



Individual Leadership Darunnajah Islamic Boarding School in Total Quality Management Perspective

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Abstract. The study intends to ascertain how enhancing the effectiveness of Islamic boarding school management in individual leadership contributes to the success of Islamic boarding schools. Darunnajah Ulujami, an Islamic boarding school, has implemented overall quality management and has successfully raised the education standard. This study aims to determine how seriously Islamic boarding schools should be managed to improve their TQM performance. The methodology in this study was qualitative. Data from observation, interviews, and relevant reading sources were used to collect the data. Triangulation was used to verify data. The method of data analysis performed was qualitative. The results showed: The individual leadership of the Darunnajah Islamic boarding school in South Jakarta has a good leadership performance based on the respondent's assessment in assessment that the leader pays attention to the rights and concerns of employees. The advantage in assessing individual leadership is inseparable from the quality and leadership style used or applied by the administration of the Islamic boarding school. These indicators can be seen in personal leadership in understanding their duties and responsibilities well. However, it has advantages and disadvantages and tends to be more authoritarian. The leadership style in Islamic boarding schools, the habit of a Kiai is highly respected because it has its advantages. A madrasa leader must have charisma and abilities that are above the power of the average community.

Keywords: Individual Leadership · Islamic Boarding School · Total Quality Management

1 Introduction

Total Quality Management (TQM) is a component of management in a company or organization. It is difficult to integrate management into the workplace at this moment. This is supported by studies [1] indicating TQM and leadership have a considerable impact on individual performance, particularly in Islamic boarding schools. In Islamic boarding schools, good Total Quality Management promotes educational quality in compliance with educational standards and curriculum [2].

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Pesantren or Islamic Boarding School is a style of Islamic-based education in Indonesia that emphasizes simplicity and tradition to develop one's understanding of Islam and *tafaqquh fiddiin*. Pesantren, as a community and an educational institution, are numerous and widely dispersed throughout the country, and they have made significant contributions to the creation of religious Indonesians [3]. Pesantren is also a place where the community expects them to be able to improve themselves, organize, and have effective methods for fostering morals [4]. It is an educational institution that has a *kyai* as a leader for students, both male and female students, to generate religious and independent students to teach and educate students on the ideals of independence [5].

The pattern of leadership differs in the Pesantren environment. This is due to a passive collective election based on discussion, descent, and prior parents' appointment or Pesantren's leadership transition relay [6]. In leadership theory, this is referred to as Trait, or leadership based on intrinsic or inherited qualities [7]. As a result, the establishment of Islamic boarding schools poses numerous challenges in terms of religious knowledge, organizational management, and leadership regeneration. Furthermore, the foundation's Islamic boarding schools follow individual leadership, and management has not been carried out adequately since the *kyai*'s leadership has not been effective [8]. On the other side, some Pesantren has conquered difficulties by adhering to the values of simplicity and maturity [9]. A pattern of democratic leadership and charismatic leadership might compel their employees to observe the regulations communicated by the boarding school's caretaker [2]. Characteristics of extraordinary trust, power, and firmness in belief are factors of spiritual depth that are the background in leading an educational institution and Islamic boarding school [5].

The Islamic boarding school concept of leadership has controlled leadership, where a process influences a leader to prioritize ethics, manners in communication, coordination, consolidation, consultation, and evaluation in an institution so that institutional goals are achieved even though decision-making is centralized in the *kyai* assembly with a long process and consideration until *istikaharah*, which in this case still provides services to the students [10]. One of Indonesia's Islamic boarding schools employs participatory democratic and participatory-consultative collective-collegial leadership conduct. Top-down and bottom-up communication models are used in organizational communication [11].

The issue of leadership is frequently mentioned as the root of all difficulties in an institution. This is related to TQM implementation, leading the institution, and ensuring its viability through solid competitive performance and long-term prosperity. Managerial leadership is critical in improving the quality of an institution's work environment. Attention to vision, communication, trust, and respect are all variables that influence TQM's function in quality leadership to increase institutional performance.

Management must have TQM to address the different difficulties that emerge in the educational environment. One of the goals is to transform the institution into an enthusiastic team, free of internal conflict and competition, to satisfy all customers, prepare personnel within the institution to become professionals capable of meeting today's and tomorrow's challenges, and form a society that is responsive to the globalization era and has a responsible attitude as well as the ability to adapt to changes to satisfy stakeholders [12].

Leadership is the most important element in the organization because of its crucial importance. This is the rationale for Edward Sallis' inclusion of collective leadership as a means of ensuring the success of educational institutions in the TQM Education paradigm. It is important to consider the relationship between integrated quality management implementation and an organization's leadership and member cooperation. Leadership is critical to the success of any organization. Leadership is founded on people's ability to inspire others to achieve common goals. Furthermore, collaboration has an impact on the organization's success. This is confirmed by study findings that detail the significance of teamwork and leadership for TQM implementation success [13] and for guiding an institution toward a quality revolution [14, 15].

Thus, expected individual leadership, especially in the realm of education, particularly in Islamic boarding schools, must be of high quality and, of course, tailored to the needs of students, guardians, and the community.

2 Method

Darunnajah Islamic Boarding School located at the Jl. Ulujami Raya No.86 Pesanggrahan South Jakarta, was the site of the research. A descriptive qualitative technique was adopted in this investigation. Interviews with teachers, staff, bureau heads, leaders and secretaries, student associations, and alumni were used to collect data and data collection procedures. Observation, in-depth interviews, and documentation were also employed to obtain data. Data analysis was carried out through methods such as data collection, data display, data reduction, and conclusion drawing.

3 Findings and Discussion

According to the findings of this study's interviews, 18 respondents in the performance of the leadership highly agreed with the performance of the leadership, 36 respondents agreed, and 6 respondents disagree. Regarding the rights of employees considered by the leadership, it was known that based on the results of respondents' responses, as many as 21 respondents indicate they strongly agreed with the rights of employees granted by the leadership, 9 people agreed, and 0 people disagreed. On the leadership's attention, the findings of the respondents' responses revealed that 2 respondents strongly agreed, 7 respondents agreed, and 1 respondent disagreed. Based on the findings of the above interviews, as well as previous documents and research, it was discovered that the collective leadership of the Darunnajah Pesantren was implemented when the Pesantren was created, specifically in 1962. Includes standard operational procedures (SOP) for carrying out work (Actuating) and supervising (Controlling) educational elements such as students, teachers, staff, and bureau chiefs.

In terms of performance, it is stated that a good leader is capable of making the workplace environment comfortable through attitude, voice, or deed. If all of these criteria are present, all work will go smoothly and produce the desired result. As a consequence, managers must continue to give appropriate guidance when delegating work, refrain from using harsh punishment, inspire employees, and show concern for their welfare. The behavioral approach is based on the idea that a leader's attitude

and leadership style impact whether or not they are successful. When a leader gives commands, delegated duties, exercised authority, communicated, boosted subordinate morale, guided and supervised subordinates, promoted subordinate work discipline, convened and led member meetings, made decisions, etc., these attitudes and leadership styles were evident [16].

In terms of granting employees' rights, it is well known that every human being is happy by nature if his labor is appreciated and not the other way around. A person will be more responsible and driven at work if his efforts are acknowledged by superiors. A leader should not be egocentric, iron-handed, or block himself off from his subordinates' positive goals, as this will only disrupt the leader-subordinate relationship. In this instance, leaders aim for work outputs that must be morally justified or delegate work that has been assigned. According to the hadith of Rasulullah SAW, "every one of you is a leader, and every leader will be held accountable," as recorded in HR Bukhari-Muslim [17].

Cooperation and togetherness are more critical aspects of attention in educational institutions. This refers to leaders paying attention to their subordinates to jointly achieve the organization's goals. In today's reform era, the leadership of Islamic education must be given to a broad-minded frame to coordinate the many thoughts and opinions of an increasingly mature community. Furthermore, it should be understood that the leadership's attention to its employees is not limited to material welfare; it is also essential to establish a family relationship between the administration and subordinates and maintain good relations among employees, particularly those of a social nature.

One of the reasons for the deterioration in educational quality and quantity is a need for more commitment to quality improvement. We need leadership with this commitment to improving education quality in general and in particular. TQM is a quality movement philosophy that tries to assist in solving problems in education, particularly in leadership. TQM is a quality-focused management strategy for an organization that is built on the engagement of all human resources and aims for long-term success while benefiting the organization's members (human resources) and society. Because the role of the leader affects the direction and goals to be attained by the organization, in this case, education, a leader must master various matters related to leadership [18]. A quality management system that focuses on and involves all stakeholders in ongoing improvements. In the creation of Islamic boarding schools, use a democratic leadership approach. Democratic leadership style has a good and significant association with stakeholder performance [19].

Individual leadership in Islamic boarding schools can be evident in attempts to improve student quality that are applied by Pesantren continuously to set student quality standards, improve madrasa management, and expand human resources, namely students and ustadz (teachers at the Pesantren) [20]. Shared leadership with group teams and organizational character. In practice, this method assumes that someone must take the initiative to effect change. Proponents of this theory argue that shared leadership is required because educational institutions are too complicated to be handled by a single person. Management of many group duties within organizations is split among many employees with various functions [21]. Many Islamic boarding schools are currently

undergoing institutional consolidation, particularly in terms of leadership, so the kyai's single leadership needs to be deemed sufficient.

In any group or institution, leadership is crucial. Leadership is more than just setting and achieving goals that have been defined jointly with the organization's people. However, leadership is also essential for controlling the pace of organizational activity, particularly in Islamic boarding institutions. The leadership's role model and management style significantly impact how well Islamic boarding schools run as an institution. An individual-collective leadership style best describes the contemporary boarding school leadership method. It is commonly known that the individual kyai continues to serve as the head of Pesantren. As a result of the foundation's institutional oversight of Islamic boarding schools, collaborative leadership participation is necessary [22].

Pesantren's leadership styles, like the organizational structure described above, differ depending on the socio-cultural characteristics of the community [6]. Leadership and TQM both have a good and significant impact on performance [23]. The findings of a study on the role of administration may be discovered from (1) the leader creates a vision and sets the direction and strategy of the institution to produce the changes required to achieve the vision; (2) the leader communicates the goals to be achieved through statements and actions to anyone who may be needed to influence the formation of a team that understands the vision and strategy of the institution; (3) leaders provide motivation for stakeholders; and (4) Leaders must be able to produce changes that users desire and are highly useful for the success of university libraries by providing new services that users desire and innovative ways in working relationships that help institutions compete [24].

Cooperation is the leading resource in achieving quality and stakeholder satisfaction through an educational institution's continuous quality improvement process. Educational institution stakeholders also provide services to coworkers. Internal relations will stymie an institution's growth. TQM organizes institutions into teams to satisfy all stakeholders [25].

Based on the respondent's assessment, the individual leadership of the Darunnajah Islamic boarding school in South Jakarta has a good leadership performance of the evaluation that the leader pays attention to the rights and interests of employees. Excellence in assessing individual leadership is inextricably linked to the quality and leadership style employed or applied by the Islamic boarding school's leadership.

4 Conclusion

Individual leadership in Islamic boarding schools is vital, according to Total Quality Management (TQM), since it may substantially contribute to quality improvement, particularly in the area of Islamic boarding school education. On an ongoing basis, these contributions are aimed at students, student guardians, and the community to solve difficulties found in the field. TQM assists Pesantren education leaders and managers are known as kyai in remaining dedicated to creating and executing this philosophy to sustain educational quality.

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