

## THE LEADERSHIP STYLE OF KH BUDI RAHMAN HAKIM PHD (ABAH JAGAT) IN INCREASING TEACHER MOTIVATION IN PESANTREN

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**Abstract.** This research aims to describe and analyze leadership styles in enhancing teacher motivation. The research was conducted at *Pondok Pesantren Jagat' Arsy*, with KH Budi Rahman Hakim, PhD (Abah Jagat) as the head of the Islamic boarding school as the research subject. Data were obtained through interviews, observations, and documentation. The data analysis technique in this study followed the following procedures: data reduction, data presentation, conclusion, and verification. The results of this research explain the leadership styles applied by Abah Jagat in enhancing teacher motivation, which involves one leadership style and, in certain aspects, different leadership styles. The dominant leadership styles applied are charismatic and transformational leadership, although, on the other hand, an authoritarian leadership style is also implemented. This is reinforced by the leadership functions applied by Abah Jagat and the forms of motivation provided following Maslow's Need Hierarchy Theory: a) motivating teachers by fulfilling their physiological needs, b) creating motivation to fulfil teachers' security needs, c) providing motivation by addressing teachers' need for affection, d) providing motivation for teachers' self-actualization needs.

**Keywords.** Leadership Style, Work Motivation, Islamic Boarding School

**Abstrak.** Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis gaya kepemimpinan dalam meningkatkan motivasi kerja guru. Penelitian dilakukan di *Pondok Pesantren Jagat' Arsy* dengan subjek penelitian adalah KH Budi Rahman Hakim, PhD (Abah Jagat) selaku pimpinan pondok pesantren. Data diperoleh melalui wawancara, observasi, dan dokumentasi. Teknik analisis data dalam penelitian ini mengikuti prosedur sebagai berikut: reduksi data, penyajian data, penarikan kesimpulan dan verifikasi. Hasil penelitian ini menjelaskan gaya kepemimpinan yang diterapkan oleh Abah Jagat dalam meningkatkan motivasi kerja guru tidak hanya menerapkan satu gaya kepemimpinan, namun pada sisi tertentu juga menerapkan gaya kepemimpinan yang berbeda. Gaya kepemimpinan yang diterapkan dominan dengan kepemimpinan karismatik dan transformasional, meskipun di sisi lain ia juga menerapkan kepemimpinan otoriter. Hal ini diperkuat dengan fungsi kepemimpinan yang diterapkan oleh Abah Jagat dan bentuk-bentuk motivasi yang diberikan sesuai dengan *Need Hierarchy Theory* Maslow, yaitu: 1) Memotivasi guru dengan memenuhi tuntutan fisiologisnya. 2) Menciptakan motivasi untuk memenuhi tuntutan keselamatan guru. 3) Bentuk motivasi dalam memberikan kebutuhan kasih sayang guru. 4) Bentuk motivasi dalam memberikan kebutuhan aktualisasi diri kepada guru.

**Kata Kunci.** Gaya Kepemimpinan, Motivasi Kerja, Pondok Pesantren

### A. INTRODUCTION.

Islamic boarding schools are part of Indonesia's Islamic heritage, in the form of religious educational institutions whose atmosphere is neatly arranged and cannot be separated from the lives of Indonesian people who are a religious nation (Astuti, 2017). The success of a *pesantren* cannot be separated from the great role of *pesantren* leaders, commonly called Kyai. Kyai is an Islamic religious figure or cleric who has religious knowledge and authority that is respected among the community. The head of the *pesantren*/Kyai, as a central figure, also plays a role in determining the policy and direction of the *pesantren*.

Leading means being ready for the responsibility to be a role model and motivate others effectively, which has a positive impact on the progress of individuals and organizations. Every individual who becomes a leader has at least some abilities and traits. A leader needs to have certain fundamental traits such as good instructional ability, belief in sincere goals, belief in one's abilities, the ability to express opinions, being accepted as a leader, willingness to sacrifice, open-mindedness, understanding of responsibility, and an optimistic spirit (Salsabilla et al., 2022).

One of the factors that play a role in the success of an institution is the leadership style of the leader, in this case, the head of the Islamic boarding school. Yener (2020) Explains that leadership style is described as behaviour that aims to link company goals with individual goals to achieve certain goals. Leaders who realize their potential and use certain leadership styles have implications that affect organizational performance and have an impact on achieving organizational goals (Prasetyo, 2022).

*Pondok Pesantren Peradaban Dunia Jagat' Arsy* is one of the international-based Islamic boarding schools. In its activities, *pesantren* emphasizes three main points. First, the program of amaliyah murshid thoriqoh qodiriyah naqsabandiyah is to carry out amaliyah sunnah prayer, do prayer at the beginning of time, and do dhikr either after prayer or every time. Second, academic excellence: Children who succeed academically and get good grades are counted towards continuing their studies at the university of choice both at home and abroad. Third, students use foreign languages, especially Arabic and English, in everyday life. The success of the program certainly cannot be separated from the role of teachers and leaders of Islamic boarding schools. How is teacher performance, and how is teacher motivation formed so that they can conduct learning optimally? In addition, the role of *pesantren* leaders as the top leaders in increasing teacher motivation is very important in how the leadership style is carried out so as to create good teacher work motivation.

## **B. RESEARCH METHODS**

This research is a qualitative descriptive case study research. Researchers conduct in-depth studies by describing and analyzing an object of events, attitudes, and perceptions of a person or group, which are then researched, and conclusions are produced based on data and facts found in the field (Creswell, 2012; Moleong, 2009; Raco, 2010). The research was carried out at the Jagat' Arsy World Civilization Islamic Boarding School located in the Nusaloka BSD Complex, Serpong District, Tangsel City, Banten 15310.

The subject of the study was KH Budi Rahman Hakim, PhD., better known as Abah Jagat. The purpose of this study was to find out how the application of Abah Jagat's leadership style in increasing teacher motivation in *Pesantren Jagat' Arsy*. The data collection techniques used in this study were observation, interviews, and documentation studies (Sugiyono, 2010). In addition, secondary data are also used that aim to obtain comprehensive information from informants that are useful in responding to and strengthening the researchers' written arguments. The collected research data is then processed and analyzed using a data analysis model Miles et al. (2014), which consists of three steps: a) data reduction, b) presentation of data, and c) conclusion/verification. The data reduction and data presentation steps are completed along with data collection.

## **C. RESULT AND DISCUSSION**

**Leadership Style of KH Budi Rahman Hakim, PhD (Abah Jagat) in Increasing Teacher Work Motivation at *Pesantren Jagat' Arsy***

When discussing a leader, many factors need to be studied because these factors might affect a person's leadership style. It varies depending on the specific context, culture, organization, or society. Abah Jagat's leadership style in *Pesantren Jagat' Arsy*, seen from various indicators, can be described based on data obtained through observation and interviews. Here are some conclusions drawn from study observations and interview findings:

### **Leadership Style KH Budi Rahman Hakim, PhD (Abah Jagat)**

Abah Jagat's leadership figure is one of the keys to success at the *Pesantren Jagat' Arsy*. As stated by Rosdianah and Wahyudiati (2022), the leadership style used by the leader has a significant influence on the relationship between the leader and subordinates, as well as the goals and objectives of the organization to be achieved. This is because a leader has greater power and authority in an effort to realize the desired organizational/educational institution management model, as we know that Kyai is the main centre in Islamic boarding schools. Heriyono et al. (2021) explained that in order for students, colleagues, and the community to emulate Kiai's attitude, it is important for them to have the authority or charisma of a leader.

Susanto (2012) explains that charisma refers to a quality of personality, which is a personality trait that distinguishes him from the majority of others. As a unique human person, he is considered to possess spiritual qualities. The presence of a person with this personality type is perceived as a leader who is able to identify and develop an image that shows his abilities without the help of others. Based on interviews with informants, information was obtained that Abah Jagat was highly respected and respected by all *pesantren* residents. He is a leader who has great influence, is a charismatic figure who is broad-minded, dedicated, loyal, and sets a good example in terms of behaviour, speech, and attitude. The charismatic leadership inherent in Abah Jagat is often used as the main benchmark for the authority of Islamic Boarding Schools. This is in line with the explanation by Hasanah and Kosim (2021) that charismatic leaders have such a powerful influence that they become leaders for their followers. His often articulated oral rules serve as guidance, his daily attitudes and actions serve as role models, and the metaphorical language he uses serves as the subject of thought.

### **Have a Vision and Mission that is Relevant to the Times**

The vision of *Pesantren Jagat' Arsy* is "To give birth to human resources, a religious future, scientists, entrepreneurial spirit, international insight and love for the environment". The vision then elaborated into several categories, namely:

**Tabel A. Vision Breakdown of *Pesantren Jagat' Arsy***

<b>Vision Breakdown</b>	<b>Indicators</b>
<b>Religious</b>	<p><b>Relationship with God (religious teachings)</b></p> <ul style="list-style-type: none"> <li>• Performing compulsory congregational prayers</li> <li>• Performing obligatory prayers at the beginning of time</li> <li>• Performing dhikr after obligatory prayers</li> <li>• Observe compulsory fasting and sunnah fasting</li> <li>• Performing sunnah prayers</li> <li>• Able to read the Qur'an properly and correctly</li> <li>• Able to memorize the Qur'an at least three juz</li> </ul> <p><b>Relationship with humans</b></p> <ul style="list-style-type: none"> <li>• Get used to saying sorry</li> </ul>

	<ul style="list-style-type: none"> <li>• Get used to saying thank you</li> <li>• Get used to saying please</li> <li>• Accustomed to doing the 4 S's (smile, greeting, greeting, <i>salim</i>)</li> </ul>
<b>Scientists</b>	<ul style="list-style-type: none"> <li>• Get a minimum academic score of KKM</li> <li>• Able to create and present research results / Papers</li> <li>• Deepen knowledge through a love of reading</li> <li>• Able to solve problems as an implementation of scientific thinking</li> </ul>
<b>Entrepreneurial Spirit</b>	<ul style="list-style-type: none"> <li>• Dare to carry out activities that have economic value (selling practices)</li> <li>• Dare to market your products (goods and services)</li> </ul>
<b>International Perspective</b>	<ul style="list-style-type: none"> <li>• Able to speak a foreign language</li> <li>• Visiting abroad with friends or teachers without parental assistance</li> </ul>
<b>Love the Environment</b>	<ul style="list-style-type: none"> <li>• Disposing of trash in its place</li> <li>• Picket rooms and classes</li> <li>• Have environmental utilization skills (planting, raising livestock, waste management, etc.)</li> </ul>

The mission of the *Pesantren Jagat*' Arsy is stated in several points, namely:

- Creating a cool and liberating atmosphere of *pesantren* education by providing space for creativity, criticism, entrepreneurship, and international insight.
- Implement an integral curriculum between the content of spiritual and moral affirmation, classical Islamic scientific tradition, and the basic competence of modern international scientists through the boarding system through the application of systemic, planned and controlled education management.
- Running a practical education system for the absorption of faith, piety, and *akhlaqul karimah* by instilling the spirit of research, ethos, intellectuals and technological innovation.

The vision and mission of the *pesantren* can be reflected in the role of Abah Jagat as a leader of the *pesantren* who is very visionary and adaptive to the times. From the description of the vision and mission, it can be seen that it is hoped that both students and teachers have skills not only in religious science but in other fields, such as science and entrepreneurship, which are essentially able to compete and adapt to the progress of the times.

Purwanto et al. (2020) explained that leadership is usually associated with social awareness, which means that leaders communicate with their subordinates and vice versa to achieve the same goals and objectives. The vision and mission of the *pesantren* is a form of the purpose of developing the *pesantren*, which will be realized by all *pesantren* residents and certainly cannot be separated from the role of leaders and teachers. Abah Jagat, as the leader of the *pesantren*, becomes an informative figure in delivering news or messages both directly and indirectly to teachers and *pesantren* residents so that educators/teachers understand and can carry out the vision and mission to achieve the goals of the *pesantren* effectively and efficiently.

### **Have good interpersonal skills and a high self-confidence attitude**

Abah Jagat is a leader who is respected and admired by teachers, students, and the community. One of these factors is seen in his interpersonal skills and his ability to develop

relationships and develop himself. This was marked by how he pioneered, built, and developed a network of Islamic educational institutions centred in the elite area of Bumi Serpong Damai (BSD), Serpong, South Tangerang, Banten, which later became a *pesantren*. In addition, one form of self-development is carried out by completing studies up to S3 at overseas campuses. Now, he is also actively developing *thoriqoh* through the umbrella organization of *thoriqoh mu'tabaroh* as *Mudir Idaroh Wustho' Jam'iyah Ahli Thoriqoh Mu'tabaroh An-Nahdly* (JATMAN) Banten Province. Abah Jagat is also active in filling the recitation of *Manaqib* Shaykh Abdul Qadir al-Jailani in various regions. In the journalistic professional organization, Abah Jagat has served two terms as general treasurer of the Central Indonesian Journalists Association (PWI). He is also active on Instagram social media @abahjagat21 by creating contemporary content that follows the times and can be reached by all circles.

All leaders certainly need and must show confidence. This can also be seen from Abah Jagat. He is a leader who has strong principles and exudes confidence. Applying this mentality is essential to achieve success in areas including work, social relationships, and self-development. Abah Jagat is one example of an individual who uses a positive, self-confident attitude to advance *pesantren*, including in the academic field. He highly upholds religious knowledge, linguistics, and general knowledge.

From the explanation above, it can be illustrated that Abah Jagat also carries out transformational leadership as described by Zacher and Johnson (2015) that transformational leadership involves leaders who motivate their followers (in this case, students, teachers, and other *pesantren* residents) by being positive role models (ideal influence), communicating visions of an exciting future (inspirational motivation), and encouraging independence and creative thinking and being kind and compassionate (individual care).

### **Leadership Style of KH Budi Rahman Hakim, PhD in Shaping Teacher Work Motivation**

Motivation comes from the Latin verb *Movere*, which means to force or encourage action. What is meant by motivation is how to foster people's enthusiasm for their work so that they are willing to try their hardest and use all the abilities they have to achieve their goals (Dörnyei & Ushioda, 2021; Mendari, 2010). Many theories of motivation explain behavior-outcome relationships. One of them is Maslow's Need Hierarchy Theory. Maslow explained that human needs are classified into five hierarchies, namely: 1) physiological needs, 2) security needs, 3) affection needs, 4) self-esteem needs, including reputation, prestige, recognition from others, needs for trust and power, and 5) self-actualization needs (Mendari, 2010).

Teacher motivation is one of the most important components in determining the effectiveness of teaching and certainly has an impact on student development. Teachers who are driven to succeed will be optimal in learning, serving, and actively contributing to fostering the environment. In line with this, Hakim and Muhdi (2019) indicators of work motivation may also include interpersonal relationships, policy and administration, recognition and reward, development, and responsibility. Suropto (2016) then explained that an agency/company can use various techniques to motivate employees, such as giving gifts, praising staff, creating a pleasant work environment, accepting opinions and ideas from employees, increasing employee education levels, and carrying out a number of other initiatives. These unwritten things then became a concern for Abah Jagat in shaping the motivation of teachers at the *Pesantren Jagat' Arsy*. How he took steps as the leader of the *pesantren* to increase teacher motivation certainly reflects his leadership style.

### **Forming motivation in providing physiological needs of teachers**

One of Abah Jagat's ways of shaping teacher motivation is by meeting the physiological needs of teachers, in this case, the fulfilment of material for teacher welfare. The availability of complete learning support facilities, including teacher rooms, halls, and comfortable classrooms so that the learning environment is created conducive and other facilities that can be used by teachers in optimizing learning and developing competencies. In addition, the form of fulfilling physiological needs that Abah Jagat does in shaping teacher motivation includes fulfilling employee salaries and teacher consumption for each activity. Every semester, he held banquets both inside and outside the *pesantren*.

### **Forming motivation in providing teacher security needs**

Once the physiological needs of employees are met, there will be a feeling of the need for employee security needs. In its application, Abah Jagat provides the need for a sense of security for its employees by showing a pleasant and nurturing attitude. In addition, he also instructed to maintain *amaliyah* in *pesantren* and outside *pesantren*, especially implementing timely prayers, *dhikr*, and *sunnah amaliyah* in order to maintain self-spirituality so that a sense of comfort and security is formed. In addition, the *pesantren* also employs a number of security officers stationed in various locations around the *Pesantren Jagat' Arsy* environment to ensure the safety of students, teachers, and all residents of the *pesantren*, both from internal and external threats.

### **Forming motivations for the need for affection for teachers**

The need for compassion is very important in creating a pleasant work environment and providing a sense of security and comfort for every teacher. Abah Jagat conducts special meetings with teachers every month to maintain close friendships and the cohesiveness of each teacher. He conducted a sharing session with the teachers, which aimed to motivate and evaluate every activity carried out. One of the steps taken by Abah to make the relationship run smoothly is to allow the teacher to meet him directly if there are things that must be discussed or asked. He also conducts monthly *Manaqib* activities for the general public and also *pesantren* residents, which aims to make *pesantren* residents accustomed to socializing and contributing directly to society. With these activities, it is hoped that social bonds will be formed. Strong social bonds are associated with the need for affection. A person's mental well-being can be improved by having encouraging friends who feel part of a social group.

### **Provide a form of motivation for the need for respect for teachers**

As described by Mendari (2010), the need for self-esteem includes reputation, prestige, recognition from others, and the need for trust and strength. One of the actual forms carried out by Abah Jagat is rewarding teachers who continue their experience outside the institution and giving responsibility to teachers and employees to be involved and lead educational institutions. In addition, he provides opportunities for teachers to explore themselves.

### **The need for self-actualization**

Abah Jagat responds to the demands of self-actualization by offering teachers the flexibility to fully explore their skills and potential while giving them the opportunity to optimize their work. Abah Jagat always supports teachers' development, for example, by providing time support and convenience for every teacher who works while studying to complete their work optimally

or openly supporting employees who want to implement new activities that are in line with the progress of the institution.

#### D. CONCLUSION

The leadership style of KH Budi Rahman Hakim, PhD in increasing teacher motivation at *Pesantren Jagat' Arsy* has been achieved. He has a charismatic and transformational style, although, on the other hand, he also applies authoritarian leadership. It can be seen from the four indicators of research results, which are as follows: 1) Have a vision and goals that are current and relevant to current demands and progress. 2) Have strong communication skills in leadership, especially in influencing the ideas, feelings, and behaviours of teachers, students, and *pesantren* residents, thus causing appreciation from both *pesantren* residents and the surrounding community. 3) Stay calm in the face of any obstacle, even if it requires taking personal risks. 4) Have a strong belief in one's ability to achieve good. Judging from the five indicators of research results that are in accordance with Maslow's Hierarchy of Needs Theory, the leadership style of KH Budi Rahman Hakim, PhD in increasing teacher work motivation at *Pesantren Jagat' Arsy* has been achieved to be substantive (sufficient in meeting motivational needs). 1) Motivate teachers by meeting their physiological demands. 2) Creating motivation to meet teacher safety demands. 3) The form of motivation in providing the need for teacher affection is met. 4) The form of motivation in providing self-actualization needs to teachers is met.

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