

The Effectiveness of 21st-Century Leadership in Islamic Modern Boarding School

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Abstract— The research aims to determine the effectiveness of 21st-Century Leadership in Islamic Modern Boarding Schools. Therefore, this research is expected to positively contribute to both the author and the school in question. Relevant to some of the things referred to, this research focuses on three problem formulations: (1) The effectiveness of leadership on policy and governance changes at the Islamic Modern Boarding School, (2) The effectiveness of leadership on post-covid school innovation at the Islamic Modern Boarding School, (3) The effectiveness of leadership on teacher performance at the Islamic Modern Boarding School. This research uses the type of research qualitative, namely in the form of descriptive data in the form of a comprehensive explanation or interpretation of certain aspects. Methods of collecting data through observation, interviews, and documentation. Then to process and analyze the data, a descriptive qualitative analysis approach is used, then meaning is given to the data collected and a conclusion is drawn.

Keywords— Effectiveness, 21st century, Leadership, Modern Institution

INTRODUCTION

Changes Leadership has evolved with the dynamics of life and changes in the world, beginning in 1940 with the trait theory, which stated that leaders are innate and have traits such as honesty, ambition, and self-confidence. Then, from the 1940s to the 1960s, there was a behavioral theory, which claimed that leaders could be taught, trained, and shaped. Then, from the 1960s to the 1970s, leadership theory reappeared. What is a possibility or situational theory that states that the best leader is determined by the situation based on the style and various factors that support a leader's leadership. It became a contemporary leadership theory from the 1970s to the 2000s, with approaches such as transformational, transactional, charismatic, attributional, value-based, and spiritual instructional approaches. With a variety of leadership theories, a leader's leadership is a unique thing to study, particularly its effectiveness, or how a leader can achieve his goals in collaboration with his members. where effectiveness includes various aspects of achievement, where effective meaning, according to Covey [4], is how the leader must empathize with his thoughts and his members, to enter into

a frame of mind. The elaboration can then be simplified and described in a more visual manner to achieve various alternative ways to achieve the goal.

Leadership

Many definitions of leadership exist, but most share the assumption that it involves an influence process for facilitating the performance of a collective task. And the author writes in this article that leadership has two meanings: technically and scientifically. Power, authority, management, administration, control, and supervision are all technical terms for leadership. [16]

Most definitions of leadership assume that it is a process of exerting intentional influence over others in order to guide, structure, and facilitate activities and relationships in a group or organization. There appears to be little else in common between the various definitions of leadership. They differ in many ways, including who exerts influence, the intended purpose of the influence, how influence is exerted, and the outcome of influence attempts [16]. Because administration, management, and leadership are all one unit, defining leadership through conversation cannot be separated from administration and management. Because leadership will necessitate empirical investigation in its implementation.

Leadership is also an influence technique, and the following things can be influenced by a leader: (1) The selection of goals and strategies to pursue, (2) the motivation of members to achieve the goals, (3) the mutual trust and cooperation of members, (4) the organization and coordination of work activities, (5) the allocation of resources to activities and goals, (6) the development of member skills and confidence, (7) Members' learning and sharing of new knowledge, (8) Outsiders' support and cooperation, (9) The design of a formal structure, programs, and systems, and (10) Members' shared beliefs and values. [16]

There is natural work in leadership, such as decision-making and planning. Making decisions is one of the most important tasks of a leader, and decision-making is an important responsibility of a leader who aims to:

determine goals, strategies, operational procedures, resource allocation, and other matters related to an institution's sustainability.

There are 4 things that influence decision-making, namely (1) emotions and institutions are often involved, (2) important decisions are irregular and political, (3) routine decisions are different, and (4) most planning is informal and adaptive. According to Mintzberg in the managerial role for decision-making, there are several things, (1) entrepreneur, (2) handler of disturbance, (3) allocator of resources (4) negotiator [16]. But in general, there are two decision-making approaches: (1) rational approach and (2) value-based or orientation approach. [7]

Islamic Modern Boarding School

The term pesantren is etymologically derived from the word santri which gets the prefix pe- and the suffix -an so that it becomes pe-santri-an which means the word "Shastri" which means student. The term santri also exists in Tamil, which means teacher of the Qur'an. Sometimes it is also considered as a combination of the word saint (good human) with the syllable tra (likes to help) so that the word Pesantren can mean a place of education for good humans.

Islamic boarding schools are identical to traditional learning, but along the way, Islamic boarding schools have transformed by incorporating elements of culture and education from outside sources, such as. This transformation was also influenced by the arrival of the Dutch East Indies in Indonesia, as classical education began to enter "pesantren" at the beginning of the twentieth century.

According to regulation Number 3 of 1979, the Ministry of Religion of the Republic of Indonesia divides Islamic boarding schools into four types: (1) Type A Islamic Boarding Schools, where students study and live in boarding schools with traditional teaching, and (2) Islamic Boarding Schools. type B, which organizes classical recitations and teaching by "Kyai" which is an application that is given a certain time and lives in a dormitory or boarding school environment, (3) Type C Islamic Boarding School, which is a boarding school which is only a dormitory. Meanwhile, the "santri" can study outside or attend public schools outside the Islamic boarding school with the Kyai only supervising or as the coach of the "santri", (4) type D Islamic boarding school, which is the one that organizes the boarding school system and at the same time in the public school system.

Of the four types of Islamic boarding schools, there are other categories, namely "salafiyah" and "khalafiyah" (modern). This happens because the salafiyah pesantren maintains traditional learning which is considered to be more complete in its learning than modern Islamic boarding schools, while modern Islamic boarding schools

combine traditional learning with modern learning in education. Or it can be called an integrated curriculum, but there are similarities between the two categories. That is, they both have a higher proportion of religious education than general learning.

The following are some of the transformations of "salafiyah" pesantren into "khalafiyah" pesantren, (1) changing the teaching system from individuals or "sorogan" to a classical system which we later know as madrasas or schools, (2) providing general knowledge in addition to general knowledge. religion and Arabic, (3) increasing the components of Islamic boarding school education such as skills according to the abilities and needs of the Islamic arts community, (4) Islamic boarding school affairs are given a diploma as a sign of graduation from the pesantren and some of these services have values from public schools.

In addition to these four transformations, there are several specific things that can be used to identify modern pesantren. (1) use of Arabic and English in daily conversation, (2) use of contemporary Arabic and English language, (3) having formal schools that use the curriculum of the Ministry of Education and Culture and/or Ministry of Religion, (4) do not use the traditional recitation system.

In addition, Modern Islamic Boarding Schools also have their own innovations, (1) curriculum development, (2) curriculum development in accordance with the desired and needed conditions, (3) facilitation of learning support facilities and infrastructure such as libraries, sports facilities, organizational facilities, internet, and others, (4) giving freedom to students who want to develop their respective interests, talents, potential, and talents through science, technology, entrepreneurship, and others, (5) providing a vehicle for self-actualization for the community. These innovations make Modern Islamic Boarding Schools have an integrated curriculum.

There will be a lot of unanticipated issues in the twenty-first century that will have an impact on knowledge and practice. As Rhenald Kasali pointed out, there are signs of a fundamental shift known as 3S: sudden shift, speed, and surprise. that abrupt adjustments, shifts, and shocks will take place. Additionally, all sectors will be impacted by the 3S. Similar to Education.

The use of technology and electronics is affected by sudden shifts, speed, and surprise, which necessitates education in order to carry out digital transformation. As is well known, digitalization of education is a method of effectively utilizing information and communication technology in the teaching and learning process. In accordance with the 2021 merger of the two ministries, namely the ministries of education and culture and research and technology.

It is also expected that the digitalization transformation will extend to all levels of education, including Islamic boarding schools. And this will happen if school leaders can lead effectively and adaptively in the face of the 21st century's changes, challenges, and opportunities, as well as all of the unknowns in the future, in order to prepare competent graduates.

METHODOLOGY

The authors of this study concentrate on leadership decision-making in Modern Islamic Boarding Schools. Thus, the author employs a qualitative approach, which is a research method that generates descriptive data in the form of speech or writing, as well as behavior observed from the subjects studied.

This study is a descriptive study that employs an interview approach to uncover facts about post-covid-19 decision-making at Modern Islamic Boarding Schools.

According to Sugiyono [14], the use of qualitative methods has its own time. There are seven conditions for using qualitative research. Specifically, (1) if the research is not clear or each is dark and there is no reference to the research, (2) to understand the data on the meaning behind the visible data, (3) to understand social interactions, (4) to understand others' feelings, (5) to develop theory, (6) to ensure the data's validity, and (7) to examine the history of development.

The author collects data through observation and interviews, specifically a type of structured interview. where structured research is used as a data collection technique if the researcher is certain of the information that will be obtained. [14]

The study was carried out at the Islamic boarding school Daarul Uluum in Bantarkemang, Kota Bogor. Participants included the Director of the Daarul Uluum Islamic Boarding School in Bantarkemang, Kota Bogor, and the Head of the MGMP Islamic Boarding School.

FINDING AND DISCUSSION

A. *The effectiveness of leadership on policy and governance changes at the Islamic Modern Boarding School*

Based Whereas the world was hit by a pandemic in 2020 due to the presence of the covid-19 virus, this was not something that could have been predicted long ago, and it had a significant impact on various sectors of life, including education. This necessitates new policies and provisions in the education sector in order to survive and deal with a pandemic without sacrificing the world of education.

The education policies that were developed during the epidemic, the new normal, and post-Covid apply to all levels of education in Indonesia, not just those run by the central government. One of them in education is Islamic boarding schools, which still balance the intake and output

of education in schools despite needing many adaptations to be implemented.

Based on this background, it is clear that the leader's involvement in policy and change management is crucial, especially in terms of the leader's ability to effectively address current issues because doing so will have an effect on the organization's ability to remain sustainable.

According to the findings of an interview with the head of the MGMP Islamic Boarding School, Mukholil, learning at Modern Islamic Boarding Schools underwent the most significant modification during Covid, New Normal, and Post Covid, notably study hours. It is vital to adapt study hours in light of these circumstances because it is well known that one study hour is 40 minutes. then 10 minutes are subtracted from the study period, making it 30 minutes instead of an hour. Due to the fact that students are not solely focused on learning in class but also participate in extracurricular activities, mealtimes should be strictly enforced so that they are on time as well as any physical exercises that are necessary for maintaining good health. In practice, reducing study hours is extremely dangerous because it violates government curriculum regulations. However, this must be done in order for all activities in Islamic boarding schools to run smoothly and for the implementation of an integrated curriculum in Islamic boarding schools to continue, even if the estimated implementation must be relaxed. It can be concluded that the santri's activities were reorganized with the goal of keeping the santri healthy so that they would not be susceptible to disease during the pandemic era.

B. *The effectiveness of leadership on post-covid school innovation at the Islamic Modern Boarding School*

In the Islamic Modern Boarding School Daarul Uluum, Bantarkemang, Kota Bogor, the digital revolution of education has been adopted, although it has not been successful. It is still restricted to a few sections, and due to the installation of education during the Covid period, it necessitates the deployment of e-learning at the Islamic Modern Boarding School Daarul Uluum, Bantarkemang, Kota Bogor. And based on the evaluation's findings, the digitization transition is being stepped up and turned into innovative instructional practices in schools.

The post-covid educational innovation at Modern Islamic Boarding Schools Daarul Uluum, Bantarkemang, Kota Bogor is digitalization, based on the findings of an interview with the head of the MGMP Islamic Boarding School, Mukholil. Islamic boarding schools are still implementing digital technology in little steps across all areas. (1) The "salafi" curriculum's learning approach uses an ebook to study the "yellow book." Given that yellow kitan is fairly expensive, this is regarded as being more cost-effective. (2) Despite the fact that learning activities have moved online, they continue to cover topics that lend themselves well to digitization. Because of pesantren

curriculum has been integrated, the "Salafi curriculum" and the Ministry of Education and Culture curriculum should still be optimized and implemented. (3) It is planned to digitize all reference or learning books so that all learning can be done using electronic devices such as computers, laptops, or tablets. However, this is still being pursued because the digitalization effort will be carried out gradually due to the expected budget for facilities and infrastructure, which is fairly significant if it is completed all at once.

Therefore, it can be said that Modern Islamic Boarding Schools Daarul Uluum, Bantarkemang, Kota Bogor's innovation in education is ongoing online learning. However, not in the learning process itself, but rather in learning support and learning media.

C. The effectiveness of leadership on teacher performance at the Islamic Modern Boarding School

According to Covey's premise in the book *The Seven Habits of highly productive people*, effectiveness is achieved through addressing a variety of auxiliary areas. The growth of human resources in this situation is the effectiveness of leadership in the performance of instructors in Islamic boarding schools.

Human resource development in Islamic boarding schools is the same as teacher development; teaching is a profession that necessitates continued competence and qualifications. To reach this career path, the teaching profession must go through a period of development in order to continue to develop in competency and achieve predetermined qualifications.

There is a need for teachers to continually increase skills, thus they will participate in MGMP or KKG to stay current in the field of education. Similarly, Islamic boarding school teachers have their own MGMP, specifically an Islamic boarding school MGMP. Wherein the MGMP is a working group for the development of Islamic boarding school curricula, so that teachers who support the curriculum also have the same skills as the MGMP and KKG out there, particularly the production of learning techniques, references, and learning media. As a result, educators who supported the Islamic boarding school curriculum are likewise creative and acclimated to technology.

Measuring leadership effectiveness on teacher performance is important not just for developing existing human resources but also for the welfare of human resources and teachers in Islamic boarding schools.

In this case, researchers discovered data through observation, including the Director of Islamic Boarding Schools' efforts to streamline teacher performance by paying attention to their welfare. Coupled with the covid conditions in which everything is unstable, the Director of

the Islamic Boarding School must consider how to continue to prosper teachers despite the covid conditions.

Teachers are supported by education through Ma'had Aly Daarul Uluum, for teachers who are still carrying out education, to support the welfare of human resources. Then there were covid benefits during the past pandemic. And other allowances based on position and performance.

It is reasonable to conclude that the teacher's well-being is adequate because there is a blessing in it. Even though it is not felt in a stable condition and with maximum effort, and after being reviewed, it turns out that teacher welfare has improved compared to the last two years or before the Covid pandemic.

CONCLUSION AND RECOMMENDATION

Based Where in 2020 the world was hit by a pandemic with the presence of the covid-19 virus, this was not something that could be prepared long ago so it greatly impacted various sectors of life, as well as the education sector. this causes the education sector to require new policies requiring new provisions to be able to survive and deal with a pandemic without having to sacrifice the world of education. The education policies emerged during the pandemic, the new normal, and post-Covid, this policy does not only apply to the central government but also applies to various types of education in Indonesia. During covid, the new normal and post covid, learning in Modern Islamic boarding schools has its most important adjustment, which is study hours. as it is known that the study hour for 1 study hour is 40 minutes, based on these conditions it is necessary to adjust the study hours. In the implementation, cutting study hours is quite a risk, because it is not in accordance with government regulations regarding the curriculum. It can be concluded that the Santri activities are rearranged the reason of maintaining the Santri's health, that they are not susceptible to disease in the pandemic era. The post-covid educational innovation at the Islamic Modern Boarding School is digitalization. So it can be concluded that educational innovation at the Islamic Modern Boarding School is to continue online learning. Covey's theory in the book *The Seven Habits of highly effective people* states that effectiveness is how to achieve goals by covering various supporting sectors. in this case, the effectiveness of leadership in the performance of teachers in Islamic boarding schools is the development of human resources. Human resource development in Islamic boarding schools is the same as teacher development, the teacher is a profession that requires repeated competence and qualifications in its implementation. professionally the teaching profession to reach this career path must go through a period of development to continue to develop in competency and achieve predetermined qualifications. There is a teaching profession to continue to add competence so they will take part in MGMP or KKG to be able to update in the world of education. In this case, the

data that the researchers found included efforts by the leadership to streamline teacher performance, namely by paying attention to their welfare. In the description of the research, it is stated that the welfare of the teachers who are being sought is sufficient because there are blessings in it. Judging from the various activities and things that happen, it is caused by adaptive leadership. Adaptive leadership means leadership that is capable and intelligent in dealing with various situations in a variety of events. And, they don't stay still with much to think about, but move quickly with various actions, to solve challenges with changes as needed.

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