



Kyai's Leadership Strategy and Its Implications For Improving The Quality of Education

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Abstract

This article results from field research that reveals the kyai's leadership strategy and its implications for improving the quality of education at the Amanatulloh Islamic Boarding School in Banyuwangi. In this study, data analysis was carried out since the data collection was rechecked. The study results concluded that the leadership strategy of K.H. Rouhin Huda in improving the quality of education of the Amanatullah Islamic Boarding School in Banyuwangi is carried out by changing the mindset of human resources. It is improving the quality of teachers and collaborating with businesses, and improving the quality of students/students. Curriculum development. Leadership Implications, K.H. Rouhin Huda in improving the quality of pesantren education, among others, in the dimensions of open communication between members of the organization. Improving innovation and creation in work or pursuing higher education as well as strengthening cohesion between members of the organization and a comfortable organizational climate.

Keywords: strategy, leadership, kyai, quality of education.

Abstrak

Artikel ini merupakan hasil penelitian lapangan yang mengungkap tentang strategi kepemimpinan kyai dan implikasinya terhadap peningkatan kualitas pendidikan di Pondok Pesantren Amanatulloh Banyuwangi. Dalam penelitian ini, analisis data dilakukan sejak pengumpulan data secara keseluruhan, dicek kembali. Hasil penelitian menyimpulkan strategi kepemimpinan K.H. Rouhin Huda dalam peningkatan kualitas pendidikan pesantren Amanatullah Banyuwangi dilakukan dengan cara, antara lain; merubah pola fikir sumber daya manusia. Peningkatan kualitas guru/asatidz. Mengadakan kerjasama dengan usaha. Meningkatkan kualitas santri/siswa, pengembangan kurikulum. Implikasi Kepemimpinan, K.H. Rouhin Huda dalam peningkatan kualitas pendidikan pesantren antara lain pada dimensi keterbukaan komunikasi antar anggota organisasi. Meningkatkan inovasi dan kreasi dalam berkarya atau menempuh pendidikan lebih tinggi serta memperkuat kohesi antar anggota organisasi dan iklim organisasi yang nyaman.

Kata Kunci: strategi, kepemimpinan, kyai, kualitas pendidikan

INTRODUCTION

Research on kyai and pesantren has been carried out by several experts, academics, and practitioners, including research conducted by Umi Musaropah, concluding that charismatic leadership has advantages which can beat other people around him. Personal power like this creates a very personal leadership style based on absolute acceptance by the outside community and pesantren residents.¹

The second research was conducted by Mustajab Hakim, concluded that Kiai's charisma plays a role in the development of the teaching and learning process that occurs in the Bahrul 'Ulum Islamic Boarding School. Santri obeys the rules and developments made by the Kiai. However, some students violate these rules—among the developments in the addition of subject matter in madrasah diniyah, reciting the yellow book after maghrib, bahtsul masail Islamic boarding schools Bahrul 'Ulum, the formation of MKMB (Musyawarah Kubro Madrasa Bahrul 'Ulum).²

The third research conducted by Jahi, The results showed that the strategy applied by Kyai in empowering the entrepreneurship of students was carried out by providing entrepreneurship examples, providing field learning, giving assignments in pesantren business units, and providing motivation; The leadership style applied is a combination of democratic, transformative, and charismatic leadership styles, the implication is that students have an entrepreneurial spirit and an entrepreneur with a santri spirit.³

Based on the description of the previous research, it can be drawn differences in the focus of the study, among others; The research conducted by Umi Musaropah focused on the influence of Kiai's charisma on the management of Islamic boarding schools, while the focus of the study in this article was the study of Kiai's leadership strategies in improving the quality of education at Amanatulloh Gambiran Banyuwangi Islamic boarding school.⁴

Furthermore, the research conducted by Jahi focused on the study of the Kiai's leadership style in empowering students in entrepreneurship, where the novelty in this article is the role of the kiai in shaping the integrity and independence of students in entrepreneurship. While the research conducted by Mustajab Hakim focused on studying the role of the kiai's charisma in the development of the teaching and learning process, it did not reach students' integrity and independence variables.

The existence of a Kiai as a pesantren leader is unique to study, and this is because the duties and functions of a kiai are not only leading,⁵ motivating but also compiling the curriculum in the pesantren, determining the policies of the pesantren to managing the lives of

¹ Umi Musaropah, "Kharisma Kyai Dalam Organisasi Pendidikan Pesantren Tradisional," *Ulumuddin : Jurnal Ilmu-Ilmu Keislaman* 8, no. 2 (December 2018): 141–55, <https://doi.org/10.47200/ulumuddin.v8i2.193>.

² Mustajab Hakim, "Kharisma Kiai Dalam Pengembangan Proses Belajar Mengajar Di Pondok Pesantren Bahrul Ulum Sirandu Jawa Tengah," *Tarbiyah Dan Keguruan UIN SUKA* 9, no. 3 (2014).

³ Amri Jahi, "The Santri Entrepreneurship Competencies of The Several Pesantren," *Jurnal Penyuluhan* 5, no. 1 (2009).

⁴ Rustam, "Strategi Kepemimpinan Kiai Dalam Membentuk Karakter Aswaja," *Ilmu Al-Qur'an (IQ) Jurnal Pendidikan Islam* 3, no. 2 (2020): 265–78, <https://doi.org/10.37542/iq.v3i02.133>.

⁵ Khuraisah, "Preparing Graduates with Digital Literacy Skills toward Fulfilling Employability Need in 4IR Era: A Review," *International Journal of Advanced Computer Science and Applications* 11, no. 6 (2020): 307–16, <https://doi.org/10.14569/IJACSA.2020.0110641>.

the entire pesantren community and also fostering the community.⁶ Thus, the growth of an Islamic boarding school is highly dependent on the personal abilities and charisma of the kiai, especially in times of very high intensity and frequency of change like today, which in addition to having to use good management also requires reliable leadership capacity and qualifications.⁷

In leading his pesantren, Kiai use different leadership models from one pesantren to another, and this is usually adjusted to the socio-cultural conditions in the community around the pesantren.⁸ In this case, Mastuhu explained in the results of his research from six Islamic boarding schools in East Java that the kiai's leadership model includes charismatic religious leadership, scientific (rational) charismatic leadership, authoritarian, and laissez-faire.⁹

One of schools that focus on the vision of the integrity and independence of students is Pondok Pesantren Amanatulloh Gambiran Banyuwangi, led by Drs. KH Rouhin Huda. Pesantren is having students in Banyuwangi for 2000 students with unit education among others Diniyah Takmiliah Ula Amanatulloh, Diniyah Takmiliah Wustha Amanatulloh, junior high school Amanatulloh, MA Vocational Amanatulloh, KBIH Al-Mabrur Multaza, Majelis dhikr Padang Arafah For mat Research Articles Courses.(Observasi, 2021)

The educational goals developed by Islamic boarding schools according to educational management theory substantially lead to the formation of quality educational outcomes that can be used as a basis for community needs to involve themselves more deeply in their participation as stakeholders so that in turn, pesantren will emerge as beacons that are willing to illuminate human needs. not only on the meaning of religion but on the other side of human life and civilization.

Rooted in a substantial pesantren, then as an Islamic educational institution, pesantren is pleased to improve the quality, both quantity, and quality of its institutions, especially in terms of its implementation and from its management side, so that the process of educational implementation activities that occur in the pesantren can always lead to orientation and quality. Education that society expects.(Dokumen AD/ART Ponpes Amanatullah, 2021)

An explanation of the theory of organization with that aspect of the challenge developed educational organization is substantially needed some attention, first on a spec of human resources as planners, implementers, assessors, and direction for the follow-up program developed educational institutions.¹⁰Second, on the aspect of organizational culture, namely the emergence of values and norms that also control educational institutions'

⁶ Imam Safi'i, "Model Kepemimpinan Kyai Dalam Membentuk Santri Mandiri Di Era 4.0," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 3, no. 2 (2020): 218–40, <https://doi.org/10.31538/almada.v3i2.656>.

⁷ Bashori Bashori, "Kepemimpinan Transformasional Kyai Pada Lembaga Pendidikan Islam," *Al-Tanzim : Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2019): 73–84, <https://doi.org/10.33650/al-tanzim.v3i2.535>.

⁸ Neni Rosita, "Kepemimpinan Kharismatik Kiai Di Pondok Pesantren Ali Maksum Krapyak Yogyakarta," *SANGKEP: Jurnal Kajian Sosial Keagamaan* 1, no. 2 (2018): 166–83, <https://doi.org/10.20414/sangkep.v1i2.620>.

⁹ Faqih Affandi M, "POLA KEPEMIMPINAN KYAI DALAM PENDIDIKAN PESANTREN (Penelitian Di Pondok Pesantren As- Syi ' Ar Leles)," *Jurnal Pendidikan Universitas Garut* 06, no. 01 (2012): 20–30.

¹⁰ Iwona Escher and Pawel Brzustewicz, "Inter-Organizational Collaboration on Projects Supporting Sustainable Development Goals: The Company Perspective," *Sustainability (Switzerland)* 12, no. 12 (2020), <https://doi.org/10.3390/su12124969>.

development and progress so that they are always in harmony with religious norms that have been developing.¹¹

Thus, it is not surprising when it comes to the surface about one of the statements that explain that pesantren will live and die by a leadership strategy. In other words, pesantren that are just growing will need leadership as an extension of the educational policy set by the pesantren, so that this pesantren will develop rapidly according to the level and concern of the community.¹²

So this research is essential to do because the novelty offered is the focus of the study of Kiai's leadership strategy in improving the quality of education at the Amanatulloh Gambiran Islamic boarding school, Banyuwangi

RESEARCH METHOD

This type of research is a case study. Creswell suggests that the focus of a case study is the specification of a case if it includes individuals, cultural groups, or a portrait of life.¹³ The data uses three techniques, namely: (1) in-depth interviews; (2) non-participant observation, and (3) study of documentation in the natural setting that exists in the research subject as a direct source of data in the form of words, actions and documents as well as other data. Other supporting data.¹⁴

This research will also describe the data thoroughly and entirely about the dimensions of the charisma of the Kiai in educating students with integrity and independence in queuing entrepreneurship with the object of Pondok Pesantren Amanatulloh Gambiran Banyuwangi. In this study, data analysis was carried out since the data collection was rechecked. The researchers repeatedly matched the data obtained, systematized, interpreted logically for the sake of validity and credibility of the data obtained by field researchers.

Checking the validity of the data is a significant and inseparable part of qualitative research. According to Lincoln and Guba, the implementation of checking the validity of the data is based on four criteria, namely credibility, transferability, dependability, and confirmability.¹⁵

For this reason, in looking at the credibility of the data in qualitative research, the researcher uses several methods as follows: first, triangulation or checking/checking the validity of the data by using: (1) many sources of data, (2) many methods of collecting data for confirmation and (3) much time.¹⁶ Second, conducting peer debriefing, namely by involving

¹¹ Irwan Fathurrochman et al., "Revitalization of Islamic Boarding School Management to Foster the Spirit of Islamic Moderation in Indonesia," *Jurnal Pendidikan Islam* 8, no. December (2019): 239–58, <https://doi.org/10.14421/jpi.2019.82>.

¹² Muhammad Romady, Sultoni Sultoni, and Juharyanto Juharyanto, "Kepemimpinan Kepala Sekolah Dan Kiai Dalam Pengembangan Sekolah Berbasis Pondok Pesantren," *Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 2 (2019): 065–072, <https://doi.org/10.17977/um027v2i22019p65>.

¹³ Mimansha Patel, "Exploring Research Methodology : Review Article," *International Journal of Research and Review* 6, no. 3 (2019): 48–55.

¹⁴ Greet Peersman, "Data Collection and Analysis Methods," *Revista Latinoamericana de Psicología* 34, no. 3 (2018): 241–49.

¹⁵ S. Hadi, "Pemeriksaan Keabsahan Data Penelitian Kualitatif," *Jurnal Ilmu Pendidikan Universitas Negeri Malang* 22, no. 1 (2017): 109874, <https://doi.org/10.17977/jip.v22i1.8721>.

¹⁶ Milya Sari and Asmendri, "Metode Penelitian Kepustakaan (Library Research)," *Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA* 2, no. 1 (2018): 15.

other people to criticize the results and research processes that researchers do. For this reason, the researcher positions the proposed supervisor as a discussion partner. Third, being in and carrying out field activities for a relatively long time, to understand and appreciate the charismatic leadership of the Kiai at the Amanatulloh Gambiran Islamic Boarding School. This activity in qualitative research is commonly referred to as prolonged engagement.

RESULTS AND DISCUSSION

Leadership Strategies Kyai in Efforts to Improving the Quality of Education in Boarding Schools Amanatulloh Banyuwangi

Strengthening the quality of education boarding school is a tactic, reasonable methods used KH Rouhin Huda in order to produce quality high-quality education, professional and committed to achieving the objectives of the institution as determined previously in vision mission Strategies KH Rouhin Huda as caregivers Pondok Pesantren Amanatulloh Gambiran Banyuwangi Regency in improving the quality of pesantren education are as follows:

1. Improving the Quality of Human Resources

To produce qualified, professional teachers, commitment to the institution and the profession are not as easy as turning the hand. However, it is full of caution because the quality of education is primarily determined by the quality and commitment of a teacher in the teaching profession to be unattractive in many areas. After all, it does not promise financial prosperity and professional rewards. Therefore, with the formulation of a precise level of professionalism, the quality of teachers can be adequately maintained. Of course, this is also related to the professionalism award obtained at each of these levels.(Interview Hasan Huda, 2021)

Efforts to improve the quality of teachers K.H Rouhin Huda do various things including; first by change mindset; This effort was made by K.H. Rouhin Huda as educator instill since self-thought patterns are positive towards teachers with giving direction and guidance of the importance of the teacher's position in the world of education with such a teacher can increase the spirit of nationalism through education schools so that there is awareness for teachers to increase patriotism through a conscious and planned business path for learning so that students/students actively develop their potential to have religious, spiritual strength (ubudiyah) self-control, personality, intelligence, noble character, and work skills to create scientific works that are needed by themselves, society, nation, and state that are structured.

Secondly, by way of study aqidah Saheeh (tawhid) character or behavior and steadfastness in religion. KH Rouhin Huda internalization tauhid teacher is therefore fundamental to be a primary basis as belief in God because of monotheism da n science a unity that can not be separated When science was separated from Tawheed, Aqeedah sharia and morality will bear immoral scientist religion, consequences knowledge a lot with little care and will lead to self-arrogance.

Strategic efforts conducted by K.H Huda Rouhin that when examined in line with the concept offered by theory human reources management, it is revealed that teacher quality development efforts must be made through changing patterns of thought teachers namely negative and pessimistic mindset in looking at the future of education as teachers habit

searching-look for reasons that are beyond his competence to justify a failure.¹⁷ They prefer to blame students who are in poor condition, inadequate building conditions, incomplete infrastructure, and other reasons. In addition, teachers still find it difficult to accept new things, like to procrastinate, make many excuses, and quickly feel satisfied with what they have achieved, so that it is difficult for them to change for the better.¹⁸

2. Establish Cooperation with Industry

In order to improve the quality of education at the Amanatulloh Gambiran Islamic Boarding School, Banyuwangi Regency, it has collaborated with the industrial world and companies that are following the expertise program of the institution that he has led. Earth textiles and others. MA Vocational Amanatulloh has sent several trained and fostered teachers by the institutions on duty among those who have collaborated with the MA Vocational Amanatulloh.

According to Slater, Vocational High Schools (MA Vocational Amanatulloh) are mandated by law to prepare human resources ready to enter the world of work and become productive workers. MA Vocational Amanatulloh graduates are ideally a ready-to-use workforce in the sense that they can immediately work in the business and industrial world.¹⁹

Thus, what is programmed at the Amanatulloh Gambiran Islamic Boarding School, Banyuwangi Regency, is appropriate because education without cooperation with the industrial world and companies will not be of quality, in this case, Vocational Schools have collaborated with government agencies such as Baznas and private companies such as Sharp, Nokia, PT. Adikarya, Astra, Suzuki.(wawancara Hasan Huda, 2021)

This aligns with Sandra's statement that collaboration aims to achieve better results by providing mutual benefits between the parties working together.²⁰ Therefore, cooperation can provide benefits to the parties to work together even be able to provide benefits to others outside of the parties to work together and not otherwise no injured one party.²¹

3. Improving the Quality of Curriculum Materials

Furthermore, the strategy used to improve the quality of education at the Amanatulloh Gambiran Islamic Boarding School in Banyuwangi Regency by KH Rouhin Huda as a pesantren caregiver through the school principal is to plan an appropriate curriculum and following today's demands because the curriculum is a set of concepts about educational practice. This set of concepts is made as a reference for the implementation of educational practice. The curriculum seeks to translate educational goals and the goals of the development of modern society into systematic concepts. With the hope that education can be carried out more directed so that it can be effective and efficient.(wawancara Hasan Huda, 2021)

¹⁷ Juhaizi Mohd Yusof and Mahadzirah Mohamad, "The Influence of Spiritual Leadership on Spiritual Well-Being and Job Satisfaction: A Conceptual Framework," *International Review of Management and Business Research* 3, no. 4 (2014): 1948.

¹⁸ Ince Ahmad Zarqan, "Human Resource Development in the Era of Technology; Technology's Implementation for Innovative Human Resource Development," *Jurnal Manajemen Teori Dan Terapan | Journal of Theory and Applied Management* 10, no. 3 (2017): 217, <https://doi.org/10.20473/jmtt.v10i3.5967>.

¹⁹ Lorraine Slater, "Collaboration: A Framework for School Improvement," *International Electronic Journal for Leadership in Learning* 8 (2004): 1–13.

²⁰ Sandra Schrujjer, "The Dynamics of Interorganizational Collaborative Relationships: Introduction," *Administrative Sciences* 10, no. 3 (2020): 53, <https://doi.org/10.3390/admsci10030053>.

²¹ Lyailya Shakenova, "The Theoretical Framework of Teacher Collaboration," *Khazar Journal of Humanities and Social Sciences* 20, no. 2 (2017): 34–48, <https://doi.org/10.5782/2223-2621.2017.20.2.34>.

Because according to Abdullah Idi, the curriculum as an educational tool must be able to provide services to the individual differences of students. In principle, the potential possessed by students is indeed different, and it is the role of education that develops existing potentials so that students can live in a society that is always diverse but has one development goal—curriculum as a lesson plan.²² According to Nanang Fatah, the curriculum is an educational program provided to teach students. With this program, students carry out various learning activities so that changes and developments in student behavior occur following education and learning objectives.²³ In other words, schools provide an environment for students that provides learning opportunities. That is why a curriculum must be structured so that this purpose can be achieved. The curriculum is not limited to several subjects, but includes everything that can affect student development: school buildings, learning tools, equipment, libraries, pictures, school grounds, and others, which provides the possibility of effective learning. All opportunities and activities that will need to be carried out by students are planned in a curriculum.

And in this case, the curriculum used at the Amanatulloh Islamic Boarding School is a combination of the Salaf curriculum (Kitab kuning) and the Vocational School curriculum (Industrial Curriculum) so that students who are educated at the Amanatulloh Islamic Boarding School graduates will be able to master the science of technology with their works and master the science of Salaf so that a student who can be independent with akhlakul karimah

4. Improving the quality of santri / boarding school students

Supporting one of the qualities of educational institutions is to improve the quality of the student's own, matching the submitted KH Rouhin Huda as pesantren. In contrast, in improving the quality of students, the first to do is motivate inculcate in the psyche of students the importance of education how precious knowledgeable living independent with their knowledge, because it says that the learning motivation of students serves as a tool to encourage the occurrence of student learning behavior, a tool to influence student learning achievement, a tool to provide direction to the achievement of learning objectives, and a tool to build a meaningful learning system.(wawancara KH Rouhin Huda, 2021)

Thus, motivation serves as a driving force to do something in every activity carried out, determining the direction of action, namely towards achieving, selecting actions, and driving efforts to achieve achievement.²⁴ From the form of motivation, it can be through giving prizes for those who excel, and it is hoped that they will achieve more. In addition, KH Rouhin Huda so that quality students are involved in the world of industry and companies so that students know more deeply about working and being independent, and it is instrumental for students to train and hone students' skills in the world of work, increasing students' knowledge about the world of work. Forming students' mentality and motivating them to be

²² Purwadhi, "Curriculum Management in The 21st Century Learning," *SOSIOHUMANIKA: Jurnal Pendidikan Sains Sosial Dan Kemanusiaan* 12, no. 2 (2019): 143–56.

²³ Maerfat Ayesah Alsubaie, "Teacher Involvement in Curriculum Development," *Journal of Education and Practice* 7, no. 9 (2016): 106–7.

²⁴ Syamsiah Nur and Hasnawati Hasnawati, "Metode Targhib Dan Tarhib Dalam Pendidikan Islam," *AL-LIQQO: Jurnal Pendidikan Islam* 5, no. 01 (2020): 64–77, <https://doi.org/10.46963/alliqo.v5i01.145>.

severe and enthusiastic in achieving their goals. Increase students' creativity to develop talents and interests.

Leadership Strategy Implications Kyai Against Improving the Quality of Education in Boarding Schools Amanatulloh Banyuwangi

The role of KH Rouhin Huda is the tactics, reason, methods, strategies used by KH Rouhin Huda in anticipating obstacles to the development of the quality of Islamic boarding school education to become a high-quality, professional Islamic boarding school by being able to realize the vision and mission of the institution's goals as previously set. The efforts of KH Rouhin Huda are as follows:

1. Open Communication with Teachers

With the communication of the teachers and the organizational structure, it is beneficial to carry out their respective tasks to be completed properly. Good communication will positively impact caregivers, asatidz, and students; in carrying out their duties, they tend to communicate verbally compared to written communication because verbal communication will facilitate problem-solving. Unclear information can be immediately resolved by asking verbally. directly to the caregivers because boarding school caregivers are fully responsible for producing the best for asatidz students and administrators

This is in line with the communication theory described by Jessica that smooth communication affects performance efficiency. An effective way to make the communication process between superiors and subordinates run smoothly is by using a dialogical system. Dialogic communication is a two-way communication that is reciprocal "the sender of the message is also the recipient of the message." Dialogic communication serves to avoid the leader's tendency to interpret every message or instruction he gives himself.²⁵

The existence of freedom to submit proposals, plans, and personal activities or groups to achieve tasks and behave thoroughly is the cause of change for schools, staff, teachers, and students. A positive response from subordinates to KH Rouhin Huda with the condition of the leadership style applied by KH Rouhin Huda In addition, this also has an impact on his subordinates always to strive to improve the quality of Islamic boarding school education so that all ustadz and administrators will work happily because every difficulty faced is immediately given solution.

2. Boosting Innovation and Creativity

The principal provides leeway and flexibility for teachers who want to pursue higher education, this is intended for higher different study programs by providing opportunities for teacher personnel and employees to develop, and the quality of teachers can be increased, especially in terms of their teaching abilities, including through improving the quality of education possessed by personnel by continuing their education to a higher level or in developing their professionalism.

This was revealed by Gencer that the role and strategy of a leader in order to deal with the obstacles that exist in teachers in improving the quality of education is to provide leeway

²⁵ Jessica R. Mesmer-Magnus and Leslie A. DeChurch, "Information Sharing and Team Performance: A Meta-Analysis," *Journal of Applied Psychology* 94, no. 2 (2009): 535–46, <https://doi.org/10.1037/a0013773>.

for teachers to take further education and provide support for the necessary facilities,²⁶ both infrastructure and financial funds that are needed for the sake of developing the quality of Islamic boarding school education.

3. Creating Cohesion and a Strong Organizational Climate

In organizational behavior theory, it is explained that the need to strengthen cohesion between members of the organization also applies to every teacher as an ordinary human being who cannot be separated from the needs that are expected to be fulfilled. If these needs are not met through work, he will fulfill them through other work.

KH Rouhin Huda did as the caretaker of the boarding school in creating a comfortable working atmosphere and strengthening cohesion was KH Rouhin Huda's effort to anticipate obstacles to the development of the quality of teacher resources in the performance of improving the quality of pesantren education. The creation of an atmosphere became a considerable concern for KH Rouhin Huda by meeting the needs of teachers, for example, in the form of infrastructure facilities for the teacher's room equipped with the Internet, a teacher's computer, an AC room, one teacher with a desk, a TV, and other infrastructure facilities, handshakes, and greetings.

The task of teachers in educational institutions is cumbersome. This is because, in addition to the teacher having to master the material following the training subjects being taught, the teacher is also required to understand the character and psychology of the child so that the lessons conveyed by the teacher can be accepted, understood, and understood mastered by the students.²⁷ To implement this, learning tools and administrative services are also needed so that the teaching and learning process activities can run smoothly and following the desired goals.

Considering that this is not easy and what is being faced is permanent. KH Rouhin Huda as a leader, must read the situation of how teachers and employees do not feel bored with their work so that their professionalism remains high. Their dedication is exemplary, so several refresher activities are held, such as recreation, rewards/ congratulations, giving gifts at the celebration of the anniversary of Amanatullah Vocational School. With this condition, it is hoped that inner satisfaction as a subordinate can be fulfilled and satisfied.

Thus, KH Rouhin Huda provides real implications for improving the quality of Islamic boarding school education, the characteristics of attitudes and behavior that can be seen from him who is disciplined and responsive to educational problems that make students, teachers, and the public amazed by his leadership, the elements of education feel The direct leadership that he applied, Kiai brought positive changes from various fields towards the better. The implications of buying are in terms of behavior and provide an example of being a religious leader who can be accounted for in terms of both leadership quality and knowledge. And spelled out the implications of leadership KH Rouhin Huda in improving the quality of pesantren Amanatulloh very positive because it has scored alumni who have independence in

²⁶ Hüseyin Gençer, "Group Dynamics and Behaviour," *Universal Journal of Educational Research* 7, no. 1 (2019): 223–29, <https://doi.org/10.13189/ujer.2019.070128>.

²⁷ Babette Bronkhorst and Lars Tummars, "ORGANIZATIONAL CLIMATE AND EMPLOYEE MENTAL HEALTH OUTCOMES: A SYSTEMATIC REVIEW OF STUDIES IN HEALTH CARE ORGANIZATIONS," *Healthcare Management* 11, no. 5 (2019).

work in the field of technology, and there are also directly recruited by the industry that is renowned in Indonesia

CONCLUSION

The results show that the quality of the education system of Amanatulloh Islamic Boarding School in Banyuwangi begins with the integration of visions between institutions under the auspices of the Amanatulloh foundation. The second stage is to improve the academic quality of students at Amanatulloh Islamic Boarding School in Banyuwangi. Students are fostered in three quality coaching, namely coaching in the Koran, the second is coaching in extracurricular activities, and the third is coaching in activities in the pesantren environment. The third stage is to improve the quality of education through social sensitivity of students, a sense of sympathy, and so that students are sensitive to situations and circumstances that are around and help each other to those around them through various activities that come into contact with various levels of society.

Efforts made by Islamic boarding schools in the quality of the education system to increase students' social sensitivity foster a sense of sympathy and empathy for students because sympathy and empathy are significant to be instilled in students so that students are sensitive to situations and circumstances around them and help each other to those around them. through various activities that come into contact with various levels of society.

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