

School Principal Leadership Style in Islamic Boarding Schools-Based Junior High School

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Abstract

This research aims to reveal the school principal leadership style in an Islamic boarding School-based junior high school located in Tulungagung Regency. This study is using a quantitative method with a phenomenological approach. The design used in this study is multicase studies with comparative case studies. The object of research includes Kiai, principals, vice-principals, teachers, and foundation employees, in three schools, there are (1) Sunan Gunung Jati Islamic Junior High school, (2) Jawaahirul Hikmah Junior High school, and (3) Al Azhaar Islamic Junior High School. Obtained research result related to the First Research Focus are as follows, (1) the path and goal of leadership style in Sunan Gunung Jati Islamic Junior High School, (2) the charismatic leadership style in Jawaahirul Hikmah Junior High School, (3) the situational leadership style in Al Azhaar Islamic Junior High School. Second, related to the roots of leadership in terms of religious roots, cultural roots, and social roots. First, the roots of leadership in terms of religious roots come from the letters in the Al-Qur'an and hadiths which explain the characteristics a leader must possess. Second, the root of leadership in terms of the cultural roots of *sami'na wa atho'na* means that the students always have high obedience to the kiai or ulama who are placed as heirs of the prophet. Third, the roots of leadership in terms of social roots show the fact that the background of the Islamic boarding school-based junior high school, the social background of the community, the highest decision-maker in the Islamic boarding school-based junior high school, the leadership model based on heredity, and the selection of principals based on competence, greatly influence the leadership style applied by each headmaster. This leadership root also influences the achievements of each of the Islamic boarding schools in Tulungagung.

Keywords: Leadership Style, Leadership Root, Boarding Schools

1. Introduction

To achieve Indonesia's golden generation in 2045, on 6th September 2017, the president issued Presidential Regulation Number 87 of 2017 about Strengthening Character Education (PPK). The Ministry of Education and Culture of the Republic of Indonesia as the institution that most associated with this program has been implemented PPK in the same year. PPK program is part of the National Movement for the Mental Revolution (GNRM) and *Nawa Cita* from President of the Republic of Indonesia. The Ministry of Education and Culture of the Republic of Indonesia said that the PPK program development much referring to the success of character education that is applied in Islamic boarding schools. The success of the PPK program in Islamic boarding school has been adopted by

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the Ministry of Education and Culture's Directorate of Junior High school Development (DitpSMP). Since 2008, DitpSMP has developed rapidly in the process of integrating the character strengthening program and the intellectual development of the younger generation in Islamic boarding schools. As a form of support and appreciation, DitpSMP issued Islamic Boarding School-Based Junior High School program (SBP). This is also supported by the National Education System Law Number 20 of 2003 (UU Sisdiknas) as one of the legal protections of PPK. Talking about Islamic boarding school-based junior high school in Tulungagung Regency, East Java Province, there will be many contradictions between the idealism seen in National Education System Law and the real conditions on the ground.

Based on the eight BSNP standards, almost all of them place the SBP in Tulungagung Regency under the National Education Standards. Starting from the Graduate Competency Standards for example. The competence of graduate students at school is generally strongly influenced by the input competence of students in the school. Elementary graduate students who got high scores in national exams (NUN) in Tulungagung Regency generally tend to continue their education at public schools that are considered "favorites" because according to them it has a high standard of education services. This was one factor that led to the competence of SBP graduates in Tulungagung Regency not optimal. The majority of parents prefer public schools which are considered superior. Meanwhile, Islamic boarding school-based junior high school will receive the "rest" of students who are not accepted in the public schools.

SBP school principals have bigger duties and responsibilities. This task is an effort to increase the educational standard and to achieve goals based on the vision and mission of Islamic boarding school-based junior high school. Improving educational standards is not an easy step without full support from the government. Increased educational standards are generally measured by the increased achievement of a school. If you examine the educational standards in the SBP, it is not easy to achieve the achievement that can be compared with public schools. Meanwhile, achieving goals according to the school's vision and mission is another thing that is harder to achieve. The vision and mission that proclaimed by the SBP is generally a vision that is firmly held by the academic community at the school and has consequences that are not light. This is due to the visions and missions of the SBP are great future goals and expectations of the Kiai as a top leader of the Islamic boarding school which is often illogical when juxtaposed with the facts on the ground.

The following data is the survey result conducted by researchers for the 200 guardian parents in Tulungagung Regency who registered their children in Islamic boarding school-based junior high school. Student guardians who have children that excel in academics were questioned about the reasons behind their reluctance to continue their education at Islamic boarding school-based junior high school. One of the indicators of student achievement that is used is the national exam score (NUN) obtained by the students. If tabulated, the answers will show the phenomenon as shown in Figure 1 below.

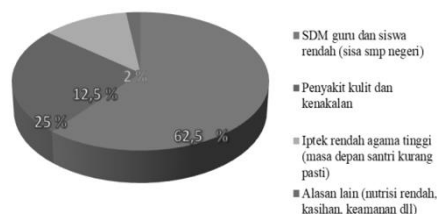


Figure 1. Four SBP Negative Phenomenon in Tulungagung Regency

Source: Research Survey Data Result in 2017

From the figure above, it is understood the reason behind most parents of elementary school graduates in Tulungagung Regency reluctant to enroll their children who excel in academics to the

SBP. They generally still have negative views related to the existence of an Islamic boarding school. Apart from these negative phenomena, many positive phenomena are interesting to observe related to the existence of Islamic boarding schools. A survey of 200 parents of elementary school graduates in Tulungagung Regency also proves this.

Furthermore, there are survey results about five SBP positive phenomenon in Tulungagung Regency. The following diagram explains that parents of elementary school graduates in Tulungagung Regency are interested in sending their children to SBP because they see of many achievements made by SBP in Tulungagung Regency. They saw that SBP can compete with state schools to achieve high achievement, not only at the local level but also at the regional, national, and even international levels.



Figure 2. Five Positive Phenomenon About SBP in Tulungagung Regency

Source: Research Survey Data Result in 2017

The data in the chart also explains that parents believe in the leadership of Kiai and principals who can manage Islamic boarding school-based junior high school well. Some of these positive phenomena can only be seen clearly when an SBP can achieve brilliant achievements. If not, then another phenomenon will not be easily read from the perspective of the world outside of the Islamic boarding school or if it is not directly involved in the SBP world. Some of these are about the leadership of the Kiai and the unique school principal in the Islamic boarding school, strong internal motivation, "*sami'na wa'atho'na*" culture which is typical of Islamic boarding school, and the partnerships that have been established.

The main thing that is the most influential in Islamic boarding school-based junior high school is the leadership of the Kiai and the principal. The Kiai is the most essential element in an Islamic boarding school. The Kiai is often even the founder. Naturally, the growth of Islamic boarding schools is highly dependent on the personal abilities of the Kiai (Dhofier, 2015). Kiai's leadership is reflected in a comprehensive pattern from the school principal's action, both visible and invisible to the teachers and students as well as the entire academic community in the SBP. The leadership style of Kiai and school principals in Islamic boarding school institutions will be able to transfer some values such as teacher's loyalty, students and pilgrims, community support around the Islamic boarding school, tolerance with different backgrounds and choices, unique welfare criteria, and so on.

The individual values of Kiai and the principal of SBP need to harmonize with the values of religious leaders, students, and also Islamic boarding school cultural values in a process called socialization. Socialization activity will be perfect if the religious leaders and all stakeholders can receive well the following three things, there are work, school, and Islamic boarding school. The characteristics of the Kiai and the fact of the Kiai's sincerity will generate positive motivation in the form of sincerity in the principal of the Islamic boarding school-based junior high school. The school principal of SBP carry out their duties and responsibilities with pleasure, even though they are not well off financially.

Kiai's leadership is also believed can influence the partnerships between the SBP school principal with other parties. The Kiai's characteristics that full of solidarity, tolerance, and awareness of the importance of friendship also encourage school principals to establish a partnership with external parties of Islamic boarding school. In reality, the combination of various phenomenon above is the key to the progress of an Islamic boarding school-based junior high school. That phenomenon has inspired

the religious leaders and students to support each other and help each other to run various programs in Islamic boarding school-based junior high school.

This is evidenced by the existence of Islamic boarding school-based junior high schools in Tulungagung which are not only able to maintain their existence and improve educational standards, but it also able to compete with state schools in obtaining achievements. There are three Islamic boarding school-based junior high schools that will be discussed in this study, there are (1) Gunung Jati Islamic Junior High School, (2) Jawaahirul Hikmah Junior High School, and (3) Al Azhaar Islamic Junior High School. These three schools can show achievements that deserve attention on the local level and the national level. Within the last five years in various fields, both academic and non-academic fields, the accomplishment in these three SBP in Tulungagung showed a significant increase.

Based on this background, this study aims to reveal (1) the leadership style of the school principal in Islamic boarding school-based junior high schools, (2) the leadership root in Islamic boarding school-based junior high schools, and (3) the implication of achievement that accomplished from the leadership style of the Islamic boarding school-based junior high principal.

Leadership has become a great interest subject to many people in a variety of situations. How much influence a leader has on his followers in taking action will be an interesting discussion material for future leaders. Hart (1978) stated in his writing that the Prophet Muhammad SAW is the most influential leaders in the world throughout history. Even though he was born as an orphan and was in an environment full of ignorance, the Prophet Muhammad SAW has managed to bring a huge change for the world until now. How a leader is born and how he can determine future history has been written by many experts in the leadership field. Leadership skills in an increasingly uncertain era are needed. Traditional leadership is certainly not sufficient to face a world that is full of artificiality, uncertainty, complexity, and full of change (Johansen, 2012). Yukl (2015) stated that most of the leadership definitions reflect the assumption that leadership is related to a deliberate of someone's process to emphasize his powerful influence on other people to guide, create structure, and facilitate the activities and relationships within a group or organization.

2. Literature Review

Leadership

From various views on leadership, it can be concluded that leadership is a manifestation of a person's personality that is created due to group conditions, a power relationship in one of the parties has the right to determine the behavior of others, and to the interplay between the leader and the follower. Leadership in Islam is something that can be interpreted through the following references. According to Ibn Kathir's Tafseer, this verse implies that a person will become a strong and good leader as long as they are patient. Meanwhile, Imam Al Ghazali (Hujjatul Islam) in his book, *Ihya`Ulumiddin*, explained that there are three things related to patience, there are (1) patiently obey, (2) patiently stay away from prohibitions, and (3) patiently undergoing a calamity or disaster (Al Ghazali, 2008).

The principal of Islamic Boarding School-Based Junior High Schools (SBP) as part of a leader who runs the wheel of leadership in the Islamic boarding school, must have an understanding of the theories, essences, implications, and sanctions of leadership in Islam. This understanding is important because Rasulullah SAW has explained that if his people do not want to get lost in life, they should stick with the two life guidelines of Muslims. There are two main life guidelines in Islam which are used as a reference and life guide for all Muslims, namely the Al-Qur'an and Al-Hadith. The principal's leadership reflects leadership in Islam. Three theories support the leadership style of the Islamic boarding school principal.

Path and goal leadership theory developed by Martin Evans and Robert J. House further explains how a leader's behavior affects the satisfaction and performance improvement of subordinates. This theory used a motivation theory framework because leadership is very close and effects work motivation. In essence, this theory seeks to explain a leader's behavior towards motivation, satisfaction, and job execution by subordinates.

Situational leadership theory according to Hersey and Blanchard, in Zainal (2014), is based on the relationship between the following points, (1) the number of instructions and directions given by the leadership, (2) the amount of socio-emotional support provided by the leader, and (3) the maturity level of the followers that shown in carrying out a special task, function or purpose. According to this theory, the subordinate's maturity level determines the right mix of task-oriented and relationship-oriented behavior for the leader (Yukl, 2015).

Leadership Roots

There are three kinds of leadership roots in Islamic education management, namely religious roots, cultural roots, and social roots. Al-Qur'an and Al-Hadith as the root of religious leaders are quite a lot about the importance of leadership in Islamic boarding school-based junior high schools' community. Furthermore, the cultural roots of the Islamic boarding school-based junior high school. Cultural roots and values embraced in the organization are not immediately observable. As stated by Greenberg and Baron (2003), organizational culture is a cognitive framework consisting of values, norms, attitudes, behaviors, and expectations that are received by organizational members.

Cultural root determines whether an act of leadership is considered good or bad. This assessment is generally based on considerations of social and geographical aspects which in practice are closely related to technical and economic aspects. How to achieve the common goals effectively and efficiently becomes the basis for consideration of technical and economic aspects. How to make it easier for humans to achieve prosperity and achieve the highest life goals is the main issue of leadership. The cultural root that is characteristic of Islamic boarding school-based junior high schools is the culture of "*sami'na wa atho'na*". The culture of "*sami'na wa atho'na*" has long inspired and become a culture in SBP.

The social root is part of the leadership root of the Islamic boarding school-based junior high school's school principals. The social root can be influenced by the community backgrounds, geographical conditions, livelihoods, economic and educational level of parents. The search for social roots was carried out in three schools which were the objects of research. Social roots are traced from (1) managers, education staffs, students, and student's parents at Gunung Jati Islamic Junior High School, (2) managers, education staffs, students, and student's parents at Jawaahirul Hikmah Junior High School, and (3) managers, education staffs, students, and student's parents at Al Azhaar Islamic Junior High School.

Leadership and Achievement

Leadership style is a trigger for motivation and achievement. As explained by various expert's opinions, leadership refers to the ability of a person (leader) to influence others (his subordinates) in such a way that the other person is willing to do the leader's will, even though he does not like it personally.

As stated by Aziz (2001), the success of organizational development business activities is largely determined by the quality of the leadership or management and the commitment of the top leaders of the organization to the required energy investment and the personal efforts of the leadership. Meanwhile, Soegiri (2004) in Brahmasari (2008) argues that encouraging a form of motivation is important to increase employee morale so that management can achieve the desired results.

The relationship between motivation, work enthusiasm, and the optimal result has a linear form in providing good work motivation, so employee morale will increase, and work results will be optimal under the set performance standards. This shows that there is a causal relationship between motivation and work performance or increased performance. This means that motivation is one of the factors that encourage to get optimal performance. In other words, motivation is a causal (cause) that causes an effect (achievement). The framework in this research can be seen in Figure 3.

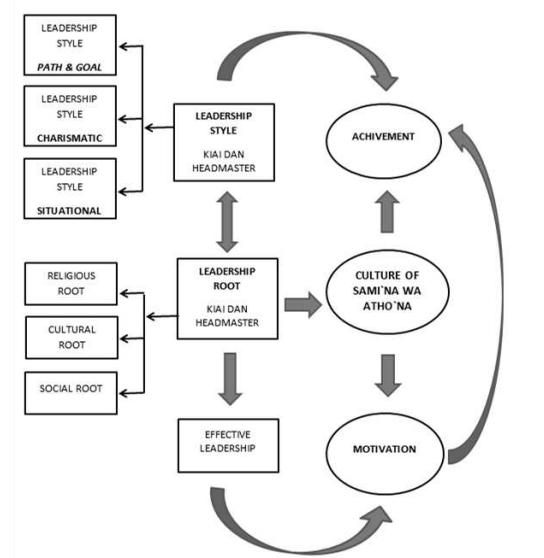


Figure 3. Research Framework

3. Methods

This study used a qualitative method with a phenomenological approach. The uniqueness of this research is the problem of principal leadership in Islamic boarding school-based junior high schools, which has never been studied by leadership actors in Islamic boarding school-based junior high schools. Also, another uniqueness is how the synergy between the Kiai's leadership and the leadership of the principal can be a driving force in efforts to improve the quality of Islamic boarding school-based junior high schools. With how the cultural pattern of "sami'na wa atho'na" as a culture that comes from the perspective of obedience in carrying out religious teachings since the emergence of Islam can grow and develop in Islamic boarding school-based junior high schools.

The design used in this research is a multi-case study with a comparative case study (Bogdan and Biklen, 2007). In this study, the Kiai, principal, deputy principal, teacher, and foundation employees from three Islamic boarding school-based junior high schools were the objects of research. The Islamic boarding school-based junior high schools that we studied were all located in Tulungagung Regency, namely (1) Sunan Gunung Jati Islamic Junior High School, (2) Jawaahirul Hikmah Junior High School, and (3) Al Azhaar Islamic Junior High School. Data collection techniques using participatory observation techniques, in-depth interviews, and documentation. The researcher is a key instrument in exposing the objective and subjective conditions of the research object.

The data analysis technique used is the cross site data analysis technique recommended by Denzin & Lincoln (2000). Cross site data analysis is the findings generated from several research sites. The purpose of this analysis is to combine the findings obtained from each of the research sites, namely the leadership style at Sunan Gunung Jati Islamic Middle School, Jawaahirul Hikmah Middle School, and Al Azhaar Islamic Junior High School. In general, the cross-site data analysis process activities are as follows: a) formulating propositions based on the findings of the first site and then looking at

the second site; b) comparing and combining theoretical findings from the two research sites; c) formulate theoretical conclusions based on cross-site analysis as the final findings of both research sites (Denzin & Lincoln: 2000). The first step, namely the researcher formulates a finding proposition about leadership style, leadership roots, and performance implications based on the leadership style at SGJ as the 1st site, JH as the 2nd site, and AA as the 3rd site. This proposition is useful in further analysis to make it easier for researchers to compare each data finding. The second step is to compare and integrate the finding propositions of leadership style, leadership roots, and performance implications based on leadership styles in SGJ, JH, and AA through a data finding matrix. The result of this process is cross-site data findings and propositions. The third step is to formulate a cross-site proposition as the final finding. Furthermore, these findings will be analyzed using inductive techniques to produce new theories, namely leadership styles, leadership roots, and achievement implications based on leadership styles in Islamic boarding schools. The cross-site data analysis activities of this research are described as follows. Cross-site data analysis techniques are described in Figure 4.

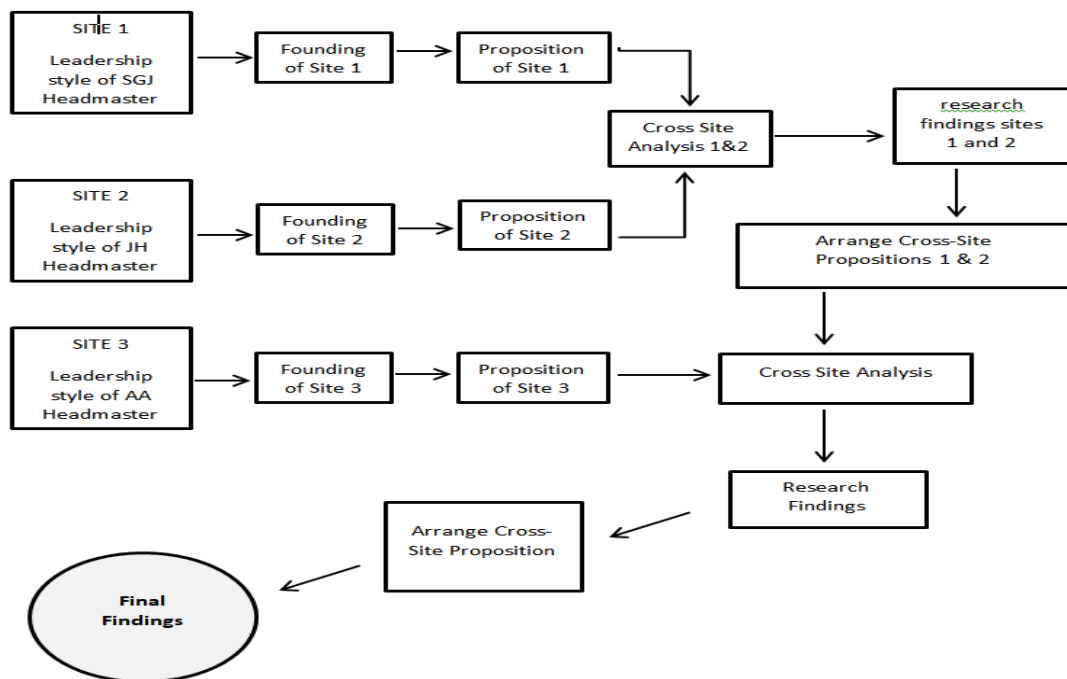


Figure 4. Cross-Site Analysis
(Denzin & Lincoln, 2000)

4. Results and Discussion

Cross- Site Findings

The finding of the cross-site was carried out in two stages, there are 1) finding the first and second cross-site, 2) finding the first and second cross-site with site 3. The finding of data on the first and second sites, namely SBP SMP Sunan Gunung Jati and SBP SMP Jawaahirul Hikmah have similarities and differences in the styles of leadership exercised. Differences and similarities are mainly found in the research focus of leadership styles and leadership roots of school principals, in particular on social roots. The research findings at the first and second sites were then combined into cross-site findings in the first stage. This finding resulted in the final findings of the first stage. The

finding resulted in the final findings of the first stage. These findings are presented in the following Table 1.

Table 1. Matrix of Cross-Site Data Findings on Principal Leadership Style in the First Stage in Islamic Boarding School – Based Junior High School

No.	Research Focus	SMPI SGJ	SMP JH	Final Findings Stage One
1	School Principle Leadership Style	Open, high motivation, and high fighting spirit.	Flexible in carrying out its role, high enthusiasm, and loyalty.	Open, high motivation, high fighting spirit, flexible in carrying out their roles, high loyalty.
2	School Principle Leadership Root	It is an Islamic boarding school-based. 1) Roots of religion (Al-Quran and Hadith) 2) Cultural roots (values of <i>sami'na wa atho'na</i>) 3) Social roots (the principal's social background is in the Islamic boarding school-based environment).	It is an Islamic boarding school-based. 1) Roots of religion (Al-Quran and Hadith) 2) Cultural roots (values of <i>sami'na wa atho'na</i>) 3) Social roots (background of residence in the same location as the Islamic boarding school-based)	Principals of leadership roots: 1) Roots of religion (Al-Quran and Hadith) 2) Cultural roots (values of <i>sami'na wa atho'na</i>) 3) Social roots (background of the principal's social life in an environment that has Islamic boarding school values)
3	The achievement implications of the principal's leadership style	This leadership style has an impact on the principal's leadership results in the form of achievements that are achieved in various superior school programs.	This leadership style has an impact on the principal's leadership results in the form of achievements in various academic and non-academic fields.	The leadership style has implications for achievement in the academic and non-academic fields, especially in the superior fields of the school.

The findings of the first stage cross-site analysis state that the leadership style of the Principal of the Islamic Boarding School in Tulungagung has the characteristics of openness, high motivation, high fighting power, flexibility in carrying out its role, and high loyalty. Furthermore, the final findings are found regarding the roots of leadership which state that the root of the head leadership schools as follows: (1) Religious roots (Al-Quran and Hadith), (2) Cultural roots (*sami'na wa atho'na* values), and (3) Social roots (background of the principal's social life in the environment which has Islamic boarding school values). Related to the implications of achievement based on leadership style, the final findings are obtained which states that leadership style has implications for achievement in academic and non-academic fields, especially in superior fields of the school. The cross-site findings in the first stage are then combined into cross-site findings. These findings are presented in the following Table 2.

Table 2. Matrix of Cross-Site Data Findings on Principal Leadership Styles in Islamic Boarding School - Based Junior High School

No.	Research Focus	Final Findings Stage One	SMPI AA	Final Findings
1	School Principle Leadership Style	Open, high motivation, high fighting spirit, flexible in carrying out their roles, high loyalty.	Open, flexible in making decisions, and communicative	Open, highly motivated, flexible in making decisions, communicative, loyal, and high fighting power.
2	School Principle Leadership Root	Principals of leadership roots: 1) Roots of religion (Al-Quran and Hadith) 2) Cultural roots (values of <i>sami'na wa atho'na</i>) 3) Social roots (background of the principal's social life in an environment that has Islamic boarding school values)	It is not an Islamic boarding school-based. 1) Roots of religion (Al-Quran and Hadith) 2) Cultural roots (values of <i>sami'na wa atho'na</i>) 4) Social roots (the social background that is not part of the foundation so that they have different thoughts, fresh but still collaborate with Islamic boarding school-based values)	Whether based on Islamic boarding school-based or not, leadership is rooted in three main roots: 1) Roots of religion (Al-Quran and Hadith) 2) Cultural roots (values of <i>sami'na wa atho'na</i>) Social roots (collaboration from the Islamic boarding school-based and not)
3	The achievement implications of the principal's leadership style	The leadership style has implications for the achievement of academic and non-academic fields, especially in the superior fields of the school.	This leadership style has an impact on the principal's leadership results in the form of achievements in both academic and non-academic fields.	The leadership style has implications for the acquisition of achievement in each school.

The final findings of the second stage of cross-site analysis state that the leadership style of the Principal of the Islamic Boarding School in Tulungagung has the characteristics of high motivation, flexibility in decision making, communicative, loyalty, and high fighting power. Furthermore, the final findings of leadership roots state that whether based on Islamic boarding schools or not, leadership is rooted in three main roots, namely (1) religious roots (Al-Qur'an and Hadith), (2) cultural roots (*sami'na wa atho'na* values), and (3) Social roots (collaboration from the Islamic boarding school and not). Furthermore, related to the implications of achievement based on leadership style, it is found that the final findings indicate that leadership style has implications for achievement in each school.

Leadership Style of Principals in Islamic boarding school-Based Junior High Schools

Cross-site findings indicate that the SBP in Tulungagung which was used as a sample in this multisite study is the three flagship schools based on Islamic boarding school. This flagship school is an Islamic boarding school-based school that has been advocated for and supported by its existence by the Directorate of Junior High School Development, Directorate General of Primary and Secondary Education, and Ministry of Education and Culture. These three schools were able to show achievements that deserve attention at the local level as well as at the national level. In the past five years in various fields, both in the academic and non-academic fields, the achievements of these three SBPs in Tulungagung Regency have shown a significant increase.

Cross-site findings related to leadership styles in each Islamic boarding school-based SMP can be classified based on the characteristics of each school principal. This characteristic is consistent with

the findings in Matrix 4.1 and Matrix 4.2. Site 1 leadership style shows the typical characteristics of the path-goal leadership style. The characteristics of the path-goal leadership style include openness, high motivation, participation, and results orientation. Furthermore, the characteristics of a charismatic leadership style include visionary, loyalty, and high fighting power, risk-taking, and communicative. The characteristics of the situational leadership style are flexible in making decisions, communicative, and open.

Based on the findings of the data in the field, the Islamic boarding school-based junior high school leadership discussed in this study has a form of leadership that comes from one source, namely Kiai. As a respected figure, Kiai has the charisma as a leader. In general, Kiai is the founding figure of an Islamic boarding school-based educational institution and is a very important figure for decision making and supervision in realizing the vision and mission of the Islamic boarding school-based junior high school. Also, Kiai is a figure whose behavior and speech will be fully and adhered to by all group members in the Islamic boarding school-based junior high schools and Islamic boarding school.

According to the final findings, the leadership style of the Head of the SBP in Tulungagung reflects a leadership style that is open, highly motivated, flexible in making decisions, communicative, loyal, and high fighting power. This leadership style is under the Path-Goal leadership style, Charismatic leadership style, and Situational leadership style. An open leadership style enables the board of teachers and employees to convey what is the initiative and will to support learning activities and other activities that are under the aspirations of the entire academic community. An open leadership style is following the Path-goal leadership style which aims to provide satisfaction to subordinates in the sense of being open to providing opportunities for subordinates to provide input, criticism, and suggestions.

A leadership style that has high motivation is proven to be able to increase work and learning motivation for the entire academic community. With high motivation, it will be easier to achieve the targets previously made. This leadership style is following the Path-Goal leadership style because it aims to satisfy subordinates in the sense of providing motivation and support for the achievement of common goals. This is under one of the leadership functions in the Path-goal theory, namely increasing the number of results (rewards) of their subordinates by providing support and attention to their personal needs.

A leadership style that is flexible in making decisions can make decision holders make decisions by paying attention to various situations, conditions, aspects, and existing interests. This leadership style is under the Situational leadership style. This flexible attitude is applied to facilitate adaptation to various situations. Especially when suddenly you have to deal with changes in uncertain situations. This flexible leadership style is very suitable to be applied in SBP to adapt to the conditions of students, student's guardians, teachers, and all employees in the school.

A communicative leadership style makes the principal able to convey information, ideas, ideas, and other things that are following the school's vision and mission as well as what is the common goal. This creates comfort for teachers and employees. This communicative leadership style is under the Situational leadership style. A principal is required to have good communication skills. This is because the environment or situation faced by the Principal is constantly changing. The principal of the school must also be able to communicate with the entire academic community with different levels of education, backgrounds, socio-economic conditions, and different communication skills.

A leadership style that is full of loyalty and high fighting power is an attitude that never gives up, loyal, and willing to sacrifice anything to achieve the ideals of the Kiai and the entire academic community at school. This leadership style that is full of loyalty and high fighting power is under the Charismatic leadership style theory. In the results of the data findings, it was found that this Charismatic leadership style shows the style of the principal who is willing to sacrifice anything for the ideals desired by the Kiai and the entire academic community. A principal can sacrifice all the

resources he has, including time, energy, ideas, thoughts, and even money. By using all available resources, the achievements that can be achieved with this leadership style are quite brilliant.

The cross-site findings related to the leadership style of the SBP head in Tulungagung based on the characteristics of leadership can be described in Figure 5.

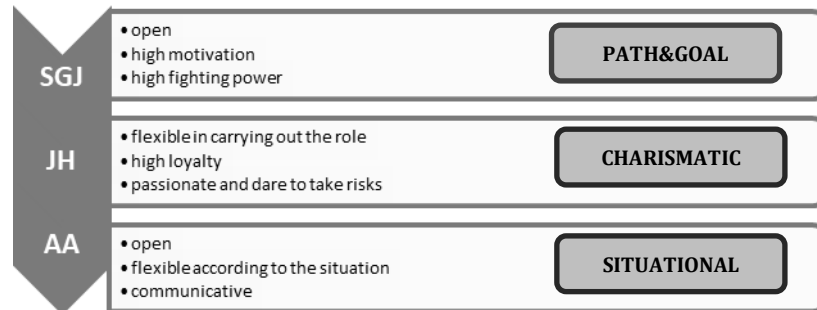


Figure 5. Leadership Style Findings based on Characteristics Principal of Islamic Boarding School-Based Junior High School

Roots of Leadership Style of Principals in Islamic boarding school- Based Junior High Schools

Related to the roots of leadership, some data findings have similarities and slight differences. Whether based on Islamic boarding schools or not, the leadership is rooted in three main roots, there are (1) religious roots (Al-Qur'an and Hadith), (2) cultural roots (*sami'na wa atho'na* values), and (3) social roots (collaboration from the Islamic boarding school and not). Of the three leading Islamic boarding school-based schools in Tulungagung Regency, similarities were found in religious and cultural roots. The religious roots of these three Islamic boarding school-based schools come from the Al-Qur'an and Hadith. Al-Qur'an and Hadith should be a guide in leading because they contain life guidance and narrations about leadership in Islam. Meanwhile, the cultural roots of these three schools also have similarities, originating from the *sami'na wa atho'na* culture. This cultural root comes from the typical life of students when studying at the Islamic boarding school. The majority of school principals, teachers, and employees working at SBP are alumni of Islamic boarding schools. This is what makes the culture of *sami'na wa atho'na* ingrained in the souls of school principals, teachers, and employees.

The next leadership roots, namely the social roots, are the roots of the school principal's leadership in SBP, which can be categorized into two, namely the collaboration of Islamic boarding school and non-Islamic boarding school. Principals from Islamic boarding schools can be found on site 1 of this study, namely Sunan Gunung Jati Islamic Junior High School and Jawaahirul Hikmah Junior High School. Site 3 in this study, namely Al Azhaar Islamic Junior High School, is led by a principal with non-Islamic social roots. These social roots can differentiate into the organizational structure of leadership and decision-makers in Islamic boarding schools. At sites 1 and 2, the highest decision-maker is the Kiai and has previously coordinated with the school principal. Meanwhile, at site 3, the highest decision holder is the Chairperson of the Foundation and has previously coordinated with the principal.

Based on the findings of the cross-site analysis, the religious, and cultural roots of the three sites have in common. Social roots differ according to the social conditions and life background of the principal at each site. The leadership style does not lead to a different pattern on the religious and cultural roots of each Islamic boarding school-based junior high school. The difference in leadership styles shows the characteristics of the social life of each Islamic boarding school-based Junior High

School's principal. The results of cross-site findings related to the leadership roots of the Islamic Boarding School's principal in Tulungagung can be described in Figure 6.

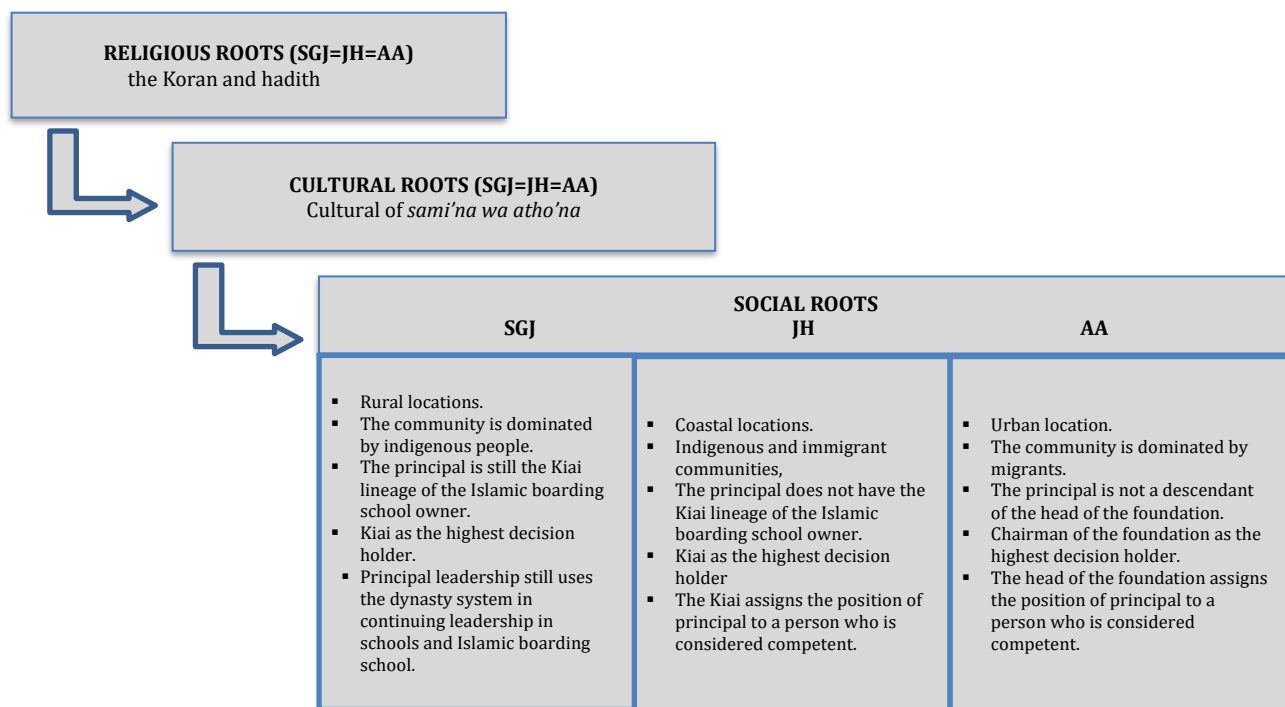


Figure 6. Findings of the Leadership Roots of Islamic boarding school-Based Junior High School Heads

Achievement Implications of Principals in Islamic boarding school-Based Junior High Schools

The final findings for achievement implications show that leadership style has implications for achievement in each school. In site 1, namely SMP Islam Sunan Gunung Jati, there are data findings that the leadership style applied by the principal is a Path-goal leadership style. This leadership style has an impact on the principal's leadership results in the form of achievements that are achieved in various superior school programs. Furthermore, in site 2, namely SMP Jawaahirul Hikmah, there are data findings that the leadership style applied by the principal is a Charismatic leadership style, this leadership style has an impact on the results of the principal's leadership in the form of achievements that are achieved in various academic and non-academic fields. In site 3, namely Al Azhaar Islamic Junior High School, there are data that the leadership style applied by the principal is Situational leadership style. This leadership style has an impact on the principal's leadership results in the form of achievements in the academic and non-academic fields.

According to the sites selected in this study, Sunan Gunung Jati Islamic Junior High School, Jawaahirul Hikmah Junior High School, and Al Azhaar Islamic Junior High School are the three excellent schools in Tulungagung Regency. The existence of three excellent junior high schools with different backgrounds of principal leadership styles and leadership roots of school principals is an interesting phenomenon. This Islamic boarding school-based school in Tulungagung can show impressive academic and non-academic achievements. These achievements are not only at the local level but also the national and international levels. There is a slight difference in the achievement of the three sites in this study. In site 1 with a path-goal leadership style, this school can have both academic and non-academic achievements at the local level that have been achieved by students. In

site 2 with a charismatic leadership style, this school can have academic and non-academic achievements at the local, national, and international levels that have been achieved by students, teachers, and school principals. In site 3 with a situational leadership style, this school can have both local and international academic and non-academic achievements that have been achieved by students. The results of cross-site findings related to the implications of achievement based on the leadership style of the Islamic Boarding School's principal in Tulungagung can be described in Figure 7.

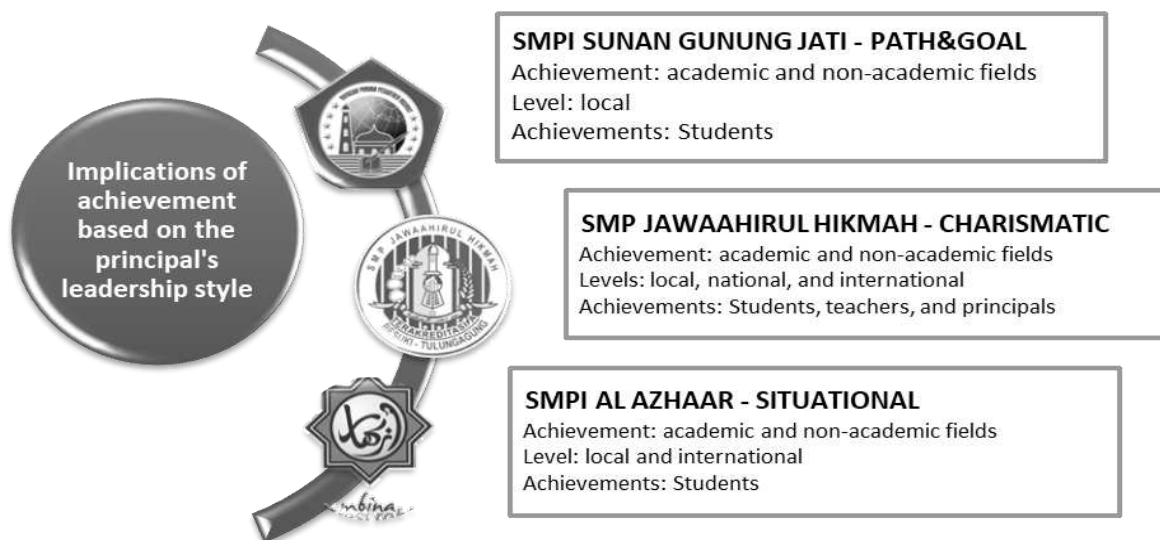


Figure 7. Implications of Achievement based on the Leadership Style of the Principal of a Islamic boarding school-Based Junior High School in Tulungagung

Based on the findings and discussion data in the previous chapter, the conclusions of this study are as follows, First, there are three kinds of principal leadership styles in leading Islamic boarding school-based junior high schools in Tulungagung Regency, East Java. These styles have their characteristics and uniqueness, thus giving their own "color" to the school being led. The first site study, namely the Path-goal leadership style at Sunan Gunung Jati Islamic Junior High School, Tulungagung. The second site study is the Charismatic leadership style at SMP Jawaahirul Hikmah, Tulungagung. And finally, the third site study, namely the Situational leadership style at Al Azhaar Islamic Junior High School. The determination of this type of leadership style is based on the characteristics of the attitudes shown by each principal in leading activities at the Islamic boarding school-based junior high school.

Second, related to the roots of leadership in terms of religious roots, cultural roots, and social roots. First, the roots of leadership in terms of religious roots come from the letters in the Al-Qur'an and hadiths which explain the characteristics a leader must possess. Second, the root of leadership in terms of the cultural roots of *sami'na wa atho'na* means that the students always have high obedience to the Kiai or ulama who are placed as heirs of the prophet. Third, the roots of leadership in terms of social roots show the fact that the background of the Islamic boarding school-based junior high school, the social background of the community, the highest decision-maker in the Islamic boarding school-based junior high school, the leadership model based on heredity, and the selection of principals based on competence, greatly influence the leadership style applied by each headmaster. This leadership root also influences the achievements of each of the Islamic boarding schools in Tulungagung.

5. Conclusion

Based on the findings and discussion data in the previous chapter, the conclusions of this study are as follows. First, there are three kinds of principal leadership styles in leading Islamic boarding school-based junior high schools in Tulungagung Regency, East Java. These styles have their characteristics and uniqueness, thus giving their own "color" to the school being led. The first site study, namely the Path-goal leadership style at Sunan Gunung Jati Islamic Middle School, Tulungagung. The second site study is the Charismatic leadership style at SMP Jawaahirul Hikmah, Tulungagung. And finally, the third site study, namely the Situational leadership style at Al Azhaar Islamic Junior High School. The determination of this type of leadership style is based on the characteristics of the attitudes shown by each principal in leading activities at the Islamic boarding school-based junior high school.

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Third, the implications of achievement and leadership style can be seen from the achievements of each school. The first site study, Sunan Gunung Jati Islamic Junior High School with a Path-goal leadership style succeeded in leading this school to achieve local academic and non-academic achievements in Tulungagung Regency which were achieved by students. This is in line with the third site study, namely Al Azhaar Islamic Junior High School with a Situational leadership style. With a Situational leadership style, the head of Al Azhaar Islamic Junior High School succeeded in leading the school he led to achieve academic and non-academic student's achievements at the local and international levels. The second site study had different performance outcomes from the first and third site studies. The second site study, Jawaahirul Hikmah Junior High School with a Charismatic leadership style has succeeded in making this school achieve spectacular academic and non-academic achievements at the local, national, and even international levels. This leadership shows that there is a need for collaboration between leadership styles to achieve more brilliant achievements. Therefore, it can be concluded that the principal's leadership style has implications for the achievement of Islamic boarding school-based junior high schools in Tulungagung, East Java.

Regarding the roles and duties of Islamic boarding school-based SBP or Junior High School in character education for the younger generation in Indonesia, the leadership style of school principals in SBP is very important. Based on the research findings, in Sunan Gunung Jati Islamic Junior High School, the leadership style of the school principal is a path-goal model. The Path-Goal leadership model attempts to predict the effectiveness of leadership in various situations. According to the model developed by Robert J. House, the principal is effective because of the influence of his positive motivation, the ability to carry out, and the satisfaction of his followers (in this case, it refers to the teachers or students and all stakeholders in the school). This theory is called path-goal because it focuses on how principals influence the perceptions of teachers, students, and even committees on work goals, self-development goals, and paths to achieving common goals.

Meanwhile, at Jawaahirul Hikmah Junior High School, the leadership style is Charismatic. Charismatic styles or models are more likely to be associated with principals acting in unconventional ways to achieve the school's vision and mission. The principal of Jawaahirul Hikmah Junior High

School used to think out of the box or not *pakem* (not referring to certain rules in the character education process or education in general). The principal's method of achieving the ideal goal is very different from the conventional way of doing things to impress followers (in this case is refer to the teachers, students, and school members) that the principal is endowed with extraordinary abilities. The use of the innovation strategy that seems successful has resulted in recognition from teachers, students, and all school stakeholders for the expertise of the principal. Charismatic leadership styles or models have negative consequences. Among the negative consequences is that the school principal's charismatic style tends to make risky decisions that can result in serious failure so that the principal tends to make or create a stronger enemy. The "created enemies" will use the principal's failure as an opportunity to get the principal out of the school environment. There were attempts to remove the principal from his position when there was a program failure and this happened in the history of the principal's leadership at Jawaahirul Hikmah Junior High School.

Finally, at Al-Azhaar Islamic Junior High School is a Situational leadership style. Emphasis on situational leadership theory at Al-Azhaar Islamic Junior High School depends on the maturity level of teachers, education personnel, and stakeholders in the school. The principal must judge correctly or intuitively to find out the maturity level of teachers, students, and stakeholders, then use a leadership style that is appropriate for that level. There are two interconnected sides of situational leadership at Al-Azhaar Islamic Junior High School. The first is from the point of view of the principal that consisting of two things, There are (a) the number of instructions and directions given by the principal, (b) the amount of socio-emotional support provided by the principal. Meanwhile, in terms of teachers, education personnel, and students, it is determined by their level of readiness or maturity which is shown in readiness to carry out certain tasks, functions, or goals. The success in implementing a program in achieving the vision and mission or goals of the school is very much determined when employees or teachers already have self-confidence and can direct themselves from their experiences, so they no longer depend on instructions from the school principal.

Junior High Schools in achieving or improving academic and non-academic achievements at Sunan Gunung Jati Islamic Junior High School, Jawaahirul Hikmah Junior High School, and Al Azhaar Islamic Junior High School in Tulungagung Regency, East Java. Likewise, the results of this research can be used as a reference to be able to compete more with other schools that have achieved and contributed to the nation and state. Also, the collaboration of the three types of Path-Goal leadership styles, Charismatic leadership styles, and Situational leadership styles is expected to be able to bring Islamic boarding school-based junior high schools to become superior and achievers schools. This is related to the achievements that they achieve as an implication of the respective leadership styles application of the three Islamic Boarding School-based Junior High School sites in Tulungagung.

The results of this research can be used as a reference for the Islamic boarding schools which are the object of this research, namely PP. Hidayatul Muftadi-ien, the Jawaahirul Hikmah Foundation, and the LPI Al Azhaar Foundation so that they can contribute more to education in this country. This oldest educational institution in Indonesia can further develop their institutions, especially in developing the function of the Islamic boarding school which is not only enlightening but also educating. It is also hoped that Islamic boarding schools will begin to adapt to the system for selecting school principals based on their competencies, not solely based on ancestry or kinship. With the application of the competency-based principal election system owned by prospective school principals, it is hoped that Islamic boarding school-based schools in Indonesia in general, and in Tulungagung in particular, can be more successful and be able to compete with public and private schools that are not based on Islamic boarding schools.

The results of this study can be used as a reference and provide additional knowledge that can be developed for further research related to principal leadership, motivation, Islamic boarding school culture, and partnerships for Islamic boarding school-based junior high schools in other relevant

contexts. For the Indonesian government, especially the Directorate of Junior High School Development of the Ministry of Education and Culture, the results of this study can be used as a benchmark to pay more attention to and continue to develop Islamic boarding school-based schools to be more efficient and participate in the success of the character strengthening program (PPK).

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