

# International Journal of Educational Review

Publishes original research both theory and practices in Educational Management; Social Studies Education; Educational Technology; Natural Science Education; Guidance and Counseling; Primary Education; Linguistics Education; Early Childhood Education; and Mathematics Education

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International Journal of Educational Review is published by Doctoral Program, Faculty of Teacher Training and Education, Universitas Bengkulu, which disseminates the latest research findings from educational scientists in many fields of education. More detail, it focuses on publishing original research of educational management, social studies education, educational technology, natural science education, guidance and counseling, elementary education, linguistics education, early childhood education and mathematics education. It is a biannual journal issued on January and July. The editors welcome submissions of papers describing recent theoretical and experimental research related to (1) theoretical articles; (2) empirical studies; (3) practice-oriented papers; (4) case studies; (5) review of papers, books, and resources.

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## The Impression of Kiai's Leadership In Managing Islamic Boarding Schools

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**Abstract:** This study examined the leadership of the Kiai in the management of human resource in Islamic boarding schools in Jambi Province. This research used a descriptive analytical-qualitatives approach. Data collection was done by observation, interview, and documentation techniques. Data analysis used an interactive analysis model Miles and Huberman. Data reliability using participation extension techniques, observation accuracy, data triangulation, and consultation of promoters and promoters. Results of the study of the leadership of the Kiai in managing the boarding school human resources in Jambi Province was carried out by realizing the vision into action and work programs, receiving the right personnel in each position, even though it often collided with familiarity and limited compensation; carry out communication and coordination; and the leadership of the Kiai has not been able to manage the boarding school effectively due to weak management knowledge and synergy in realizing the vision.

**Keywords:** *Kiai* Leadership, Human Resource Management, Boarding School.

### 1. Introduction

Islamic boarding schools come from languages *Sansekerta* a gathering place for people who love science and wisdom. Those who study are called students Islamic Boarding School, those who teach are called teachers (<https://kbbi.web.id/pesantren>, accessed 29 August 2019, 12.30 WIB). Islamic boarding schools are educational institutions that have a long and unique history. Historically, pesantren were among the earliest Islamic education and still survive today. Unlike the educational institutions that emerged later, pesantren have been very instrumental in printing cadres of ulemas, and then play an active role in the spread of Islam and the transfer of knowledge. However, the development of pesantren has undergone a transformation that allows it to lose its identity if its traditional values are not preserved (Bruinessen, 2015).

Pesantren in the era of globalization is a pesantren that can modify the needs of the community with the aim of pesantren as an

institution for fostering and empowering people. Of course, to realize this, the pesantren must depart from the paradigm used and make updates to its shortcomings, including the management of human resources (HR) of the boarding school. The pesantren not only provides students with Islamic sciences but has provided skills that are applicable and ready to work. An Islamic boarding school is a traditional Islamic education hostel where students live together and study under the guidance of a (or more) teacher better known as a Kiai (Dhofier, 2011). Boarding is one of the characteristics of pesantren educational institutions.

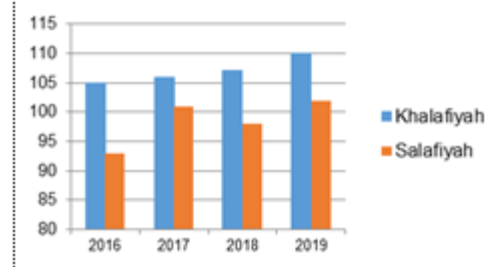
Pesantren is a place where people learn, absorb religious knowledge, forge morals, and get enlightenment (Mochtar: 1436H). There are five elements that characterize a boarding school. The five elements are the main requirements for defining a pesantren, the Kiai as the teacher and leader of the pesantren, the students as knowledge seekers, the yellow book as

teaching material, the mosque as a place of worship and study, and the boarding as a place for settling students (Dhofier, 2011). Likewise, all the components in it such as the Kiai or religious teacher and the students always devote themselves for the continuity of the pesantren, of course, this cannot be measured by the standards of the modern education system where the teaching staff are paid, because of their efforts, in payment in material form. That way, pesantren certainly cannot be separated from the Indonesian national education system.

The presence of this institution experienced growth and development in Indonesia in general. The number of pesantren in Indonesia continues to experience a significant increase. Based on statistics from the Indonesian Ministry of Religion, in 1977 the number of pesantren was 4,195 with the number of students 677,348 people. In 1981 the number of pesantren rose to 5,661 with 938,397 students. In 1985 it increased to 6,239 pesantren and the number of students were 1,084,801 people. In 1997 there were 9,388 pesantren with 1,770,768 students. Next in 2001 the pesantren numbered 11,312 with 2,737,805 students. Then in 2004, the pesantren reached 14,647 with the number of students 3,289,141 people. In 2011 the growth of pesantren was very significant 27,218 pesantren with the number of students 3,642,738 people.

In addition to the rise of pesantren with significant growth, in reality, many pesantren in Indonesia are closed and no longer in operation, among the main factors of cadre formation or delegation of the Kiai's tasks, Kiai's assistant resources, all habits focused on Kiai result in the very high influence of Kiai leadership on the management of pesantren. This is the pattern of the leadership of the Kiai in Islamic boarding schools with unique and diverse leadership styles that make this institution remain istiqamah, but in addition to being an excess of the leadership style of the Kiai, it becomes a weak point of leadership

patterns in boarding schools for several similar institutions. Some pesantren after their death are no longer effective, suspended animation, and some are not even given operational licenses anymore.



Pesantren as an educational institution is a place where the educational process is carried out, has a complex and dynamic system. In relation, pesantren is a place that is not just a gathering place for religious teachers and students but is in a complex and interconnected arrangement. Therefore pesantren is seen as an organization that needs better management.

For traditional pesantren, curriculum planning, implementation, and evaluation activities are activities that are not yet popular among pesantren managing pesantren educational activities in traditional pesantren, in general, are the result of improvisation of a Kiai intuitively tailored to the development of his pesantren. Pesantren is seen as an organization that requires management by professional people. More than that, the activities of the boarding school in managing HR are expected to produce quality graduates, in accordance with the demands of the community's needs, graduates of pesantren are expected to contribute significantly to the development of a nation. As an organization, pesantren is an open system, pesantren does not isolate from its environment, because it has a relationship (relationship) with the internal environment as well as the pesantren's external environment and collaborates. The main function of the leader is to determine the vision, mission, strategy, and objectives of the social system and make decisions in an effort to realize these four things. Therefore decision making is an important function in

leadership. Another opinion says Effectiveness and efficiency are closely related to quality, as a measure that states how far various requirements, specifications, and expectations have been met (Muntholib, 2019). The conception of leadership must always be associated with three important things, according to Kartono (2010) power is power, authority and legality that gives authority to leaders to influence and mobilize subordinates to do something. Authority is strength, excellence, virtue, so that people are able to "mbawani" or regulate others, so that the person is obedient to the leader, and is willing to do certain deeds. Capabilities are all abilities, abilities, strengths, and skills/technical and, social skills, which is considered to be beyond the ability of ordinary members (Kartono, 2010).

The pesantren is very close or identical to its character, namely the Kiai as the leader of the boarding school. He is the central leader in the pesantren. So as an educational entity in the middle of the boarding school community will not be able to dodge the reality of global changes that occur. This reality requires Islamic boarding school educational institutions to act and react accordingly. Pesantren must respond to all that wisely and wisely. Mistakes in taking a stand will be fatal for the continued existence of pesantren. One important thing that must be addressed properly is related to leadership patterns in Islamic boarding schools. A model of collective leadership. The leader comes from the word lead, which means carrying out leadership tasks. Almost certainly everyone agrees that leadership is one of the important factors that determine the success of an organization. Pesantren as an educational entity cannot be separated from the essence of leadership values. The term leadership in English comes from the root word to lead which means to lead (Rivai, 2013).

Leadership is an ability that needs to be owned by a leader in moving all organizational resources, especially human resources to do what is expected. This ability

will determine that a leader is good or not (Anwar, 2011). Leadership takes place in an organization which is a static sense is a container in the form of an organizational structure. In the structure, there are work units as a result of Organizing activities in the form of the division and division of work by grouping work of the same type or group into one work unit (Wahab, 2011). The significance of the leader in an organization was also conveyed by the Prophet Muhammad in one of his hadiths "If three people walk on a journey, then appoint one of them as a leader" (Narrated by Abu Dawud).

Leadership can be formulated as a personality of someone who brings a desire to groups of people to emulate it or follow it, or who exude a certain influence (Andriani et al, 2018; S et al, 2020; Mukhtar et al, 2020; Hartiwi et al, 2020). Leadership is an art, ability, or technique to make a group of subordinates in a formal organization or followers or sympathizers in an informal organization follow or obey everything they want, making them so enthusiastic or eager to follow it or even sacrifice for it. Leadership can be seen as a form of persuasion in the art of fostering certain groups of people so that they will fearlessly cooperate in understanding and achieving all of the goals of the organization (Purwanto, 2012).

Leadership as a process of leaders creates a vision and creates an interaction of mutual influence on followers to realize the vision (Wirawan, 2017). The definition of leadership above, it can be concluded that leadership is a desire of people to imitate and follow what the leader wants. Leadership is a power, a beginning, and a process that is to influence a group. The indicators of leadership that has been mentioned above are first that leadership is expected to have an influence in the form of exemplary, authority and skills of the Kiai. Second, obtain good information received by subordinates, so that subordinates understand and can carry out the objectives of the organization. Third, decision making. fourth, a leader must be



able to motivate his subordinates by giving awards, so they feel motivated to do their job with enthusiasm and enthusiasm. Good leadership is more than just calculation and planning and following checklist, although rational analysis can develop good leadership. Good leadership also encompasses overall feelings of followers, and emotions play an important role in leadership (Wirawan, 2017).

The pesantren is inseparable from the figure of the leader, one of whom is known as a Kiai. The position of the Kiai cannot be just inherited by his generation or descendants, because a dynamic or extraordinary person and charisma is a manifestation of the charismatic individual's abilities. The Kiai does not only mean the kiai. The Kiai can consist of Kiai, *mudir*, and vice *mudir* for three levels, namely *Ibitidaiyah*, *Tsanawiyah*, *Aliyah*, *Salafiyah*, and *Khalafiyah*. Furthermore in the verse *Al-A'raf* verse 10 also Allah further confirms that: "Indeed, We have placed you on earth, and We have put you on it (the sources) of livelihood. Very little you are grateful "(QS *Al-A'raf*: 10).

The role of the Kiai is realized by the attitude and leadership style that is flexible, honest, open to accept criticism and new ideas, democratic, responsible for the task, oriented towards achievement, equality (egalitarian), able to provide direction and guidance needed by the pesantren community members and to make themselves as role models and role models in pesantren (Iskandar, 2013). When studied studies of boarding school leaders and social change, leaders of boarding schools have three functions: First, as cultural agents, boarding school leaders play themselves as cultural filters that come to the community, Second, boarding school leaders as mediators, which can be become a liaison between the interests of various segments of society, especially the elite with the community. Third, as a cultural broker and mediator, Islamic boarding school leaders have many roles in social and cultural change, and to be more effective, special competencies are needed

that demand the leaders of Islamic boarding schools on the right goals. Competencies that must exist include extensive religious knowledge, effective communication skills, adequate technical skills, and reliable managerial skills. The latter ability is sometimes not often a priority for a leader of a boarding school, although this is helped by the presence of other leaders such as madrasa principals or boarding hires who are appointed Kiai. Therefore, reliable managerial competence can produce professionalism of human resources working in Islamic boarding schools to be more productive and innovative.

It should be realized by leaders of Islamic boarding schools, that the accumulation of knowledge is not seen when it is not used to produce useful activities that can improve organizational functions (O'Brien, 2011). The accumulation of knowledge alone is not enough to build a future pesantren. For this reason, real work is needed in the form of implementing management functions within the pesantren environment. Whether or not a boarding school is good or bad is determined more by the leadership style as managing it and the ability of the teacher as the implementer. Therefore, the Kiai in this case must at least master his leadership provisions in developing pesantren program activities; establish work mechanism procedures; carry out monitoring, evaluation, supervision, and make reports on pesantren activities; improve and strengthen teacher and student discipline (Usman, 2013).

The success or failure of education and learning in Islamic boarding schools is greatly influenced by the leadership style in the management of each component of the pesantren (who is behind the school). The Kiai's competence is mainly related to the knowledge and understanding of the Kiai towards management and leadership, as well as the tasks assigned to him (Mulyasa, 2012). The Kiai's leadership sometimes encounters problems. Mujamil Qomar's findings that this habit of managing all-around mono and informal department, in turn, minimizes or

even eliminates the authority of structures that are under the position of boarding school leaders and decreases the creativity of the control holders who are under the boarding school leaders in their capacity as middle managers or low managers. Not infrequently, for example, the authority of the headmaster of madrasa aliyah who is inside the pesantren is bypassed. Structurally, the Kiai's position should be manager, but in reality, working as a staff. This is the initial concept of a trial or test for the Kiai. Disappointment will escalate when one of the staff at the boarding school, for example, take policies that harm the institution without his knowledge, only because there is the blessing of the leader of the boarding school. These events often occur and show that structural management in the pesantren environment is not understood at all, let alone implemented (Qomar, 2007).

The opportunity of the pesantren tradition to strengthen its role in the development of modern Indonesian civilization is now wide open because the educators and education personnel needed in various studies are increasingly easy to obtain, because undergraduate graduates who find it difficult to find work in urban areas increasingly choose to become teachers in rural areas. It's just that, can not be denied that to create work professionalism certainly has a work order that is so complex and comprehensive, even though in its implementation it experiences significant complexity because the wrong leadership style can cause quality and well-organized HR Management not to be achieved. The results of observations and documentation at the research location are found.

Based on the results of the Grand Tour in a number of Islamic boarding schools in Jambi Province, namely: Al-Jauharen Islamic Boarding School in Jambi City, Irsyadul 'Ibad Islamic Boarding School in Batang Hari Regency and Al-Falah Islamic Boarding School in Bungo Regency, the three boarding schools are led by a Kiai in which there are activities relating to HR Management and matters

relating either directly or indirectly. This is intended to prepare output that is in line with expectations, supported by the management of HR by the leadership so that it will produce students to master the science of religion and general science, prepare the life of the people but not forget the life of the world.

Related to the leadership of the Kiai in the management of human resources in Islamic boarding schools in Jambi province and the data above, the authors found problems, First, the oral tradition (verbal orders) in working very thick and leadership succession patterns do not have clear and orderly forms and procedures, so that Management has not run optimally. Second, decision making (decision making) is focused on the personal figure of the Kiai (individual-focused), so as to produce an authoritarian decision that is only based on the reasoning power and level of understanding of individual Kiai figures. Thirdly, the organization of work, multiple tasks, and placement based on familiarity, as a result, HR Management has not gone well. Fourth, the development and empowerment of human resources are still not running optimally due to limited training, seminars, wages that are not in accordance with the UMP (Provincial Minimum Wage), further education, certification and research.

## **2. Research Method**

This research uses a qualitative approach. Creswell defines qualitative research as methods to explore, and understand the meaning ascribed to social or humanitarian problems by involving important efforts such as asking questions and procedures for collecting specific data from participants (Creswell, 2017).

According to Mukhtar (2013) that the main characters in qualitative research are: first: the search for problems and their development in detail focused on one particular phenomenon. Second, the theories and rules that are used become the basis for formulating problems. Third, in formulating research problems and questions as well as



achieving research objectives in general, determined by the direct experience of researchers participating in social settings in the preliminary study "grand tour" to the research process carried out. Fourth, data collection is based on a simple choice of words. Fifth, the analysis of the data described and the themes presented in the analysis are interpreted into the meaning (Mukhtar, 2013).

In line with Creswell's definition above, Moleong (2011) also stated that qualitative research is research that intends to understand phenomena about what is experienced by research subjects holistically and by means of description in the form of words and language in a special natural context and with utilizing various scientific methods (Moleong, 2011).

The author starts the research step by identifying the problem as stated in the background of the problem, then gathering evidence that is related to the research problem including literature and leadership of the Kiai in the HR Management of Islamic boarding schools in Jambi Province. Then arrange alternative discussions in accordance with the data collected, then determine the criteria for the solution that will be given in accordance with the problems found, after that, conduct a reciprocal analysis between the data found in the field with the theory that has been built (appropriate or not appropriate), then formulate research results and making decisions to be analyzed and parsed and described in more depth.

According to Patton, in qualitative research, the selection of subjects in qualitative research must be adjusted to the problem and purpose. Subjects can be chosen purposively (Patton, 2009) Qualitative research is based on assumptions about social reality that are unique, complex, and multiple. For there are certain regularities or patterns, but full of variations. Therefore, research activities must intentionally hunt for as much information as possible in the direction of diversity/variation. If all the unique variations

each have obtained the maximum information, then the purpose of studying them can already be said to be fulfilled. Therefore, researchers have well understood the unique reality, complex, and double.

The concept of the sample in qualitative research deals with how to select informants or certain social situations that can provide solid and reliable information that can provide steady and reliable information about the elements that exist (characteristics of the elements covered in the focus/topic of research). The selection of information or a particular social situation, by itself, needs to be done by purposive sampling, namely sampling techniques from data sources with certain considerations. This particular consideration, for example, the person who is considered most knowledgeable about what we expect, or maybe he as a ruler so that it will be easier for researchers to explore the object/social situation under study.

Subjects in this study include all the characteristics related to or know deeply about the leadership of the Kiai in the management of human resources in Islamic boarding schools in Jambi Province, namely: the Kiai, the head of the education unit in the pesantren environment who were assigned as research respondents, while the cleric/cleric and employees as informants. Subjects were taken by purposive sampling. The aim of taking the subject is done by taking the subject not based on strata, random, or region but based on the existence of certain objectives. This technique is usually carried out due to several considerations, for example reasons of limited time, energy, and funds so that it cannot take on large and far-reaching research subjects. In accordance with the information needed in this study.

Research data is something that is known. Known, it means something that has happened as an empirical fact (evidence found empirically through research). The benefits of data are, first, to find out or obtain a picture of a situation or problem. Second, to make decisions or solve problems. Data

collected by a researcher, viewed from the perspective of the source outline consists of types, namely primary data and secondary data. Primary data is data obtained directly from the source, observed, and recorded for the first time. The data becomes secondary data if used by people who are not directly related to the relevant research.

There are two types of data in research, namely primary data and secondary data. First, our words or actions, the rest are additions in the form of documents and others. Meanwhile, according to Mukhtar primary data is data collected directly by researchers, generally from observations of social situations and obtained from the first hand or subject through a process of interviews, interviews, and documentation. While secondary data sources are data in the form of documents that are relevant to the focus of the study, such as pictures, photographs, meeting notes, or writings that are related to the research focus. The source in question can be objects, sites, or humans.

Data collection techniques in the context of primary data depend on the type of data needed, if what is needed is data about humans, then researchers can obtain it by preparing a set of instrument tools or make direct observations of the object or social settings under study using the observation guide. Using secondary data is actually, relatively cheaper, and easier. Unfortunately, the data cannot always be found, so it is necessary to collect data directly in the field. The benefits of primary data are: 1) Primary data directly related to the needs of research or collected to achieve research objectives. 2) There is no risk of out-of-date levels because they are only collected after the research project has been formulated. 3) All work on collecting statistical data is held by the researcher himself. He will study it the way he wants. 4) The researcher understands the quality of the methods used because he is the one who set them from the beginning.

The primary data in this study came from the leadership of the Kiai in the management of HR in Islamic boarding schools in Jambi Province. Whereas the secondary data in this study came from supporting data that strengthened the existence of primary data, related to the study of the leadership of the Kiai in the HR Management of boarding schools in Jambi Province. Second, secondary data. Secondary data is data that is not collected by the researcher himself for example, from the statistic bureau, magazines, newspapers, information, or other publications. So the secondary data comes from second, third, and so on, meaning that it passes through one or more parties who are not researchers themselves.

Secondary data consists of two categories. First, internal data, namely data available in an institution or organization where the research is conducted, for example, students data, community data, education data, religion, economy, and so on. Secondly, external data, obtained from outside sources, include both published and unpublished information, census data, and registration data, as well as those obtained from agencies or companies whose activities collect relevant information in various matters. Secondary data can be in the form of written documentation in the field which includes certificates of graduation of teacher certification, work programs, announcements, minutes of meetings, letters of decision, monthly, quarterly, annual reports, summons or reprimands to teachers and others related to the leadership of the Kiai in the management of HR at Islamic boarding schools in Jambi Province.

Data sources are subjects from which data can be obtained. As for the source of data to obtain research information. Research is certainly not conducted at random places, but in places that have been determined (Hadi, 2015). The source of this research data pertains to pesantren as a total system, which has supporting and interrelated elements.

Sources of data obtained from informants are Kiai, Kiai representatives, Kiai assistants such as ustadz /ustadzah, security officers, cleaning officers, catering, laundry, guardians of students, computer operators in three boarding schools where research. Regulations that determine the direction of the implementation of Kiai leadership in the management of human resources in Islamic boarding schools in Jambi Province and the policy management processes, HR and management leadership. The social environment of the Kiai's leadership process in the management of HR in Islamic boarding schools in Jambi Province related to the location, time, symptoms, and events.

Data collection tools used are researchers themselves as key instruments. This is consistent with the opinion of Sugiyono who said that "the researcher is the key instrument". Then the supporting instruments used were interview guidelines, observation guidelines, field notes, cameras, and cell phones. Interview guidelines are used as a guide in conducting in-depth interviews with informants so that the interview process becomes more directed. Observation guidelines are used as a guide in making observations so that no important observation objects are missed during the study. Field notebooks are used to record important things that were discovered during the study. The camera is used to take videos during the interview. The camera is also used to take videos and pictures that are considered important to be used as supporting data. In addition to the camera, cell phone is also used to record the interview process to avoid if at any time the camera cannot record the interview process to completion.

The observation method used in this study is the active participation observation method. This technique is used to obtain a number of data about the real context of the process of implementing the leadership of the Kiai in the management of HR in Islamic boarding schools in Jambi Province.

Open interviews used in this study are data collection methods that are often used in qualitative research. In-depth interviews, in general, are the process of obtaining information for research purposes by way of question and answer while face to face between the interviewer and the informant or interviewer, with or without using interview guides, interviewers and informants involved in social life for a relatively long time. Thus, the uniqueness of in-depth interviews is his involvement in the life of the informant. Interviewer is a person who uses the interview method while acting as a "leader" in the interview process.

Interviews were conducted on research subjects, namely Kiai, Kiai representatives, teachers and administration used to collect relevant data or in accordance with research problems and obtain complete data on the leadership of the Kiai in HR management in Islamic boarding schools in Jambi Province. The documentation study in this research is gathering information through data on the activities of the Kiai and human resources in the boarding school environment, starting from the vision and mission, and the program of activities. And do not forget the data related to the achievements that have been achieved.

Analysis of the data used in this study is a model of data flow analysis, according to Miles and Huberman, which in principle this data analysis activity is carried out throughout the research activities (during data collection), and the most core activities (Miles, 2014). After that, analyzing the data is carried out during the fieldwork and after the data collection is complete. In this case, the author uses the analysis of Miles and Huberman's model data, which is the activity of analyzing data that is done interactively and continues continuously until it is complete so that the data is already saturated. The activities consist of Data Collection, data reduction, Presentation of data verification.

### 3. Results and Discussion

#### **Kiai's leadership in the management of HR at Islamic boarding schools in Jambi Province**

##### **Al-Jauharen City Islamic Boarding School Jambi**

First, HR professionalism has not been evenly distributed. HR boarding schools prioritize work experience. The fact shows that the level of progress in Islamic boarding schools is determined by the extent of experience from educators and education personnel. This is consistent with the author's interview with one of the educators at the Al-Jauharen Islamic Boarding School in Jambi City whose initials AH said that teaching experience or years of service strongly supports the formation of professional educators, with teaching experience, one can have a vision and plan to become professional again in the future, although not all educators who teach at Al-Jauharen Islamic Boarding School in Jambi City have experience teaching, the responsibility of educators to make teaching devices is still low, there are some educators lacking discipline in teaching (Interview, Al-Jauharen Islamic Boarding School in Jambi City, October 24, 2019), because of that experience too, so there are not many creative ideas in working and improving the existing education system.

Second, Work facilities are not in accordance with standards. The availability of work facilities that support the HR performance of the Al-Jauharen Islamic boarding school in Jambi City is also very important, so there is an educator room for each institution, such as the Aliyah Educator Room, Tsanawiyah Educator Room, Awalyah Teacher Room, and Salafiyah Educator Room. Furthermore, there is a special room for security officers, waitress officers, students catering, pesantren business rooms such as drinking water depots, workshops, and

laundry (Interview, Al-Jauharen Islamic Boarding School in Jambi City, October 24, 2019).

The supporting devices for the work of the Al-Jauharen Islamic boarding school in Jambi City, which found that when carrying out their duties, educators obtained facilities, and facilities prepared by the pesantren. It can be seen that educators (religious teacher, religious teacher, musyrif, naib) are given room facilities, books, and supporting books as well as activities to increase the competency of learning while the education staff is prepared with the need for work. Security guards get security post facilities, patrol equipment, HT, flashlights and uniform security. Waitress attendants get cooking kitchen room facilities, warehouses, students catering facilities, while general officers who usually repair water, electricity, and check the supporting facilities of the KBM (Observation, Al-Jauharen Islamic Boarding School in Jambi City, January 6, 2020). Supporting facilities here that colored HR Management so far at Al-Jauharen Islamic Boarding School.

##### **Irsyadul Ibad Islamic Boarding School District Batang Hari.**

First, Some of the Islamic Boarding School's Human Resources lack Work Experience. Islamic boarding school HR in teaching also requires experience, related to this, the researcher's interview with one of the educators at the Islamic Boarding School Irsyadul Ibad with the initial MRJ explained as follows: "The teaching experience of educators is still lacking. Because of that experience too, so there is not much variation in methods, media, learning resources, strategies, methods, types of assessment, aptitude interest approaches, and teaching designs used when teaching (Interview, Irsyadul 'Ibad Islamic Boarding School in Batang Hari Regency, 17 October 2019).

Second, The welfare of human resources is not in accordance with wage standards. A very high appreciation for educators also comes from the welfare that is

considered by superiors. Author's interview with IR, educators who said that for educators that the welfare obtained from teaching assignments was felt to be far from enough when compared with educators and educational staff in government-owned state educational institutions (Interview, Irsyadul 'Ibad Islamic Boarding School in Batang Hari Regency, 17 October 2019). Both regular foundation and honorary educators at the Irsyadul Ibad Islamic Boarding School in Batang Hari Regency also admitted that educators had so far received additional incentive fees which were very small in number.

Third, Limitations Availability of work facilities. Availability of work facilities for Islamic boarding school human resources, then there is an educator room for each institution, such as the Aliyah Educator Room, Tsanawiyah Educator Room, Awalyah Educator Room, and Salafiyah Educator Room. Furthermore, there is a special room for security officers, waitress officers, students catering, pesantren business spaces such as drinking water depots, workshops, and laundry for the benefit of Irsyadul Ibad Islamic Boarding School in Batang Hari Regency and surrounding residents (Observation, Irsyadul 'Ibad Islamic Boarding School in Batang Hari Regency, January 8, 2020).

### **Al-Falah Islamic Boarding School in Bungo Regency**

First, The Limitation of Human Resource Development Boarding School for Islamic Boarding Schools. Islamic Boarding School, means that educators must have the skills, religious, loyalists, and have the same vision as the Al-Falah Islamic Boarding School in Bungo District. Nowadays education competition is very tight and sharp, almost unlimited. Islamic boarding schools that are unable to compete fairly and openly will be left behind selected by the situation. Therefore the Al-Falah Islamic Boarding School in Bungo Regency needs to develop

and improve continuously by paying attention to the resources it has, both human resources and other resources.

Second, Some are less competent in teaching. The role of teaching staff in the learning process is very central because the main problem facing the world of education is the problem of the Islamic Boarding School HR. Teachers need to master a variety of abilities both in the fields of science, technology, and teaching. In the success of the optimal competence of educators, leaders of Islamic boarding schools still collect the activities of educators in managing their social abilities so that learning objectives run effectively, and efficiently.

Third, not all work facilities are available. Classroom physical management aims to arrange the room neatly like arranging the seating of students and students, creating a clean, and neat classroom with mutual cooperation at a specified time. Physical management was not carried out while teaching at Al-Falah Islamic Boarding School in Bungo District. Physical management is usually carried out by subject educators and homeroom teachers before teaching in the form of spatial planning, arranging student seating, and class cleanliness.

### **Leadership Kiai at an Islamic boarding school in Jambi Province**

#### **Al-Jauharen Islamic Boarding School in Jambi City**

Boarding school leaders who served as a generator who turned on the activities of the institution. The leader of the Islamic boarding school must really think and formulate in a program the objectives and actions that must be carried out that are oriented towards the implementation of the future. The results of the information in the field explained that the head of Al-Jauharen Islamic Boarding School in Jambi City had tried to manage the human resources of the Islamic boarding school through improving



the qualifications of education, training, and upgrading. Through activities by making this program indispensable to increase human resources, which in turn can improve the HR Boarding School.

Based on the above findings, it can be understood that leaders of Islamic boarding schools understand their leadership duties, one of which is implementing the management plan of Islamic boarding schools with existing work guidelines. Leaders of Islamic boarding schools are also able to foster the ability of educators to work in concrete annual work references. Professionalism improvement is intended to improve the quality of the teaching profession so that it can be achieved according to the planning of the guidance of the leader of the Islamic boarding school.

#### **Irsyadul Ibad Batanghari Islamic Boarding School**

Leadership in the management of boarding school HR includes encouragement, communication and coordination with educators and all parties so that educators develop themselves at any time in order to achieve quality educators. As an interview with the deputy leader of the Islamic Boarding School Irsyadul Ibad Batang Hari District MRAM said that the management plan of the boarding school HR is only based on the needs of each educator, for example, if there are educators who study again and continue their education, then permission to teach them and other administrative requirements are facilitated. Plans in the form of work programs do not exist but are incidental if there is certification information, the board encourages educators to follow.

The guiding principle is that the manager or a leader whose main task is how to get the maximum benefit from who and whatever is available, entrusted, and entrusted to them, they should not think about what does not exist, let alone what is impossible to do.

#### **Al-Falah Islamic Boarding School in Bungo Regency**

The leader of the boarding school as a central figure must realize that the formation of habits, attitudes, and behaviors in the context of the culture of the boarding school is strongly influenced by his personality, leadership style, and the way he sees future developments that are visionary. The development of a better and healthier boarding school culture must start from the leadership of the boarding school leader. Boarding school leaders who can build work teams, learn from educators and education staff, administrative staff and students, open to lines of communication with the environment, wide access to information will be able to develop a positive culture of boarding schools for the establishment of independent boarding schools that are above their ability.

#### **Leadership Kiai in Managing Islamic Boarding School HR in Jambi Province**

##### **Al-Jauharen Islamic Boarding School in Jambi City**

First, leadership in planning. Plan, in the sense that the boarding school leader thinks and formulates in a program the objectives and actions taken that are oriented towards the implementation of the future.

Based on the existing vision, it can be understood that the plan drawn up by Al-Jauharen Islamic Boarding School prioritizes the community's mandate, the existing vision follows the wishes, desires, needs, thoughts, and assistance of the community, especially the people in Seberang, Jambi City.

Second, Leadership in Organizing. Organizational structure is very necessary for organizing the process of education and learning in Islamic boarding schools. In the organizational structure, boarding school leaders are assisted by a staff consisting of representatives of boarding school leaders, administration, homeroom teachers, and assemblies of educators as implementing



elements in charge of educating and teaching. From these structures, their respective functions are described.

The organization of work was carried out by the leader of Al-Jauharen Islamic Boarding School in Jambi City, placing all existing and limited educators to work according to their competencies. Interview with AH, the deputy leader of the Islamic boarding school explained that: "to be able to do work assignments that were in line with the expectations of the boarding school, at the beginning of the year a meeting was usually held regarding the ability to teach and the honorarium received each month according to the task. Educators who work preferably have long served in the cottage.

Third, leadership in mobilization. Leadership is part of the leadership embodiment of the Kiai. The activities of the Kiai to mobilize the HR of the Al-Jauharen Islamic boarding school in the Jambi City pesantren find that there are programs and efforts made by the Kiai. HR management in the Al-Jauharen Islamic Boarding School in Jambi City and or outside the environment in the Al-Jauharen Islamic Boarding School in Jambi City. Efforts to mobilize internal human resources can be seen from routine meetings/deliberations that involve all internal human resources, then the efforts of Kiai to gather community leaders, parents of students and alumni in an activity. Seen when the author witnessed the general study in the title for the general public.

HR management is based on SATMINKAL (base Administration unit) according to institutions under the auspices of the Al-Jauharen Islamic Boarding School in Jambi City. The data of each educator can be seen in the document which is arranged in each institution's board, the institution's monthly reports are running well, and the compensation system is based on class hours and position allowances.

Fourth, leadership in Oversight/Control. Supervision/Controlling is one of the activities or coaching activities planned by leaders of

Al-Jauharen Islamic Boarding School in Jambi City to assist subordinates, such as educators and staff, in carrying out their work effectively to assist educators in developing the ability of educators to manage teaching and learning processes for the achievement of objectives education.

Supervision/Control of the work of educators conducted by leaders of Islamic boarding schools has not been scheduled. This interview explains that the Supervision/Control of the work of educators conducted by leaders of Islamic boarding schools has not been scheduled and the results of Supervision/Control have not been followed up in the form of Management of HR at Islamic Boarding Schools, such as technical training, training, seminars, and training.

Supervision/Control has been carried out by the leader of the Islamic boarding school at the end of the school year at certain times that have been set. One of the problems in managing HR in Islamic boarding schools is the lack of self-development efforts offered by leaders. This is illustrated by an interview with K, one of the educators and education staff.

### **Al-Falah Islamic Boarding School in Bungo Regency**

First, Leadership in Planning. Management as a process, however, is dexterity and specific skills, striving for a variety of interrelated activities can be used to achieve the planned objectives. Observing and witnessing directly with the Kiai on work activities and programs there are HR Management activities, ranging from planning, hiring, assignments in accordance with expertise, and evaluation during the trial period of new HR received at the Al-Falah Islamic Boarding School in Bungo District.

Second, Leadership in Organizing. The composition of the organizational structure in an educational organization means it is activities or ties that bring together program activities in educational organizations in addition to that also facilitate the

achievement of educational goals set. As an organizational unit will not be separated from an organizational structure of educators and education personnel. Because it is the education and education staff who will run the wheels of the organization. Forward or withdrawal of an organization is very dependent on humans who sit in the education and educational staff.

The author's observation found that Kiai had distributed it in accordance with the competency of the existing HR and became a nationality for the new HR received by looking at the background and abilities when interviewing. A diploma is an administrative point when recruitment is always held tests such as reading books, interviewing abilities if the acceptance of religious educators. If educators in the general field of study are also interviewed, such as general knowledge that is needed by looking at the morals and behavior of both educators or education staff at the Al-Falah Islamic Boarding School in Bungo Regency.

Third, leadership in mobilization. The leader in managing the cottage is assisted by several teaching staff and other administrative/managing staff. The existence of the cottage leaders as well as other organizational leaders. The cottage leader in charge is responsible for organizing education, where his role is as a manager rather than his subordinates in carrying out the task. Cottage leaders can be good and behave (style) so that the subordinates become comfortable in their work environment.

This study found that there were program activities and efforts made by the Kiai and Human Resource Management at Al-Falah Islamic Boarding School in Bungo District. Efforts to mobilize internal human resources can be seen from routine meetings/deliberations that involve all internal human resources, then the efforts of kiai to gather community leaders, parents of students, and alumni in an activity. Seen

when the author witnessed the grand meeting in the title in general.

Fourth, Leadership in Oversight/Control. The leader of the boarding school is a person who is appointed, given full position and authority to guide and fix the boarding school that is his responsibility properly, so that the boarding school is fulfilling or having satisfying qualities. Thus how the efforts made by leaders of Islamic boarding schools both assessment and coaching is done, the important thing is to achieve the goals of education itself through supervision/control.

Fourth, Leadership in Oversight/Control. The leader of the boarding school is a person who is appointed, given full position and authority to guide and fix the boarding school that is his responsibility properly, so that the boarding school is really fulfilling or having satisfying qualities. Thus how the efforts made by leaders of Islamic boarding schools both assessment and coaching is done, the important thing is to achieve the goals of education itself through supervision/control.

#### **4. Conclusion**

The cause of the Kiai's leadership in the management of the Islamic boarding school in Jambi Province has not been effective because the existing human resources have not been well standardized, nor have the facilities and facilities that supported performance not all met proper education standards according to the mandate of the legislation, and the development, professional development has not been organized well.

The leadership of Islamic boarding school Kiai in Jambi Province is manifested and elaborated on the vision and mission and work programs that determine the direction of work of the organization. Leadership is also serving the needs of education customers by encouraging and empowering existing human resources to work optimally and together.

HR management in Islamic boarding schools in Jambi Province is carried out in several stages. First, the planning begins with recruiting the needed human resources

without referring to the pattern of HR recruitment from professional institutions. The second organizing is seen in the placement of educators and education personnel in their field of work despite overlapping positions. Third, the implementation can be seen from the performance of HR in carrying out their duties in accordance with their respective workflows, although several HRs have multiple jobs which result in the non-maximum work being carried out. The four controls appear in the program and the performance of the existing human resources there is control as a control measure of the implementation in the field, although the control stages have not been clearly illustrated.

The leadership of the Kiai in the management of human resources in Islamic boarding schools in Jambi Province is carried out by spelling out the vision and mission into action or work programs of HRM, choosing the right personnel or HR in each line of office, even though it often collides with familiarity. Then the Kiai conducts communication and coordination in realizing the work of the pesantren's HR, in addition to the Kiai encouraging maximum HR work through payroll, providing work facilities, internal and external empowerment as well as conducting regular Oversight/Control, although not yet tiered and periodically but adjusted for needs.

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