

Transformational Leadership Management Kiai Development Of Salafiyah Board To Khalafiyah In Jambi Province

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ABSTRACT : The purpose of this study is to find out why the kiai transformational leadership management is needed in the development of salafiyah Islamic boarding schools to khalafiyah in Jambi province and how the management of the kiai transformational leadership in Jambi province. The research approach used is a descriptive qualitative approach. Data collection techniques through observation, interviews, and documentation. The data analysis technique using the Miles and Huberman models, the data validity technique using data triangulation. The results of the study are: first, the need for kiai's transformational leadership management in the development of salafiyah Islamic boarding schools to Khalafiyah in Jambi province due to globalization, the development of the times, external and internal, people's mindset. Second, the management of the kiai's transformational leadership in Jambi province. In addition, planning, organizing, charismatic management, collective management, haul and milad management. Third, the development of salafiyah Islamic boarding schools to Khalafiyah in Jambi province, there is adjustment, improvement of facilities and infrastructure, skills training, general education system with cottage systems, cottage economic centers such as coconut, betel nut, and fish nurseries. Fourth, the model for the development of salafiyah Islamic boarding schools, there is transformative Islamic boarding school model.

KEYWORDS: Management, Transformasional Leadership, Development of Salafiyah Boarding School

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I. INTRODUCTION

Management is science and art regulates the process of utilizing human resources effectively, which is supported by other sources in an organization to achieve certain goals. In this sense, there are two systems contained in management, that is the organizational system and organizational managerial system. Organizational systems relate to organizational models or patterns adopted, while managerial systems are associated with patterns of organization, leadership, and cooperation applied by members of the organization [1].

Transformational leadership is the ability of a leader to work through others to optimally transform organizational resources in order to achieve meaningful goals in accordance with predetermined targets [2]. The term development of Islamic education can be mean quantitative and qualitative. Quantitatively is how to make Islamic education bigger, evenly distributed, and expand its influence in the context of education in general. In qualitatively, how to make Islamic education better, better quality, and more advanced in line with the basic ideas or values of Islam itself which should always be at the front in responding to and anticipating various educational challenges. Included in the qualitative sense is how to develop Islamic education so that it becomes a solid scientific building and has a significant contribution to the development of national and trans-national societies, as well as the development of science and technology [3].

Judging from the openness to changes that occur from outside, pesantren are divided into two, traditional pesantren (salafiyah) and modern pesantren (khalafiyah). Salafiyah boarding schools are conservative, while pesantren (khalafiyah) are adaptive. Adaptation is made to the change and development of education which is a result of the demands of the development modern science and technology. The difference between traditional pesantren and modern pesantren can be identified from a managerial perspective. Modern boarding schools have been managed neatly and systematically by following general managerial rules. Meanwhile, traditional boarding schools run naturally without trying to manage effectively [4].

Based on the results of the research grand tour at Islamic boarding schools in Jambi Province, there is Jambi City Sa'adatuddaren Islamic Boarding School, Al-Baqiyatus Islamic Boarding School Shalihah Tanjung Jabung Barat, and Zulhijjah Islamic Boarding School, Batang Hari Regency.

Observation results of researchers; that kiai make transfers, modify and make changes through the development of Islamic boarding schools from salafiyah to khalafiyah. Development is carried out by integrating the Pondok system with the Madrasah system (MTs-MA), the Pondok system with the Public School system (SMPIT-SMAIT), the learning system being classical, and taking the National Examination (UN) independently.

Based on the background of the problem above, the formulation of the problem in this study is as follows:

1. Why the kiai's transformational leadership management needed in the development of salafiyah Islamic boarding schools to Khalafiyah in Jambi Province?
2. How the management of kiai's transformational leadership in Jambi Province?
3. How the development of Islamic boarding schools from salafiyah to khalafiyah in Jambi Province?
4. How the model for the development of Islamic boarding schools from salafiyah to khalafiyah in Jambi Province?

II. LITERATURE REVIEW

A. Management of Kiai's Transformational Leadership

Transformational leadership is built from two words, that is leadership (leadership) and transformational (transformational). The term of transformational comes from the word trans (displacement) formational (change in form), which means transform or transforming something into another different form, for example transforming a vision into reality, or changing something potential to actual [5]. Transformational therefore implies traits that can turn something into another form, for example turning potential energy into actual or achievement motives into real achievements [2].

According to Bass the characteristics of transformational leaders are, always embrace the organization; like to share power with followers; train, advise, and give answers to the progress of the organization and the development of the followers career; and try to take consideration of the stage need and the willingness of followers to be more responsible [6].

Based on the theory stated above, the synthesis of the kiai transformational leadership management is a leader (kiai) who makes planning, organizing and modifying to move the pesantren from salafiyah to khalafiyah, and make changes into something better, create a vision and mission, able to looking far ahead (visionary) based on careful analyzes in order to build and develop Islamic boarding schools.

The indicators that can be concluded from the management of the kiai transformational leadership are leaders planning, supervising, organizing, charismatic, visionary, agents of change, being role models, having courage, trusting others, and deliberating.

B. Development of Salafiyah Islamic Boarding School to Khalafiyah

Traditional Islamic boarding schools (Salafiyah) are "early" pesantren or the forerunners in the development of Islamic boarding schools that develop in later phases, such as the Khalafiyah pesantren and pesantren plus today. This Islamic boarding school was first coined by Raden Rahmad, one of the 16th century Walisongo located in Gresik, East Java.[7]

According to Dhofier in Hasbi the Salafiyah-style pesantren is characterized by several characteristics, there is: first, using classical books as the core of their education; second, the curriculum consists of special material for religious teaching; third, the teaching system consists of individual teaching systems (sorogan) and classics (wetonan, bandongan and halaqoh). For the characteristics of the khalafiyah boarding school: first, the curriculum consists of religious studies, there are also general lessons; second, madrasas are developed in Islamic boarding schools or public school types; third, sometimes not teaching the classical books (yellow book) [7].

The reformed pesantren model is a khalafiyah model that is intended to cover up weaknesses in salafiyah pesantren. This model is certainly considered ideal, so the implementation is quite complicated, in addition to requiring a relatively long time process, it also requires higher quality HR investment. By applying curriculum standards on the basis of the perpetual scientific classification (preennial knowledge) and achievement (acquired knowledge), the expansion of the knowledge and qualifications teachers and santri is absolutely necessary. This expansion is reflected through the ability to build knowledge and skills above the concept of monotheism. Therefore, the development of educational programs should also be followed by the provision of supporting resources, such as preparing teaching staff through additional education or training.

Based on the theory stated above, the synthesis of the development of salafiyah Islamic boarding schools is to make salafiyah Islamic boarding schools into Khalafiyah so that it becomes larger, and extends its influence in the context of Islamic education, and to make Islamic boarding schools more in line with Islamic

values to become a strong scientific and has a significant contribution to the development of society and nation. The indicators are having a vision and mission, developing an institution, developing a curriculum, following a period of development, modification, and achievement.

III. METHODOLOGY

In this study researchers using a descriptive qualitative research approach to analysts, according to Lexy J Meleong qualitative approach is an approach that intends to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, actions and others holistically, and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods [8].

IV. RESULTS AND DISCUSSION

A. The Need for Management of Kiai's Transformational Leadership in the Development of Salafiyah Islamic Boarding Schools to Khalafiyah in Jambi Province

The management of the kiai transformational leadership is needed in the development of Islamic boarding schools from salafiyah to khalafiyah. This is due to the existence, global competition, the development of the times, the dichotomy between the science of religion and general science, the demands of the internal and external environment, changes in cultural culture and people's mindsets, the transformation of Islamic boarding schools, and the legality of Islamic boarding schools.

B. Management of kiai's transformational leadership in Jambi Province

There are several things that are done by scholars in managing Islamic boarding schools, there is planning (planning), organizing (organizing), directing (directing), conducting supervision (Controlling), implementing collective management, charismatic management, *uswatunhasanah* and Deliberation. Leadership management applied by scholars in Islamic boarding schools always emphasizes; professional planning, controlling, charismatic, collective management, careful planning, implementation (actuating), controlling (controlling), management of charismatic and collective leadership.

C. Development of Islamic Boarding Schools from Salafiyah to Khalafiyah in Jambi Province

The development of Islamic boarding schools in Jambi province is characterized by the development of management, human resources, the curriculum of Islamic boarding schools, the development of talents and achievements, integrating the education of Islamic boarding schools with general education. Developing facilities and infrastructure for Islamic boarding schools.

V. CONCLUSION

The conclusions from the research obtained by researchers from interviews, observations and documentation are: first, the need for kiai transformational leadership management in developing salafiyah Islamic boarding schools in Khalafiyah in Jambi province due to globalization competition, the times, external and internal demands, changes in people's mindsets. Second, the kiai transformational leadership management is planning, organizing, charismatic management, collective management, *haul* and *milad* management. Third, the development of salafiyah Islamic boarding schools in Khalafiyah in Jambi province, namely modifying the curriculum, repairing facilities and infrastructure, organizing skills, reviving cottage economic centers such as coconut, areca nut, and fish nurseries. Fourth, the model for the development of salafiyah Islamic boarding schools in Khalafiyah in Jambi province, namely the transformative Islamic boarding school model by integrating the general education system between the cottage system and reviving the cottage economy center.

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