

## MANAGEMENT OF THE BOARDING SCHOOL LEADER IN IMPROVING THE MORALS OF STUDENTS AT SABILIL RASYAD BOARDING SCHOOL

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**Abstract:** The purpose of this study was to analyse the implementation of boarding school leaders' management in improving the morals of students along with internal and external factors at Sabilil Rasyad Islamic Boarding School. This research method uses a qualitative method. The results of this study found that the implementation of the management of Sabilil Rasyad Islamic Boarding School in Kedurang in the study year included: Management in the aspect of student affairs, namely the admission of new students, intracurricular and extracurricular activities and the release of students who have completed the education level, Management in the aspect of the environment Management in this aspect of the environment is related to the parents of students and community members, Management in the aspect of moral development is carried out by means of; Giving advice, such as reprimanding when doing land, Inviting always to attend majlis ta'lim and telling children to pray diligently.

**Keywords:** Santri's Behaviour; Leadership Management; Sabilil Rasyad Islamic Boarding School

### INTRODUCTION

Education is the most effective way to improve the quality of human resources. Efforts to improve the quality of Indonesia's human resources as directed by the objectives of national education, namely to develop the potential of students

so that they are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Sisdiknas, 2003).

The role of pesantren leaders or school principals is very important for the creation of national cadres who are expected to become useful children in accordance with social guidance and dynamics. Qualified human resources born by educational institutions and harmonious households or parents are interesting things to research, and in the end it boils down to the word that outstanding humans are created through intensive and systematic coaching through educational institutions and harmonious families.

If the role of the pesantren leader or principal as a leader can be carried out as well as possible and with the support of high professionalism, as well as a conducive school organisational climate, it is expected that an increase in teacher performance will be realised, so that the journey of the organisation can be synergistic, namely teachers carrying out professional duties correctly, responsibly and with quality, other personnel serving the interests of stakeholders with full responsibility and discipline and quality orientation, the facilities needed are available in full and suitable for use, the school organisational climate is conducive

and supports the success of the teaching and learning process and students can learn calmly, diligently, honestly and sincerely and responsibly. If this description occurs, it will ultimately affect student learning achievement and improve the quality of education (Sobur, 2003).

The success of the teaching and learning process can be influenced by human relationships within the school organisation, such as the relationship between the principal or boarding school leader and teachers, teachers and teachers, and students or santri who are harmonious. So that these harmonious relationships can create a school organisational climate that supports the success of the teaching and learning process and the achievement of educational goals.

In the world of education, teachers have very high duties and responsibilities, namely as a leading component that plays a direct role in teaching and learning activities, so it is necessary to have a professional spirit and ability. Teachers' abilities can be seen in the way they manage the classroom, master the curriculum, use learning methods and techniques, and good management.

Teacher performance in educational organisations needs attention and support from all components, such as organisational capacity, organisational climate, and the behaviour and leadership style of the boarding school leader or principal. Effective teacher performance is influenced by several sources:

1. Individual sources include intellectual, psychological, physiological, motivational, personality factors, fears, pre-positioning, value orientation.
2. Organisational resources include organisational systems, organisational

roles, groups within the organisation, supervisory-related behaviour, organisational climate.

3. Sources and environments external to the organisation include family, economic conditions, legal conditions, social values, work roles, technological change and associations (Hogeman, 1993).

Whether the teacher's performance is effective or not needs the attention of all parties, especially the pesantren leader or principal as an education manager should strive to improve the work performance of teachers and other education personnel. As a leader, the principal is one of the determinants of the success of the quality of education. As stated by Kartini Kartono in Mulyasa "Leaders are always the focus in all movements of business activities and changes towards the progress of the organisation. The leader is the primary agent for determining the structure of the organisational group he leads. Leaders are initiators, motivators, stimulators, dynamists, and innovators in the organisation" (Mulyasa, 2005).

The success of education in pesantren or schools is highly dependent on the quality of leadership of pesantren leaders or principals who play an important role in various pesantren activities. The quality of leadership and management will colour the quality of the performance of teachers and other education personnel. The quality of leadership of pesantren leaders can be seen and the success of managing all aspects of the pesantren and empowering the community to support the achievement of pesantren goals.

In relation to the diverse potential of pesantren, the leadership of pesantren

leaders tends to be situational. Pesantren leaders need to read the situation at hand and adjust their leadership style so that it runs effectively. Pesantren leaders also need to pay attention to the factors of conditions, time and space to determine the right leadership style, because the leadership style in one pesantren may be different from other pesantren.

In line with the description above, the pesantren leader as one of the educational leaders in a foundation needs to try to manage the pesantren as well as possible in order to create a conducive organisational climate, which ultimately has a positive impact on teacher performance.

The phenomenon that occurs in the field in relation to students or santri shows that there are still santri who show the following behaviour:

1. Skipping class, coming late, not doing homework, and being disorganised in their studies.
2. Showing unreasonable attitudes and emotional symptoms, such as being defiant, indifferent, sitting on their feet, speaking disrespectfully to friends, moody, angry, irritable, not or not happy in dealing with certain situations, talking about the badness of teachers they do not like, moody, angry, irritable, not or not happy in dealing with certain situations.
3. Slow in carrying out the tasks of learning activities (Observation, 2023).

Based on the description and phenomena above, the focus of study in this research is: "Study of the Implementation of Pondok Leaders' Management in Improving Santri's Morals at Pondok Pesantren Sabilil Rasyad, Kedurang District, South Bengkulu".

## METHOD

In this study, the authors chose a type of descriptive qualitative *field research*, where researchers were directly involved in the field to get answers from respondents. Thus, this descriptive research is a research process that produces descriptive data in the form of writing or speech obtained directly from the research area or field, namely Pondok Pesantren Sabilil Rasyad in Kedurang.

The research data collected in this study is in the form of information related to the role of the Study of the Implementation of Leadership Management in Improving the Morals of Santri Sabilil Rasyad Islamic Boarding School in Kedurang.

This observation method is used to collect data by directly observing the implementation of the management of the boarding school leaders in improving Santri at Sabilil Rasyad Kedurang Islamic Boarding School.

This research data analysis aims to organise data sourced from the research field, whether it is documents or reports and others.

The data collected through the above data collection methods is raw data that needs to be processed and analysed properly so that the existence of the data can be accounted for.

To analyse the data that has been collected, researchers use several methods that are considered appropriate to the type of data, so that the results are expected to be adequate and authentic. The methods used to analyse the data are:

### 1. Deductive Method

The deductive method is a system of analysing data to draw a conclusion that starts with general or comprehensive

thoughts to return to specific matters. Hadi said that "whatever is considered true of every event in a class or type, also applies as true to all events belonging to that class or type".

## 2. Inductive Method

The inductive method is a system of analysing data by drawing conclusions on things that are specific to return to things that are universal. This inductive method views data from the angle of its parts, both its nature and its objective conditions. Then formulated into a new view that is comprehensive in the focal point of the conclusion.

Because this research is qualitative research, in data analysis, researchers use inductive data analysis, namely taking facts that are specific to be used in drawing general conclusions. This method is used by researchers to analyse data about the Implementation of Pondok Leader Management in Improving Santri's Morals at Sabilil Rasyad Islamic Boarding School.

There are several reasons the author uses the inductive method in qualitative research, namely:

- a. The inductive process is better able to find multiple realities as found in the data.
- b. Inductive analysis is better able to make the researcher's relationship with respondents explicit, recognisable and accountable.
- c. Such analyses are better able to fully describe the background and make decisions about whether or not to transfer to another setting.
- d. Inductive analysis is better able to find common influences that sharpen relationships (Moleong, 2017).

Data validity aims to prove whether what is observed, by the author himself, is in accordance with reality in the field or not. As stated by (Moleong, 2017) there are several data validity checking techniques, namely:

- a. Extend participation.
- b. Observational diligence.
- c. Triangulation.
- d. Peer review through discussion.
- e. Negative case analysis.
- f. Referential adequacy.
- g. Member check.
- h. Detailed description.
- i. Auditing.

In this research, the author only uses three steps to check data validity, namely; extended participation, strength of observation and triangulation.

### 1. Extend participation.

Extension of participation aims to test the inaccuracy of information introduced by distortion (distortion of an existing reality from both self and respondent).

### 2. Observational power.

The power of observation intends to find characteristics and elements in situations that are very relevant to the problem or issue being sought and then focus on these things in detail. Therefore, in qualitative research, the persistence of observation determines the degree of trust in the data obtained.

### 3. Triangulation.

Triangulation is a data validity check technique utilising something other than the data for the purpose of checking or comparing the data (Moleong, 2017).

## RESULTS

### Implementation of Management of Islamic Boarding School Leaders in

### **Improving Santri's Morals at Sabilil Rasyad Islamic Boarding School**

The steps of implementing the management of the leaders of Sabilil Rasyad Islamic Boarding School in Kedurang in the study year include:

1. Management of teachers and staff
  - a. Recruitment of teachers and staff
  - b. Utilisation of teachers and staff
  - c. Teacher and staff development
2. Management in the student aspect includes the admission of new students, intracurricular and extracurricular activities, and the release of students who have completed the education level.
3. Management on environmental aspects
4. Management in this aspect of the environment is related to parents and community members.
5. Management in the aspect of ahlak development is carried out in a way:
  - a. Giving advice
  - b. Reprimand if you make a mistake
  - c. Encourage you to always attend majlis ta'lim
  - d. Telling children to pray diligently

The persistence of educators is a very supportive factor for the implementation of the Sabilil Rasyad Islamic Boarding School Programme, because without the high work persistence of educators it is *impossible for the Islamic Boarding School Programme* to be carried out properly. For this reason, the persistence of the efforts of the educators in the Sabilil Rasyad Islamic Boarding School Programme is no doubt.

### **Internal and external factors**

Internal factors in carrying out the improvement of Santri's morals at Sabilil Rasyad Islamic Boarding School are caregivers, administrators and Santri. From the caregiver related to the democratic leadership pattern as a figure to be emulated both from his attitude, behaviour and knowledge that contributed to the improvement of Santri's morals in accordance with the desired expectations. The management as a facilitator in the development of the improvement of Santri's morals in accordance with external demands. The knowledge of a leader itself has a very big influence on improving the morals of students, because one of the main objectives of holding a boarding school is to improve the morals of students by following the morals exemplified by leaders or educators and increasing the knowledge of students to face challenges in the future.

In improving the knowledge of santri, leaders and ustadz or ustadzah have a very important role in shaping and building a personality into someone who is useful for the country and nation. Therefore, leaders and ustadz or ustadzah are required to develop their professionalism according to the development of science and technology.

While the external factors are santri guardians and the environment. In this case, the practice that has been carried out by the Sabilil Rasyad Islamic Boarding School in organising or creating a conducive environment requires as much effort as possible in communicating as well as possible with santri guardians and the community in order to create an increase in santri morals, be it through meetings during Islamic holidays or during



events that allow the presence of santri guardians. The supporting factor here is an environment that is very supportive of the implementation of improving the morals of students so that they can directly apply the morals that have been obtained at the boarding school.

In order to understand and realise an effective and efficient teaching and learning process for changes in pesantren education, good cooperation is needed between caregivers, administrators and santri, because without good cooperation it is impossible to improve santri morals in Islamic boarding schools.

In addition, the students' guardians and the environment also take part in realising good education in order to improve the students' morals. In organising or creating a conducive environment, it is necessary to communicate as often as possible with the Santri guardians and the community in order to create an improvement in the quality of morals, be it through meetings during Islamic holidays or at events that allow the presence of Santri guardians.

Santri guardians must always provide both moral and material support. Moral support is provided through monitoring their children's daily activities either coming to the Islamic Boarding School or through telecommunications media, giving attention, advice and encouragement to their children. Material support is provided through providing financial and other support for the smooth running of learning activities. The foundation must also provide the best possible service to Santri. In addition, it must also be able to cooperate with the environment for the smooth implementation of the learning taken.

### **Inhibiting Factors**

On the way to achieving the objectives of the Sabilil Rasyad Islamic Boarding School Programme, it is faced with many problems, one of which affects the quality of the curriculum of education in the Sabilil Rasyad Islamic Boarding School itself. Based on data obtained by researchers in the field, the obstacles experienced by Sabilil Rasyad Islamic Boarding School are as follows:

- 1) Pondok Pesantren Sabilil Rasyad in particular still needs more funds to achieve the desired expectations, such as for facilities and other facilities that support this programme.
- 2) The obstacle experienced by santri in participating in the pesantren programme is the laziness that often arises when the activity schedule begins, due to the fatigue factor after their formal programme.
- 3) Santri lack their own awareness in terms of gaining knowledge and applying good morals that have been modelled or taught. The inhibiting factor is the laziness that often arises when the programme starts, due to fatigue after formal activities or other activities (Ghazali, 2022).

The process of Islamic Education Development in Changing the Behaviour of Students at Pondok Pesantren Sabilil Rasyad based on the results of interviews with the Head of Madarasah / Deputy Head of Pondok Pesantren Sabilil Rarsya types of teaching and learning activities in the context of the process of instilling Islamic education can be divided into several parts. First, during active learning time between 07.30-13.00. Second, the form of extracurricular activities. And

third, co-curricular activities (KS, Personal Communication, 2023).

The first type of activity is an activity carried out during the teaching and learning process that takes place in the classroom. Researchers observed the teaching and learning process activities carried out in the classroom. Where this is an essential activity in instilling, increasing faith and piety. While usually a teacher all activities in the classroom have been prepared from annual programmes, semester programmes, learning units and lesson plans carried out by teachers.

Religious improvement is not only carried out in the classroom but in the afternoon, extracurricular activities such as tutoring and diniyah islamiyah lessons are also held. This is the affirmation of the teachers at Pondok Pesantren Sabilil Rasyad.

The activities that are timed at a certain time such as routine recitation on Fridays, routine recitation of Islamic holidays and activities that can increase religious knowledge and akhlakul karimah (WKM, Personal Communication, 2023).

According to the explanation of some teachers at Pondok Pesantren Sabilil Rasyad, the most essential problem they face in teaching and learning activities is the allocation of time; often the subject matter cannot be completed on time.

Apart from that, students make programmes outside of class hours in madrasah such as discussion groups and tutoring. This is very supportive in order to increase knowledge and instil Islamic religious education towards the formation of a true Muslim personality (Observation, 2023).

## DISCUSSION

The results of this study will be further explained by the researcher in accordance with the systematic description of the findings in accordance with the phenomenon and the results of the field regarding the management of the boarding school leaders in improving the morals of students at the Sabilil Rasyad Islamic Boarding School, namely management in the aspect of teachers and employees including recruitment of teachers and employees, utilising teachers and employees and developing teachers and employees. Furthermore, management in the aspect of student affairs includes admitting new students to intracurricular and extracurricular activities and releasing students who have completed the education level, management in the aspect of the environment, and management in this aspect of the environment is related to parents of students and community members.

Furthermore, management in the aspect of ahlak development is carried out by giving advice, reprimanding when making mistakes, inviting to always attend majlis ta'lim and telling children to pray diligently. The persistence of educators is a very supportive factor for the implementation of the Sabilil Rasyad Islamic Boarding School Programme, because without the high work persistence of educators it is *impossible for the Islamic Boarding School Programme* to be carried out properly. For this reason, the persistence of the efforts of the educators in the Sabilil Rasyad Islamic Boarding School Programme is no doubt.

Then there are supporting and inhibiting factors for the moral development of new students at the Sabilil

Rasyad Islamic Boarding School and the findings are relevant to the theory according to Abuddin Nata, as follows:

Supporting factors are mostly internal factors, namely, a. There is a connection between subject matter and practice. So that it allows what is learned to be applied directly in daily activities. b. Existing regulations can help monitor the morals of students. c. The proximity between the santri dormitory environment and the ustadz makes it easy to supervise students during daily activities, therefore the application of morals is not only in the lesson classroom but can also be applied in daily activities.

The external supporting factor is the cooperation between residents around the boarding school environment which is useful for monitoring if there are children who skip boarding school. The inhibiting factor in fostering the morals of new students also exists from internal factors, namely that often the management is not optimal in carrying out their duties at the boarding school, due to schedules that often clash with their personal affairs.

Inhibiting factors in fostering the morals of new students from external factors such as a. The influence of a bad friendship environment. b. Less support from the santri's guardians, because there are still many who like to spoil their children.

## CONCLUSIONS

The results of this study concluded that the implementation of the Management of Sabilil Rasyad Islamic Boarding School Leaders in Kedurang in the school year includes: Management in the aspect of student affairs, namely the admission of new students, intracurricular

and extracurricular activities and the release of students who have completed the education level, Management in the aspect of the environment Management in this aspect of the environment is related to parents of students and community members, Management in the aspect of ahlak development is carried out by means of; Giving advice, such as reprimanding when doing land, Inviting always to attend majlis ta'lim and telling children to pray diligently.

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