through this organization a person is able to change his attitude over time. Leadership can also be viewed as the cause of various activities, the process of willingness to change the views or attitudes (mental or physical) of groups of people, in both formal and informal organizational relationships. Leadership is an art, ability (*ability*) or the technique of making a group of subordinates in a formal organization or followers or sympathizers in an informal organization follow or obey everything they want, make them enthusiastic or eager to follow it, even willing to sacrifice for it (A Khosyi'in, 2021).

One of the requirements for the success of a group, whether an educational organization or another, is the ability of a leader. Likewise, the organization in the school really needs a leader so that all activities and actions can be well coordinated and can run smoothly. In fact, not only in organizations this leadership exists but also in every individual there is a leadership spirit that in essence can facilitate someone to lead himself (Norhasanah, 2021).

The modern cottage student organization or abbreviated as OPPM is a means of leadership education that continues to move to become a mover and manager of various kinds of activities and daily activities of PMDG students. The motto of the organization in Gontor is "*willing to lead and ready to lead*" OPPM or called OPPM is a forum for students to produce cadres of future community leaders who are competent in managing the organization (Shukri, 2005). In this AD & ART OPPM book established on July 6, 1967, PMDG students are in charge of organizing and organizing all activities and lives of students independently and responsibly. This organization is a means for students to foster the mentality and creativity of students which will later be applied in the community where they live. One of the valuable influences during grade 6 being mandated as OPPM administrators is the internalization of the Panca Jiwa pondok within them, Panca Jiwa is very important in pesantren life because with the cultivation of the five souls, all the process of character education of children in the cottage will run well and when the students can understand the 5 characters of the Five Souls, God willing, when the students are out of the cottage, they are ready to enter the community and bring good provisions from the cottage to the community. Because these five souls should be embedded in students so that children can be better at moving wherever they are.

We can see a leadership from 2 points of view, namely processes and attributes. On the process side, leadership is focused on what leaders do where the leader applies his influence to realize organizational goals for its members. On the attribute side, it is a collection of characteristics that must be possessed by leaders, therefore leaders must have influence on the behavior of others without any element of coercion so that people accept properly as leaders. From the many interviews conducted by the author with the deputy caregiver of the cottage, deputy director of KMI, teachers, student care staff and all OPPM administrators from each section. So the author concludes that the implications of forming the character of this leader

are able to realize the qualifications/characteristics of the leader formulated by Pondok Modern Darussalam Gontor as follows (Shukri, 2010):

- 1) Sincere
- 2) Always take the initiative.
- 3) Able to create networks and utilize them
- 4) Trustworthy
- 5) Work hard and earnest
- 6) Mastering problems and being able to solve them
- 7) Have high integrity
- 8) Have high guts and are not afraid of risks
- 9) Honest and open
- 10) Ready to sacrifice
- 11) Resolute
- 12) Smart in seeing, hearing, evaluating, judging, deciding and resolving
- 13) Able to communicate
- 14) Both in mu'amalah Ma'a Allah and Mu'amalah Ma'a An Nas

### **Analysis**

Based on the results of the research that has been done, several research findings were obtained which were outlined and based on the following problem formulation:

#### **1. The Concept of Leadership Character Building Strategy in OPPM Management at Pondok Modern Darussalam Gontor Ponorogo**

In carrying out the process of building leadership character in the management of OPPM, Pondok Modern Darussalam Gontor has 6 strategic concepts, namely: 1) Direction 2) Training 3) Assignment 4) Habituation 5) Escort 6) Exemplary. Each of these strategies is carried out sequentially. Almost never an instruction is found without prior direction. After being directed, in order to see the impact of the briefing that has been given, training is carried out to better prepare technical matters in the field. After training, then the management is burdened with assignment. In the process, of course, imperfections will often be found, so the way to fix them is to get used to good things. Therefore, habituation is made in an effort to maintain the process towards better things. The task given is not to simply abort obligations, but becomes a process in the formation of leadership character. Therefore, escorts need to be present during the assignment process. The last thing is the key to the success of the assignment given. Since there is no success without discipline, there can never be discipline without example. The example of the directing, the example of the one who provides training, the example of the one who manages the assignment, the example that brings habituation, and the example of those present in the escort process,

#### **2. Implications of Leadership Character Building Strategy for OPPM Management in Pondok Modern Darussalam Gontor**

Pondok Modern Darussalam Gontor has a leader qualification which was directly declared by K.H. Abdullah Syukri Zarkasyi. Therefore, the process of leadership character building education that is sought leads to the formation of leadership character with the following qualifications: 1) Sincerity 2) Always take initiative 3) Able to create networks and utilize them 4) Trustworthy 5) Work hard and earnest 6) Master problems and be able to solve them 7) Have high integrity 8) High courage and do not take risks 9) Honest and open 10) Ready to sacrifice 11) Assertive 12) Smart in seeing, hearing, evaluating, judging, deciding and solving 13) Able to communicate 14) Good in mu'amalah Ma'a Allah and Mu'amalah Ma'a An Nas.

The qualifications displayed on posters in various places do seem to be a reminder sign for all OPPM administrators and all gontor students in general, so that these qualifications seem



to no longer be mere figurine jargon but become a character that grows in every OPPM administrator.

## Conclusion

Based on the results of identification, management, and data analysis that researchers have carried out related to the strategy of building student leadership character (study on modern cottage organizations) at Pondok Modern Darussalam Gontor Campus 2, researchers can conclude that:

1. Pondok Modern Darussalam Gontor and its branches in various regions consider the students as cadres of community leaders who are not only as objects of education but as subjects of education, where students are prepared to become leaders from the beginning, they enter the cottage. So, the lodge has a concept of strategy for building the leadership character of students in OPPM administrators who are the object of this study, the concept is in accordance with the results of interviews and observations. First, this briefing becomes an absolute thing to carry out in the cottage before carrying out all kinds of activities. This is intended so that teachers or administrators of OPPM implementing activities have vocations, ideals, ideals, and responsibilities. *Second*, provide direction and motivations and hold scientific assemblies where OPPM administrators are assigned as speakers in front of students. *Third*, training the leadership of OPPM management in controlling the period (students), the way OPPM management controls the daily activities of students because this is a deputy caregiver strategy that aims to make the management able to refer to everything related to the characteristics of the leader of Gontor.
2. In the implementation of this leadership character, it cannot be separated from problems, it's just that as administrators who are educated to become adults, all OPPM administrators are required to be able to solve all kinds of problems they face. So here is the cottage strategy in an effort to implement leader character building for OPPM administrators, namely: *example*, the implementation of character building cannot only be with advice and theory, but OPPM administrators who have the responsibility to control student activities and be their good examples, as well as teachers who set an example for OPPM administrators. Because example is one of the main assets of success in leading. The creation of the environment, as a whole, is designed for the benefit of community-based education, so that all what is heard, seen, felt, done, and experienced by the students and even all residents of the pesantren is education. For the realization of an ideal leader through the management of OPPM, it is necessary to have intensive direction at certain moments, because of the importance of a direction to the OPPM management because as a leader must not be wrong in stepping and in carrying out duties. Habituation, to give birth to leaders whose militancy cannot be achieved only by theory let alone reluctant to carry out discipline, all of that must require habituation. Therefore, the cottage is so great at organizing all kinds of activities so that students become accustomed to continuing to move in the dynamics of the cottage that never stops. Assignments, assignments in the lodge are part of the character building process as a leader. Santri is entrusted with something in the form of a task, given responsibility and will be held accountable for the task of trust given. This process teaches students to learn to be firm, upright, sturdy, and courageous.
3. This leadership character building strategy in OPPM management has significant implications in the leadership of students, especially grade 6 students who are the object of research, namely by embedding the characteristics of Gontor leaders, namely: *Sincerity*, a leader must have this trait, however, the leader must be sincere and optimistic in carrying out duties. *Always taking initiative*, leaders must always take the initiative in carrying out the dynamics of activities in Gontor with efforts to think hard, work hard and take quick action to find solutions to every problem. *Being able to create networks and utilize them*,

leaders in Gontor must realize that the existence and progress of cottages can be influenced from external aspects such as the community, government, and educational institutions. So it is important to create a wide network. *Trustworthy*, this must make the basic nature of the leader of Gontor to always be trusted in carrying out the mandate. *Working hard and earnestly*, this is proof of OPPM management who have strong aspirations and will to advance the lodge with hard work and sincerity. *Mastering problems and being able to solve them*, mastery of problems is the key to success for Gontor leaders in developing and innovating. *Having high integrity*, leaders must have integrity as a manifestation of their seriousness in carrying out their duties. *Having high guts and not afraid of risk*, if both are embedded in the soul of a leader, then no matter how big the risk is, the leader still has decisiveness in acting and making the right decisions. *Honest* and open, honest and open nature will be an example for students and provide good for the organization. *Ready to sacrifice*, a Gontor leader must put the interests of the lodge before personal interests, not be selfish in doing. *Assertive*, in making decisions and policies, not prioritizing emotions but with a healthy mind. *Smart in seeing, hearing, evaluating, judging, deciding and resolving*, the leader in Gontor is not someone who easily takes and makes decisions without mutual deliberation, haste without careful calculation. *Being able to communicate*, as an educational leader and people, communication is one of the keys to the success of Gontor's progress and this is an absolute requirement of success for leaders. *Both in dealing with Allah and Muamalah with humans*, leaders must have the will to maintain good relations with the khalig and his makhluk, namely humans, because without both then leadership must fail.

## References

- Dede R. Qualitative Research for Educational Sciences. (Jakarta: Kencana, 2020).
- Ihsan Dacholfany, Character Education; Learning Ala Pesantren Gontor, Wafi Media Tama, Tangerang, 112-114.
- Khosyi'in, The Principal's Leadership Role, Decision Making, and Organizational Culture on Work Discipline, Chalim Journal of Teaching and Learning. (pasca.jurnalikhac.ac.id, 2021).
- Nurul Salis Alamin, Implementation of Leadership Education in Pesantren; Case Study in Pondok Modern Darussalam Gontor Indonesia, Tahdzibi Journal, Vol. 5, No. 1, 2020.
- N Norhasanah, Leadership and Leadership Skills in Organizations in Education, Proceedings: Islamic University of Kalimantan (ojs.uniska-bjm.ac.id, 2021).
- Shukri Zarkasyi, Abdullah. Pesantren Management: The Experience of Modern Boarding School Gontor. Ponorogo: Trimurti Press, 2005, 56.
- Shukri Zarkasyi, Abdullah. Provision for the leader. Ponorogo: Trimurti Press, 2010, 27.
- Wina Sanjaya, Educational Research (Jakarta: Kencana, 2013), 43.