

# Al Azhar Islamic High School 24 Boarding School's Leadership Style

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## Abstract:

Leadership in an institution becomes a necessity so that the wheels of the institution system can be controlled properly. Especially boarding or dormitory-based institutions such as SMA Islam Al Azhar 24 Boarding School. Human resources who apply good leadership patterns also give birth to good systems. This research will discuss the leadership pattern applied at SMA Islam Al Azhar 24 Boarding School from several activities ranging from establishing the Al Azhar Santri Boarding Organization, Vocabulary Delivery, and Amaliyah Worship Activities. Researchers describe and analyze each activity at SMA Islam Al Azhar 24 Boarding School. The method used in this research is descriptive qualitative with a phenomenological approach. Researchers describe and analyze each existing activity. The results show that the leadership pattern at SMA Islam Al Azhar 24 Boarding School is perfect so boarding activities can run smoothly. The leadership pattern formed by the principal and teachers to Al Azhar students with a control system (guided, escorted, assigned with a spiritual approach to leadership, an idealistic approach, a humane approach, and a task approach and students can control boarding under the organization formed. Therefore, this leadership pattern can be applied to all institutions in overcoming the moral crisis in leadership.

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### Introduction

A leader is a key to the success of an institution or organization,<sup>1</sup> this expression is in line with what is said Suwarno<sup>2</sup> that the Leader has the foremost portion as a guide to other members in goodness and then guides them to the truth. Because the future of an institution depends on the quality of human resources. Therefore, leadership is the main concern in shaping everything and becomes a necessity in the movement of progress of an institution. As Hakim Lahmar revealed Saying that leadership is a person's ability to move, coordinate, or influence all human resources in an institution so that human resources can be used to achieve an institution's goals, leaders are facing challenges that require increasingly multiple and varied complex capabilities.<sup>3</sup> One of the institutions that can be an example is Pondok Modern Darussalam Gontor. Gontor's cottage approach in instilling leadership with a humane approach, idealism, and assignment in which there is escort, guidance, assignment, and evaluation, Alamin<sup>4</sup> In addition, strengthening leadership is also the main point of researchers at SMA Islam AL Azhar 24 Boarding School.

SMA Islam Al Azhar 24 Boarding School I is a dormitory-based school established under the auspices of the Al Azhar Islamic Boarding School Foundation. Previously, this school was a training and education center for YPI students, but the waqf provider wanted to make it an Islamic boarding school. The activities of Islamic boarding schools are regulated and controlled by members of the institution ranging from employees, students, and teachers.<sup>5</sup> However, based on observations on December 21, 2021, the student council is controlled by class X or new students, even though class XI should carry it. Because there are only 3 class XI students, the management pattern is carried out by class X. But this is where strengthening leadership and controlling Islamic boarding schools and boarding systems can run. Leadership in the context of madrasas or Islamic educational institutions has a very important role in managing, developing, and ensuring quality education for students. Islamic boarding schools led by a *Kiai* can increase motivation for their employees.<sup>6</sup>

Research related to leadership style in the context of pesantren (Islamic Boarding School) is essential because there needs to be a more consistent perception of this aspect in the literature.<sup>7</sup> The research entitled Basic Leadership Training for Leadership Spirit in the

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<sup>1</sup> Dedi Sahputra Napitupulu, "KOMUNIKASI ORGANISASI PENDIDIKAN ISLAM," n.d.

<sup>2</sup> Suwarno Suwarno and Rizki Yudha Bramantyo, "PENGARUH GAYA KEPEMIMPINAN TERHADAP KINERJA ORGANISASI," *Transparansi Hukum* 2, no. 1 (March 28, 2019), <https://doi.org/10.30737/transparansi.v2i1.338>.

<sup>3</sup> Hakim Lahmar, Farid Chaouki, and Florence Rodhain, "Spiritual Leadership and Organizational Commitment: A 21-Year Systematic Literature Review," *Journal of Human Values* 29, no. 3 (September 2023): 177–99, <https://doi.org/10.1177/09716858231154401>.

<sup>4</sup> Nurul Salis Alamin, "IMPLEMENTASI PENDIDIKAN KEPEMIMPINAN DI PESANTREN ( STUDI KASUS DI PONDOK MODERN DARUSSALAM GONTOR INDONESIA)" 5, no. 1 (2020).

<sup>5</sup> "Benefits of School Cultural Leadership in Dormitory Life in Student Character Development," *Journal of Higher Education Theory and Practice* 23, no. 13 (August 23, 2023), <https://doi.org/10.33423/jhetp.v23i13.6315>.

<sup>6</sup> Zulfikar Ali Buto Siregar et al., "Islamic Boarding School Leadership and Work Environment on Teacher Performance," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 3 (December 3, 2023): 420–35, <https://doi.org/10.31538/nzh.v6i3.4065>.

<sup>7</sup> Bushthomi Ibrahim et al., "Transformational Leadership and Organizational Commitment: Moderator Role of Pesantren Employee Job Satisfaction," *International Journal of Evaluation and Research in Education (IJERE)* 12, no. 4 (December 1, 2023): 1934, <https://doi.org/10.11591/ijere.v12i4.24966>.

Muhamadiyah Student Association Works Effendi<sup>8</sup> explained that the interactive discussion-based approach and training helped in strengthening the leadership spirit of its chairman and members of the Muhammadiyah Student Association. The difference between this research lies in the approach used in strengthening the spirit of leadership, this research with the formation of new organizations, assignments, and training so that leadership can run well and that boarding or boarding systems can be controlled.

In another research written by Nur Muslimah<sup>9</sup> leadership is what an individual has in moving an association by influencing, empowering, directing, and influencing others to achieve common goals.<sup>10</sup> In instilling the leadership spirit of students there are several factors. First is a supporting factor, this factor is more directed to self-awareness, the influence of friends, and motivation from teachers. Because this is a necessity that must be done, this factor should be able to be maintained and evaluated related to the process of instilling leadership spirit in students. Apart from that, there are several inhibiting factors in instilling leadership spirit in students, namely from students and their friends. If the students do not have control from the management, then this inhibiting factor will be difficult to eliminate in the student environment.

In realizing the leadership spirit, SMA Islam Al Azhar 24 Boarding School formed a pattern of cultivating the spirit of leadership by forming a guidance student department team as a spearhead in the formation of the spirit of student leadership. Because the tasks carried out are very complex, regulate student activities and provide rules and punishments to students. With the activity and accompanied by discipline, the attitude or personality of the leader of each student will emerge, especially in leading himself. Another very important role is that of each teacher and leader of the lodge especially, all lines play an important role in instilling the spirit of leadership in Al Azhar Islamic High School 24 Boarding School.<sup>11</sup>

The establishment of OSBA (Al Azhar Santri Boarding Organization) is an organization formed in the context of leadership formation (leadership). In this case, several assignments are the focus, such as strengthening leadership in the development of Arabic, and English, and strengthening leadership in the form of assignments of Amaliyah worship activities, so the purpose of this research is to find out how to strengthen leadership at SMA Islam Al Azhar 24 Boarding School as a solution so that the objectives can form leadership. Strengthening Leadership at SMA Islam Al Azhar 24 Boarding School is applied leadership formed a system of control, direction, assignment, and training So the extent of the strengthening of leadership provided will be discussed in this study.

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<sup>8</sup> Bahtiar Effendi and M Fathrezza Imani, "Latihan Dasar Kepemimpinan Untuk Penguatan Jiwa Kepemimpinan Pada Ikatan Pelajar Muhammadiyah," *Jumat Keagamaan: Jurnal Pengabdian Masyarakat* 3, no. 1 (April 16, 2022): 22–25, [https://doi.org/10.32764/abdimas\\_agama.v3i1.2490](https://doi.org/10.32764/abdimas_agama.v3i1.2490).

<sup>9</sup> Nur Muslimah, "Peran Pengurus Pesantren Dalam Meningkatkan Jiwa Kepemimpinan Santri Di Pondok Pesantren Raudlatul Rochmaniyah Lumajang," *Risalatuna: Journal of Pesantren Studies* 2, no. 1 (January 15, 2022): 50, <https://doi.org/10.54471/rjps.v2i1.1569>.

<sup>10</sup> Julia Gauly et al., "Advancing Leadership in Surgery: A Realist Review of Interventions and Strategies to Promote Evidence-Based Leadership in Healthcare," *Implementation Science* 18, no. 1 (May 13, 2023): 15, <https://doi.org/10.1186/s13012-023-01274-3>.

<sup>11</sup> Andhika Sarfatra Winarno, "Pola Pengasuhan Santri Asrama Dalam Pembentukan Karakter Di Pondok Pesantren Madrasatul Qur'an Al Muthawassithoh Jajar Islamic Center Surakarta," *Asian Journal of Islamic Studies and Da'wah* 2, no. 1 (December 28, 2023): 23–35, <https://doi.org/10.58578/ajisd.v2i1.2412>.

### Methods

This research was conducted at SMA Islam Al Azhar 24 Boarding School, Cigombong, Bogor, West Java. In connection with the strengthening of leadership in controlling every activity both in daily activities and natural worship, the researcher chose a school that is still five years old. The method used in this research is a descriptive qualitative method using a phenomenological approach where this study tries to describe every activity related to strengthening leadership and analyze the approach used at SMA Islam Al Azhar 24 Boarding School.<sup>12</sup> Data collection method with observation, interview, and documentation. The method of collecting data by observation which was carried out in the Al Azhar 24 Islamic High School Boarding School environment from December 21, 2021, to June 29, 2023, and interviews with the Principal *Ustadz* Fauzi Rahman, as well as the Head of Parenting *Ustadz* Syarif Hidayatullah, and documentation from the *santri* Parenting Section in the form of pictures, foster care work programs, new management structures with science analysis techniques Interpretative phenomenological analysis.<sup>13</sup> The stages range from reading to reading, taking notes on the beginning or initial noting, developing emerging themes, and moving subsequent cases.<sup>14</sup>

### Results and Discussion

#### The Role of the Guidance Student Department in Instilling Leadership Spirit

Everyone is a leader; this is because everyone chooses every choice to be taken. How the process of retrieval will depend on the capacity to lead ourselves. Santri is a person who consistently studies religion in Islamic boarding schools. Santri has a free nature in all its activities so from the variety of independence will emerge various characters and various tendencies.<sup>15</sup> With the vision and mission of *Pesantren*, the distinction in everything that exists in the students will explore clear goals. One of the missions of SMA Islam Al Azhar 24 Boarding School is the learning of Islam and the formation of leadership spirit.

In realizing the mission of *pesantren*, it is important to have an organization and management that manages all student systems. The leadership of the board in completing the Trust from influence should be done as well as possible. Leadership is a relationship where leaders can influence others to work together to achieve goals.<sup>16</sup> So a team of guidance students department was formed to realize the mission of Al Azhar Islamic Boarding School. Who will take care of all students for 24 hours consistently, with the expectation that everyone from the student care team has the role of leader, role model, and monitoring. Here the board has three

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<sup>12</sup> Jason D. DeHart, ed., *Phenomenological Studies in Education*., Advances in Educational Technologies and Instructional Design (IGI Global, 2023), <https://doi.org/10.4018/978-1-6684-8276-6>.

<sup>13</sup> Heddy Shri Ahimsa-Putra, "Pendekatan Fenomenologi untuk Memahami Agama" 20 (2012).

<sup>14</sup> O Hasbiansyah, "Pendekatan Fenomenologi: Pengantar Praktik Penelitian dalam Ilmu Sosial dan Komunikasi," *Mediator: Jurnal Komunikasi* 9, no. 1 (June 10, 2008): 163–80, <https://doi.org/10.29313/mediator.v9i1.1146>.

<sup>15</sup> Muhammad Ihsan Dacholfany et al., "Model of Educational Leadership Management in Boarding Schools," *Al-Hayat: Journal of Islamic Education* 8, no. 1 (January 2, 2024): 1, <https://doi.org/10.35723/ajie.v8i1.339>.

<sup>16</sup> Melyvita Nur Anggraeni and Mochammad Syafiuddin Shobirin, "Peran Kepemimpinan Kyai Dalam Pembentukan Jiwa Kemandirian Dan Entrepreneurship Santri," *ISLAMIKA* 6, no. 1 (January 1, 2024): 179–90, <https://doi.org/10.36088/islamika.v6i1.4172>.

important roles, namely the role of the leader, the role of role models, and the role of monitoring.<sup>17</sup>

The role of the leader is defined as the board leads which is interpreted as the board leads and directs its members. The role of role models means that administrators must be able to be a role model for other students. Because it is entrusted the care of the students to lead the students so that their personalities will be seen directly by their members. The role of monitoring in taking care is the main task of nurturing students in leading students. This is because students must be monitored as well as possible so that the review of seeking knowledge is achieved properly.<sup>18</sup>

In carrying out the role of nurturing students, several ways have been applied at Al Azhar Islamic High School 24 Boarding School. That is:

### **1. Lead students with discipline.**

One way of nurturing students is to instill the leadership spirit of students by applying discipline. As a caretaker, you must have very high discipline. Because a leader has many tasks and must account for them, discipline is one of the keys to the success of the leader.<sup>19</sup> So, if the guidance students department does discipline from within themselves and various things are done, it will be very easy for a caregiver to instill a leadership spirit in students.<sup>20</sup>

One example of discipline includes congregational prayer. Guidance students must always be ready and pray five times in the mosque with the students. What moves students to pray in the mosque is the care of students, so the care of students must be ready to monitor if there are students who do not perform congregational prayers in the mosque.

One type of discipline is habituation. The habituation in question is something that is deliberately done repeatedly with the aim that something can turn into a tendency. Habituation implies insight, what is acclimatized is something that is trained. One of the habits of students is to lead the imam to pray in congregation in the mosque. And other activities that involve the management of students with the guidance of the student care department.<sup>21</sup>

Discipline is applied in every student activity from waking up to sleeping again students are required to be disciplined in time and manage time as well as possible, from praying five times, reading the Qur'an, language activities, discipline in dressing, walking, and talking, Muhadhoroh, sports, and all activities in the Islamic boarding school have been arranged by the care of students to discipline all ranks at Al Azhar Islamic High School 24 Boarding School.

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<sup>17</sup> Sauqi Futaqi and Saepudin Mashuri, "Multicultural Leadership of Kiai for Managing Diversity in Indonesian Context: Spiritual, Intellectual, and Social Integration," *Cultural Management: Science and Education* 6, no. 2 (January 3, 2022): 57–73, <https://doi.org/10.30819/cmse.6-2.04>.

<sup>18</sup> Ahmad Hariyadi, "KEPEMIMPINAN KARISMATIK KIAI DALAM MEMBANGUN BUDAYA ORGANISASI PESANTREN," *Equity In Education Journal* 2, no. 2 (October 20, 2020): 96–104, <https://doi.org/10.37304/eej.v2i2.1694>.

<sup>19</sup> "Character Education through Philosophical Values in Traditional Islamic Boarding Schools," *Kasetsart Journal of Social Sciences* 45, no. 1 (2023), <https://doi.org/10.34044/j.kjss.2024.45.1.04>.

<sup>20</sup> Dini Febriyenti et al., "Implementasi Pendekatan Integrasi Dan Interkoneksi Ilmu Interdisipliner Pada Dalam Kajian Manajemen Pendidikan Islam," *Mimbar Kampus: Jurnal Pendidikan Dan Agama Islam* 23, no. 1 (August 19, 2023): 400–407, <https://doi.org/10.47467/mk.v23i1.4485>.

<sup>21</sup> Muhamad Yasir and Susilawati Susilawati, "Pendidikan Karakter Pada Generasi Alpha: Tanggung Jawab, Disiplin Dan Kerja Keras," *Jurnal PkM Pengabdian Kepada Masyarakat* 4, no. 3 (August 4, 2021): 309, <https://doi.org/10.30998/jurnalpkm.v4i3.10116>.



Picture 1: OSBA SMAIA 24 Boarding School

## 2. Set a good example for students.

As a leader figure, the care of students must also have good character. Good character will be exemplified by the students he leads. Exemplary is also one way to instill leadership in students. The leader is an example of a person who is imitated by all members. And what is exemplified by administrators can be positive or negative. When parenting exemplifies good, members will also imitate it. And if the board exemplifies bad things, then members will also follow suit.



Picture 2: Teacher as a good example for students

Therefore, examples are very important for the care of students. If in the spirit of student care, there is no example. What about the members he leads. If Guidance Students can be an example for its students. So, it is easy for nurturing to advise students. The application of this example in Islamic boarding school activities, one of which is congregational prayer.<sup>22</sup>

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<sup>22</sup> Rizky Aviatin and Babang Robandi Yuyun Komalasari, “Keteladanan Guru dalam Mendidik Peserta Didik” 12, no. 1 (2023).

The upbringing of students must be able to reflect good behavior, as well as worship, namely congregational prayer. *Santri* must timely warn about the preparation of congregational prayers. Parenting has also prepared themselves in the mosque to carry out congregational prayers. No matter how small the leader's fault is, it will imprint on his members instead of meaning that the leader must not be wrong in his leadership. However, every journey of his leadership must be an evaluation and learning for himself and his management.<sup>23</sup>

### 3. Monitor student regulations and punishments.

Punishment is a form of motivation for brisk walking. Greater punishment is a tension and will even generally seem coercive. With discipline, it is believed that students will experience improvement. *Santri* who makes mistakes and ignores guidelines must be disciplined. The sanctions are carried out so that students have a deterrent effect and take lessons.<sup>24</sup>

Although students are often given direction and advice by caregiving, it is possible for students not to commit violations. Every rule that has been made must have rules that are violated. Although there are not too many violations. However, it must still be instilled that students as leaders for themselves and others must learn to obey the rules and have a sense of responsibility. The punishment has been written neatly and under the violations violated by the students.

**Table 1:** Violation Table Academic Years 2021-2023

No	Type of Violation	Violation Rate	Description
1.	Conducting physical or non-physical (verbal and non-verbal) fights between students/classes / groups within the school including hitting fellow students	Level V	Picket Teacher, Class Teacher, Counseling Teacher
2.	Acts of ignorance that cause material, physical, mental, and environmental harm to the school community	Level II + compensate for the damage caused by the act committed	Picket Teacher, Class Teacher, Counseling Teacher, and Teachers who discovered the incident
3.	Bringing cigarettes and the like into the SMA Islam AL Azhar 24 Boarding School	Level III	Picket Teacher, Class Teacher, Counseling Teacher
4.	Carrying soft files, books, magazines, tabloids, photos, movies, pictures, newspapers, tapes, DVDs, VCDs, digital electronics (gadgets, notebooks, cell phones, tablets, and the like) that contain pornography	Level III + Evidence (gadgets) confiscated for 6 months	Picket Teacher, Class Teacher, Counseling Teacher

<sup>23</sup> Muchamad Rifki et al., "Internalisasi Nilai-Nilai Karakter Melalui Metode Keteladanan Guru Di Sekolah," *Jurnal Basicedu* 7, no. 1 (January 2, 2023): 89–98, <https://doi.org/10.31004/basicedu.v7i1.4274>.

<sup>24</sup> Ita Herlitasari, Mustolah Maufur, and Syukri Indra, "Manajemen Pembinaan Santri Melalui Kegiatan Organisasi Pelajar Pondok Pesantren Modern Al-Umm Aswaja Ciawi Bogor," *TADBIR MUWAHHID* 4, no. 2 (October 27, 2020): 161, <https://doi.org/10.30997/jtm.v4i2.3273>.

**Violation level II**

A Stern verbal warning from the teacher, dormitory guardian, and class teacher. Cleaning the environment and being given religious material assignments from the care department, Giving physical punishment that is not body contact to educate. If a first-degree offense is committed once, Coaching will be provided. If a second-degree offense is committed once, Coaching will be parent coaching.

1. If you commit a Level II Violation 3 times, your parents will be summoned and suspended.
2. If you commit a Level II Violation 5 times, a Pleno Meeting (case conference) will be held.

**Level III Violation**

1. Strong verbal warning from the Teacher, Dormitory Guardian & Walas
2. Carry out environmental cleanliness and tasks regarding religious material from parenting
3. Hair cut off (neatly bald)
4. Physical punishment that is not bodily contact with educational purposes

If you commit a Level III Violation once, it will be enforced Level V Violation, If you commit a Level V Violation once, a Pleno Meeting will be held (returned to your parents)

**Table 2:** Examples of Violations and Sanctions for Intimidation, Threats, and Abuse

No	Type of Violation	Violation Rate	Description
1.	Intimidate or threaten fellow students either directly or indirectly (Social Media)	Level IV	Picket, Homeroom Teacher, Tanse, BK
2.	Persecuting or ganging up on fellow students	Level V	Picket, Homeroom Teacher, Tanse, BK
3.	Intimidating or threatening the principal, deputy principal, homeroom teacher, teachers, employees, security guards and dormitory teachers either verbally directly or through writing and social networks (Line, SMS, Whatsapp, etc.)	Level IV	Picket, Homeroom Teacher, Tanse, BK, School Leaders
4.	Persecuting and/or ganging up on the principal, deputy principal, homeroom teacher, teachers and employees.	Level V	Picket, Homeroom Teacher, Tanse, BK, School Leaders

**Table 3:** Examples of Violations and Sanctions for Fighting, Assault, Brawl and Bullying  
(change the level of violation to level II)

No	Type of Violation	Violation Rate	Description
1.	Become the trigger (provocateur) of a commotion and/or fight	Level II	Picket, Homeroom Teacher, Tanse, BK



2.	Carrying out physical and non-physical (verbal and non-verbal) fights between students/classes/groups within the school, including throwing punches at fellow students	Level II	Picket, Homeroom Teacher, Tanse, BK
3.	Carrying out fights and/or brawls between schools or groups outside the school	Level II	Picket, Homeroom Teacher, Tanse, BK, School Leaders
4.	Forming and/or being involved in gangs, in whatever way, whether at the scene or having attributes and/or communication groups and/or similar organizations, whether formal/non-formal, including hangouts/Genk Warung Seni/Warsen/WS, Bonjiur and/or the like both within and/or out of school	Level II	Picket, Homeroom Teacher, Tanse, BK, School Leaders
5.	Involved actively/passively, directly/indirectly in both material and immaterial support in MAKRAB/Family Night activities and/or similar. (point 5 deleted)	Level II	Picket, Homeroom Teacher, Tanse, BK
6.	Inviting, with or without force, to go to a place of bullying/tatar/haggard	Level II	Picket, Homeroom Teacher, Tanse, BK
7.	Visiting a place of bullying/Tatars/vagues	Level II	Picket, Homeroom Teacher, Tanse, BK

#### Establishment of OSBA at Al Azhar Islamic High School 24 Boarding School

Al Azhar Islamic High School 24 Boarding School is a dormitory-based school established under the auspices of the Al Azhar Islamic Boarding School Foundation. This school was previously the center of education and training for students for one year. However, the grantor of this waqf land wanted to be used as an Islamic boarding school, Al Azhar Islamic High School 24 Boarding School was established. To equip the students with leadership spirit, OSBA (Al Azhar Santri Boarding Organization) was formed. as said isfuliah<sup>25</sup> that school organizations have a very important role in education, the more effective the school runs, the various school activities will run effectively.

Based on the results of an interview with the principal of Ustadz Fauzi Rahman M.Pd on March 21, 2023, that because of the establishment of OSBA at SMA Islam AL Azhar 24 Baording School, it was because the majority of non-academic work at SMA Islam Al Azhar was done by employees, the task of the students was only to study. In addition, the number of class XI 3 and XII 5 students makes the student council in it still not run optimally. This is also supported by the dormitory management system which is still not formed. Apart from that, the understanding of staying teachers at SMA Islam Boarding School is still minimal knowledge

<sup>25</sup> Latifah Isfuliah, "PERAN ORGANISASI SISWA INTRA SEKOLAH (OSIS) DALAM MENGEMBANGKAN KARAKTER SISWA SMK AL-MUHTADIN," n.d.

## Leadership Pattern at Al Azhar Islamic High School 24 Boarding School

of the boarding system because it does not come from pesantren graduates. To form leadership in the boarding area, human resources are needed to understand the boarding system. Because human resources become a very important element in the success of the organization.<sup>26</sup> So, the OSBA was formed.

Starting in 2021, for the first time, Al Azhar Islamic High School officially changed the name of the student council student organization to OSBA (Al Azhar Santri Boarding Organization). Based on the evaluation from the previous year, the student council's performance is less than optimal and less suitable for the environment of SMA Islam Al Azhar 24 Boarding School, a boarding or dormitory-based school environment is more suitable to involve students in building a more advanced school with the existence of OSBA. This organization aims to foster students' creativity and train them in society by applying the vision and mission of the school, training them how to lead and how to be led because later students will come out and enter society. Without any debriefing and experience, everything will feel impossible, then this organization as a field of students in society and provision of students later in the community. Because boarding or boarding school-based institutions will not be separated from the name of the community.<sup>27</sup>

This organization consists of several parts adapted to the Islamic High School Al Azhar 24 Boarding School, including Chairman, Vice chairman, Secretary, Treasurer, Security, Language mobilization, Teaching, Ta'mir mosque, Student cooperative, Sports, Health, Photography, Maid/laundry. Each section has its chairman and members, all of whom manage students, this organization remains with guidance by the direct student care department for evaluation of their development. Management is formed according to boarding needs.

One of the factors in advancing an organization is the work program. Therefore, to find out the work programs that are implemented and not implemented OSBA holds a work discussion to evaluate each section and add new work programs, this deliberation is followed by all OSBA members and is bombarded by the care of students. Then the OSBA period is mandated to class X students assisted by class XI who will step down from their management when grade 12 in semester 1 then approximately 1 year of OSBA management tenure runs. The position of an administrator in the organization is not a position given to boarding students but is a mandate and responsibility. So, at the end of each management, the old management reported all its activities and the results of its efforts before the principal and all students at Al Azhar Islamic High School 24 Boarding School.

From the data above, it can be concluded that the leadership pattern applied at SMA Islam Al Azhar 24 Boarding School is Training SMAIA 24 Boarding Students how to lead, training them how to live in society, and Assigning them as part of the needs of Boarding. Holding work deliberations (Muker). In the process of training students how to lead, it means that teachers apply leadership management where leadership management is the art of managing one's ability

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<sup>26</sup> Tamsir Ahmadi, "Pendidikan Kaderisasi Kepemimpinan di Pondok Pesantren Menurut KH. Imam Zarkasyi dalam Pendidikan Islam," *Al-Fikra: Jurnal Ilmiah Keislaman* 19, no. 1 (August 7, 2020), <https://doi.org/10.24014/af.v19i1.8450>.

<sup>27</sup> Moh. Rosyad Ali Ridlo, Nasution Nasution, and Aminuddin Kasdi, "Model Pendidikan Karakter KH Mas'ud Al-Mudjenar Dalam Pembinaan Perilaku Santri Di Pondok Pesantren Darul Mustaghitsin Lamongan," *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran* 8, no. 1 (April 1, 2022): 147–66, <https://doi.org/10.30653/003.202281.223>.

to lead, invite others, and direct toward a goal effectively and efficiently.<sup>28</sup> Meanwhile, training the way of life of the community both in socializing and engaging in community activities is part of the leadership role in community empowerment efforts.<sup>29</sup> Then in the assignment given to each section of the OSBA is also a leadership pattern that can be applied as expressed by Luluk<sup>30</sup> Through assignments, they can develop the ability to reflect, self-awareness, and self-authorship so that they have a basis for practicing leadership.



Picture 3: Inauguration of OSBA SMAIA 24 Boarding School

### **Train Leadership Spirit with Scout Extracurricular Activities**

According to Wulandari in the research journal *Elementary School Education*<sup>31</sup> Scouting education is the process of building personality character, life skills, and noble morals. One of the leadership patterns at SMA Islam Al Azhar 24 Boarding School Cigombong Bogor is through scout activities. This scout extracurricular activity is compulsory for all SMA Islam Al Azhar 24 Boarding School students. As a manifestation of the implementation of leadership education which is carried out as one of the superior programs. Based on the results of interviews conducted by researchers on Scout Coaches as respondents to find out matters related to the application of leadership character values. Based on the results of interviews conducted by researchers on Scout Coaches as respondents to find out matters related to the application of leadership character values. The results of interviews, observations, and documentation at SMA Islam Al Azhar 24 Boarding School Cigombong Bogor are shown in the table below.

<sup>28</sup> Agus Fahmi et al., "BASIC TRAINING LEADERSHIP MANAGEMENT FOR STUDENT," *COMMUNITY: Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (May 13, 2021): 20–24, <https://doi.org/10.51878/community.v1i1.166>.

<sup>29</sup> Evans E.W. Tulungen, David P.E. Saerang, and Joubert B. Maramis, "TRANSFORMASI DIGITAL : PERAN KEPEMIMPINAN DIGITAL," *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi* 10, no. 2 (June 20, 2022), <https://doi.org/10.35794/emba.v10i2.41399>.

<sup>30</sup> Luluk Maktumah and Minhaji Minhaji, "Prophetic Leadership Dan Implementasinya Dalam Lembaga Pendidikan Islam," *Jurnal Pendidikan Islam Indonesia* 4, no. 2 (April 15, 2020): 133–48, <https://doi.org/10.35316/jpii.v4i2.196>.

<sup>31</sup> Tri Wahyu Lestari, "Penerapan Nilai Karakter Sikap Kepemimpinan Melalui Kegiatan Ekstrakurikuler Pramuka di Sekolah Dasar Negeri," *Kognisi : Jurnal Penelitian Pendidikan Sekolah Dasar* 2, no. 1 (June 26, 2022): 26–34, <https://doi.org/10.56393/kognisi.v2i1.348>.

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**Table 4:** results of interviews with Scout Guides

interview	Based on the results of interviews used by researchers to learn about how leadership patterns at SMA Islam Al Azhar 24 Boarding School is the Coach plays his role and responsibility to instill and develop good values and help the students shape and build their character with good values.
Observation	Based on the results of observations made by researchers in the process of extracurricular activities, students are very enthusiastic and can form the character of their leadership attitude well and decisively.
Documentation	The documentation obtained by researchers in this study is a photo of observations at SMA Islam Al Azhar 24 Boarding School Cigombong Bogor

Using the triangulation above, it can be concluded that there is a relationship between interviews, observations, and documentation to answer related problems about leadership patterns at SMA Islam Al Azhar 24 Boarding School Cigombong Bogor. On the other hand, There are obstacles in the application of these leadership character values, From the results of interviews that researchers presented from three informants explained that Scout extracurricular activities Coaches experience several obstacles in carrying out extracurricular activities due to the lack of Coaches and some students who are less active in participating in activities. The lack of Coaches will be a problem to instill a leadership attitude.

Table 5: Three Information from Scout Guides

No	Informant	Statement
1.	Mr. Reza as Scout Guides	As a guide, I must be a second parent in school who will bring students to be better than their morals and morals. I often teach about moral values such as religious values which are praying before and after ending a job, The value of honesty, the value of discipline, responsibility, love for the motherland, mutual respect, mutual assistance, and willingness to sacrifice.
2.	Mr. Reza as Scout Guides	As a Coach I play an important role in coaching, shaping, and directing students To always show a good attitude and polite speech, I also often instill moral values in students By praying before and after teaching and learning activities, respecting people of other religions, respecting each other, and becoming children who have a leadership spirit.
3.	Fachrudin Ismail	I am a compulsory student and must be active in studying. Become a devoted student to teachers and Coaches. Carrying out the character values that have been taught by the Coach is one of them being a student who has a leadership, firm, and good spirit.

From the table above, it can be concluded that the position of the Coach is very important in developing and fostering the morals, and character of its students. The application of leadership character values aims to instill leadership values that begin to decline in the children's environment due to bad influences and the effects of globalization so that it is expected that

children in the future will have good morals.<sup>32</sup> This scout activity is very important in fostering and shaping the personality and morals of a child plus the influence of the Coach who has a big war in it.<sup>33</sup>

Based on the observations made here, the coach included the value of leadership character through extracurricular scouts. The coach tells you to dare to be a leader in ceremonies or a leader in marches, Prepare the class By starting prayer first and with many other agendas in scouts to nurture and educate children to be brave and grow their leadership spirit. The results of the documentation obtained by researchers in the study were photos of observations at Al Azhar Islamic High School 24 Boarding School in the form of photos of results during the scout extracurricular activity process.<sup>34</sup>

### **Strengthening Leadership through the Implementation of Amaliyah Worship at Al Azhar Islamic High School 24 Boarding School**

The implementation of Qurban is a worship that has high social value because by sacrificing it seeks to foster a sense of sincerity and expand the human heart as in Islamic law. The implementation of Eid al-Adha prayers is usually carried out in a large field or large mosque. Imam, khotib, and Bilalnya are trained adults, but it is different from the implementation of Eid al-Adha prayers at Al-Azhar Islamic High School 24 Boarding School. The implementation of Eid al-Adha prayers is carried out by Al Azhar 24 students, of course, this is influenced by the presence of Al Azhar teachers who train to be imams, muezzins, khatibs, and slaughter sacrificial animals.



**Picture 4:** Eid al-Adha prayer at Al Azhar Islamic High School 24 Boarding School

This is in line with what Ustadz Fauzi Rahman M.Pd said to Al Azhar Islamic High School 24 Boarding School "This Eid al-Adha prayer activity is a series of events in strengthening our Faith and Piety to Allah SWT, as well as in the context of strengthening leadership for Al Azhar students so that Al Azhar students will be able to enter the community

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<sup>32</sup> Dianty Eka Agustia et al., "ANALISIS PENDIDIKAN KARAKTER BERKEBHINEKAAN GLOBAL MELALUI PEMBELAJARAN PPKn TERHADAP NILAI MORAL SISWA SEKOLAH DASAR," *Jurnal Pendidikan Dasar Flobamorata* 5, no. 1 (February 27, 2024): 129–38, <https://doi.org/10.51494/jpdf.v5i1.1314>.

<sup>33</sup> Nadefa Ela Haqye and Sulastris, "PEMBENTUKAN KARAKTER DISIPLIN PESERTA DIDIK PADA KEGIATAN PRAMUKA," *Journal of Education and Culture* 2, no. 1 (February 27, 2022): 57–63, <https://doi.org/10.58707/jec.v2i1.150>.

<sup>34</sup> Tety Nur Cholifah et al., "PELATIHAN KEPRAMUKAAN UNTUK MENINGKATKAN KEDISPLINAN DAN PENANAMAN PENDIDIKAN KARAKTER SISWA DI SDN 1 PERMANU," *Jurnal Edukasi Pengabdian Masyarakat* 2, no. 4 (November 7, 2023): 287–94, <https://doi.org/10.36636/eduabdimas.v2i4.3293>.

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with the task training that has been given, so everything must be able to" all officers starting from MC (Master Of Ceremony), Bilal, Khatib and Imam are carried out by AL Azhar 24 Boarding School students both from class XI and class XII.

Strengthening Leadership at SMA Islam Al Azhar 2 Boarding School is also seen in the slaughter of sacrificial animals. The slaughter of sacrificial animals was carried out by teachers, employees, and students at Al Azhar Islamic High School 24 Boarding School. In its implementation, AL Azhar students are involved as a form of training before entering the community.



**Picture 5:** Sacrificial animal slaughter by students at Al Azhar Islamic High School 24 Boarding School

Through Eid al-Adha activities, students at Al Azhar Islamic High School 24 Boarding School can uphold Islamic values that are applied in everyday life, both at school and in the community, and can grow future generations of leaders, responsible and able to face the challenges of the times. through the implementation of Eid al-Adha prayers and the direct descent of students in the slaughter of sacrificial animals, strengthening the leadership of Al Azhar students. not only in *amaliyah* worship activities such as Eid al-Adha, but also occurs in other worship such as *fardhu* prayers, and other religious activities.

The leadership pattern found in worship activities at SMA Islam Al Azhar 24 Boarding School starts from training students to move their organization to be divided into tasks and can move worship activities including the division of duties into imams, *muezzins*, and *bilals*, training students to become khatibs or lecturers, providing opportunities for students to slaughter sacrificial animals, and guiding students to become MCs (masters of ceremonies). All of that was driven by student organizations by being bombed by teachers. With various controlled worship activities, a spiritual leadership will grow which is a spiritual model of leadership that serves as a solution to the crisis of leadership due to the decline of human values,<sup>35</sup> and students' contribution to community activities makes their leaders increase.

### Conclusion

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<sup>35</sup> Johannes J. Knoetze, "Theological Education, Spiritual Formation and Leadership Development in Africa: What Does God Have to Do with It?," *HTS Teologiese Studies / Theological Studies* 78, no. 4 (June 3, 2022), <https://doi.org/10.4102/hts.v78i4.7521>.

From this research, many leadership patterns are depicted in every activity, both in OSBA formation activities, vocabulary delivery, and natural ibdah activities at SMA Islam Al Azh 24 Boarding School Cigombong. The leadership pattern formed by the principal and teachers to Al Azhar students with a control system (guided, escorted, assigned with a spiritual approach to leadership, an idealistic approach, a humane approach, and a task approach. Making the boarding system controllable by students at SMA Islam Al Azhar 24 Boarding School. The leadership pattern applied at SMA Islam Al Azhar 24 Boarding School is certainly very good if applied in an educational institution, especially institutions with boarding or boarding systems. Because 24 hours students in boarding provides a great opportunity for leadership improvement that refers to human values so that the leadership crisis caused by the moral crisis can be overcome properly.

This research aims to expand scientific knowledge, especially in the field of education, because with research you will find new ideas, especially for SMA Islam Al Azhar 24 Boarding School and other schools, hopefully it can provide an impact or evaluation material for the education that is implemented.

This research is certainly still very lacking and needs to be further developed by carrying out similar research and updates to find new discoveries. The more people do research, the broader the perspective you will get.

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