

Contribution Of Pesantren Through Collective Leadership From A Total Quality Management Perspective

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ABSTRACT

This study aims to examine the extent to which the quality of management at Darunnajah Islamic Boarding School in Ulujami has improved through the implementation of collective leadership. The research begins by observing Darunnajah as a community-based pesantren established in Jakarta, Indonesia. Today, Darunnajah students have achieved both national and international recognition in the fields of religious studies, applied sciences, and vocational skills. The study then focuses on the leadership's commitment to enhancing the quality management of the pesantren from the perspective of Edward Sallis's Total Quality Management (TQM), particularly in relation to the three main educational components: students, educators, and educational staff. This research employs a qualitative approach. Data collection was carried out through two methods. First, primary data were obtained through initial and follow-up field observations, as well as structured and unstructured interviews. Second, secondary data were collected from documents, alumni input, seminars, relevant literature, electronic media, and academic materials. The validity of the data was ensured through prolonged engagement in the field and triangulation. The results of the study indicate that collective leadership at Darunnajah Islamic Boarding School has had a positive impact on various aspects. The teaching and learning process has improved through better educator qualifications, satisfactory staff performance, and well-maintained facilities and infrastructure, which has also contributed to an increase in student enrollment. Internally, institutional development is reflected in the establishment of laboratories, canteens and cooperatives, sports facilities, and enhanced student skills. Externally, the pesantren has strengthened cooperation with local governments and companies, served as a role model for other Islamic boarding schools, and attracted attention from researchers and foreign education experts.

Keywords: Contribution, Leadership, Collective, Islamic Boarding School.

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A. INTRODUCTION

Each organization has a different leadership character model because it is oriented to the vision and definite mission of the institution. The leader acts as the captain to direct where the ship will dock, so as not to have the wrong destination. In the context of fiqh, if three people are going to travel, one person should be appointed as

the leader. This illustration means that without the presence of a leader in an organization, especially education, it is like hoping without effort. Similarly, in Islamic boarding school educational institutions, the leadership is directly determined by a kyai assisted by senior students, family members including sons-in-law. All the interests of the boarding school must be in line with the

policy of the kyai as the holder of full authority and cannot be interfered with by anyone, both from the family and senior students. Even recently, it is alleged that there are Islamic boarding schools that were hit by a leadership recession when they were abandoned by their founder. Even so, the leadership of the pesantren still refers to the descendants.

The theory is called Trait, leadership is based on innate factors or talent-herds (Hoy & G, C., 2013). So that the existence of boarding schools, both in terms of religious science, management, and leadership regeneration, is questionable. The leadership of the Abdurahman Wahid Islamic Boarding School is often unable to keep up with the progress and development of the Islamic boarding school that it manages, so it requires a new leadership and managerial approach. The most important element of leadership in an organization, because its role is decisive. This is Edward Sallis's reasoning in TQM theory. Education places collective leadership as the solution to the success of educational institutions.

In recent years, a lot of research has been done on the process of shared leadership. The distributed leadership (DL) approach addresses leadership along with teams, groups, and organizational characters. In practice, this approach places the assumption that one must take the lead to ensure change. Proponents of this idea claim that shared leadership is necessary because educational institutions are too complex to be managed with just one individual. Responsibility for managing various group tasks with the organization is distributed among many individuals with different roles (Göksoy, 2015). Currently, Islamic boarding schools are doing a lot of institutional consolidation, especially the leadership aspect, so that the leadership of the kyai is no longer adequate. Many Islamic boarding schools then developed an institutional foundation, which was essentially collective leadership (Aziz, 1999). Pesantren must dare to make leadership breakthroughs to innovate management through Total Quality Management to improve the quality of the main elements of education, namely

students, teaching staff, employees and leaders in order to be able to face competition and win increasingly fierce competition. competitive market. It can be said from a managerial perspective that a leader is a person who manages to get something that others follow. Many educators and researchers believe that total quality management is capable of providing the guiding principles for the educational reforms needed. Wayne K. Hoy and Cecil G. Label leader is a person who is able to transcend the social influence of others to achieve high ideals. A leader must work together in finding the situation or goal objectively (Austin & A.R., 1995).

Among them are making breakthroughs in modern management changes such as the quality of Total Quality Management sponsored by TQM figures quoted by Edward Sallis, the author made a theory in this study. Among them are first; Quality is the key to the success of the program. Lack of attention to quality will lead to failure in the long run. Second; Quality improvement requires full management commitment to succeed. Commitment to quality must be continuous. Third; Quality improvement is hard work. There are no shortcuts or quick fixes. Demand cultural improvements for the entire organization. Fourth; Quality improvement requires a lot of training. Fifth, quality improvement requires the active involvement of all employees, an absolute commitment from senior managers (Sallis, 1993). Of course, all of that requires a structured and long-term work plan. Total quality management, is a perception, in which educational institutions can only be achieved through long-term planning, in which the formulation and implementation of annual quality programs that substantially move towards the achievement of the mission (Muhammad, Amer, & H.A.K, 2014). The underlying goal of educational leadership is to enhance their ability to bring about problems inspired by leaders, and to build and encourage those who realize their potential to be above mediocrity and move to a higher level. Thus heredity-based leadership must be abandoned, transformed into collegial collective Total Quality

Management leadership. Commitment in the sense of keeping promises does not end in improving quality and service to customers, engagement means the involvement of all team members in achieving a common goal, from top to bottom, working in one unit for better results and thinking (Talib, 2020).

After examining the introduction and formulation of the problem, this study aims to: To determine the positive influence of the level of effectiveness of collective leadership departing from the theory of Eduard Sallis Total Quality Management in the Darunnajah Islamic Boarding School on the element of education personnel; Students, education staff and leaders.

B. METHOD

The location of the research was conducted at the Darunnajah Islamic Boarding School on Jl. Ulujami raya No.86 Pesanggrahan, South Jakarta. This study uses a qualitative approach as a research procedure to produce descriptive data, in the

form of written or spoken words from observable people and actors (Moehadjir, 1996). Data collection was carried out through four elements of education as respondents, namely 44 teachers, 25 employees, 170 students and 5 leaders. Each group of respondents answered as many as 20 statements with alternative answers of Strongly Agree (SS), Agree (S), Disagree (ST) and Strongly Agree (TSS). Data collection techniques by; distribution of the first questionnaire to selected respondents; the second interview with the Chairman and Secretary, Association of Students and Alumni. Data analysis was carried out in two ways, namely tabulation by moving respondents' answers in the form of a table. Furthermore, from the quantitative data of the measurement results, the description of the analysis is carried out critically and in-depth on the field findings.

C. RESULTS AND DISCUSSION

Table 1. Respondent Answers of Education Elements of Darunnajah Ulujami Islamic Boarding School, South Jakarta

| No | Elements rated by Respondents | Respondent's Answer | | | | Item Table | Responds The | Ket. |
|----|-------------------------------|---------------------|-----|-----|-----|--------------------|--------------|-------|
| 1 | Students | SS | S | TS | TSS | | | |
| | 1. Human Resources Teachers | 95 | 204 | 33 | 8 | 3 and 4 | 170 | Valid |
| | 2. Teacher Competence | 171 | 345 | 140 | 24 | 5,6,7, and 8 | 170 | Valid |
| | 3.Sarana Prasarana | 196 | 384 | 283 | 17 | 9,10,11,12,13,14 | 170 | Valid |
| | 4. Leadership Attitude | 156 | 358 | 200 | 136 | 15,16,17,18,21 | 170 | Valid |
| | 5. Interaction of students | 46 | 182 | 167 | 115 | 19,20 and 22 | 170 | Valid |
| 2 | Guru | | | | | | | |
| | 1. Teacher Performance | 124 | 329 | 31 | - | 26,27,28,29,30,31, | 44 | Valid |
| | | | | | | 32,34,35,38,40 | | |
| | 2. Knowledge Competence | 51 | 36 | 1 | - | 23 and 24 | 44 | Valid |
| | 3. Learning Facilities | 38 | 49 | 1 | - | 25 and 33 | 44 | Valid |
| | 4. Loyalty | 89 | 129 | 2 | - | 36,39,41,42,43 | 44 | Valid |
| 3 | Employee | | | | | | | |
| | 1. Creativity | 4 | 17 | 4 | - | 58 | 25 | Valid |
| | 2. Cooperation | 52 | 193 | 5 | - | 44,45,46,47,50,56 | 25 | Valid |
| | | | | | | 57,59,60,63 | | |
| | 3. Positive Response | 45 | 180 | - | - | 48,49,51,52,53,54 | 25 | Valid |
| | | | | | | 55,61,62 | | |
| 4. | Leadership (Bureau) | | | | | | | |
| | 1. Leadership | 18 | 36 | 6 | - | 64,65,67,68,69,70 | 5 | Valid |

| | | | | | | | | |
|--|--------------------|----|---|---|---|-------------------|---|-------|
| | Performance | | | | | | | |
| | | | | | | 71,72,73,74,76,82 | | |
| | 2. Employee Rights | 21 | 9 | - | - | 66,77,78,79,80,81 | 5 | Valid |
| | 3. Caution | 2 | 7 | 1 | - | 64 and 75 | 5 | Valid |

The collective leadership of the Darunnajah Islamic Boarding School was carried out when the pesantren was established in 1962. This step is taken to find out the extent to which collective leadership has a positive impact on proving cooperation can be established comprehensively in all management units by mobilizing and controlling elements of educational operational procedures, namely leaders, students, teachers, employees, bureau heads and the community.

1. STUDENTS

1.1 Teacher Human Resources (HR)

The success of the learning process in the classroom is greatly influenced by the quality of teachers' human resources. Teachers are professions that demand academic qualifications. The results of the study show that the human resources educated at the Darunnajah Islamic boarding school are very good, namely the students respond well to 95%. Educators in Darunnajah continue to improve their scientific competence, such as at the beginning of the year both teachers are centered and in branches. In addition, we also hold advanced study programs for teachers at the Bachelor's, two levels to doctoral levels. Teachers are an important element who must continuously improve the quality of their knowledge in an effort to provide satisfaction to students in accordance with the total amount of quality management.

1.2 Teacher Competence

In the aspect of teacher competence, Darunnajah students also felt satisfied, namely 97%. Because teachers teach according to their field of study. The development of teacher professionalism with the science of Education as the spirit of professional development of Education and provides an understanding of how the duties and functions, as well as behavior of

professional educators in creating an atmosphere of learning services that educate and enjoy the duties and functions of professional teachers (Saudagar, 2011) In the Law on Teachers and Lecturers, including Article 8, it is stated that teachers must have academic qualifications, competencies, and educator certificates. If teachers teach not on scientific competence, it will certainly not have a positive impact on the scientific development of students which will have an impact on their future.

1.3 Infrastructure Facilities

Facilities and infrastructure in educational institutions are important elements that greatly influence the results of the teaching and learning process. The management of educational infrastructure facilities is a process of analysis and determination of the needs needed in the learning process so that the needs needed (primary) and supporting needs. must be carried out carefully and carefully in relation to the characteristics of the facilities and infrastructure needed (Muhammad et al., 2014). The response of Darunnajah students about learning facilities is quite good, reaching 90%. The interaction between employee and subordinate human resources with leaders synergizes almost 95%. Related to other facilities such as bathrooms and polyclinics that are in total quality management, namely sustainable development and quality assurance, still need to be improved.

The development of an increasingly cooperative society requires everyone to compete healthily in management, systems and human resources. Demanding every institution to prioritize quality in managerial processes (Muhammad & N, 2012). The collective leadership of the Darunnajah Islamic Boarding School must be innovative and creative in infrastructure according to the times. Community-based pesantren and

at the same time as an asset of the people are required to always innovate towards excellent service. It is realized that education is widely seen as an investment and an asset for individuals and society. Education is a force that can change people's lives (Rivai & M, 2005).

1.4 Leadership Attitude

Activities at Islamic boarding schools are so dense, both formal and extra-curricular activities. These colors are not uncommon for clashes between students, or student behavior that is not in accordance with the rules and norms that apply in the cottage. As a form of attention, responsibility and concern for students and parents who have given the mandate. The attitude of the leadership towards students who act negatively is very clear by punishing students both physically and physically. Because the environment is safe, it must be built to anticipate safety. Considering the factors of the situation and conditions at a certain period of time, then Education will lack usefulness, as the interests and concerns of students, the basis of consideration is very important especially for educational planning they must anticipate the future. Order is built by involving students and leadership elements. The attitude of the leadership received a positive response from almost 90% of the students. The attitude of the leadership before making the policy of the boarding school usually involves students, so that there is an in-depth evaluation and study for the common good.

1.5 Interaction of students

At the Darunnajah Islamic Boarding School, the interaction of students has gone well, such as meal time, one room, room cleanliness, security guard pickets, congregational prayers and sports. All of them are media and a forum to foster togetherness because there is a positive interaction between students. Almost 80% of students are positive. To achieve positive conditions still requires hard work, because cultural background and character require time and strategy to bring them together.

2. TEACHER

2.1. Teacher Performance

Teachers are the most important element in the learning process, from teachers there is a transfer of knowledge to students. Thus, the performance of a teacher must continue to be updated, both with self-knowledge, especially taking formal paths such as further studies. Teacher performance can be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on standards that have been set for a certain period of time in order to achieve educational goals, as well as teacher performance. In the perspective of Islamic Boarding School, teacher success is when students can apply studies in their lives. Education management that the role of external consultants in schools is in charge of monitoring and evaluating teacher performance. In the management of Darunnajah, teachers who do not achieve learning goals within a certain period of time must provide additional lesson hours, and those who violate sanctions. 93% positive responses.

2.2. Scientific Competence

Professional teachers must have three competencies, namely pedagogical, social and professional competencies. A teacher must understand well the science of education, be active in the community and care about the environment, have scientific and educational technology competencies according to their field. The three are interrelated, inseparable for someone who works as a teacher. This is very important because it will increase the authority and value of teachers in front of students. The position of the teaching staff not only requires the ability to specialize in the sense of educating academic knowledge and professional skills relevant to their field of duty as an educator, but also a high level of maturity and responsibility as well as independence in decision-making. The ability of scientific competence makes educators have more value and high authority for the students they teach to

improve scientific competence Teachers provide opportunities for teachers to continue their studies to a higher level. This step received a positive response from 99% of teachers.

2.3. Learning Facilities

In this all-electronic era, it requires educational institutions, including Islamic boarding schools, to keep up with the development of educational technology by providing learning facilities according to the development of digital information. This is important so that after graduation, students can compete with other competitors, both in work, pursuing a career and continuing their studies. In addition, still in terms of learning facilities, it is also expected that there will be learning facilities that are quite quantitative, qualitative and relevant to needs and can be used optimally for the benefit of the educational and teaching process, both by teachers and teachers. Teachers and Students. Thus, school innovation and creation about learning facilities must be dynamic and move forward as education for education. The Darunnajah Islamic Boarding School has experienced learning facilities with a positive response of 97% of students.

2.4. Loyalty

An organization will achieve success if all members work with high responsibility and discipline in accordance with the tasks delegated by the leadership. In other words, subordinate loyalty to the boss must run and be well established and synergistic. Edward Sallis said that to be successful, change must come from above. In Islam, the exemplary factor is known, which is exemplified by the Prophet PBUH so that all companions are very loyal to their attitude and struggle. All work not only demands the responsibility of organizational elements, but work motivation will emerge if loyalty is already a character. lasts longer and continues to grow. This comes from the findings of teachers who reach 100%.

3. Employee

3.1 Employee Creativity

A successful leader must always maintain good relations with his subordinates, because attitude is the beginning of a leader's success. Criticism and suggestions from subordinates should be addressed as positive energy for the progress of the institution. Many leaders feel patronized and even interpreted as resistance when advice comes from subordinates, even though it is the creativity of an employee that must receive value and attention. If the leader and his subordinates have established openness and need each other, rest assured that success will be easy to achieve. Employee positive response is 84%. This work nuance occurs at the Darunnajah Islamic boarding school. So that the development sponsored by Edward Sallis in Total quality management through the concept and evaluation model will produce a strong and synergistic work team that begins with employee creativity.

3.2. Cooperation

As social beings, humans cannot live and solve their own problems, of course they need others. Therefore, creative leaders always present all the work that they will do, so that later there will be no obstacles that bring losses. Coaching and coaching employees is part of the tasks that must be done by leaders in order to increase their work prestige. All of this requires good cooperation between the leader and his subordinates. Work done in one concept will result in work that has high weight and achievements that continue to increase in graphics. A leader has a strategy to direct and motivate subordinates to consciously engage in cooperation to achieve goals. The leadership behavior displayed in the managerial process is consistently called the leadership style (Wahyudi, 2009). One of the elements of Darunnajah's success in developing its da'wah and education is due to the high level of cooperation between leaders and subordinates. This is evidenced by the results of the findings in the field that are 100% perfect.

3.3. Leadership Attention

Professional leaders place their subordinates as partners, democratic, not as messengers, so that they complement each other in achieving organizational goals. Democratic leadership is characterized by the existence of a development structure using a cooperative decision-making approach. Under democratic leadership, subordinates tend to have high morals, can work together, prioritize the quality of work and can direct themselves (Basri & Tatang, 2015).

Such a communicative leadership model has already occurred and is already established in Darunnajah. Leaders pay close attention to the thoughts that come from below as long as the idea brings progress and increases the sense of community. This can be evidenced by the employee's answers mostly being 100% positive.

4. Chairman (Head of Bureau)

4.1. Leadership Performance

Good leadership is able to make the work environment comfortable with attitudes, words or deeds. If this is conditioned, all work will run smoothly and achieve the target according to the goal. Thus, the leader continues to guide wisely in assigning tasks, not easily punishing, continuing to motivate and care about the condition of subordinates. Behavior approach is an approach based on the idea that the success or failure of a leader is determined by the attitude and leadership style carried out by the leader. Leadership attitudes and styles are seen in daily activities in how to give orders, give tasks and authority, how to communicate, how to encourage subordinates' work spirit, how to provide guidance and supervision, how to cultivate subordinate work discipline, how to organize and lead member meetings, how to make decisions and so on (Purwanto, 1987).

This kind of work atmosphere has been shown by the bureau heads to their subordinates at the Darunnajah Islamic boarding school based on field findings. They appreciate it up to 90%, so that their

leadership style is aspirational, creative, anticipatory and positively sensitive in leading.

4.2. Employee Rights

By nature, every human being is happy if his work is appreciated and not the other way around. In this work interaction, an employee will be more motivated and responsible when his work is rewarded by his superiors. A leader should not be selfish, iron-handed and close to the positive aspirations of his subordinates, as it will disturb the harmony of the leaders and subordinates who are struggling for the work for which both moral responsibility and delegated work have been given. In Islam through the hadith of the Prophet PBUH said, "Every one of you is a leader, and every leader will be held accountable, HR Bukhori-Muslim (Husain, 1998). The rights of employees are very attached to their leaders. So macro leaders must foster, enlighten, establish positive relationships, improve skills, appreciate the work of subordinates and not judge subordinates as helpers. This was shown by the heads of bureaus at the Darunnajah Islamic boarding school with 100% answers. From the perspective of total quality management, Edwadr Sallis said that the leadership style will greatly affect his work.

4.3. Leadership Attention

Leadership command in the TNI is based on the doctrine with a line of command, in educational organizations this is not the case but focuses more on cooperation and togetherness, meaning that the leadership pays attention to subordinates to realize the goals of the joint organization. The leadership of Islamic education in the current reform era must be treated with a broad mindset so that it is able to coordinate various thoughts and views of the increasingly mature community. It can be understood that the leader's attention to employees is not limited to material welfare, but what is no less important is to build family relationships between leaders and subordinates, and also between employees to maintain good relationships, especially

those of a social nature. Such as funds for health, education, disasters, career advancement and including recreation. This attention movement is small but greatly affects the success of a leader in carrying out his duties. Constructive leadership steps like this receive very positive attention from employees to leaders, reaching 100%.

The positive results for the education element, namely students, teachers, employees and leaders of the Darunnajah Islamic boarding school described above show indicators that the collective leadership of total quality management has been successful and running well, especially for students as the most important element. at Islamic boarding schools. other.

D. CONCLUSION

Collective Leadership Brings Success to the Darunnajah Ulujami Islamic Boarding School, South Jakarta. So that the two important essences of Total Quality Management, namely quality improvement and continuous improvement, run well and are ratified with the following indicators:

1. Teaching and Learning Process of students.

- a. Educator human resources, academic qualifications, innovation, creativity, and teacher professionalism are going well.
- b. The admission of new students continues to increase every year.
- c. Curriculum and life skills education in accordance with the regulations of the Ministry of Education and Culture and the Ministry of Religion, the needs of students and market demands remain in essence quality.

The facilities and infrastructure of the boarding school continue to change according to the needs of students. Domestic and foreign are very encouraging.

2. Aspects of Positive and External Progress of Islamic Boarding Schools.

A qualified training personnel trainer produces professional teaching staff in accordance with the National Education Law No. 20 of 2003, such as fulfilling scientific competence, innovative in

developing materials, technology and art with contextual and professional learning in carrying out duties:

- a. Learning facilities such as laboratories, social studies teaching aids, computers, language and learning media are good,
- b. Sports facilities have a positive assessment of students because they are fun and have met the standards
- c. Through the coordinator, community trust, stakeholders, both national and private and foreign, continue to help both financially, materially, and the skills of the students. (Apprentice)
- d. Visits from outside such as students, Islamic Boarding School Communities, Academics and Education observers to conduct comparative studies, research and observations to become role models.

3. Novelty Research; Collective Leadership. The Darunnajah Islamic Boarding School has been pioneered since 1962, resulting in very significant work achievements. This can be seen from thousands of alumni with various professions such as; politicians, judges, businessmen, kiai and religious leaders with their pesantren, officials of state and private institutions, Abri. It has fifteen branches spread throughout the archipelago, establishing dozens of economic centers. Including the achievements of students at the national and international levels.

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