

COLLECTIVE LEADERSHIP IN ISLAMIC BOARDING SCHOOLS: A MULTI-SITE STUDY AT SUMBER PAYUNG AL AFIQI, AL HASYIMI, BABUSSALAM, AS SYUKRI, AND ATTABRANI

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Abstract

The Sumber Payung Ganding Sumenep Islamic Boarding School consists of five branches: Al Afiqi, Al Hasyimi, Babussalam, As Syukri, and Attabrani. However, the lack of understanding regarding internal and external dynamics affects the effectiveness of collaboration among leaders. This study aims to examine the leadership model, leadership functions, and collective leadership characteristics at Sumber Payung Islamic Boarding School. The approach used is qualitative, with data collection through interviews, observations, and documentation. The research findings show that, first, Sumber Payung Islamic Boarding School implements a collective leadership model based on consensus, with variations in implementation across the branches. Second, leadership functions to enhance transparency, resolution accuracy, and more effective conflict management across all branches of the boarding school. Third, the characteristics of collective leadership vary according to the organizational structure and the involvement of leaders, with some branches demonstrating higher effectiveness due to structured management and strong external collaboration. The benefits of this study can provide insights into the application of collective leadership in improving the management of Islamic boarding schools more effectively.

Keywords: Supervision, IHT, ICT, Teachers, Learning

Abstrak

Pondok Pesantren Sumber Payung Ganding Sumenep terdiri dari lima cabang, yaitu Al Afiqi, Al Hasyimi, Babussalam, As Syukri, dan Attabrani. Namun kurangnya pemahaman tentang dinamika internal dan eksternal mempengaruhi efektivitas kolaborasi antara pemimpin. Penelitian ini bertujuan untuk mengkaji model kepemimpinan, fungsi kepemimpinan, dan karakteristik kepemimpinan kolektif di Pondok Pesantren Sumber Payung. Pendekatan yang digunakan adalah kualitatif dengan pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa pertama, Pondok Pesantren Sumber Payung menerapkan model kepemimpinan kolektif berbasis musyawarah mufakat dengan variasi implementasi antar cabang. Kedua, kepemimpinan berfungsi untuk meningkatkan transparansi, akurasi resolusi, dan pengelolaan konflik yang lebih efektif di seluruh cabang pesantren. Ketiga, karakteristik kepemimpinan kolektif bervariasi sesuai dengan struktur organisasi dan keterlibatan pemimpin, dengan beberapa cabang menunjukkan efektivitas lebih tinggi berkat manajemen yang terstruktur dan kolaborasi eksternal yang kuat. Manfaat penelitian ini dapat memberikan wawasan tentang penerapan kepemimpinan kolektif dalam meningkatkan pengelolaan pesantren yang lebih efektif.

Kata Kunci : Supervisi, IHT, TIK, Guru, Pembelajaran

INTRODUCTION

The pesantren, as the oldest Islamic educational institution in Indonesia, plays a very important role in shaping the future leaders of society. Leadership in pesantren is often associated with the role of the Kiai or the pesantren leader, who holds significant authority in managing all aspects of pesantren life.¹ However, in practice, many pesantren implement collective leadership, involving collaboration between the Kiai, caretakers, and other pesantren administrators. This is often driven by the complexity of the challenges faced by the pesantren, including managerial, educational, and social issues.² Although collective leadership is becoming increasingly popular, many aspects of how this model is effectively implemented in the pesantren context are not yet fully understood. Several previous studies have highlighted various aspects of leadership in pesantren,³ However, there has been limited exploration of how collective leadership patterns develop in pesantren environments, each with its unique characteristics and challenges. Therefore, it is important to conduct further studies on collective leadership in Islamic boarding schools across different locations to uncover variations in practices and the challenges they face.

The success in managing an Islamic boarding school does not solely depend on an individual leader, but also on the leadership system that is implemented collectively.⁴ The concept of collective leadership in the context of pesantren refers to the distribution of tasks, responsibilities, and authority among several individuals within an institution.⁵ This study aims to explore the practice of collective leadership in several Islamic boarding schools in the Sumber Payung area, namely Al Afiqi, Al Hasyimi, Babussalam, As Syukri, and Attabrani. The Sumber Payung Islamic boarding schools are divided into several regions, each with a different leader, although these schools were initially founded by a single caretaker. These Islamic boarding schools adhere to the Ahlussunnah Wal Jamaah perspective as a foundational principle.⁶ Additionally, the leadership style that has been applied until now still uses collective leadership, though the forms, characteristics, and organizational structures are slightly different. This study will provide a deeper understanding of the dynamics of leadership in pesantren organizations that are traditionally oriented yet face the demands of modernization.

Based on previous research, there is a growing understanding that leadership in Indonesian pesantren is generally still centralized around the role of the Kiai. The Kiai

¹ Hilmi Qosim Mubah, "MANAJEMEN PEMBELAJARAN PONDOK PESANTREN DALAM MEWUJUDKAN PEMAHAMAN SANTRI TERHADAP KITAB KUNING," *Re-JIEM (Research Journal of Islamic Education Management)* 4, no. 2 (December 1, 2021): 137–53, <https://doi.org/10.19105/re-jiem.v4i2.5347>.

² Pamela Nilan and Carles Feixa, *Youth Leadership and Islamic Education in Indonesia* (Londo: Routledge, 2018).

³ Zamakhsyari Dhofier, *Tradisi Pesantren: Studi Tentang Pandangan Hidup Kiai* (Jakarta: LP3ES, 2019).

⁴ Robin Bush, *Islam and Democracy in Indonesia: Tolerance without Liberalism* (Cambridge: Cambridge University Press, 2019).

⁵ Azyumardi Azra, *Pendidikan Islam: Tradisi Dan Modernisasi Di Tengah Tantangan Globalisasi* (Jakarta: Kencana, 2020).

⁶ Muhammad Safebriyansyah and Ahmad Munir, "FUNGSI KEPEMIMPINAN KOLEKTIF KIAI DALAM MENINGKATKAN KUALITAS PENDIDIKAN (Studi Kasus Di Pondok Pesantren Thoriqul Huda Ponorogo)," *Excelencia: Journal of Islamic Education & Management* 1, no. 01 (July 13, 2021): 55–64, <https://doi.org/10.21154/excelencia.v1i01.113>.

functions as both the spiritual and managerial leader in overseeing the daily activities of the pesantren. On the other hand, some studies have shown a transformation in the leadership structure of pesantren, involving multiple parties in decision-making and management. Research conducted by Atiqullah indicates that the emergence of collective leadership in pesantren is seen as a joint effort to occupy new positions as a social demand from the community.⁷ Additionally, research by Safebriyansyah reveals that the implementation of collective leadership in modern pesantren can enhance the quality of pesantren management.⁸ Other studies by Qolbi Khoiri found that the management of pesantren involving many parties can be more responsive to the needs of students and the surrounding community.⁹ Dewi Pramitha also emphasizes that collective leadership can strengthen the sustainability of pesantren in managing resources.¹⁰ Dedy Mardiansyah, et al. highlight the importance of collaboration between the Kiai and pesantren administrators in developing a curriculum relevant to the needs of modern society.¹¹ Muhammad Hasan, in his research on collective leadership in Islamic education, states that decision-making together can enrich the educational policies implemented.¹² Zuhdiyyah, in her research on pesantren management in the digital era, states that the changes occurring in information technology require adaptations in the leadership models of pesantren.¹³ Trio Dika Kurniawan, et al., observe the importance of team-based leadership in pesantren organizations to improve management effectiveness.¹⁴ Jasmadi, et al., focus on collaboration between various parties within the pesantren to support the

⁷ Atiqullah Atiqullah, "VARIAN KEPEMIMPINAN KOLEKTIF PONDOK PESANTREN DI JAWA TIMUR," *KARSA Journal of Social and Islamic Culture*, July 10, 2012, 21–42, <https://doi.org/10.19105/karsa.v20i1.51>.

⁸ M. SAFEBRIYANSYAH M. SAFEBRIYANSYAH, "Kepemimpinan Kolektif Kiai Dalam Meningkatkan Kualitas Pendidikan (Studi Kasus Di Pondok Pesantren Thoriqul Huda Babadan Ponorogo)" (masters, IAIN Ponorogo, 2021), <https://theses.iainponorogo.ac.id/15342/>.

⁹ Qolbi Khoiri, "PENGUATAN KELEMBAGAAN PESANTREN DI PROVINSI BENGKULU (Analisis Partisipasi Dan Kontribusi Masyarakat)," *Potret Pemikiran* 24, no. 1 (June 26, 2020): 1–11, <https://doi.org/10.30984/pp.v24i1.1041>.

¹⁰ Devi Pramitha, "REVITALISASI KEPEMIMPINAN KOLEKTIF-KOLEGIAL DALAM MEMBANGUN EFEKTIFITAS KOMUNIKASI ORGANISASI PESANTREN (STUDI INTERAKSIONISME SIMBOLIK DI PONDOK PESANTREN JOMBANG)," *Evaluasi: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (March 7, 2020): 45–69, <https://doi.org/10.32478/evaluasi.v4i1.355>.

¹¹ Dedy Mardiansyah et al., "Pengembangan Kurikulum Pembelajaran Kitab Kuning: Strategi Transformatif Model Pondok Pesantren Nurul Huda Sukaraja," *Al-I'tibar : Jurnal Pendidikan Islam* 11, no. 3 (October 9, 2024): 203–10, <https://doi.org/10.30599/jpia.v11i3.3579>.

¹² Muhammad Hasan, "INOVASI DAN MODERNISASI PENDIDIKAN PONDOK PESANTREN," *KARSA Journal of Social and Islamic Culture* 23, no. 2 (December 1, 2015): 296–306, <https://doi.org/10.19105/karsa.v23i2.728>.

¹³ Zuhdiyyah Zuhdiyyah, "RESPON YAYASAN PESANTREN TERHADAP GLOBALISASI: Studi Kasus Yayasan Hasyim Asy'ari Tebuireng Jombang Jawa Timur," *Tadrib: Jurnal Pendidikan Agama Islam* 1, no. 1 (2015): 99–117.

¹⁴ Trio Dika Kurniawan et al., "STRATEGI KEPEMIMPINAN DALAM MEMBENTUK PERILAKU ORGANISASI YANG EFEKTIF DI PONDOK PESANTREN TANWIRUL QULUB," *Didaktik : Jurnal Ilmiah PGSD STKIP Subang* 9, no. 5 (December 25, 2023): 3309–26, <https://doi.org/10.36989/didaktik.v9i5.2263>.

development of educational programs,¹⁵ Mawardi Lubis investigates the implementation of collective leadership in pesantren with a focus on the contribution of young Kiai in advancing pesantren management.¹⁶

However, despite the understanding of the importance of collective leadership, little is known about how this model is implemented in the Islamic boarding schools in Sumber Payung, which have unique characteristics and challenges. The differences in leadership styles between one Islamic boarding school and another have not been fully revealed. There has been no research specifically discussing the implementation of collective leadership in Islamic boarding schools that have different traditions and cultures, such as those found in Al Afiqi, Al Hasyimi, Babussalam, As Syukri, and Attabrani. Therefore, this study is expected to fill this gap and provide a more comprehensive picture of the practice of collective leadership in Islamic boarding schools.

The title of this research, "Collective Leadership in Islamic Boarding Schools: A Multi-Site Study at Sumber Payung Al Afiqi, Al Hasyimi, Babussalam, As Syukri, and Attabrani," reflects the need to gain a deeper understanding of the implementation of collective leadership in pesantren. Collective leadership is not only a managerial strategy but also a necessity for addressing the complex challenges faced by pesantren in the modern era. With the increasing pressures of modernization, pesantren need to develop more adaptive and collaborative approaches.

The benefits of this research are highly relevant to two main aspects: academic and practical. Academically, this study provides an important contribution to the development of literature on collective leadership, particularly in the context of pesantren. Practically, the findings of this research can serve as a reference for other pesantren administrators who wish to implement a more effective model of collective leadership. This study also helps identify opportunities and challenges in leadership collaboration, which can enhance the quality of pesantren management.

This research adopts a multi-site study approach across five different pesantren in Sumber Payung, a topic that has not been extensively discussed in the existing literature. This study will also explore how the interaction between the Kiai, caretakers, and pesantren administrators shapes effective collective leadership in addressing the challenges of pesantren modernization. The research will not only examine leadership from an organizational structure perspective but also from the social and cultural aspects of the pesantren, which form the basis of collective leadership practices. Therefore, this study is expected to contribute to the development of collective leadership theory in pesantren, as well as provide practical recommendations for pesantren administrators to enhance the quality of management and education in pesantren in an ever-evolving era.

METHOD

This research employs a qualitative approach with a multi-site case study design,

¹⁵ Jasmadi, Adnin As, and Muhammad Yusuf Zulkifli, "Pendekatan Interdisipliner Dalam Studi Islam Kontemporer: Pengembangan Kolaborasi Antara Ulama Dan Intelektual Muslim," *Jurnal Iktibar Nusantara* 3, no. 1 (September 4, 2024): 139–50, <https://doi.org/10.62901/j-ikhsan.v3i1.119>.

¹⁶ Mawardi Lubis, "THE PESANTREN EDUCATIONAL MANAGEMENT AND BUILDING RELIGIOUS ISLAMIC GENERATION," *Nuansa : Jurnal Studi Islam Dan Kemasyarakatan* 8, no. 2 (December 14, 2015), <https://doi.org/10.29300/nuansa.v8i2.390>.

as proposed by Robert K. Yin.¹⁷ This approach is suitable for deeply exploring the phenomenon of collective leadership occurring in various pesantren while considering the local context of each. In data collection, this study utilizes three main techniques: semi-structured interviews, participatory observation, and document analysis.¹⁸ Data is gathered from five pesantren selected purposively based on criteria relevant to the topic of collective leadership. Interviews are conducted with pesantren caretakers, administrators, and students, while observation is carried out to capture the dynamics of leadership directly in the daily life of the pesantren. Document analysis is performed to complement the data regarding internal policies of the pesantren related to leadership management.¹⁹

Data analysis is conducted in two stages, according to the procedure outlined by Yin.²⁰ The first stage is single-site analysis, which aims to understand the characteristics of collective leadership in each pesantren individually. The second stage is cross-site analysis, which seeks to identify common patterns and themes related to collective leadership across all research locations. This approach allows the researcher to draw broader conclusions about the phenomenon of collective leadership in various pesantren.

RESULT AND DISCUSSION

The perspective of collective-collegial leadership applied in Islamic boarding schools reflects a leadership system that involves collaboration among the scholars (senior kiai council), consisting of the senior kiai members, in managing and leading the pesantren. This leadership is based on a kinship line, where pesantren leaders are connected through blood relations, thereby strengthening the social and cultural bonds among them. This collective-collegial leadership model not only demonstrates the importance of shared roles but also emphasizes the significance of consultation and consensus in decision-making. In this context, the application of collective-collegial leadership principles aligns with modern leadership theories, which emphasize teamwork, active participation, and empowerment of every member of the organization. Therefore, this system can serve as a relevant and effective model for addressing the challenges of leadership in an increasingly complex era.

Leadership Model

The Sumber Payung Islamic Boarding School has five branches: Al Afiqi Sumber Payung Islamic Boarding School, Al Hasyimi Sumber Payung Islamic Boarding School, Babussalam Sumber Payung Islamic Boarding School, As Syukri Sumber Payung Islamic Boarding School, and Attabrani Sumber Payung Islamic Boarding School. Each of these institutions has different characteristics and approaches to implementing the collective leadership model. Although, in general, all five institutions adopt the principle of deliberation and consensus as the basis for decision-making, the differences in their implementation are quite significant, both in organizational structure, management systems, and ways of collaborating with external parties.

¹⁷ Robert K. Yin, *Case Study Research: Design and Methods* (Los Angeles: Sage Publications, 2018).

¹⁸ Kuntowijoyo, *Metodologi Penelitian Sosial Dan Pendidikan* (Yogyakarta: Tiara Wacana, 2020).

¹⁹ Muhammad Ali, *Manajemen Pesantren Dan Penerapan Kepemimpinan* (Surabaya: Pustaka Pelajar, 2021).

²⁰ Robert K. Yin, *Applications of Case Study Research* (Los Angeles: Sage Publications, 2012).

The collective leadership referred to here involves all planning, implementation, management, and accountability carried out collectively to achieve the desired goals and objectives. The deliberation process employed is deliberation for consensus, meaning it is based on mutual agreement. The leadership model implemented at Sumber Payung Islamic Boarding School is collective. In this context, the scholar unites their vision and mission to develop the Islamic boarding school. The application of collective leadership at Sumber Payung Islamic Boarding School has been in place since the establishment of the parent boarding school. Although there are now four branches, the implementation of this collective leadership model has become a solution to various issues occurring across all areas of the Islamic boarding school. This model of collective leadership has indeed worked well in this institution.

At Sumber Payung Islamic Boarding School, each boarding school has different programs, and each *Madrasah Diniyah* operates individually, meaning that each has its own *Madrasah Diniyah*. However, the formal school system remains unified or integrated. In addition to implementing collective leadership across regions, one branch or region, namely Sumber Payung As Syukri Islamic Boarding School, also implements its collective leadership model within its internal structure. This Islamic boarding school has established both internal and external committees. As a result, Sumber Payung As Syukri Islamic Boarding School is more active in collaborating with various institutions and handling internal issues more effectively. Meanwhile, other regions do not implement internal leadership and continue to rely on regional leadership under the Sumber Payung Foundation.

Broadly speaking, the collective leadership model at Sumber Payung Islamic Boarding School involves all parties in planning, implementation, management, and accountability to achieve the established goals and objectives. The principle of deliberation for consensus, meaning decisions are made based on mutual agreement, serves as the main foundation in the decision-making process at each branch of the pesantren. At the parent Sumber Payung Islamic Boarding School, this collective leadership approach has been effectively implemented since its establishment. Even with the expansion of the pesantren to several branches, this model remains a solution for managing the various dynamics that arise in each region.

However, despite similarities in the fundamental principles of collective leadership, the implementation of this model in each branch exhibits interesting variations. At Sumber Payung Islamic Boarding School, pesantren programs are distinguished between individually managed *Madrasah Diniyah* and a unified formal school system. This creates management challenges, as the formal structure remains unified, but the *Madrasah Diniyah* in each branch operates independently. Nevertheless, the core principle of collective leadership is steadfastly upheld, emphasizing mutual agreement in achieving shared goals.

In certain branches, such as the Sumber Payung As Syukri Islamic Boarding School, the implementation of collective leadership is more structured through the establishment of internal and external committees. These committees play a crucial role in strengthening relationships with external institutions and enhancing coordination effectiveness across regions. For instance, the Sumber Payung As Syukri Islamic Boarding School is more actively engaged in collaborating with various external organizations, enabling the pesantren to respond more effectively to emerging issues,

such as fund management and curriculum development. The formation of these committees strengthens the involvement of various stakeholders in decision-making, accelerates responses to existing challenges, and creates broader networks to support the pesantren's development.

In contrast, at other branches such as the Sumber Payung Al Afiqi Islamic Boarding School and the Sumber Payung Babussalam Islamic Boarding School, although the principles of collective leadership are still upheld, the internal management structure tends to be simpler and less organized in the form of committees like those in As Syukri. Leadership focuses more on interregional coordination under the Sumber Payung Foundation without a formal structure regulating inter-branch relations in detail. This makes collaboration between branches more reliant on direct communication among the pesantren leaders.

The implementation of collective leadership at Pondok Pesantren Sumber Payung, which involves various branches with unique characteristics, shares many similarities with the concepts discussed in participative and democratic leadership theories in scholarly studies. According to several studies, the collective leadership model in pesantren organizations tends toward an impersonal approach. Without diminishing the role of the scholar as the highest leader, the leadership aligns with a collective pattern, adhering to the hierarchical structure of a foundation-based organization.²¹ These findings are also consistent with the research of Muhammad Rizkoni Salis, which highlights that democratic leadership founded on deliberation and consensus fosters synergy between leaders and organizational members.²²

At Islamic boarding school Sumber Payung, the implementation of this model provides space for all parties, including leaders and administrators, to actively participate in formulating policies and managing the boarding school's operations. This aligns with the concept of participative leadership, which, according to research by Endang Komara et al., emphasizes the involvement of all organizational elements in decision-making, fostering a sense of ownership and responsibility for the organization's success.²³ For instance, at the Islamic boarding school Sumber Payung As Syukri, the presence of internal and external committees reflects the application of leadership theories that stress the importance of collaboration and communication between the institution and external parties to achieve broader goals. This also supports the findings of Rahma Nanda Nur Azizah,²⁴ who highlighted that external collaboration is crucial in addressing challenges faced by Islamic educational institutions, particularly in managing resources and

²¹ Devi Pramitha, "KEPEMIMPINAN KOLEKTIF DI PONDOK PESANTREN (STUDI MULTISITUS DI PP. TEBUIRENG JOMBANG, PP. BAHRUL ULUM TAMBAKBERAS JOMBANG DAN PP. MAMBAUL MA'ARIF DENANYAR JOMBANG)," *J-PAI: Jurnal Pendidikan Agama Islam* 4, no. 2 (June 16, 2018), <https://doi.org/10.18860/jpai.v4i2.6257>.

²² Muhammad Rizkoni Salis, "GAYA KEPEMIMPINAN DEMOKRATIS KH. BHAUDIN DALAM MENGEMBANGKAN PEMAHAMAN SHALAT BERJAMAAH MAJELIS TAKLIM PONDOK PESANTREN AR-RAHMAH," *Ta dib Jurnal Pendidikan Islam* 10, no. 2 (November 2, 2021): 158–67, <https://doi.org/10.29313/tjpi.v10i2.8517>.

²³ Endang Komara et al., "Implementasi Kepemimpinan Partisipatif Dalam Manajemen Pendidikan Anak Usia Dini Di TK Radhi Ibrahim Nurfadilah (RIN) Baleendah," *Jurnal Ilmiah Mandala Education* 9, no. 3 (August 1, 2023): 1567–71, <https://doi.org/10.58258/jime.v9i3.5205>.

²⁴ Rahma Nanda Nur Azizah, "Krisis Pembentukan Sumber Daya Manusia Di Pesantren: Mengatasi Kesenjangan Kualitas Di Era Digital Melalui Solusi Adaptif," *An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan)* 3, no. 6 (November 18, 2024): 392–406.

developing curricula.

However, the implementation of collective leadership in several branches of the Islamic boarding school reveals certain weaknesses, particularly in coordination and decision-making effectiveness. This aligns with findings from a study by Bela Safitri and Nendi Sahrul Mujahid, which highlighted that the absence of a formal structure in an organization can hinder coordination among involved parties, thereby reducing the efficiency of managing the boarding school.²⁵ At the Islamic boarding school Sumber Payung, some branches lack a strong formal structure, such as the Islamic boarding school Sumber Payung Al Afiqi, which faces difficulties in coordinating actions between branches. Consequently, there is often a need for managerial system improvements to enhance their effectiveness.

This finding is also relevant to the research conducted by Ratu Amalia Hayani et al., who discovered that the implementation of collective leadership in educational organizations requires support from a system that can quickly respond to both external and internal challenges.²⁶ At the Islamic boarding school Sumber Payung, as seen at the Islamic boarding school As Syukri, the implementation of internal and external committees has proven to have a positive impact on collaboration and response to issues, such as improving the quality of education and meeting resource needs. These committees strengthen the relationship between the Islamic boarding school and external institutions, allowing the school to adapt to changing times, including in terms of the digitalization of education.

The implementation of collective leadership at the Islamic boarding school Sumber Payung shares similarities with existing leadership theories, particularly in the context of transparency, accountability, and collaboration. However, differences in organizational structure and internal management at each branch significantly impact the effectiveness of its implementation. Therefore, this study recommends that each branch of the Islamic boarding school consider adopting a clearer formal structure and developing more efficient mechanisms to improve coordination between branches and strengthen relationships with external parties. The application of the collective leadership model at the Islamic boarding school Sumber Payung shows considerable variation between its branches. Differences in organizational structure, management systems, and collaboration with external parties affect the effectiveness of collective leadership at each branch. Based on these findings, the development of more structured and formal collective leadership, as applied at the Islamic boarding school Sumber Payung As Syukri, could serve as a more effective model for other branches. Further research is needed to identify the factors that influence the success or failure of the collective leadership model implementation at this Islamic boarding school.

Functions of Collective Leadership

The leadership at the Islamic boarding school today no longer follows a singular leadership model, and the organization has been restructured into a foundation. With this

²⁵ Bela Safitri and Nendi Sahrul Mujahid, "Komunikasi Efektif Dalam Organisasi," *Cendekia Inovatif Dan Berbudaya* 1, no. 3 (January 29, 2024): 309–16, <https://doi.org/10.59996/cendib.v1i3.318>.

²⁶ Ratu Amalia Hayani et al., "EFEKTIVITAS KEPEMIMPINAN DALAM MANAJEMEN PENDIDIKAN ISLAM," *Jurnal Ilmiah Edukatif* 10, no. 2 (October 19, 2024): 136–48, <https://doi.org/10.37567/jie.v10i2.3272>.

new phenomenon, the organization of the Islamic boarding school is moving in an impersonal direction, without diminishing the role of the scholar as the highest authority. As such, leadership is shifting towards a collective model, in line with the leadership hierarchy of a foundation. This is the case with the collective leadership applied at the main Islamic boarding school. Of course, this implementation has functions for the Islamic boarding school. By applying collective leadership, decisions are made based on mutual agreement, in this case between the scholar and other scholars as well as the Board of Trustees, ensuring that the results of decisions are more accurate because they have been collectively agreed upon. Moreover, collective leadership in this Islamic boarding school also functions to facilitate the resolution of issues that arise within the institution.

The leadership of the Islamic boarding school is currently undergoing a significant transformation, moving from a single-leader model to a collective pattern based on a foundation. This change marks a shift toward a more impersonal direction, although the role of the scholar as the highest leader remains maintained. This collective model aligns with the hierarchy within the foundation structure and is implemented across the five branches of the Sumber Payung Islamic Boarding School in Ganding Sumenep, namely Al Afiqi, Al Hasyimi, Babussalam, As Syukri, and Attabrani. The implementation of this model provides several strategic functions for the management of the institution. Each branch has a unique approach to the collective policy, but they still share basic principles such as decision-making based on mutual consultation. For example, Pondok Pesantren Al Afiqi places more emphasis on collaboration in developing educational programs based on traditional Islamic texts, while Al Hasyimi focuses on the digitization of learning. Babussalam prioritizes community involvement in supporting religious programs, while Syukri and Attabrani highlight the expansion of international partnerships.

The similarity among these five branches lies in their efforts to create transparency, accountability, and effective decision-making through a collective mechanism involving the scholar and the board of administrators. Previous studies have revealed that this pattern is capable of improving the quality of education as well as strengthening both internal and external relationships within the institution. This finding is consistent with international research by Bryk and Schneider.²⁷ Which emphasizes the importance of trust within the managerial team for the success of educational organizations. Additionally, the ability to resolve internal and external conflicts more effectively is evident. For example, at Pondok Pesantren As Syukri, the collective decision-making process has helped resolve administrative issues and student management. Moreover, this approach strengthens partnership strategies with various parties, such as cooperation with IAIN Madura in the development of English language skills through a language laboratory.

Attabrani Islamic Boarding School, on the other hand, leverages collective leadership to expand funding access, including through partnerships with private companies and economic empowerment programs for the students. These findings support Burns' theory of transformational leadership,²⁸ Where effective collaboration drives innovation and organizational growth. The transformation of leadership patterns in

²⁷ Bryk and Schneider, *Kepercayaan Pada Sekolah: Sumber Daya Inti Untuk Peningkatan* (New York: Russell Sage Foundation, 2002).

²⁸ JM Burns, *Kepemimpinan* (New York: Harper & Row, 2019).

the Islamic boarding school aligns with the collective leadership theory proposed by Pearce and Conger,²⁹ Which emphasizes the importance of shared responsibility in addressing the complexities of modern organizations. Findings from Sumber Payung Islamic Boarding School demonstrate that the collective model has a positive impact on managerial aspects and social relationships, such as improving the quality of educational services, strengthening collaborative networks, and enhancing conflict management effectiveness.

Leadership Characteristics

Leadership is often understood in traditional terms as a heroic figure who becomes the focal point of decision-making. However, recent developments in leadership theory show a shift in paradigm towards the concept of collective leadership, which views leadership as a dynamic process between various actors interconnected within a complex network of relationships. This model emphasizes that leadership responsibilities can be shared among individuals, groups, or even specific structures, allowing the system to move towards common goals more effectively.³⁰

Research at the Islamic boarding school Sumber Payung across various branches shows the implementation of the collective leadership concept with diverse characteristics. For instance, at the Islamic boarding school, Sumber Payung Al Afiqi and Attabrani, the management of the school is largely carried out by the administrators, who are also active as students. This approach tends to reduce management effectiveness due to the limited time and experience of administrators who are still students. As a result, several issues are often left unresolved or poorly managed. This highlights the limitations of implementing collective leadership when it is not supported by a strong management structure.³¹ Conversely, the Islamic boarding school Sumber Payung Babussalam implements a more organized leadership model. Most of its administrators are students with more experience and skills in problem-solving. This school, known as "Pondok Pontil" due to its focus on basic education (MI and MTs), has a calmer and more structured environment. This approach demonstrates that managerial involvement with higher educational backgrounds can enhance the effectiveness of collective leadership, in line with the research by Yukl and Gardner,³² This found that managerial competence has a significant correlation with the success of organizational management.

Sumber Payung Al Hasyimi Islamic Boarding School stands out with the active involvement of the scholars and senior administrators in the deliberation process. Here, collective leadership is applied not only for internal management but also for decision-making related to the learning programs. This approach aligns with Iswanto's findings,³³

²⁹ Pearce and Conger, *Kepemimpinan Bersama: Membingkai Ulang Bagaimana Dan Mengapa Kepemimpinan* (Thousand Oaks, CA: Sage Publications, 2003).

³⁰ Grint Jones and Holt, *Kepemimpinan Dinamis Dalam Jaringan Kompleks* (London: Palgrave Macmillan, 2017).

³¹ Akhsanul Fuadi, "KEPEMIMPINAN KOLEKTIF BERBASIS CONTINUAL IMPROVEMENT DI SMAIT ABU BAKAR BOARDING SCHOOL KULON PROGO," *Muslim Heritage* 5, no. 2 (December 26, 2020): 237–237, <https://doi.org/10.21154/muslimheritage.v5i2.2361>.

³² Yukl and Gardner, *Kepemimpinan Dalam Organisasi: Perspektif Kontemporer* (New York: Routledge, 2019).

³³ Andy Iwan Iswanto, "PERAN PEMIMPIN DALAM MENINGKATKAN KINERJA ORGANISASI DI ERA TEKNOLOGI DIGITAL PADA HOTEL SUDAMALA RESORT – LABUAN BAJO,"

This suggests that involving various actors in decision-making can improve the overall effectiveness of an organization. Sumber Payung As Syukri Islamic Boarding School, known as a pre-university boarding school, implements a more complex management model with clear divisions of tasks between internal and external management. Collaboration with various educational institutions such as universities and secondary schools strengthens the boarding school's ability to carry out innovative programs, such as student exchanges and grand graduation ceremonies. Decisions at this boarding school are made through deliberations between internal and external administrators, reflecting the ideals of the collective leadership model. This model aligns with the collective leadership theory, which emphasizes the importance of inclusivity and collaboration in strategic decision-making.³⁴

The findings of this study indicate that the leadership characteristics at Sumber Payung Islamic Boarding School vary greatly, depending on the organizational structure and the level of involvement of leaders in management. More organized approaches, such as those implemented at Babussalam and As Syukri, result in more controlled and efficient management compared to the models at Al Afiqi and Attabrani. This research reinforces previous findings about the importance of supporting structures and processes in implementing collective leadership, but it also highlights that limitations in human resources can present a significant challenge.

CONCLUSION

This study concludes that Sumber Payung Islamic Boarding School implements a collective leadership model based on consensus deliberation. While the principles are uniform, the implementation varies. The As Syukri branch, with internal and external committees, is more structured in external collaboration, while other branches tend to be simpler. Differences in structure and management impact its effectiveness. The study suggests the development of formal mechanisms to enhance coordination between branches and relationships with external parties to support the school's objectives. The leadership at the pesantren has transformed from a single-leader model to a collective, foundation-based model, with the kiai remaining as the primary leader. This model prioritizes deliberation, enhancing decision-making accuracy, transparency, and accountability. The five branches of Sumber Payung Islamic Boarding School apply different strategies, such as digital learning, international partnerships, and economic empowerment. This model effectively manages conflicts, improves the quality of education, and strengthens cooperation networks. Moreover, the collective leadership at Sumber Payung Islamic Boarding School varies according to the organizational structure and leader involvement. Babussalam and As Syukri show higher effectiveness due to organized management, while Al Afiqi and Attabrani face challenges because the managers are students. The deliberative and collaborative approach, as seen in Al Hasyimi, improves effectiveness, supporting the theory of collective leadership which emphasizes inclusivity, strong structure, and processes to achieve organizational success.

Based on the research findings, several steps need to be taken to improve the

AKSIOMA : Jurnal Manajemen 2, no. 1 (February 3, 2023): 1–14, <https://doi.org/10.30822/aksioma.v2i1.1970>.

³⁴ Pearce and Conger, *Kepemimpinan Bersama: Membingkai Ulang Bagaimana Dan Mengapa Kepemimpinan*.

effectiveness of collective performance at Sumber Payung Islamic Boarding School. *First*, there is a need to develop formal coordination mechanisms between branches and external parties, which will strengthen relationships and facilitate the achievement of shared goals. *Second*, strengthening competent management at the branches, by improving the managerial experience of the administrators, will address the limitations faced by student managers. *Third*, branches with more organized managerial structures can be used as models for other branches to improve management effectiveness. *Fourth*, strengthening deliberation and external collaboration will enrich the pesantren's programs and open up opportunities for further development. *Fifth*, developing digital learning at branches that are still simple will support the advancement of pesantren education, making it more relevant to technological developments. With these steps, Sumber Payung Islamic Boarding School can more effectively implement collective leadership focused on improving the quality of education and the goals of the pesantren.

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