

KIAI LEADERSHIP IN COACHING IS ENTREPRENEURSHIP SKILLS PESANTREN SCHOOL STUDENTS

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Abstract

This study explores the vital role of Kiai leadership in fostering the entrepreneurial spirit among students in Islamic boarding schools (pesantren). By integrating traditional religious values with modern entrepreneurial principles, kiai leaders create a unique educational environment that encourages innovation and independence. Through qualitative research methods, including in-depth interviews and observations, this study examines how kiai leadership fosters a culture of entrepreneurship, equipping students with the skills and mindsets needed to succeed in the contemporary business world. Findings highlight the effectiveness of Kiai leadership in balancing religious teachings with practical entrepreneurial education and training, ultimately contributing to the socioeconomic development of the community.

Keywords: *Leadership. School dormitory, entrepreneurship skills, Kiai,*

1. INTRODUCTION

Pesantren school is one of the religious educational institutions and also as a meeting place for students to seek knowledge. Pesantren school has a program in the implementation of education, one of which is independent life training. In accordance with this goal, the value of independence in students is one of the views that superior human resources (HR) are those who have loyalty and pious character, noble morals, healthy, knowledgeable, capable, creative, independent, and become democratic citizens. The existing religious educational institutions, especially pesantren schools, have implemented one of the points of independence for their students. Therefore, the independence of students in life at pesantren schools has begun since they first entered. From various things, students must begin to get used to being independent without parental supervision at pesantren schools. In addition, in addition to independence in daily life activities, students are also given independence in business, this is related to the economy and entrepreneurship. The problem of lack of job opportunities is the responsibility of every educational institution so that students have knowledge in entrepreneurship. Therefore, religious education educational institutions must be able to prepare the next generation with skills and a spirit. (Prastyaningtyas, 2019) entrepreneurship .

The success of educational institutions is determined by various factors, including leadership. Alan Tucker stated that: "Leadership is the ability to influence or motivate a person or group of people to work voluntarily to achieve certain goals or targets in a certain situation." (Hermanto, 2018). Leadership is still a benchmark for the success of an organization or group. The role is not enough to influence or encourage someone, but starting from the planning, implementation, supervision to evaluation of the process is also one of the responsibilities of a leader. Therefore, a leader must have a certain strategy to do the best for the organization and his group. The role of kiai in the leadership of Islamic boarding schools is the central actor for the organization. The role of leaders in Islamic boarding schools, apart from managing education, is to be caregivers, motivators, educators, managers, decision makers, leaders, and role models. Kiai's efforts to improve quality are by formulating the vision, mission, goals of Islamic boarding schools, designing programs to improve the quality of education, bringing in professional teachers, and making students have the characteristics of Islamic boarding school graduates. (Wildan Saugi, 2022). In carrying out the duties of a leader, Kiai has the best strategy given so that Islamic boarding schools can make students excel so that many Islamic boarding schools have strategic concepts that are brought out for their

foundations. Leaders are the spearhead that determines the success of an organization. Indeed, the role of the party below is not free from calculation. However, the leadership of the leader will guide the direction and goals of the organization. Likewise, what happens in the field of educational institutions. The role of the leader or director seems to be the key to the success of an educational institution, so that what is produced, both graduates and innovation can provide added value to the development of the nation and state. This is a phenomenon of the study of science and the practice of behavioral science seems to believe that leadership is a real phenomenon and an important thing in organizational effectiveness. The Qur'an also talks about leadership. in the words of Allah: Meaning: "O you who believe, obey Allah and obey the Messenger (Prophet Muhammad) and ulil amri (holders of authority) among you. If you differ about anything, refer it to Allah (the Qur'an) and the Messenger (his Sunnah) if you believe in Allah and the Last Day. That is better (for you) and its consequences are better (in this world and in the Hereafter)" (Qs Annisa: 59).

Leaders as responsible people are able to create something good learning and teaching situation, so that teachers and students can bring out learning activities and work in the best situation. Of course, Kiai in Al-Hassan Islamic Boarding School also has a strategy that is adjusted to the results of discussions with senior teachers and junior teachers. Then the next discussion with the teacher, as well as a complete explanation of the purpose of the policy until finally the policy is implemented in implementing an entrepreneurial spirit in students. Islamic education institutions have various levels in general that have been established in Indonesia. Although in Islamic boarding schools, the leadership element of the kiai is an important factor in the organization, because he is considered the owner, manager, and teacher of the yellow book as well as the imam (leader) in every event. (Dhofier, 1982). This character leadership is inherent in every Islamic boarding school. However, over time, the entrance of a more modern Islamic education, with a different curriculum approach and called Modern Islamic Boarding School. Related to the installation of an entrepreneurial spirit in students, researchers are interested in conducting research at the Al Hasan Islamic Boarding School in Bekasi. Al-Hassan Islamic Boarding School is a school that instills Characteristics by making students have excellence in academic and non-academic fields that are characterized by Islamic culture.

In addition to the delivery of ideas from a leader, there is a charismatic leader and support from his followers. This pattern of life among charismatic leaders often occurs in Islamic boarding schools and educational institutions. Kiai becomes a priest in the field of *ubudiyah*, religious ceremonies and is often asked to be a gift to resolve difficulties that befall the community (Turner, 1984). The charisma of this kiai gets support from the community because he has moral stability and scientific quality, so that he finally gives birth to a form of personality that is attractive (full of attraction) for his followers, even though this process starts from the closest circle, around his place of residence. Then he spreads out, to far places. For example, like Kiai Ahmad Dahlan in the spirit of devotion in the field of education. In implementing character entrepreneurship, formal Islamic boarding schools as educational institutions are expected to have several programs in implementing educational activities and processes. In relation to future predictions, members of society must be enlightened. As a result of the pillars of need, it is difficult to meet their own means as a result of the influence of foreign civilization, educational institutions must often try so that graduates have superior souls and characters. In relation to fostering an entrepreneurial spirit, researchers are interested in the Al-Hassan Islamic Boarding School in Bekasi. Al-Hassan Islamic Boarding School is a school that prioritizes superior spiritual and educational character in academic and non-academic fields characterized by Islam. Al-Hassan School dormitory is located on Jalan Jambu Ujung, Jatimakmur, Bekasi City.

Next interesting thing in research on Al-Hassan boarding school is that Kiai leadership strategy in fostering an entrepreneurial spirit in boarding school. Kiai boarding school Al-Hassan implements his strategy to be able to foster an entrepreneurial spirit in students. So that graduates, alumni, guardians of students, and also stakeholders feel proud of the entrepreneurial spirit that they have as the main capital since being in Islamic boarding school or have graduated. Based on the initial observation, the data obtained on the progress of the school under the leadership of Kiai, shows positive development from year to year. That can be seen from the various positive achievements achieved by students at the City, Province and National levels. And the graduation rate of 60% is accepted at state universities in Indonesia. Kiai's leadership according to its characteristics also has a big role in realizing boarding school an educational institution that continues to exist with the development of technology to provide students with life skills, fostering relationships with other institutions and also all levels of society. The shift in individual leadership patterns in collective organizations has an impact on change. This change affects the authority of the kiai and the participation of the *ustadz* and students. The new atmosphere of strengthening the participation of *ustadz* has an impact on the emergence of a democratic system in Islamic boarding schools. Therefore, kiai leadership is needed as a step taken to foster an entrepreneurial spirit. Based on the focus of the

research, the sub-focus of this research is based on the role and character of the Kiai as a leader in fostering an entrepreneurial spirit in students at the Al-Hassan Bekasi modern Islamic boarding school which will be studied further.

2. LITERATURE REVIEW

1.1 Leadership in Islamic Boarding Schools

The importance of the figure of the kiai as a role model so that students understand the importance of an entrepreneurial spirit. The importance of leaders having an entrepreneurial spirit also makes their members follow, so the best way to get that quality from students is to see the Ustad and Kyai (Yayat Suharya, 2018). The characteristics of leadership behavior in Islamic boarding schools are a reflection of the leader's personality. Leadership in Islamic boarding schools in Indonesia through a psychological perspective approach with gentleness and low profile. The characteristics of Islamic boarding school leadership behavior are leaders who can reflect a visionary personality, firm attitude, good listener, empathy, credibility, attention, persuasion, conceptualization, responsibility, calm, commitment, humorous, religious, religious, fair, patient, honest, open and trustworthy (Aldo Redho Syam, 2023). preservation of three genetic leadership And the function of the leadership of "Trimurti" in Javanese culture And its ancestors in Majapahit and Keraton Pajajaran .

Here he includes the category of ideal leaders according to Augustine's Perennialism philosophy , the criteria for effective integrated leadership in Gary Yulk's theory , the task of an effective leader . Based on the discussion in the management of Islamic Boarding Schools Can be Done through the right leadership of the kiai (doing) the Right thing) so that it has an impact on the Good management of Islamic Boarding Schools . success in achieving the targets that have been brought out by KH Zarkasyi leadership (Nur Nida Karimah, 2022). The role of kiai towards attention in developing the spirit of nationalism. The function of Islamic boarding schools on the border of Indonesia and Malaysia, although the concern for nationalism on the border is very weak. Islamic boarding schools in the border area of Kalimantan and Malaysia are Educational Institutions, Islamic Propagation Institutions, and Social Institutions are still very weak in providing material about the state, including the values of Pancasila, NKRI. Therefore the function of Educational Institutions is only teaching through lectures (Misdah, 2020).

2.2 Entrepreneurship Skills and Spirit

The implementation of Entrepreneurship Education is learning through theoretical concepts and also practices in making products to make sales. Students are given experience. The importance of entrepreneurship education as a program in schools, because it has an impact on increasing entrepreneurial knowledge, learning and meaningful How is the entrepreneurial process, improving character and behavior (Lelahester Rina, 2019). Entrepreneurial values will experience indirect reinforcement towards the formation of business independence if moderated by entrepreneurial behavior , so the main treatment towards the formation of business independence is the need to improve business by creating self-confidence and career development for small business actors to realize strong entrepreneurial behavior . Strengthening the entrepreneurial spirit will have an impact on strengthening entrepreneurial behavior . This increase will have an impact on business independence , although it has not become something significant (Sukirman, 2017)

The last few decades the emergence of start-up companies is one of the stimuli of Entrepreneurship Education . Although its relevance cannot be ascertained whether it is TRUE or not. But there is potential for the development of Entrepreneurship Education . So far , the knowledge provides graduates with the knowledge that continues to develop from one stage to the next . In general , Entrepreneurship Education And its practices make How graduates develop into entrepreneurs or Company workers . This education Also provides growth Where Uncertainty occurs , graduates Can face it And become problem solvers (Kurczewska, 2022) problem . Characteristics of caring and friendly teachers who have entrepreneurial skills Can provide confidence to students , so that the quality of learning is successful in instilling a spirit of self-confidence . Most entrepreneurship education is not only limited to literature , but also the need for additional textbooks , such as visiting some entrepreneurship centers . And he needs to be strengthened with concepts and designs that are tailored to the country's socio-economic ecosystem and also the supply of human resources and funds (Obeng-Koranteng, 2021).

3. RESEARCH METHODS

Research series is conducted at Al-Hassan Islamic Education Foundation. The selection of this location is based on the researcher's consideration of the uniqueness and advantages of Al-Hassan Islamic Education Foundation Bandung City, both in terms of the concept of educational institution management implemented through Panca Jiwa which is running, in the form of instilling an entrepreneurial spirit for students who have good guidance in this educational institution. Furthermore, this study uses a qualitative approach. This is because the method of observation and data collection has been brought out in a scientific setting in the rationale that the data presented is based on what he is without engineering the research subject. Data or information collected is related to the installation of an entrepreneurial spirit through Panca Jiwa pesantren school. Through the installation of this spirit, has been brought out at Al-Hassan Islamic Education Foundation Bandung City by conducting interviews with Kiai and also pesantren school teachers.

4. RESULTS AND DISCUSSION

Address the research question and objectives , explain whether / how the results of the analysis answer the problem statement . Discuss the relationship of the results of the analysis with previous studies or / and the relationship between the results of the analysis with the theory used in the study . Present arguments that you can convey based on the results of the analysis / findings and discussion . Explain the implications of the results of the analysis / findings on existing theory and / or practice . Explain the significance of the results of the analysis / research findings , how the results of the analysis / findings contribute to the relevant research area . Al Hassan Islamic Boarding School is an Islamic boarding school with modern education, which uses government curriculum system, currently using the independent curriculum and also a combination of Darussalam Islamic Boarding School curriculum in Ponorogo. Some common subjects such as Natural Sciences, Social Sciences, Mathematics, English, Indonesian, Citizenship, Information and Communication Technology Use are government curriculum under the assistance of the Ministry of Education and Culture for junior high school level and the Ministry of Religion for MA level. The combination of Islamic boarding school curriculum religious subjects is certainly longer compared to state schools and schools in general, religious lessons come from the Darussalam Gontor Islamic Boarding School curriculum and also adjustments from Husnul Khotimah Islamic Boarding School Kuningan School.

Some of the lessons taken from the Darussalam Islamic Boarding School are Arabic, Mutholaah, Hadith, Fiqh, Tafsir, Tauhid and Akhlak, Nahwu, Shorof, Ushul Fiqh, Faraidh, Balaghah, and Mahfudzot. Al Hassan is a boarding school with a modern system in preparing young scholars and leaders. In short, AlHassan has the following programs and characteristics: 1) Has a 30 juz tahfidz program, 2) Has Arabic language skills as an integral language of the teaching program, 3) In semester 2 and onwards, all religious subjects are delivered in Arabic, 4) All religious teachers at Al-Hassan Islamic Boarding School must be able to speak Arabic, 5) Al-Hassan Islamic Boarding School has an integrated curriculum to train student leadership starting from the organizational system in each room, class, sermon club, sports club, scouts, and so on, and 6) Al-Hassan Islamic Boarding School is a boarding school that is concerned about the environment and carries out many programs for the environment such as making hundreds of biopores, many infiltration wells, recycling waste and so on.

The need for education for Muslims is expected to produce young generations of well-educated Muslim rabbani, guided by the sharia of Allah correctly and truly who are able to gift the best generation in providing exemplary aqidah and morals and are able to compete in the global world. Meanwhile, Islamic education institutions that are expected to play a greater role in fulfilling the above expectations and needs are still far from sufficient. Aware of this reality, we opened an Islamic education institution, the Al-Hassan Modern Islamic Boarding School. Islamic boarding schools are educational institutions based on Islam whose existence is a solution for parents to help educate their children to become better people, useful for religion, nation and state. In the leadership of a boarding school, a leader will be successful if the selection system is clear and professionally oriented. Islamic boarding schools will not be separated from a kyai, because a boarding school will live and develop if there is a kyai. Kyai is described as a generator, where the machine that is driven includes the community and the car is the Islamic boarding school itself. Kyai is the leader of the Islamic boarding school who plays a role not only as a leader, but also as a manager, innovator, evaluator and also a motivator. The progress of an Islamic boarding school can be seen from the scope of the role of the kyai in the Islamic boarding school building. Positive and rational thinking is the most important factor in the effectiveness of a kyai's leadership. With a clear vision, mission and optimistic attitude, goals will be easily achieved. In addition, the strategy used by the kyai in making decisions must be correct, because if he is wrong or inappropriate in making decisions, it will be fatal for the continuity of the organization in the Islamic boarding school.

Leadership in Islamic boarding schools is very important in determining the success of Islamic boarding schools. Kyai, apart from being a pastor, also helps organize, manage, and design the success or failure of Islamic boarding schools. The Kyai leadership model was initially implemented as an effort to facilitate educational programs and systems in Islamic boarding schools. In holistic Islamic boarding schools, Islamic boarding schools also help to transmit and influence students in implementing leadership patterns taken from Kyai. There are four important things taught by Kyai in educational leadership in Islamic boarding schools, namely educational role models, educational skills, educational knowledge, and educational experience. Islamic boarding schools indirectly shape the mentality of future leaders. Students are expected to be at the forefront of society and are also ready to become future leaders.(Shamin, 2022)by student independence training through entrepreneurship activities. Entrepreneurial spirit is very important to have in this digital era, because challenges and competition are getting tougher. With an entrepreneurial spirit, someone can find promising business opportunities, plan effective strategies, manage finances well, market products or services online, and continue to innovate to improve the quality and performance of their business. In addition, not only in the business sector, but when in an organization or work unit. Entrepreneurial spirit is one of the most important things in our lives, especially in the digital era which is full of changes and challenges. Entrepreneurial spirit can help us to create opportunities, solve problems, innovate, and contribute to the progress of ourselves and society. Entrepreneurial spirit can also give us freedom, independence, and satisfaction in working. The following will explain the definition of an entrepreneurial spirit according to the numbers(Tio Prasetio, 2023).

From the results of the analysis of the findings and interviews conducted at the Al Hasan Islamic Boarding School Foundation has a strategy implemented by Kyai by instilling Panca Jiwa (sincerity, simplicity, independence, Islamic brotherhood, and family). tholabul ilmi) which is different in terms of how to manage the function of planning, organizing, implementing, and evaluating programs from instilling the soul and character. Leadership in Islamic boarding schools is very important in determining the success of Islamic boarding school education. Kyai, apart from being a pastor also helps to organize, manage and design the success or failure of Islamic boarding school education. The Kyai leadership model was initially implemented as an effort to facilitate the program and education system in Islamic boarding schools. In holistic Islamic boarding schools, Islamic boarding schools also help to send and influence students in implementing leadership patterns taken from Kyai. There are four important things taught by Kyai in educational leadership in Islamic boarding schools, namely educational role models, educational skills, educational knowledge, and educational experience. Islamic boarding schools indirectly shape the mentality of future leaders. Students are expected to be at the forefront of society and also ready to be future leaders.(Shamin, 2022).

At the Islamic Boarding School, Santi learned to recognize her passion or desire. This is in accordance with the statement(Diandra, 2019)that is, an entrepreneur must have a strong motivation to run his business. Therefore, an entrepreneur must know what his interests, talents, and goals in life are. Sharpen the soft skills he has. An entrepreneur must have various skills needed to run his business, such as communication, negotiation, time management, teamwork, leadership, and others. Therefore, entrepreneurs can continuously improve their abilities. Many experiences will be gained in working. An entrepreneur will face various situations and challenges in his business, both positive and negative. From there, an entrepreneur can learn from mistakes, correct shortcomings, and develop strengths. In other words, entrepreneurship is a spirit that can be learned and taught. A person's entrepreneurial spirit is reflected in various things such as leadership skills, independence, teamwork, creativity, and innovation. Creative and innovative processes are closely related to entrepreneurship. The interesting thing to learn at Al-Hassan Islamic Boarding School is about the implementation of the kiai's leadership strategy which is able to nurture the souls of the students. Kiai formulated the implementation of Panca Jiwa (sincerity, simplicity, independence, brotherhood, and the pursuit of knowledge). In addition to the Panca Jiwa, the formulation of character formation for its alumni. This is in line with the mission and mission of the Islamic boarding school, namely "to become a quality Islamic institution and a leading contributor in producing superior generations".

CONCLUSION

This study concludes that Kiai leadership plays a vital role in fostering the entrepreneurial spirit among students in Islamic boarding schools. By effectively blending traditional religious values with modern entrepreneurial practices, kiai leaders create an environment conducive to innovation and independence. This leadership approach not only equips students with essential entrepreneurial skills but also contributes to the socio-economic development of the community. The findings underscore the importance of Kiai leadership in balancing religious teachings with practical business training, highlighting its potential to drive positive change and development within the Islamic boarding school system.

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