

Teachers' Competency Management Strategies in Improving The Character of Students Who Are Ready to Lead and Ready To Be Led By Pesantren

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ABSTRACT

Pesantren is an Islamic educational institution in Indonesia with characteristics and an educational system that is different from other formal education. One of the proofs of the difference is about improving the character of being ready to lead and ready to be led with the nuances of Islamic teachings. This research is categorized in the form of descriptive qualitative research with the type of field research. To obtain relevant data in this study. The researcher used three data collection techniques, namely observation, interview, and documentation. Meanwhile, the analysis uses data reduction, data presentation, and data verification. So in the study, a conclusion was obtained that the teacher's competency strategy in fostering character is ready to lead and ready to be led by externalization, objectivity, and internalization. Meanwhile, activities that help in improving this character are student group leadership training, leadership and management training, basic scouting advanced courses, and student organizations. Also, the supporting and inhibiting factors are because there are strengths and opportunities, as well as weaknesses and challenges.

Keywords: Teacher Competence; Character of Students; Al-Amien Islamic Boarding School

A. INTRODUCTION

Education is a process of delivering learning materials by teachers to students so that they are easily understood and understood. Thus, education becomes very important in the lives of students so that it becomes a provision for everyday life later. Through education, learners will become a leader for their family or community. For this reason, education must be managed properly to achieve educational goals effectively and efficiently and one of them is through education under the auspices of Islamic boarding schools (Hasmayni, Siregar, and Aziz 2020). Because the existence of an education implemented in Islamic boarding schools will have a positive impact. Where there will be harmony between general education and supported by pesantren education which contains Islamic values.

Pesantren is an Islamic educational institution in Indonesia with different characteristics from Islamic educational institutions in various Islamic countries in the world. Pesantren in Indonesia is an Islamic educational institution led and cared for directly by a *kyai* (teacher) in educating *santri* (students) to have Islamic knowledge and also general knowledge. However, usually, Islamic boarding schools prioritize Islamic science education over general science (Anintyawati 2021). The task of a *kyai* (teacher) is to teach and educate students to know all kinds of knowledge. In delivering students with all kinds of knowledge, teachers are also needed to assist the *kyai* in teaching and educating students through Islamic teachings. Apart from the knowledge that must be possessed by the students, usually in Islamic boarding schools, it is also instilled in the students to have good character.

Character is part of the teachings of Islam. It can be seen from its history, that the Prophet Muhammad Saw was sent to this earth solely to improve morals and also become a good role model for all humans. Thus, the character becomes very important for the lives of students in boarding schools to get used to good values education by the wishes of parents at home (Laili *et al.* 2022). Character education is still very general because of the various kinds of behavior itself such as relationships with God and the Messenger, relationships with friends, participating in the environment, and so on. But in this discussion, the author wants to elaborate on the character of being ready to lead and ready to be led. Where this is a teaching that makes students later become reliable leaders both in the boarding school itself or even later when the students become graduates.

One of the Islamic boarding schools that implements the character of being ready to lead and ready to be led is one of the Islamic boarding schools at the tip of Madura island, precisely in the Sumenep area, known as Al-Amien Prenduan Islamic boarding school. This pesantren is one of the pesantren in Madura where the founders of the pioneers were *kyai* who

were alumni of the Darus Salam Gontor Ponorogo Islamic boarding school in East Java. Where the education system in the Al-Amien Prenduan Islamic boarding school is not much different from the Darus Salam Gontor Islamic boarding school, but certain strategies are most likely different in the management system. Al-Amien Prenduan Islamic boarding school is located in Madura, which has a distinctive characteristic with a blend of cultures that have been traditional on the island of Madura (Jauhari 1997). Although the students consist of various regions in Indonesia and even outside this archipelago. One of the education applied in this pesantren is character education which is ready to lead and ready to be led by the values of Islamic teachings. The character of being ready to lead and ready to be led has become flesh and blood for the students of Al-Amien Prenduan Islamic boarding school. Because of this character education, it is usually used as a barometer for the success of the students after becoming alumni later (Sutrisno 2021). Why is that? Because the students are trained physically and mentally from the time they become students until they become graduates of Al-Amien Prenduan Islamic boarding school.

From this synthesis, researchers are interested in researching what strategies are used by teachers in improving the character of ready-to-lead and ready-to-be-led at Al-Amien Prenduan Islamic boarding School, what forms of application are used by teachers in improving the character of ready-to-lead and ready to be led at Al-Amien Prenduan Islamic boarding school and what are the supporting and inhibiting factors in implementing teacher competency management strategies in improving the character of ready to lead and ready to be led at Al-Amien Prenduan Islamic boarding school Sumenep.

B. METHOD

This research is included in a qualitative research approach with a type of field research. Where researchers go directly to the research site to search, understand, and analyze all data related to the title of this research. The type of research is included in case study research where researchers focus on one institution, namely the Al-Amien Prenduan Islamic boarding school Sumenep (Dr. J.R. Raco, M.E. 2010). While the time of this research was carried out for one year, namely in 2023-2024 AD and the researcher chose a place at the Al-Amien boarding school because there were several considerations; First, because this pesantren institution is a graduate institution from the Darus Salam Gontor Ponorogo boarding school. Second, many students have succeeded in becoming leaders of the ummah in various organizations. And one of them became the ambassador of Tunisia. Third, leadership education

takes place from generation to generation which is implemented in institutions with various kinds of materials that are modified in line with the times by bringing success to its graduates.

The data collection techniques carried out by researchers through three techniques, namely (1) Interview; where the researcher interviews the respondents from among the teachers, the students, and all the residents of the cottage who always support the implementation of character improvement and ready to lead and ready to be led. (2) Observation; the author also came directly to this Al-Amien cottage, to see and understand what activities support the implementation of this character improvement. (3) Documentation; where researchers document images that are directly related to this character improvement activity (Sugiyono 2013). While the data that is supporting factors in this research are two kinds of data, namely primary data is field data related to character improvement and secondary data is all data that supports this research such as scientific books, journals, writings on websites, and others. The data analysis technique in this study uses data analysis techniques which contain three stages, namely data reduction, data presentation, and data verification (Moleong 2005).

C. RESULT AND DISCUSSION

Historical Setting of Al-Amien Prenduan Islamic Boarding School Sumenep

Al-Amien Prenduan Islamic boarding school is one of the most famous Islamic boarding schools in Madura. Precisely in Prenduan village, Pragaan sub-district, Sumenep district (Sutrisno and Zulkarnaen 2021). This pesantren is located at the eastern end of Madura island and is located in the coastal area. Many people are fishermen, fish, and rengginang producers and traders. It is 33 kilometers west of the city of Pamekasan and 23 kilometers from the city of Sumenep. And 130 kilometers from the city of Surabaya.

This Al-Amien Islamic boarding school has four pesantren (4 educational institutions), namely first, Al-Amien 1 consists of Tegal Islamic boarding school and Al-Amien female boarding school 1, second, Al-Amien 2 consists of Tarbiyatul Mu'allimien Al-Islamiyah (TMI) and Ma'had Tahfidzil Qur'an (MTA), third, Al-Amien University Prenduan and fourth, al-hikmah Pekandangan Bluto Sumenep (Sutrisno, Majid, and Badrun 2022).

In general, the initial pesantren was pioneered on 10 November 1952 AD. By a very aliem kyai named kyai jauhari chotib. To make this pesantren big, then in the pioneering process, he also sent his 3 sons to the modern Kulliyatul Mu'allimien al-Islamiyah (KMI) boarding school in Gontor Ponorogo. On 11 June 1971 he (kyai jauhari) breathed his last it was

continued by his sons and is currently led and cared for by his grandson named Dr. KH. Ahmad Fauzi Tidjani, M.A.

Pesantren Activities in Supporting Teacher Competence to Improve Student Character

Activities are a very important part of improving the character of a leader among Al-Amien Prenduan students. There are at least three general activities in this division, namely intra-curricular, extra-curricular, and co-curricular. For this reason, the author will explain the activities that support the character improvement process specifically as follows:

a. Leadership Training for Student Groups

This student group leadership training is usually carried out once a year. Where the heads of the groups in this pesantren are carried out theoretical training by the kyai assembly and the teachers to be embedded in the soul as a leader. Usually carried out for one full day and in practice carried out for one year and will be evaluated by the administrators and teachers once a month. And will be asked for an accountability report once a year (Al-Amien 2021). Usually, this training is attended by all heads in this pesantren from all elements of the head. Such as; room leader, class leader, student group leader, council leader, and others. This means that in this process there is a stimulus for students to have a soul as a leader who is ready for everything.

b. Leadership and Management Training

This is a training that must also be carried out by Santri. However, this training is only given to 5th-grade TMI students (2 MA / SMA) who want to become administrators of Santri organizations later. This training is usually carried out for 3 days in the form of theory and 2 days of practice. After that, they will become administrators by being inaugurated directly by the kyai assembly in becoming the right hand of the kyai to support and become implementers in all activities carried out for two semesters (Interview With Muhdlar Ali Wafa 2021). This is a program to educate students to have the soul of a leader because the students will be required to carry out planning, implementation, and evaluation independently and in collaboration with the assembly of organizational considerations in the boarding school.

c. Scout Basic Advanced Course

This course is usually conducted once a year and lasts for one week with the upcoming scout expert speakers in the Sumenep district to make the students creative in becoming a person who are ready to lead and ready to be led. Usually, this activity is carried out and carried out by students who want to become administrators, namely class 5 TMI (2 MA / SMA) at Al-Amien Prenduan (Interview With Lukman Hakim 2022). As for the events carried out, namely

with a camp system, reconciliation of material, and learning while playing by involving the surrounding environment. To be able to know knowledge through the universe and have a love for other creatures created by Allah Swt.

d. Student Organisation Association

This is one of the final stages in all training carried out by the kyai and teachers to help students have the character of being ready to lead and ready to be led. Where these students are taught and guided so that they can carry out organizational management with full trust and *Istiqomah* in goodness. If outside like in the current government, there is the MPR, President, DPR, and others. Well, in this pesantren it also applies like that, thus the students can implement all the knowledge they get during training. The management is carried out for one year with the end of the accountability report session for the form of *khidmah* that has been carried out for a year.

Analysis/Discussion

Teacher Competency Strategies in Improving Character Ready to Lead and Ready to be Led at Al-Amien Islamic Boarding School Sumenep

According to Peter L. Berger and Thomas Luckman in their social construction theory, it is explained that there are 3 interrelated strategies in improving the character of being ready to lead and ready to be led, and the three of them can be described as follows:

a. Externalization Strategies

According to Berger, the process of externalization strategy is a form of self-adjustment to social culture as a form of producing a product in humans. Where in this process there is an outpouring of the human self continuously into the world, be it physical or mental (Peter L. Berger 2001). Thus this is as the author observes in the Al-Amien Islamic boarding school there are all forms of guidance to improve the character of being ready to lead and ready to be led by teachers and administrators to students in the form of self-adjustment and social culture. So that this process is very relevant in achieving the desired character improvement together.

This externalization is an anthropological need in everyone who lives in Al-Amien Prenduan Islamic boarding school where when we want to know someone empirically. Then we must be able to understand it with life in the community. Thus, when the teachers want the students to have the character of a leader. Then they are united in an environment that is directly supported and supported by the scope of the leadership training tradition.

b. Objectivation Strategies

According to him, this second strategic process is a process of instilling good values into each student and all forms of externalization processes that have been carried out by trying to look back at a reality that is around the environment objectively (Dharma 2021). In this process, there is also a social interaction through an institution and legitimization of leadership values in the Al-Amien Sumenep boarding school.

In the process of institutionalization and legitimation, there is a work that attracts intersubjective views to become objective by carrying out social interactions that are built with full equality. This institutionalization will build a solid building into one by intertwining subjective thoughts into inter-objective ones (Rabi and Zulkefli 2018). From here, there is a reality that occurs among students who feel in themselves the importance of improving their character as a leader in everything they find in the process of interaction both in books, education, and the surrounding environment.

In the process of institutionalization and legitimation, there is a work that pulls intersubjective views together to become objective through social interactions that are built with togetherness. This institutionalization will build a solid building into one by intertwining subjective thoughts into inter-objective ones (Sherly et al. 2023). From here, there is a reality that occurs among students who feel in themselves the importance of improving their character as a leader in everything they find in the process of interaction both in books, education, and the surrounding environment.

c. Internalization Strategies

In this last process, namely internalization, each santri will have different experiences in the process of absorbing knowledge about leadership character in themselves. Among them are those who absorb external factors and among others there are those who absorb internal factors (Sutarja et al. 2022). To eliminate this difference, there are three ways to internalize the character of being ready to lead and ready to be led as follows:

A. Primary socialization process

This stage is a form of the initial socialization stage that will be experienced by each individual at the beginning of their entry into the Al-Amien Sumenep boarding school. In this process, teachers usually have a very important role for each student. Because it is at this stage that the students will experience a very rapid process of change.

B. Secondary Socialisation Process

This socialization is the second step that will change the attitude of a student to grow in him as a leader (Anintyawati 2021). Usually, this stage is carried out when they have entered grade 2 MTs to grade 3 MA. This process is closely related to primary socialization

C. Identity Formation Process

This identity formation is usually used as a subjective keyword for the relationship between the teachers and the students. This identity is usually formed because there is a process of adaptation between teachers and students (Laili et al. 2022). Where when a student can practice leadership values in himself, there is a maintenance, modification, and reshaping of what he does by the teachers. Because this socialization process will shape and influence other students (Purwanto *et al.* 2021).

Supporting and inhibiting factors in improving the character of ready-to-lead and ready-to-be-led in Al-Amien Islamic Boarding School Sumenep

In the description above, there must be supporting and inhibiting factors in the process of implementing strategies carried out by teachers to improve the character of being ready to lead and ready to be led. So it is also necessary for the author to describe these two factors. As for the supporting and inhibiting factors here, the author uses Albert Humphry's SWOT analysis, namely strengths, opportunities, weaknesses, and threats (Surani and Mifthahudin 2018).

To understand the supporters in the application of the *asatidz* strategy in improving the character of ready to lead and ready to be led, namely; (1) Strengths is an internal factor that tends all positive effects in achieving all goals in the Al-Amien Prenduan Sumenep pesantren. This is by the statement of teacher Samhadi that in training and coaching the management of student organizations carried out every program because it is solely to make them have a mentality as a good leader and can also train their mentality well in preparation for facing the community after becoming graduates and returning to their respective hometowns of students. This statement is also confirmed by the head of the TMI hut, Kyai Abdul Qodir Jailani, that there is control from the *asatidz* in implementing all activities carried out by the students by upholding the values of togetherness and goodness in general. (2) Opportunity is an external factor that tends towards positive values as well as to improve student character through the guidance of teachers (Dali *et al.* 2020). For this reason, the achievement and objectives of

improving the character of this leadership must have support from the external Al-Amien Prenduan pesantren. The form of opportunity that becomes an external part here is the implementation of the Indonesian government which is carried out with a democratic system so that the implementation in the election of the head of the student organization of the pesantren Al-Amien Sumenep is also carried out in the frame of elections such as the President. So that this can foster the spirit of leadership in the students to have the desire like the government leaders and also train the psychic of the students to be able to concentrate properly and correctly. In addition, the students also see their alumni who have been successful in managing educational institutions, companies, or even in government and this then fosters the enthusiasm of the students to improve the character of the leadership spirit in facing the challenges of the times later.

Meanwhile, the inhibiting factors in the implementation of teachers' strategies in improving the character of ready to lead and ready to be led are 2 parts, namely; (1) Weakness is an internal weakness factor that hurts the process of character improvement to students. As for the internal factor that causes a form of weakness in the process of improving this character, some students still do not apply discipline through the teachings and sunnah applied at the Al-Amien Prenduan Islamic boarding school (Rabi and Zulkefli 2018). This was also emphasized by the principal of aliyah TMI, Ustadz Lukman Hakim, who stated that some of the administrators violated the violation of the boarding school, but we have given sanctions in the form of education so that the students who violate this are embedded in themselves with a deterrent attitude and do not want to repeat it. In addition, there is also a lack of intense supervision because some teachers also carry out the educational process, namely lectures. So this is part of the weakness in the process of improving the character of these students. Also, this was stated by some who stated that various kinds of lecture assignments were their shortcomings in controlling the students in improving their character as a leader. (2) Threats is a part that becomes an external factor by having a bad tendency to achieve the goal of improving the character of leaders in the students at the Al-Amien Sumenep Islamic boarding school (Zhang et al. 2023). The challenge that occurs is that many religious people have passed away, so there is a need for the regeneration of Islamic leaders who are in line with the teachings contained in Islamic values and also the existence of some government leaders who lack trust in leading such as corruption, collusion, and nepotism.

D. CONCLUSION

Among some of the descriptions above, the following conclusions can be drawn:

First, the strategy used by teachers in improving the character of being ready to lead and ready to be led is an externalization strategy with a good role model attitude given by teachers in improving the character of being ready to lead and led among the students, an objective strategy where there is objective knowledge by the students about the theory and all practices about the character of good leadership values that are owned by them, and internalization with a willingness and personal experience to want to improve in the students in implementing the value of leadership character.

Second, the activities carried out in improving the character of students are student group leadership training, leadership and management training, basic scout advanced courses, and the existence of student organizations that are implemented and carried out continuously from year to year and a correct and appropriate evaluation process is carried out.

Third, the supporting factor in the implementation of strategies carried out by teachers in improving the character of ready to lead and ready to be led is through the strength of which there is a control process in every implementation of leadership training in improving the character of students who are ready to lead and also ready to be led. There is also an opportunity to make Al-Amien Sumenep students have a good mentality and attitude in leading the government later after becoming graduates of the Al-Amien Sumenep Islamic Boarding School. Meanwhile, the inhibiting factor is that some of the administrators are still violating the discipline of the boarding school and some teachers are still busy with lecture activities so they cannot fully control. It is also because there is a challenge where many leaders of the ummah have done bad deeds for the government such as corruption and indifference to subordinates.

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In this study, the strategies applied by the teachers in improving the character of being ready to lead and ready to be led are by the policies deliberated by the students at this Islamic boarding school. Starting from the kyai, the heads of Islamic boarding schools, teachers, and administrators deliver students who have a leadership spirit in them. So that later it can be useful for life in the community. The suggestion for the next researchers is to conduct an in-depth assessment and understanding of the teacher competency strategy carried out in achieving the improvement of the characteristics of the students. Because it is possible that in this study there is still a lack of data obtained by the researcher due to the limited time possessed by this researcher.

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