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## Strategy for Establishment *Santri* Leadership Character

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**ABSTRACT:** *The purpose of this study was to describe the strategic forming of santri leadership character in Islamic boarding schools. This research uses a qualitative approach. Data collected by interview and observation methods. The location of the study was Pondok Modern Darussalam Gontor. As for the results of his research are as follows: (1) In shaping the character of leadership of students, Islamic boarding schools have a purpose that is directed, as for the objectives are: a) students are able to form leadership characters in themselves; b) students are able to be confident in their abilities and potential; c) students are able to have a directed mindset in choosing their life goals; and d) students are able to build dynamic attitudes and behavior; (2) Care of students as an extension of the leadership of Islamic boarding schools and leaders in student activities for 24 hours, has been able to design strategies in shaping the character of student leadership with the following steps, direction; training; assignment; refraction; and escort; and (3) In addition to making steps in shaping the character of santri leadership, the nurturing of santri has also set benchmarks of success in the process of shaping the character of santri leadership, namely: testing with problems; test to make a choice; test to be ready to sacrifice; test to be firm in attitude; and test to evaluate yourself.*

Tujuan penelitian ini untuk mendeskripsikan strategi pembentukan karakter kepemimpinan santri di pondok pesantren. Penelitian ini menggunakan pendekatan kualitatif. Data dikumpulkan dengan metode wawancara, dan observasi. Lokasi penelitian adalah Pondok Modern Darussalam Gontor. Adapun hasil penelitiannya adalah: (1) Dalam membentuk karakter kepemimpinan santri, Pondok Pesantren telah memiliki tujuan yang terarah, adapun

tujuannya adalah: a) santri mampu membentuk karakter kepemimpinan dalam dirinya sendiri; b) santri mampu percaya diri terhadap kemampuan dan potensi dirinya; c) santri mampu memiliki pola pikir terarah dalam memilih tujuan hidup mereka; dan d) santri mampu membangun sikap dan tingkah laku yang dinamis; (2) Pengasuhan santri sebagai kepanjangan tangan dari pimpinan pondok pesantren dan pemimpin dalam aktifitas santri selama 24 jam, telah mampu merancang strategi dalam pembentukan karakter kepemimpinan santri dengan langkah-langkah sebagai berikut, pengarahan; pelatihan; penugasan; pembiasaan; dan pengawalan; dan (3) Selain membuat langkah-langkah dalam pembentukan karakter kepemimpinan santri, pengasuhan santri juga telah menetapkan tolak ukur keberhasilan dalam proses pembentukan karakter kepemimpinan santri, yaitu: menguji dengan permasalahan; menguji untuk memutuskan pilihan; menguji untuk siap berkorban; menguji untuk tegas dalam bersikap; dan menguji untuk mengevaluasi diri sendiri.

**Keywords:** *Strategy, Guidance and Counseling, Character, Leadership, Santri, Boarding School.*

## INTRODUCTION

Islamic boarding school is one of the dominant factors in influencing, encouraging, controlling, changing, fostering, and shaping the behaviour of *santri*, because the change in *santri* behaviour is the result of a planned education process (Jalaludin Rahmat, 2008); (Junaidi, 2016). Attitudes, examples, deeds, and everything that is seen heard, done, and done is considered good by the *santri* to seep in deeply in his heart and the impact sometimes exceeds the influence of his parents at home (Kadir, 2012). The attitudes and behaviours displayed by the teachers at the Islamic Boarding School are basically one part of education (Sagala, 2015). Education is an attempt to change the mindset, attitude and behaviour of students, from negative to positive (Susanto and Muzakki, 2016). These changes can be observed in everyday life, to the extent that a person is able to think, behave, and behave positively in solving life's problems, and his presence is able to provide as much benefit as possible to humans. He not only lives, but lives, moves, and moves, fights, and fights (Rahmawati, 2017).

In relation to the formation of *santri* leadership character in Pondok Modern Darussalam Gontor, the mindset, attitude and behaviour in question are patterns that are coloured by the soul and philosophy of life, teachings, systems, activities, and disciplines at Pondok Modern Darussalam Gontor (Mardiyah, 2012); (Susanto, 2016). Thus, students who are educated and fostered are fighters who are ready to sacrifice for the continuation of

the hut and the establishment of the religion of Allah SWT. And this is also meant by the mental education and character of the Islamic boarding school, which gave birth to a superior generation, leader of the people as well as educators and fighters (Fatimah, 2018). Since its inception, Pondok Modern Darussalam Gontor, has laid the foundation of belief, that the core of education is to instill noble character or mental character that comes from the true aqeedah and straight sharia. Therefore, with this aqeedah foundation, the process of forming the character of the *santri* leadership can run strong and strong.

In the reality of social life, the role and function of a leader are very important in the success of any joint effort. This can be witnessed in various social institutions, both political, economic, social, religious, and educational. The nurturing of the *santri* as an extension of the leadership of the Islamic boarding school, is given authority in managing the life of the *santri* for 24 hours and is also responsible for the successes and failures in the process of forming the character of *santri* leadership in Pondok Modern Darussalam Gontor. The nurturing of *santri* in educating and nurturing the *santri* leadership character treats them as important, valuable and respectable people, no longer as ordinary people. For this reason, the pattern of education at Pondok Modern Darussalam Gontor refers to the pattern of forming leadership characters that are very different from education in general.

Researchers argue that the role of Islamic boarding schools in forming the character of the leadership of students becomes a necessity for boarding schools who want progress and success (Mutholib, 2018). Islamic boarding schools that are consistent in shaping the lead character of their students are able to make quality Islamic boarding schools and graduates needed in the community (Wahyudi, 2018). Thus, concrete efforts and the role of parenting *santri* are needed to be able to place the process of forming the character of *santri* leadership as a priority in the education program at Islamic Boarding Schools. the care of students has the task to meet the needs of students, both spiritual, intellectual, moral, aesthetic, and responsibility (Syamsul Rizal, 2002).

Another reason, the process of forming the character of *santri* leadership by nurturing students, carried out with a pattern of life for 24 hours, it is intended to foster, direct, and control the attitudes, behavior, and personality of students in accordance with Islamic personality. Although it cannot be denied that life in Islamic boarding schools is very much determined by the role of a leader, in terms of the process of forming leadership characteristics for students, led by the care of students, because as leaders in the process, the care of students has a direct relationship with the implementation of the leadership character of students in Pondok Modern Darussalam Gontor, and has full authority and responsibility in the implementation of all activities in the Boarding School environment.

Therefore, the strategy of forming the character of *santri* leadership in Pondok Modern Darussalam Gontor Ponorogo, is very interesting to study.

## METHOD

The method in this study uses a qualitative method approach aimed at finding more detailed information about students' nurturing strategies in shaping the character of *santri* leadership in Pondok Modern Darussalam Gontor Ponorogo. In data collection techniques, researchers used interview techniques and observation. Data sources in the field include Senior Teacher, Parenting Care. Data to be collected in this study include the purpose of forming the character of *santri* leadership, steps in forming the character of *santri* leadership and measuring the success of the process of forming the character of *santri* leadership in Pondok Modern Darussalam Gontor. Data analysis was performed using data reduction, data display, and verification. Meanwhile, to see the credibility of the data using triangulation techniques, member checking and referential adequacy.

## FINDINGS RESEARCH

The formation of *santri* leadership character in Pondok Modern Darussalam Gontor, in essence, is a training tool for students to become leaders in the future and is also expected to be able to improve their skills and life skills, so that later the results of this formation, can give birth to skilled and capable personalities, who have greater confidence. The purpose of forming the character of the leadership of students in Pondok Modern Darussalam Gontor, explained in the following points:

1. *Santri* is able to shape the character of leadership in itself, which in forming the character of leadership of students through the process of education and teaching which is carried out for 24 hours, which is reflected in institutional management, orientation, systems, and education curriculum, to the activities within a cottage.
2. Students are able to be confident in their abilities and potential, which in building students' confidence, not only by directing but also through assignments in various activities, because by directing and assigning them to make them strong, skilled and trained.
3. *Santri* are able to have a directed mindset in choosing their life goals, wherein educating students they must be delivered repeatedly and even have to be delivered ping sewu about the modern boarding school so that students come to understand and understand so as to form their mindset in choosing their life goals.
4. *Santri* are able to build dynamic attitudes and behaviors, which in order to foster dynamic attitudes and behaviors in students themselves, they must be familiarized with many activities. That way, the students' movements and steps in participating in the activities will be trained quickly. The dynamics of this activity, will clarify who is

creative, innovative, and productive.

Based on the description above, it can be understood that the purpose of forming the character of *santri* leadership in Pondok Modern Darussalam Gontor, is an attempt to change the mindset, attitudes, and behaviour of students, from negative to positive. These changes can be seen and observed in daily life, to the extent that students are able to change their thinking patterns, behave, and behave in solving various problems. In relation, the goal of forming the leadership characteristics of students in Pondok Modern Darussalam Gontor that has been determined, certainly can not be separated from some of the strategies in its formation.

The formation of *santri* leadership character in Pondok Modern Darussalam Gontor, in general the aim is for the *santri* to be smart in life, based on the values and philosophy of pondok education, and also in accordance with the five souls of the cottage, which in these five souls is sincerity, simplicity, ukhuwah Islam, and freedom, and of course to make the students themselves have a leadership spirit (Ikhwan, Oktio Frenki, & Rohmad, 2019). These objectives will not be implemented properly without the steps in the process of its formation. The steps in the process of forming the character of leadership of students in Pondok Modern Darussalam Gontor, including the following:

1. Giving direction before carrying out various activities is absolute and very important. The direction to the students in the process of forming the character of the leadership of the students given by the Caretakers of the Pondok in this case the Care of the *Santri*, continued by the teachers, musyrif, mudabbir, flowing quickly, so that the transformation process towards the direction given will run efficiently and effectively. So the direction in forming the character of the leadership of students, is very important, where in this direction there are values and philosophy of life to students in various daily lives.
2. Train with life training for students, so that they can be skilled and competent in behaving and responding to this life, have broad insight, and experience. With the training provided to students, they are expected to build skills in behaving and responding to this life, having sincerity, simplicity, Islamic brotherhood, freedom, and independence, as well as broad insights, both knowledge insights, experiences, thoughts, and leadership.
3. Assignment is an effort given by the *Santri* Caregiving in the framework of strengthening and developing oneself for the students, so whoever gets a lot of assignments in various activities, it is he who will be strong and skilled in solving various problems of life.
4. Familiarize students with all activities, because education is refraction, then all life arrangements in Pondok Modern Darussalam Gontor in

the process of forming the character of student leadership, often begins with coercion, but over time students will become accustomed, and embedded in improving themselves.

5. Guarding all *santri* activities is an activity carried out by nurturing *santri* by providing guidance and assistance in various forms of *santri* life activities.

In addition to a number of strategies in the process of shaping the character of the *santri* leadership that has been described above, the nurturing of the *santri* also uses several patterns, which are deliberately arranged and designed to support the process of shaping the character of the *santri* leadership. According to the teachings of Pondok Modern Darussalam Gontor, education is broader than teaching, educational orientation leads to the formation of thought patterns, attitudes and behavior patterns, while teaching orientation is more academic in nature. Then the measure of the success of the process of forming the character of the leadership of students in Pondok Darussalam Darussalam Gontor carried out by the Care of *Santri* is not the same as the measure of teaching or academic success. The benchmarks of success in the process of forming the character of leadership of students in Pondok Modern Darussalam Gontor, among others:

1. Test with problems, so that students are able to solve them well. This ability can be achieved with sincerity and hard work, and has a high determination. This testing process can be done by testing students with punishment.
2. Test to decide the choices that are in front of him, so that students have the courage and courage to make choices in all life processes. This can be done by seeing how the students behave and determine their choices when faced with a schedule that has been determined by the board.
3. Testing to be ready to sacrifice, so that students have the readiness to sacrifice both energy, mind, and wealth in facing all challenges in life in the future. The application can be done by giving understanding to students about how to sacrifice and sacrifice, of course, through the media briefing conducted by the management and supervisor.
4. Test to be firm in attitude, both in learning, working and thinking, for yourself and with others. In this case what can be done to test the firmness of students in their attitude is to provide them with activities which require joint decisions.
5. Test to evaluate themselves, so that students are able to evaluate the shortcomings, and strengths that exist in themselves, so they are not repeated in the future. The thing that can be done is by conducting a briefing of evaluation activities with students who are identical from the management or supervisor, by calling several students to be invited to interact and give their opinions about activities or programs to be

evaluated. In addition, we can call on students who have made mistakes or violated discipline, in addition to providing punishment, we also give them time to be able to convey the mistakes made and acknowledge them and evaluate themselves so that these mistakes do not recur.

## DISCUSSION

Strategy is war strategy, war tactics, careful planning of activities to achieve specific targets (Indonesian Complete Dictionary, 1998). Strategy can be interpreted as an overall plan regarding the use of resources to create a favorable position (Jacob and Vico Hisbanarto, 2014). Leadership is a process of influencing an organization in achieving its goals (Nindiantika, 2019). Leadership broadly covers the process, influences the process of determining the organization, motivates the behavior of members to achieve goals, influences to improve the quality of the group or its culture (Permadani, et al, 2018).

*Pengasuhan santri* is an extension of the leadership of the Islamic Boarding School, and is a leader in non-academic activities in the Islamic Boarding School (Hernandeni, 2018). The word leader himself, contains the sense of directing, fostering or regulating, guiding and also showing responsibility both physically and spiritually to the success of work activities led (Daryanto, 2011). While Asep Suryana and Suryadi said that leadership is a series of structuring activities in the form of the ability to influence the behavior of others in certain situations to be willing to work together to achieve the goals set (Suryana and Suryadi, 2009); (Ikhwan, 2016).

According to Hasan Basri, leadership is the nature of a leader, meaning the elements found in a leader in carrying out his duties and obligations (Basri, 2014), and realizing his vision and mission in leading subordinates, the community in a social environment, organization, or the State (Sutapa dan Utari, 2017). Leadership is the effort of a leader in influencing others so that work programs and tasks run in accordance with the expected and achieved goals efficiently and effectively (Ikhwan, 2017). Meanwhile, according to George R. Tery argued that leadership is an activity influencing people to try to achieve group goals voluntarily (Sulhan and Soim, 2013); (Sidiq, 2019).

So, leadership can be interpreted the ability of a leader in influencing staff and members in achieving predetermined goals. In Islamic boarding schools, the leadership of *santri* parenting as an extension of the leadership of Islamic boarding schools in leading student activities for 24 hours, is very influential on the success of Islamic boarding schools, because parenting *santri* occupies a strategic position and has the right to make decisions and take full responsibility for decisions that have been taken..

Mulyasa defines the care of students as a functional teacher who is given the task to lead the activities of students for 24 hours where teaching

and learning processes are held, or where interactions occur between teachers who provide education and teaching and students who receive lessons (Mulyasa, 2012). Hamdan Dimiyati, parenting students are teachers who have the ability to lead all the resources that exist in a boarding school, so it can be utilized. So the care of students is a leader who has a special role and task to manage activities for 24 hours at the boarding school (Dimiyati, 2014).

The *santri* parenting strategy is a plan that has been formulated by parenting *santri* in pondok pesantren to carry out their duties and provide motivation and encouragement to their *santri* to work together in realizing the educational goals to be achieved in the pesantren cottage. The *santri* nurturing strategy in shaping the *santri* leadership character is the basis of every business which includes three things:

1. Identification and determination of specifications of the qualification objectives to be achieved by taking into account and considering the aspirations of the people who need them;
2. Consideration and determination of the steps taken from the initial point of implementation to the end point of achieving the goal;
3. Consideration and determination of benchmarks to measure the level of success in accordance with the objectives being targeted (Newman and Logan, 1971).

Based on the results of the study, researchers found that the strategy of nurturing *santri* in forming the character of *santri* leadership in Islamic boarding schools, was in line with the leadership strategies of Newman and Logan, covering the following:

1. There are clear objectives in the process of forming the character of leadership of students, namely: *Santri* is able to shape the character of leadership in itself; students are able to be confident in their abilities and potential; students are able to have a directed mindset in choosing their life goals; and *santri* are able to build dynamic attitudes and behavior.
2. Determine the steps in the process of forming the character of leadership of students in Islamic boarding schools, including the following: giving direction; train with exercises; give assignments; familiarize students with all activities; and oversee all student activities.
3. Establishing benchmarks of success in the process of forming the character of student leadership in Islamic boarding schools, namely: testing with problems; test to make a choice; test to be ready to sacrifice; test to be firm in attitude; and test to evaluate yourself.

## CONCLUSION

The conclusions in the study of the strategy of forming the character



of leadership of students in Islamic boarding schools, are as follows: In shaping the character of leadership of students, Islamic boarding schools already have a directed goal, while the aim is a) students are able to shape the character of leadership in themselves; b) students are able to be confident in their abilities and potential; c) students are able to have a directed mindset in choosing their life goals; and d) students are able to build dynamic attitudes and behavior. The nurturing of the *santri* as an extension of the leadership of the Islamic boarding school and the leader in the activities of the *santri* for 24 hours, has been able to devise a strategy in shaping the character of the *santri* leadership with the following steps, direction; training; assignment; refraction; and escort, and In addition to making steps in shaping the character of *santri* leadership, the nurturing of the *santri* has also set benchmarks of success in the process of forming the *santri* leadership character, namely: a) testing with problems; b) test to make a choice; c) test to be ready to sacrifice; d) test to be firm in attitude; and e) testing to evaluate yourself.

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