




## COLLECTIVE LEADERSHIP OF JAKARTA SELATAN PONDOK PESANTREN DARUNNAJAH ULUJAMI IN TOTAL QUALITY MANAGEMENT PERSPECTIVE



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### ABSTRACT

#### Article History

Received: 19 February 2019

Revised: 22 March 2019

Accepted: 25 April 2019

Published: 3 June 2019

#### Keywords

Leadership  
Collective  
Perspective  
Darunnajah, total quality  
Management.

This study aims to determine the extent of the improvement in the quality of Darunnajah Ulujami boarding school management by applying total quality management. This research begins by looking at the Darunnajah Islamic Boarding School as an established boarding school based in Jakarta, Indonesia. At present, the students of Darunnajah have succeeded in incising national and international achievements both in applied science and skills. Furthermore, the research focused on the seriousness of leaders in improving the management of the quality of boarding schools in Edward Sallis's TQM educational perspective on the three elements of education in boarding schools, namely Students, Educators, Education Personnel. The research uses a qualitative approach. Data collection is done in two ways, namely first; primer data obtained through field observation, observation, structured and non-structured interviews. Second; secondary data such as documents, alumni, seminars, related reading sources, electronic media and lecture materials. The validity of the data is done by extending the time of research and triangulation. The results showed: Collective leadership, particularly in Darunnajah Boarding School, had a positive impact on 1) Teaching and Learning Processes with indicators: (a) Qualifications of Educators improved (b) HR employees satisfactory (c) Facilities and infrastructure continued to move well. (d) Acceptance of new santri increases 2) Internal cottage improves as: (a) Laboratory, (b) Canteen and cooperatives (c) Sports facilities, (d) Santri skills. External huts (a) Cooperation between Local Governments and Companies (b) Role models for other pesantren (b) Visit of Researchers (c) Experts and observers of Education (d) Foreign countries.

**Contribution/ Originality:** This study aims to determine the extent of the improvement in the quality of Darunnajah Ulujami boarding school management by applying total quality management.

## 1. INTRODUCTION

In any organization the name and mission must have a leader who acts as a nahoda to direct where the ship will dock, so it is not the wrong destination. In the context of fiqh, if three people will travel, one person must be appointed as a leader. This illustration means that without the presence of a leader in an activity such as hoping without effort. Thus in educational institutions, especially pesantren. by law. Traditional Islamic boarding school leadership all matters are determined by a cleric, or a religious believer, both from the family or senior santri. Even later there were allegedly Islamic boarding schools which were hit by leadership problems when they were abandoned by the founding clerics. Even so, the leadership of the pesantren still refers to heredity. In the leadership

theory called Trait, leadership is based on inherited factors or talent-descendants (Hoy and Miskel, 2013). So that the existence of Islamic boarding schools both from aspects of religious science, management of management, regeneration of leadership is questionable. The leadership of the Abdurahman Wahid Islamic boarding school leadership is often unable to keep up with the progress and development of the pesantren it manages so it requires a new leadership and managerial approachment. The most important leadership element in the organization, because its role is very decisive. This is the reason Edward Sallis in the TQM theory. Education places collective leadership as a solution to the success of educational institutions. In the past few years, a lot of research has been done on the shared leadership process. The distributed leadership approach (DL) addresses leadership together with teams, groups and organizational character. In practice, this approach places the assumption that someone must lead to ensure change. Supporters of this idea claim that shared leadership is needed because educational institutions are too complex to be managed with just one individuals. Responsibility for managing various group tasks with organizations is distributed among a myriad of individuals with different roles (Goksoy, 2015). At present many Islamic boarding schools carry out institutional consolidation, especially aspects of leadership, so that the single leadership of the clerics is no longer adequate. Many Islamic boarding schools then develop institutional foundations, which are basically collective leadership (Aziz, 1999). Islamic boarding schools must be brave enough to make a breakthrough in leadership to innovate management through Total Quality Management to improve the quality of the main elements of education, namely santri, teaching staff, employees and leadership to be able to face competitiveness and win an increasingly competitive market. It might be said in the managerial perspective that leaders are people who succeed in getting something that is followed by others. Many educators and researchers believe that total quality management is able to provide a principle guide to needed education reform (Muhammad Faizal bin Ghani, tt). that is, Wayne K.Hoy and Cecil G. The leader label is a person who is able to exceed the social influence of others to achieve high ideals. A leader must cooperate in seeking circumstances or goals objectively (Austin and Taher, 1995). Among them to make breakthroughs in modern management changes such as Total Quality Management quality sponsored by TQM figures quoted by Edward Sallis, the writer made the theory in this research. Among them are first; quality is the key to a successful program. Lack of attention to quality will lead to failure in the long run. Second; quality improvements require full management commitment to succeed. Commitment to quality must be continuous. Third; Quality improvement is hard work. There are no shortcuts or quick fixes. Demanding cultural improvement for the entire organization. Fourth; quality improvement requires a lot of training. Fifth, quality improvement requires the involvement of all employees actively, absolute commitment from senior managers (Sallis, 1993). Of course all of that requires a structured and long-term work plan. Total quality management, is perception, where educational institutions can only be achieved through Long-term planning, where the formulation and implementation of an annual quality program that substantially moves towards achieving the mission (Muhammad and Amer, 2014). The underlying purpose of educational leadership is to improve their ability to cause problems that are inspired by leaders, and to build and encourage those who realize their potential to be above mediocrity and to switch to high levels (Ben, 2003). Thus leadership based on offspring must be abandoned, transformed into collective collegial Total Quality Management leadership. Commitment in the sense of taking promises not to end in improving quality and service to customers, engagement means the involvement of all team members in achieving common goals, from top to bottom, working on a unit for better results and thinking (Talib, 2013).

## 2. RESEARCH OBJECTIVES

After examining the introduction and formulation of the problem, the study aims: To determine the positive and effective effect of collective leadership on Total Quality Management in Darunnjah Islamic Boarding School on the element of Education; students, teachers, employees and leaders.

### 3. RESEARCH METHODS

The location of the study was conducted at Darunnajah Islamic Boarding School Jl. Ulujami raya No.86 Pesanggrahan, South Jakarta. This study used a qualitative approach as a research procedure to produce descriptive data, in the form of written or oral words from observable people and actors (Moehadjir, 1996). Data collection was carried out through four elements of Education as respondents, namely 44 people Teachers, 25 employees, 170 Students and Pimpinan-ka bureau as many as 5 people. Each group of respondents answered as many as 20 statements with alternative answers Strongly Agree (SS) Agree (S) Not Agree (ST) and Not Strongly Agree (TSS). Data collection techniques by means of; first questionnaire distribution to selected respondents; second interview to the Chairperson and Secretary, Santri Association and Alumni. Data analysis was done in two ways Tabulating by moving the respondent's answers in the form of tables. Furthermore, from the quantitative data from the measurement results, a description of the analysis is carried out critically and deeply into the field findings.

### 4. RESEARCH PROCEDURES

Research procedure; first the researcher makes the formulation of topics and sub-topics until the proposal. Then a preliminary study by conducting observations and interviews, especially to alumni, looking for documents needed. The activity is for fifteen days. Preparation of research instruments and research permits. Stage of collecting and extracting data from research objects. Field data processing and the latest Report Preparation.

### 5. RESEARCH RESULTS

**Table-1. Respondents' Answers for Educational Elements of the Darunnajah Ulujami Islamic Boarding School in South Jakarta.**

No	Elements assessed by Respondents	Responden Answers				Item Tabel	Responden	Average
		SS	S	TS	TSS			
1	Santri							
	1.Teachers Human Resources	95	204	33	8	3, 4	170	85
	2.Teacher Competency	171	345	140	24	5,6,7, 8	170	170
	3.Infrastructure	196	384	283	17	9,10,11,12,13,14	170	220
	4.Leader Attitude	156	358	200	136	15,16,17,18,21	170	212.5
	5.Santri Interaction	46	182	167	115	19,20, 22	170	127.5
2	Teacher							
	1.Teacher Performance	124	329	31	-	26,27,28,29,30,31, 32,34,35,38,40	44	161.33
	2.Educational Competency	51	36	1	-	23, 24	44	29.33
	3.Learning Facility	38	49	1	-	25, 33	44	29.33
	4.Loyalty	89	129	2	-	36,39,41,42,43	44	73.33
3	Employee							
	1.Creativity	4	17	4	-	58	25	8.33
	2.Teamwork	52	193	5	-	44,45,46,47,50,56 57,59,60,63	25	83.33
	3.Positive Response	45	180	-	-	48,49,51,52,53,54 55,61,61	25	112,5
4.	Chairmen (Head of Bureau)							
	1.Leader Performance	18	36	6	-	64,65,67,68,69,70 71,72,73,74,76,82	5	20
	2.Employee Rights	21	9	-	-	66,77,78,79,80,81	5	15
	3.Attention	2	7	1	-	64, 75	5	3.33

Source: TQM In Darunnajah, Abdul Basith, 2018.

## 6. DISCUSSION

The collective leadership of the Darunnajah Islamic boarding school was carried out when the pesantren was established, in 1962. This step was taken to determine the extent to which cooperation could be established across the board with an actuating and controlling of the elements of operational procedures (sop) education namely santri, teachers, employees and the head of the bureau.

### 1. Santri

#### a. Teacher Resources

The success of the learning process in the classroom is greatly influenced by the quality of the teacher's human resources. Teaching a profession that demands academic qualifications. The results of the study show that the educated human resources of the Darunnajah boarding school are very good, namely the santri responds well 95%. Educators who are in Darunnajah continue to improve their scientific competencies, such as at the beginning of the year both teachers are centered or in branches. Besides that we also hold further study programs for teachers in the Undergraduate level, two-level to doctoral level (Manap, 2018). Teacher is an important element that continuously must improve its scientific quality in an effort to give satisfaction to the santri according to the number of *total quality management*.

#### b. Teacher Competency

In the aspect of teacher competence, the Darunnajah students also felt satisfied, namely 97%. Because the teachers teach in their fields of study. Professionalism development of teachers with the science of Education as the spirit of the professional development of Education and provide an understanding of how tasks and functions, as well as the behavior of professional educators in creating an atmosphere of learning services that educate and please the duties and functions of professional teachers (Saudagar, 2011) in teacher law and lecturers including article 8 stated that teachers must have academic qualifications, competence, educator certificates (Muhammad, 2014). If the teacher teaches not on scientific competence, it certainly will not have a positive impact on the development of santri science that has an impact on his future.

#### c. Infrastructure Facilities

Facilities and infrastructure in the educational institution are important elements that greatly influence the results of the teaching and learning process. Management of educational infrastructure is a process of analysis and determination of the needs needed in the learning process so that the needs are needed (primary) and supportive needs. it must be done carefully and thoroughly in relation to the characteristics of the facilities and infrastructure needed (Muhammad, 2014). The response from the santri Darunnajah about learning facilities is good, reaching 90%. Employee HR and subordinate interactions with leaders synergize close to 95%. Related to other facilities such as bathrooms and polyclinics which in total quality management, namely continuous development and quality assurance still need improvement.

The development of society that is increasingly cooperative requires everyone to compete in a healthy manner in managing, systems and human resources. Demanding each institution to prioritize quality in managerial processes (Muhammad and Nanik, 2012). The collective leadership of the Darunnajah Islamic Boarding School must be innovative and creative in infrastructure facilities according to the times. Islamic boarding schools that are community-based and at the same time as people's assets are required to always innovate towards excellent service. It is realized that education is widely seen as an investment and asset for individuals and society. Education is a power that can change people's lives (Rivai and Sylviana, 2009).

#### *d. Leadership Attitude*

Activities in Islamic boarding schools are so dense both formal or extra-curricular curricular activities. The colors are not infrequent clashes between santri, or santri behavior that is not in accordance with the rules and norms that apply in the cottage. as a form of attention, responsibility and concern for santri and parents who have given the mandate. The leadership attitude towards the santri that does negatively is very clear by punishing santri either physically or characteristically. Because the environment is safe, it must be built to anticipate the security. consider the factors of the situation and conditions at a certain period of time, then Education will lack the usability, as the interests and concerns of students, the basis of consideration is very important especially for educational planning they must anticipate the future. order is built by involving santri and elements of leadership. The attitude of the leadership gets a positive response from the santri of almost 90%. The leadership attitude before making cottage policy usually involves santri, so that there is an evaluation and in-depth study for mutual interests.

#### *e. Santri Interaction*

In the Darunnajah Islamic boarding school, the interaction of santri has taken place well, such as meal times, one room, cleaning rooms, security pickets, congregational prayers and exercise. All of these are media and a place to foster togetherness because there are positive interactions among santri. positive santri is almost 80%. To achieve positive conditions it still requires hard work, because the cultural background and character require time and strategies to unite them.

### *2. Teacher*

#### *a. Teacher Performance*

The teacher is the most important element in the learning process, from the teacher there is a transfer of knowledge to students. Thus the performance of a teacher must continue to be updated both by self-knowledge, especially taking a formal path such as further studies. Teacher performance can be interpreted as the level of success of the teacher in carrying out the task of Education in accordance with the responsibilities and authority based on the standards that have been set during a certain period in the framework of achieving Education goals, so it does in Islamic Boarding perspective, teachers' success are when the students could implement the studies in their life. Management education that the role of external consultant in the school is in charge of monitoring and evaluating the performance of teachers. In Darunnajah management for teachers who do not achieve learning goals in a certain period, must provide additional hours, and those who violate sanctions. 93% positive response.

#### *b. Scientific Competence*

Professional teachers must have three competencies namely pedagogic, social and professional competence. A teacher must understand well the science of educating, being active in the community and caring for the environment, having scientific competence and educational technology according to their fields. All three are interrelated, can not be separated for someone who works as a teacher. This is so important because it will increase the authority and value of teachers in front of students. The position of teaching staff, not only requires the ability of specialization in the sense of educating the relevant academic knowledge and professional skills with his field of duty as an educator, but also a high level of maturity and responsibility and independence in making decisions. These abilities of scientific competence make educators have more value and high authority for the students they teach to improve Teacher's scientific competence of the cottage provides an opportunity for teachers to continue their studies to a higher level. This step gets a positive response of 99% of the teachers.

### *c. Learning Facilities*

In this all-electronic era, demanding educational institutions including Islamic boarding schools must follow the development of educational technology by providing learning facilities according to digital information development. This is important so that after graduating the students can compete with other competitors, whether in work, pursuing careers or continuing their studies. Besides that, still in terms of learning facilities, it is also expected that the availability of learning facilities that are sufficiently quantitative, qualitative and relevant to the needs and can be utilized optimally for the sake of the education and teaching process, both by teachers as instructors and students as students. In this way, innovation and school creation about learning facilities must be dynamic and move forward as education for education. Islamic Boarding Schools Darunnajah have felt the learning facilities with a positive response of santri 97%.

### *d. Loyalty*

An organization will achieve success if all members work with high responsibility and discipline in accordance with the tasks delegated by the leadership. In other word, subordinate loyalty to superiors must run and interwoven well and synergistically. Edward Sallis said to be successful, change must come from above . In Islam, the exemplary factor is known, which is exemplified by Rasulullah SAW so that all friends are very loyal to his attitude and struggle. All work requires not only the responsibility of organizational elements, but work motivation will arise if loyalty has become a character. lasts longer and continues to grow. This came from the teacher's findings that reached 100%.

## *3. Employees*

### *a. Employee Creativity*

Successful leaders must always maintain good relations with their employees, because the attitude is the beginning of the success of a leader. Critics and suggestions from subordinates should be addressed as positive energy for the progress of the institution. Many leaders feel patronized and even interpreted as resistance when advice comes from subordinates, even though it is an employee's creativity that should get value and attention. If the leader and his subordinates have established openness and need each other, believe success will be easy to lead to. employee positive response of 84%. This nuance of work has taken place at the Darunnajah boarding school. So the development sponsored by Edward Sallis in Total quality management through the evaluation concept and model will result in a strong and synergistic work team that begins with employee creativity.

### *b. Cooperation*

As human social beings can not live and solve their own problems, certainly need other people. Therefore creative leaders always present all the work they will do, so that later there will be no obstacles that bring harm. Development and coaching employees are part of the task that must done by the leadership in order to increase the prestige of work. All that requires good cooperation between the leadership and his subordinates. Work carried out in one concept will produce jobs that have high weight and achievements that continue to increase graphics. A leader has a strategy to direct and motivate subordinates consciously involved in cooperation to achieve goals. Leadership behaviors that are displayed in managerial processes are consistently called leadership styles (Wahyudi, 2009). One element of Darunnajah's success in developing missionary da'wah and his education because of the high level of collaboration between leaders and subordinates. This is evidenced from the findings of the field perfectly 100%.

### *c. Leadership Attention*

Professional leaders place their subordinates as work partners, democratic, not place as messengers, so that they complement each other in achieving organizational goals. Democratic leadership is characterized by the existence of a development structure using a cooperative decision-making approach. Under democratic leadership, subordinates tend to be highly moral, can cooperate, prioritize work quality and can direct themselves (Basri and Tatang, 2015).

Such a communicative leadership model has already taken place and has been well established in Darunnajah. Leaders are very concerned about the thoughts that come from below as long as the idea brings progress and increases the sense of togetherness. This can be proven by the answer of a positive majority of employees perfectly 100%.

## *4. Chairman (Bureau Head)*

### *a. Performance*

Good leadership is able to make the work environment comfortable with attitude, speech or deed. If this is conditioned then all work will run smoothly and reach the target according to the goal. Thus the leader continues to guide wisely when giving assignments, not punishing easily, continue to motivate and care about the condition of subordinates. Behavioral approach (behavior approach) is a approach based on the idea that leader success or failure is determined by attitudes and leadership styles carried out by leaders. Attitudes and leadership styles appear in daily activities in how to give orders, give duties and authority, how to communicate, how to encourage subordinate morale, how to provide guidance and supervision, how to foster subordinate work discipline, how to organize and lead member meetings, how to make decisions and so on (Purwanto, 1987).

This kind of work atmosphere has been shown by the bureau chiefs to his subordinates in the Darunnajah boarding school based on field findings. They appreciate it reaching 90%, so the leadership style has been aspirational, creative, antissive and positively sensitive in leading.

### *b. Employee Rights*

In nature, every human being is happy if his work is given appreciation and not vice versa. In this work interaction, an employee will be more motivated and responsible when his work is rewarded from the boss. A leader may not be ego, iron-handed and close to positive aspirations subordinates, because it will interfere with the harmony of leaders-subordinates who struggling on the work that must be accounted for both morally responsible or delegated work that has been assigned. In Islam through the hadith Rasulullah SAW said "Every you are a leader, and every leader will be held accountable, HR Bukhori-Muslim (Husain, 1988). The right of employees is very attached to their leaders. So macro leaders must foster, enlighten, establish positive relationships, improve skills, respect subordinate works and do not judge subordinates as helpers. This is what the bureau chiefs at the Darunnajah boarding school with a 100% answer showed. In the perspective of total quality management Edwadr Sallis said leadership style would greatly affect his work.

### *c. Attention*

The command of leaders in the military is based on dokrin, in educational organizations focusing more on cooperation and togetherness, meaning the attention of the leadership to subordinates to realize the goals of the Joint Organization. Islamic education leadership in the current reform era must be treated to broad-minded pigurations so as to coordinate various thoughts and the view of an increasingly mature society. It can be understood that the leadership's attention to employees is not limited to material welfare, but no less important is to build family relationships between leaders and subordinates, and also between employees to maintain good relations, especially those that are social. Like funds for health, education, disaster, improvement career and includes

recreation. This attention movement is small but it greatly influences the success of a leader in carrying out the task. The constructive step of leadership like this gets very positive attention from employees to the leadership, reaching 100%.

Positive results for the elements of Education, namely santri, teachers, employees and the heads of the Darunnajah boarding school described above show an indicator that the collective leadership of total quality management has succeeded and is running well, especially for santri as the most important element in Islamic boarding schools. others.

## 7. CONCLUSION

Collective Leadership Brings Success to the Darunnajah Ulujami Islamic Boarding School in South Jakarta. So that two important essences of Total Quality Management, namely quality improvement and continuous improvement are well run and legalized with indicators:

1. Teaching and Learning Process santri a. Human Resources educators, academic qualifications, innovation, creativity, and professionalism of teachers take place well. B. The acceptance of new santri continues to increase every year. c. Curriculum and life skills education in accordance with the regulations of the Ministry of Education and Culture and the Ministry of Religion, the needs of santri and market demands continue to occur in the essence of quality. Pondok facilities and infrastructure continue to change according to the needs of santri. - inside and outside the country is very encouraging.
2. Positive and External Progress Aspects of Islamic Boarding Schools
  - a. Training quality training staff produces professional teaching staff according to the National Education Law No.20 of 2003, such as fulfilling scientific competencies, innovative in developing material, technology and art with contextual learning and professional in carrying out tasks
  - b. Learning facilities such as laboratories, science-social teaching aids, computers, languages and learning media are good,
  - c. Sports fitness has a positive assessment of santri because it is fun and has met the standards
  - d. Through the coordinator, public trust, stakeholders, both National and Private and Foreign Affairs, continue to help both financially, materially, and skills of santri. (Internships)
  - e. Visits from outside such as Students, Komonitas Pesantren, Academics and Educational observers to conduct comparative studies, research and observations to become role models
3. Novelty Research; Collective Leadership. The Darunnajah Islamic Boarding School has started since 1962, producing very significant work achievements. This can be seen from thousands of alumni with various professions such as; politicians, judges, businessmen, clerics and religious leaders with their pesantren, officials from state and private institutions, Abri. It has fifteen branches spread across the archipelago, establishing dozens of economic centers. Including santri achievements at the national or international level.

**Funding:** This study received no specific financial support.

**Competing Interests:** The authors declare that they have no competing interests.

**Contributors/Acknowledgement:** All authors contributed equally to the conception and design of the study.

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