



Leadership Style at the Contemporary *Pesantren* Al-Hilmu Prigen Pasuruan

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Abstract

Leadership style in Islamic boarding schools is often rooted in the charisma and independence of a leader known as Kiai, resulting in a predominantly authoritarian leadership style. This research aims to analyze the leadership style within Islamic boarding school institutions. The subject of this research is the Contemporary Islamic Boarding School Al-Hilmu in Prigen, Pasuruan. The research method employed is qualitative descriptive, focusing on 1) the tendencies of leadership styles in boarding schools and several aspects contributing to these styles. Data collection methods include observation, interviews, and documentation, while data analysis involves data reduction, data display, and conclusion drawing. The research findings conclude that 1) Based on the study of power source utilization, leadership behavior, and decision-making, it is concluded that the leadership style in the contemporary Islamic boarding school Al-Hilmu Prigen Pasuruan predominantly emphasizes a democratic leadership style. 2) Several factors contributing directly to the democratic leadership style in Al-Hilmu Prigen Pasuruan include a) vision and mission factors, b) characteristics and strengths of the boarding school, and c) educational levels (ability factor).

Keywords: *Democratic; Leadership; Islamic Boarding School.*

Abstrak

Gaya kepemimpinan di pesantren pada umumnya didasari atas karisma serta independen seorang pemimpin pesantren yang disebut dengan Kiai, sehingga mayoritas arahnya ke gaya kepemimpinan otoriter. Penelitian ini bertujuan untuk menganalisis gaya kepemimpinan lembaga pendidikan pesantren. Subjek penelitian ini adalah Pondok Pesantren Kontemporer Al-Hilmu Prigen Pasuruan. Metode penelitian yang digunakan adalah kualitatif deskriptif sedangkan fokus penelitiannya adalah 1) kecenderungan gaya kepemimpinan pesantren dan beberapa aspek yang memberikan kontribusi terhadap gaya kepemimpinan pesantren. Metode pengumpulan data berdasarkan observasi, wawancara dan dokumentasi, sedangkan analisis data melalui reduksi data, penyajian data, dan konklusi. Hasil penelitian menyimpulkan bahwa 1) Berdasarkan hasil analisis dalam pemanfaatan sumber kekuasaan, perilaku kepemimpinan serta pengambilan keputusan maka peneliti menyimpulkan gaya kepemimpinan di Pondok Pesantren Kontemporer Al-Hilmu Prigen Pasuruan lebih menonjolkan gaya kepemimpinan demokratis. 2) Beberapa faktor yang memiliki kontribusi langsung terhadap gaya kepemimpinan demokratis di Pondok Pesantren Al-Hilmu Prigen Pasuruan antara lain; a) faktor visi dan misi, b) faktor ciri dan keunggulan pesantren, c) faktor jenjang pendidikan (faktor kemampuan).

Kata Kunci: *Demokratis; Kepemimpinan; Pesantren.*

Introduction

The education system in Indonesia has progressively evolved, significantly impacting the competition for human resources on the international stage.¹ This demand must be balanced with educational institutions capable of producing skilled graduates with both knowledge and high levels of faith and piety. Thus, specific guidance for students to control their intellectual, emotional, and spiritual intelligence is necessary. One such institution in Indonesia capable of guiding its students in controlling these intelligences is the Islamic boarding school (*pesantren*).

¹ Arif Rahman, "Reformasi Dan Arah Pembaharuan Pendidikan Islam Di Indonesia," *Literasi: Jurnal Ilmu Pendidikan* 7, no. 2 (2017): 75–88.

Initially, *pesantren* were religious-based educational institutions, but they have evolved within society, especially in the modern era, due to their active role. Modern *pesantren* not only focus on religious studies but also incorporate general knowledge.² Many *pesantren* now integrate language studies such as Arabic and English concurrently. Consequently, *pesantren* have become institutions that produce intellectually nationalistic and religiously devout individuals.

Traditionally, leadership in *pesantren* tends to be authoritarian and paternalistic, with policies predominantly determined by the leader, resembling a paternal figure. However, this leadership style is perceived as less effective.³ Given the importance of educational innovation and management within *pesantren*, there is an obsession with researching the leadership style of contemporary *pesantren*. One such *pesantren* is Al-Hilmi Prigen Pasuruan, founded by a young Kiai who works as a lecturer at Yudharta University. Unlike traditional *pesantren*, he is referred to as Mr. Zainuddin, reflecting the incorporation of English literacy in the curriculum.

Leadership is the ability possessed by a leader to guide, control, and influence the thoughts, feelings, and behaviors of subordinates so that the planned objectives can be effectively achieved.⁴ According to Wahab, educational leadership is an advantage possessed by an individual to guide, influence, coordinate, and motivate educational staff to improve the quality of education.⁵ Notes on leadership can be understood as the ability inherent in someone to control, guide, and encourage others to achieve a goal.

Several studies have noted that educational institutions, both formal and non-formal, often employ varied leadership styles to develop their respective institutions. It aligns with research on school principals' leadership concepts in the educational realm. Current research also reveals leadership types in Islamic boarding schools (*pesantren*), shedding light on leadership styles adopted by classical and contemporary *pesantren*' albeit focusing on non-formal institutions.

This study is also related to Jalaluddin's research, which documents *pesantren's* leadership styles in enhancing literacy motivation through assignments.⁶ However, it differs significantly from the leadership style discussed in this study, which analyzes *Kiai's* leadership style (Islamic boarding school leader) rather than focusing on tasks assigned by leaders to motivate literacy among students.

Similarly, Kusumawati's study highlights the leadership style of a female leader ('Bu Nyai') in modern *pesantren*,⁷ contrasting with the current research's emphasis on the leadership style of a professor within a *pesantren* context. Despite similarities in both studies regarding the leadership styles of specific figures, there are distinctions in their focus areas.

² Oktaria Refika, "Konsep Pondok Pesantren Moderen Dalam Menumbuhkan Sikap Religius Santri Milenial Di Pondok Pesantren An-Nahl Susunan Baru Bandar Lampung" (UIN Raden Intan Lampung, 2021).

³ Kartini Kartono, "Gaya Kepemimpinan Dalam Organisasi," *BPFE*, Yogyakarta, 2008.

⁴ Sodiah Haidir Heru Setiawan, "Kepemimpinan Kepala Sekolah," *Aktualita: Jurnal Penelitian Sosial Keagamaan* 11, no. 1 (2021): 31–43.

⁵ Abdul Aziz Wahab, *Anatomi Organisasi Dan Kepemimpinan Pendidikan*, (Bandung: Alfabeta, 2008).

⁶ Jalaludin Jalaludin, "Peran Gaya Kepemimpinan Pondok Pesantren Dalam Meningkatkan Motivasi Literasi Santri," *An-Nidhom: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2020): 20–45.

⁷ Yasin Nurfalah, "Gaya Kepemimpinan Di Pondok Pesantren Modern Putri Al-Mawaddah 2 Desa Jiwut Kec. Nglegok, Kab. Blitar," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 9, no. 2 (2019): 229–38.

The contemporary Islamic boarding school Al-Hilmu Prigen in Pasuruan manages its educational system, encompassing a modern management philosophy centered on sincerity, intelligence, and agility. It includes administrative, operational, personnel, and educational management, emphasizing task execution, result achievement, development, and implementation. Educational direction and objectives prioritize societal education, simplicity, non-partisanship, and seeking knowledge for the sake of God. The curriculum, termed "Curriculum of Life and Living," is integral, comprehensive, continuous, guided, supervised, and evaluated by educational implementers (*Kiai*, *Asatidz* assisted by senior students). The teaching-learning process aligns with the national education system under Law No. 20 of 2013 and integrates with teaching styles from the modern Islamic boarding school system of Gontor.

This educational system underscores the necessity of effective leadership in Al-Hilmu Prigen to achieve its planned programs optimally. This foundational leadership forms the basis of this research, examining the leadership styles of a *Kiai* and a professor in leading Al-Hilmu Prigen, distinguishing it from other studies.

Method

A qualitative research approach was chosen as an alternative method for this study. Qualitative research focuses on the reality of social phenomena as natural conditions, allowing for data collection in various forms such as words, images, sentences, or drawings.⁸ The qualitative approach uses a phenomenological approach to link the existing phenomena at the research location with the available methods based on descriptive methods. The purpose of the phenomenological approach is to describe the conditions, events, or objects under individual assessment.⁹

The research object and the location of this study are the Contemporary Islamic Boarding School Al-Hilmu Prigen Pasuruan. The researcher employed various data collection techniques to ensure objective data acquisition. Three main methods were utilized in this research: observation, interviews, and documentation.

The observation allowed the researcher to directly witness and understand the daily activities, interactions, and behaviors within the *pesantren* environment. Interviews were conducted to gather insights, perspectives, and experiences from key individuals such as the *Kiai*, teachers (*Asatidz*), and students (*santri*). These interviews provided valuable qualitative data regarding the *pesantren's* leadership style and educational practices. Documentation, including official records, reports, and academic materials, supplemented the qualitative data by offering additional context and background information.

This research aimed to comprehensively understand the leadership style and educational practices within the Contemporary Islamic Boarding School Al-Hilmu Prigen Pasuruan using a qualitative approach and multiple data collection methods.

⁸ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, R&D* (Bandung: Alfabeta, 2008).

⁹ Turnomo Raharjo, *Menghargai Perbedaan Kultur* (Yogyakarta: Pustaka Pelajar, 2005).

Result and Discussion

Concept of Leadership

Leadership remains a trending topic at all times and places, deserving scrutiny and research despite being a phenomenon still not fully understood. Definitions of leadership vary in some aspects, including who exerts influence, the purpose and intent of that influence, how it is applied, and the outcomes of that influence. All of these constitute the basic concepts of leadership.

The leadership style in *pesantren* is rooted in the charisma and independence of a *pesantren* leader, known as a *Kiai*.¹⁰ The charisma of a *Kiai* arises from their deep religious knowledge, flexibility of thought, and mastery in problem-solving within the *pesantren* and the surrounding community.

In reality, the basic concept of leadership is not only influenced by the behavioral values possessed by an individual but also by other factors that make leadership more effective, including situational variables.¹¹ In this case, situational variables refer to the maturity level of group members, which their willingness and ability can measure. Thus, high maturity levels can be measured by high levels of both ability and desire and vice versa. An important argument inherent in leadership is that leadership will be successful if it includes the situational variables of group members, such as experiences and efforts in education.

Types of Leadership Styles

Behavior or leadership style in certain situations and places cannot be equated with leadership styles in other situations and places. A leader must be able to predict the situations faced by their members well, so a leader must have the ability to:

1. Adapt their behavior based on the conditions and situations they face.
2. Provide different treatments to their subordinates based on their maturity level.

Several experts have delved into the leadership theory and categorized it into five different leadership styles. These include the *laissez-faire*, authoritarian, democratic, paternalistic, and middle-way styles. In detail, the following are explanations of each leadership style:¹²

1. *Laissez-Faire*

Laissez-faire leadership can be defined as the leader's minimal attention to fostering harmony among their subordinates and minimal attention to completing the group's tasks. The characteristic of this leadership style is that subordinates are given total freedom in procedures and executing their tasks.¹³ The leader will only intervene when their opinion is requested, which is only technical and non-binding; subordinates are free to accept or modify it.

¹⁰ Jalaludin, "Peran Gaya Kepemimpinan Pondok Pesantren Dalam Meningkatkan Motivasi Literasi Santri."

¹¹ Nur Muhammad Najmi Muhajir, Anis Zohriah, and Anis Fauzi, "Model Kepemimpinan Kontigensi Dalam Pengelolaan Pendidikan," *Jurnal Pendidikan Dan Konseling (JPDK)* 5, no. 2 (2023): 4698–4703.

¹² Suko Susilo, *Memahami Kepemimpinan* (Surabaya: Jengala Pustaka Utama, 2008).

¹³ Beta Salsabilla et al., "Tipe Dan Gaya Kepemimpinan Pendidikan," *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 9979–85.

2. Authoritarian

The foundation of the authoritarian leadership style lies in the presence of power, resulting in a sense of coercion and fear among the followers. The hallmark of this leadership style is that the leader always seeks a dominant role in controlling the situation, focusing on task completion. All decisions are made without participation from the followers. The leader takes action and formulates plans without providing detailed information to the followers. Punishments and rewards are determined solely by the leader's discretion.¹⁴

3. Democratic

The democratic leadership style is characterized by behavior that tends to consider significantly the relationship with each individual, fostering cohesion by showing high attention to group productivity.¹⁵ The strength of democracy lies not in the individual leader but in the active participation that arises from each individual in the group, including both the leader and the followers.

4. Paternalistic

Indicators of paternalistic leadership style include the leader being very attentive to the hopes and needs of their followers and always listening to their participation.¹⁶ This leadership style is well-liked by followers or those being led.

5. Middle Way

The middle-way leadership style indicator is the leader's reluctance to burden their followers by setting excessively high targets and instead motivating their subordinates to work better.¹⁷ A leader with a middle-way approach has standard thinking about group cohesion and productivity. They focus on building good personal relationships and nurturing the morale of their subordinates.

Each leadership style has its characteristics and implications for the dynamics and outcomes within a group or organization. Understanding and applying these styles can contribute to effective leadership and group performance.

Behavior Trends of Leaders in Contemporary Al-Hilmu Islamic Boarding School

1. Decision Making

Islamic boarding schools are inseparable from a central figure, notably the *Kiai* (headmaster) and *Bu Nyai* (female headmaster), as their roles are paramount and considered the leaders of the boarding school. They are regarded as the overseers of the students. While maintaining strict discipline, they do so with specific considerations to ensure students can

¹⁴ Besse Mattayang, "Tipe Dan Gaya Kepemimpinan: Suatu Tinjauan Teoritis," *JEMMA (Journal of Economic, Management and Accounting)* 2, no. 2 (2019): 45–52.

¹⁵ Syahrizal Abbas, *Manajemen Perguruan Tinggi* (Kencana, 2008).

¹⁶ Vonny Angeli Sudharta et al., "Gaya Kepemimpinan Kepala Sekolah Dalam Perspektif Psikologi," *Jurnal Manajemen Dan Supervisi Pendidikan* 1, no. 3 (2017): 208–17.

¹⁷ Rismaya Rahmat, "Gaya Kepemimpinan KH Yayasan Ruhayat Sirodj Dalam Mengembangkan Sistem Pendidikan Pondok Pesantren Al-Bidayah Cangkorah Kabupaten Bandung Barat Tahun 1995-2011" (UIN Sunan Gunung Djati Bandung, 2023).

thrive and learn religious knowledge effectively. Their guidance and directives are crucial in shaping the education and discipline of the students.¹⁸

Based on observations and interviews with several senior students, it was noted that students in the contemporary Al-Hilmi Islamic Boarding School address the *Kiai* as Mr. Zainuddin, and *Bu Nyai* as Miss. Wanti. This is because English is a compulsory language for daily communication among students. Every decision made by Mr. Zainuddin is not unilateral; instead, he seeks input from administrators and the faculty council before concluding any action to be taken. The decision-making process involves discussions, allowing the implementation of decisions to guide students toward better learning. An example is the recent establishment of PUSTHANU (Center for the Study of *Nusantara* Tafsir and Hadith), initiated by the faculty council and senior students, which initially faced objections due to limited *Nusantara* scholars' works. However, through discussions and guidance from Mr. Zainuddin, the program was realized, showcasing the effectiveness of this decision-making approach.¹⁹

2. Behavioral Orientation

Mr. Zainuddin is a young *Kiai* and lecturer at Yudharta University, Pasuruan. He holds a Master's degree in Tafsir (Quranic exegesis) and Hadith studies and is pursuing a doctoral degree. As a Gontor alumnus, discipline is paramount, yet he demonstrates gentleness and patience in all circumstances. Field data shows that Mr. Zainuddin appears relaxed and smiling while providing guidance and motivation. It is evident during his role as the ceremony leader every Monday, motivating many students to study diligently. Interviews with some students revealed that Mr. Zainuddin is the most motivating teacher due to his humorous, diligent, patient teaching style and encouragement to use time wisely. Observations and interviews confirm him as a patient, disciplined, and authoritative figure deserving of emulation. He actively supports and guides new programs proposed by the board. He even decided to provide fee waivers for economically disadvantaged students and completely waived fees for orphans to ease the burden on their guardians and ensure they can study at the boarding school.

3. Sources of Power

Mr. Zainuddin's leadership as a *Kiai* significantly impacts the existence of the contemporary Al-Hilmi Islamic Boarding School. He is often the initial consideration for parents who wish to enroll their children. The strategies implemented and the leader's superior qualities and character influence an educational institution's success. Every organization has a leader who manages leadership management to ensure the organization's stability, integrity, and growth. Similarly, academic leaders must be loyal and have mature ideas, vision, mission,

¹⁸ Arménio Rego et al., "How Leader Humility Helps Teams to Be Humbler, Psychologically Stronger, and More Effective: A Moderated Mediation Model," *Leadership Quarterly* 28, no. 5 (2017): 639–58, <https://doi.org/10.1016/j.leaqua.2017.02.002>.

¹⁹ Arwildayanto, Arifin Sukung, and Warni Tune Sumar, *Analisis Kebijakan Pendidikan Kajian Teoritis, Eksploratif Dan Aplikatif*, ed. Engkus Kuswandi, *Kebijakan Publik.*, vol. 53 (Bandung: Cendikia Press, 2018).

and strategies for consistent institution development. Interviews with the Al-Hilmu Prigen Foundation's administrators and field data indicate that Mr. Zainuddin manages the boarding school using various methods, including a directive approach to building management.²⁰

Since the boarding school operates under the foundation's auspices, all building funds are entrusted to the foundation's leader, Mr. Zainuddin. Additionally, land purchases surrounding the boarding school have been made to expand its premises, ensuring future development is well-planned. Mr. Zainuddin utilizes a consultative method in boarding school management, evident during discussions on the academic calendar and curriculum development with administrators and faculty council members. His approach to the mental and physical arrangement of the boarding school exudes charisma, contributing to effective education.

Analysis of Leadership Styles at Contemporary *Pesantren* Al-Hilmu

The democratic leadership style implemented by Mr. Zainuddin in his boarding school, along with organized management and administration, sets his school apart from others. Unlike traditional authoritarian leadership often held by *Kiais*, Mr. Zainuddin brings a new dimension to leadership in Islamic boarding schools – that of a university lecturer. This transition signifies progress within the Islamic boarding school system, introducing a democratic leadership style.²¹ Historically, Islamic boarding schools have been led by religious scholars with limited secular knowledge. However, a leader who is both a religious scholar and a university lecturer bridges this gap, representing religious and secular knowledge. With experience in academic management, economic planning, and data-driven decision-making, university lecturers are equipped to lead Islamic boarding schools efficiently. By adopting a consultative approach and utilizing data-driven analysis, Mr. Zainuddin ensures effective decision-making and management, fostering the development of honest, disciplined, and knowledgeable individuals capable of contributing to society. This shift towards a moderate leadership style aligns with Steenbrink's criteria for boarding school leadership, marking a new phenomenon in the Indonesian boarding school landscape.²²

In summary, Mr. Zainuddin embodies Keith Davis' leadership characteristics: maturity, intelligence, social interaction, achievement drive, and self-motivation, as he pursues his doctoral studies. His humanistic and humorous demeanor enhances his leadership effectiveness. Analytically, Mr. Zainuddin's leadership style leans towards a familial approach, involving followers in decision-making processes. It fosters a solid leader-follower bond, ensuring cohesion and unity within the boarding school community. Notably, Mr. Zainuddin utilizes referent power more than coercive power, recognizing his influence as a pioneer and leader of the boarding school. Drawing from Paul Hersey's situational leadership theory, Mr. Zainuddin's leadership style can be classified as predominantly democratic, albeit occasionally adopting an authoritarian approach for disciplinary matters, primarily for educational

²⁰ Azyumardi Azra, "Indonesian Islam, Mainstream Muslims and Politics" (Taipei: Taiwanese and Indonesian Islamic Leaders Exchange Project, 2006), 2.

²¹ Abd. Madjid, *Analisis Kebijakan Pendidikan*, ed. Alviana Cahyanti, vol. 148 (Yogyakarta: Samudra Biru, 2018).

²² Imron Arifin, *Kepemimpinan Kiai: Kasus Pondok Pesantren Tebuireng* (Surabaya: Kalimasahada Press, 1998).

purposes. This democratic leadership style, widely favored in society, especially in community and political organizations, has been effectively implemented in the Al-Hilmi Islamic Boarding School. Its success suggests potential applicability to other educational institutions.²³

Conclusion

In conclusion, the article highlights the transformative leadership style of Mr. Zainuddin at the Contemporary Al-Hilmi Islamic Boarding School. His adoption of a democratic leadership approach and his background as a religious scholar and a university lecturer represent a significant departure from traditional authoritarian leadership in Islamic boarding schools. This shift signifies progress within the educational landscape, bridging the gap between religious and secular knowledge and fostering a more inclusive decision-making process. Mr. Zainuddin's leadership style, characterized by maturity, intelligence, and social interaction, cultivates a supportive and cohesive environment within the boarding school community. By utilizing referent power and incorporating consultative methods, he ensures effective management and decision-making while maintaining a humanistic and humorous demeanor. Mr. Zainuddin's leadership exemplifies a balance between tradition and modernity, setting a new standard for Islamic boarding school leadership in Indonesia.

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²³ Suhela Yanti, "Analisis Kebijakan Pendidikan," *Lentera: Indonesian Journal of Multidisciplinary Islamic Studies* 1, no. 1 (2020): 11–26, <https://doi.org/10.32505/lentera.v1i1.1662>.

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