






The Principal and Kiai to Supervision Development of Teacher's Pedagogy Capability: Comparative Leadership Analysis

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Abstract: The goal of this study was to ascertain the following: (1) the role of school principals, and Kiai in overseeing the development of Kemendikbud Ristek-based schools; (2) the strategies used by principals and Kiai in overseeing the development of Kemendikbud Ristek-based schools/curricula; and (3) the results attained by principals and Kiai in overseeing the development of schools/curricula based on the Ministry of Education and Culture, Research, A case study research design is used in this study, which takes a qualitative approach. Both Hidayatullah Kuaro Senior High School in East Kalimantan and Darul Istiqomah Barabai Junior High School in South Kalimantan are the sites of this study. Methods for gathering data include in-depth interviews, field observations, and documentation. Reduction, data visualization, and analysis are the methods used. Verification of data The findings of this study relate to internal aspects, such as the function of principals and Kiai supervisors, the tactics employed by principals and Kiai for supervising, the performance principals and Kiai create as supervisors and the elements that support and impede development. Teacher performance monitoring activities through monitoring teacher performance measurement, coaching related to pedagogic competence, improving performance as an effort to improve the results of teacher supervision in carrying out online learning. Specifically increasing its pedagogical competence, namely integrating technology into learning and managing interesting learning content.


1 INTRODUCTION


The main factor might affect whether an organization succeeds in leadership. A leader must persuade his teammate to work toward predefined goals. To successfully foster or lead the company he leads, a leader also needs to have a positive personality. This is highly helpful for managing the organization's prospective resources. The school principal is the institution's chief executive. As a leader in educational institutions, the principal plays a significant part in empowering the available resources in his school. The educational process can function efficiently and appropriately if a school


principal is able to employ potential resources wisely. Wahjosumidjo (2011: 17)


In the develop course, the principal's role is crucial. In this situation, the principal has an impact on educational institutions whether it will succeed or causing a failure in their development. Andriani (2008: 59–60) describes the principal's position as a catalyst or someone who promotes the development and assigns the responsibility of persuading school personnel of the urgency needs for school development in order to raise the teaching standards. Through his leadership, the leader may control these changes. Wibowo (in Supriyanto, 2009),


This consist one of the skills that the superiors in a certain educational area must learn regarding of the

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leadership in order to implement a decent managing arrangement for the organization that they have oversee and pursue it on a better path. Development is required at schools and certain educational area to raise the teaching standards from both aspects which conclude the input and outcome of the educational process. It is said to be successful if educational input can foster a novel, engaging, imaginative, efficient, and enjoyable learning environment. If the results—both academic and non-academic—are strong, the output can be considered successful. A school must develop in accordance with the times and the demands of the institution as well as the community it serves. The leadership exercised by religious-based boarding schools can lead to the development of school principals and kiai. Institutions for Islamic education provide spaces for all Islamic educational endeavors. Individuals come together to establish groups. Speaking of groups, it goes without saying that there is always one individual who stands out and has the ability to influence others. Because of this, the term "leader" is used to describe the process of directing and organizing the actions of these groups. The success and viability of an educational institution are significantly impacted by the leadership development process.

Leadership responsibilities and tactics will result in performance that has an effect on raising educational standards. Performance is a thing that people produce within a certain time frame and according to certain standards. According to Prawirosentono (2002: 23), performance is an effort by someone from a certain work that has been completed with the tasks assigned by an organization in accordance with their respective authorities and responsibilities in order to achieve organizational goals ethically, morally, and legally. However, there must be significant barriers that the leader must overcome in order to carry out the progress—limits Of Organizational Change by Kaufman (1985:8).

Technology these days has a really massive development as it bring changes to education, not only for the content of curriculums but also changes in pedagogy, which cause a teaching method based on technology, Afandi in Purnasari and Sadewo (2020).

After the pandemic era, online learning that utilizes digital technology for learning activities were still being depend on until now despite the pandemic era is over. However, there are some challenges to this phenomenon. In an interview with teachers at school, the teachers were explaining about the content of the material they had presented per chapter in the form of e-books, powerpoints, and learning videos. When the teaching method through the presentation

was to be shown, there are barely any students asked the teacher for further explanations (Fajriani, 2021). Many teachers outside Java are confused about preparing online materials. In addition, network problems that hinder the teaching process to deliver their lessons was considered to be not optimal. Not all teachers master IT as it lead them to the difficulties of designing lesson plan and that cause a problem of struggling to integrate any kinds of learning method, hinder to evaluating learning methods and so on (Kusumahati, 2021).

Teacher's way of presenting their lesson and materials is the successful level of teachers in carrying out tasks in accordance with their responsibilities and authorities based on their performance standards to achieve goals. Teacher competence in the learning process and outcomes are grouped into four abilities, namely planning teaching and learning programs, implementing / managing the teaching and learning process, assessing the teaching and learning process and mastering, (Septiawati and Eftanastarini, 2020).

The general purpose of education is to help students reach their own maturity, so that they are able to stand by themselves in the middle of society. One of the prerequisites for education to function and achieve goals as formulated in the law, education must be "administated", or managed by following administrative science. Gagne and Berliner in Makmun (2005: 23) put forward three functions or roles of teachers in the process, namely as: 1) Planners who prepares what must be done in the teaching and learning process (pre-teaching problems). 2) Organizers who creates the situation, lead, stimulate, move, and direct teaching and learning activities according to the plan, act as resource persons, leadership consultants (leaders), who are wise in a democratic and humanistic (humane) sense during the process/ during teaching problems, 3) The assessor (evaluator) who collects, analyze, interpret and finally giving out consideration (judgement) to the success rate of teaching and learning based on the criteria set both regarding the effectiveness of the process, as well as the qualifications of the product (output). Highlighting the role of the teacher, teachers must strive to improve competence in the learning process, starting from planning, implementing and evaluating.

Teachers must develop an active, creatively innovative and fun learning process. Teachers were also permitted to give the students their own space to develop the potential that they have within themselves. One way to develop active and creative learning is the use of ICT in learning, so that learning is effective and consist with high quality outcomes.

Learning that takes place effectively and considered high quality will have implications for improving the quality of student learning processes and outcomes. Teachers must be able to develop learning designs and be skilled in using online learning media (Adlin, 2019).

Teachers at Hidayatullah Kuaro Junior High School and teachers at Darul Istiqomah Barabai Junior High School have carried out a small teaching and learning process supported by ICT (Information Communication and Technology) facilities. But more teachers have not used ICT media in learning, and do not even understand how to use it. Such conditions make the teacher's ability or mastery of the use of ICT in carrying out learning in the classroom, or other places of learning less mastered. For example, there are still teachers who do not understand computer operations, let alone on the internet. This deficiency will certainly hinder efforts to improve the quality of learning processes and outcomes in schools because the competencies are not well mastered. In fact, the success of an activity, of more than 50% is determined by good competence, so the success of learning is largely determined by the competence of the teacher.

2 LITERATURE REVIEW

2.1 Supervision of the Principal

When and where it is needed, professional guidance and support, known as supervision, is given to students at all educational levels (Taymaz, 2011, 4). It is a process that consists of aspects for analysis, evaluation, correction, and development (Başar, 1998, 4), as well as administrative, contextual, and educational acts (Wiles and Bondi, 2000, 11–13), and it is the hub for creating new teaching methods (Sullivan ve Glanz, 2009, 4; Kalule and Bouchamma, 2007, 90).

The supervision idea, according to Purwanto (1987), is a training activity that is intended to help teachers and other school staff carry out their jobs successfully. According to Sahertian (2000), supervision refers to the actions taken by school administrators to guide teachers and other staff members in improving instruction. This includes motivating, choosing teachers for job growth and development, and updating educational objectives, teaching materials, teaching methods, and evaluations.

The goal of supervision is to enhance and develop the learning process overall, which implies that it is

not only important to enhance the caliber of teachers but also to promote the development of the teaching profession by providing facilities that facilitate effective instruction. Provide direction and coaching in terms of curriculum implementation, selection and use of teaching methods, learning materials, procedures, and teaching assessment approach to help teachers enhance the quality of their knowledge and abilities (Al-Kiyumi & Hammad, 2020; Nilda et al., 2020).

Supriono (2014), States that the specific goals of educational supervision at the federal level include 1) assisting teachers in understanding educational goals; 2) assisting teachers in directing student learning experiences; 3) assisting teachers in using modern learning tools; 4) assisting teachers in evaluating student progress and the outcomes of the teacher's own work; 5) assisting teachers in using learning experiential resources; 6) assisting teachers in meeting student learning needs, and 7) assisting teachers in meeting their own professional development needs. Helping new instructors at the school feel satisfied with their assignments; 9) Aiding educators in finding ways to more readily adapt to society and make use of community resources; 10) Assisting teachers so they can commit all of their time and effort to the growth of the school.

The oversight exercised must be capable of enhancing the efficiency and effectiveness of the organization's management procedures. The benefits and drawbacks of management implementation will be understood through oversight at all stages of the process, including the beginning, middle, and end. (2015) Suprihatin Suprihatiningrum (2014).

According to Depdiknas (2006), The role of supervision from the standpoint of national education policy, principals were being involved in seven major roles: (1) educators (educators); (2) managers; (3) administrators; (4) supervisors; (5) leaders; (6) cultivators of work climate; and (7) entrepreneurs.

The purpose of supervision is to help teachers create suitable environments for teaching and learning activities so that students may learn effectively, whether through one-on-one or group instruction. The principal, who acts as a supervisor and must be able to offer guidance or lessons and appropriate solutions to deal with a variety of student-related issues, and carrying out specific techniques. The principal can assist teachers in order to pertaining the implementation of the school curriculum. The following tasks can be completed as part of this curriculum activity: creating semester schedules and learning program plans (RPP).

Susanto (2016) defines the group technique as the application of supervision to a group of supervised individuals. The supervisor may put people in a scenario where they are all suspected of having the same issue. Regarding the methods that can be used, they include holding meetings, having group discussions, providing in-service training, and giving seminars.

Principal Supervision Indicators According to Permendiknas Number 13 of 2007, school principals are required to meet certain competency standards. These standards include: 1) Planning supervision programs to boost teacher professionalism, including the Supervision Planning Program, notebooks purchase, instruments, and learning supervision schedules.

Teacher competence is a factor supporting successful learning in schools. One of the competencies of the teacher is pedagogical competence. Based on Law Number 14 of 2005 explains that pedagogic competence is the ability of teachers to manage the learning process of students consisting of a basic understanding of education, students acknowledgment, development of learning tools, learning design, implementation of dialogical and educational learning, utilization of learning technology, learning evaluations, and development of the students potential (Kurniasih & Sani, 2017). Teachers' pedagogical knowledge affects the quality of teaching understanding which has an impact on student learning outcomes. If the teacher has a good quality within themselves, the students might be involved into the decent quality impact.

2.2 Kiai

Charisma for leaders in their leadership is rooted for the influence (emotional) of their followers, and usually, this charisma arises from the personality values of a leader. In Islamic boarding schools tradition, charismatic leadership arises from the high knowledge possessed by the kiai, obedience to Islamic teachings, noble character, and having the highest station in the Erekat, for example, makrifat (Abdul Gaffar Karim (2009: 103), Horikoshi (1987: 226-227). The implication of charismatic leadership is the occurrence of dynamic changes in the organization. In Islamic boarding school, charismatic leadership encourages dynamic change and obedience to ustadz, students, and the community around the school, so that the kiai become the role model of social arrangement.

The charisma of the kiai in the Islamic boarding schools derives from a combination of (traditional)

Islamic education and the charisma acquired or inherited (genealogically) or charismatic leadership attributes of kiai (Inayah Rohmaniyah and Mark Woodward, 2012: 123). (Sukamto, 1999: 23). Ideology can be strongly persuaded to take lead under charismatic leadership (Chumaidi Syarif Romas, 2003: 205). Big bodies, strong voices, keen eyes, the presence of genetic linkages to prior charismatic kiai, and engineering processes can all be used to produce compelling leaders (Abdur Rozaki, 2004: 87-88).

Giving special kiai titles to those with knowledge and virtues that regular people lack, as well as widespread support among the Islamic boarding school community. In terms of the major personality, kiai became a patron of the neighborhood and took on more of a role than merely a teacher (Bruinessen, 2005; Gunawan and Palupi, 2012; Mursidik, et al., 2013; Gunawan, 2013). This was supported by Kusminardjo (1989), who claimed that a leader's personality as a whole is what makes him or her successful (effective). The president, as the personification of the institution, communicates a variety of images to the public to support Shah and Monahan's (2008) assertion that the president symbolizes the institution and all that it means to its various constituencies.

The existence of Islamic boarding schools as academic institutions and the function of kiai are inextricably linked. Kiai is a learned man who chose his path to become the Islamic boarding school's head. A leader's role in an organization is crucial. In the process of planning, implementing, encouraging, and monitoring so that the goals are accomplished collectively in groups, the leader becomes a barometer of the group's success (Nugraha, 2010; Gunawan, 2016a; Gunawan and Sulistyoningrum, 2013). Every leader has a unique leadership style that is customized to the organizational situation. Islamic boarding school's leadership style differs from other educational institutions.

2.3 Comparative Leadership Analysis

The leadership model in organizational education and Max Weber's philosophy of Leadership serve as the study's analytical pivot points. According to Weber, who bases his classification of leadership styles on the theory of dominance, there are three types of leadership: traditional, charismatic, and logical. According to Weber's theory, charismatic leadership has its roots in the chastity, heroism, and extraordinary qualities (character) of its leader, while legal (rational) leadership is based on the belief in legality on the basis of rules and regulations

procedures that apply, traditional leadership is sourced on the authority of certain community traditions, and according to Abdul Gaffar Karim (2009: 103) charisma emerges based on the quality spiritual leader. The two prerequisites are described by Horikoshi (1987: 226-227).

For goal attainment, group commitment, and organizational culture change, leadership is a process (activity) that influences what a leader does to followers (Sadler, 1997:22). Leadership calls on followers to carry out the orders of the leader. There are numerous styles (categories) of leadership (kiai) to persuade the followers (ustadz or students in the islamic boarding school tradition).

3 METHODOLOGY

This kind of research is phenomenological, using a qualitative research methodology to focus on what a person experiences when he or she feels a deep meaning. Choosing informants with the intention of meeting a number of characteristics that can produce information that is trustworthy, true, and accurate is known as purpose sampling (Creswell) (2008: 77).

This study employs a qualitative methodology and a case study research design. In-depth interviews, field observations, and documentation were the methods employed for data gathering in this study. In this study, data were gathered in the field and analyzed at the same time. In data analysis, the researcher condenses the information gathered in the field, arranges it in accordance with the study focus, and then makes inferences on each focus. The validity of the data in this study was examined using member verification, the persistence of observations, and triangulation approaches (sources and methods/techniques).

The study was conducted at Darul Istiqomah Barabai Junior High School in South Kalimantan and Hidayatullah Kuaru Middle School in East Kalimantan. Methods that required for gathering data are doing detailed interviews, field observations, and documentation. While analysis techniques that were used consist of data reduction, data visualization, and data verification. 221 pupils attend Hidayatullah Kuaru Junior High School, which has 32 students. 320 pupils attend Darul Istiqomah Barabai Middle School, which has 37 ustad.

4 RESEARCH RESULTS AND DISCUSSION

The strategy of principals and kiai so that the development they bring leads to improving the quality of education, specifically by (1) improving the facilities and infrastructure management such as classrooms, office buildings, and other facilities, (2) improving the human resources management by provide training system, (3) cultivating a culture boarding school-style schools, (4) supervising, and (5) maintaining communication with the principal to oversee the development of the school. These roles and development techniques give rise to new performances to address the issues and needs of the Islamic boarding school as well as the school itself.

The performances produced by school principals and kiai are (1) organizing dream class programs, (2) obtaining A-accredited school status, (3) E-Report as an online evaluation material, (4) establishing a special cottage for memorizing the Qur'an, (5) get academic and non-academic awards.

The concentration of technology-based media is very influential on the success of the learning process, because technology-based media is an audio-visual media. In addition to being heard, it can also be seen, so the message conveyed in learning is easily digested by students. The ability of Hidayatullah Kuaru Junior High School teachers in the use of technology-based media in learning is still lacking. Meanwhile, to realize educational goals and support the success of the learning process, teachers' ability to use media is needed. Therefore, it is considered necessary for the principal to supervise and provide directions for improving teacher competence. According to Purwanto (1987), "Supervision is a coaching activity planned to assist teachers and school employees in doing work effectively." Academic supervision carried out by researchers to teachers of Hidayatullah Kuaru Junior High School is in accordance with the supervision steps, namely: (1) the initial meeting stage, (2) the implementation stage, (3) the reverse stage (reflection).

Factors that encourage development in SMP Hidayatullah Kuaru are from internal and external schools. Internal factors come from (1) the Leadership of school principals and kiai, (2) support for Islamic boarding schools, (3) infrastructure, and (4) school guards and alumni. At the same time, the external factors of development are (1) the community's need for high formal and religious education, (2) students who excel but have no money, and (3) the success of other educational institutions. Meanwhile, the factors that hinder the development

of SMP Darul Istiqomah Barabai are (1) difficulties to divide the time of students at school and in Islamic boarding school, (2) the the principal and kiai's mindset differences regarding of the policies, (3) inconsistency of running the program.

In Javanese, kiai can refer to three different kinds of titles. Initially, as an honorific designation for objects that are revered, such as "*Kiai Garuda Kencana*," the Golden Train at the Yogyakarta Palace. The community bestows two honorific titles—the second for parents—and the third on a Muslim religious authority who owns or leads an Islamic boarding school. Regarding of the boarding school, the kiai's leadership is based on a combination of (traditional) islamic education and the charisma that is either acquired or inherited (genealogically) or the kiai's charismatic leadership character (Inayah Rohmaniyah and Mark Woodward, 2012: 123) (Sukanto, 1999: 23). Ideology is strongly persuaded by charismatic leadership (Chumaidi Syarif Romas, 2003: 205).

Fadliansyah asserts that KH. Hasan Basuni, the head of the Salafiyah Islamic boarding school, did not have a significant impact on the boarding school management. Everything pertaining to the the boarding school management was given to his four sons, who were assigned their respective responsibilities, such as giving the takhassus Qur'an to Ulul Fadli, the science curriculum and development to Ustadz Fadliansyah, and Ulul Fadli, who served as treasurer and was in charge of the salafiyah hut to the east. KH. Hasan Basuni stronger influence over decision-makers in Islamic residential schools (Interview, 07 Juni 2022).

The concept of Ahlussunah Waljamaah and Nahdliyah thought is to be instilled via education at the Darul Istiqomah Islamic Boarding School. asserts that the inclusion of an-Nahdliyah is crucial because if Ahlussunah Waljamaah (Aswaja) is the only group recognized, many Islamic organizations' parties in Indonesia will refer to themselves as Aswaja, which would be in opposition to NU's interpretation of the term. The Darul Istiqomah Islamic boarding school was established by KH. Hasan Basuni and Nyai Hajjah Siti Shalehah, S.Pd.I through the study of fiqh, monotheism, morality, and memorization of the Qur'an (Interview, 07 Juni 2022).

1. The boarding schools curriculum is inseparable from the government curriculum as applied to the Darul Istiqomah Barabai Islamic Boarding School and the Hidayatullah Kuro Islamic Boarding School.

2. The curriculum for Islamic boarding schools is integrated with the curriculum of the Ministry of Education and Culture, Research and Technology.

From here, there is mutual interaction and benefit between the curriculum of Islamic boarding schools, madrasas, and schools and the absence of an equal education program. Thus the orientation of the Islamic boarding school education curriculum does not only lead to religious sciences educations, especially in the fields of *Tawhid/aqidah*, *Fiqh*, and *Akhlaq/Sufism*. But also Profan sciences. The curriculum made by Islamic boarding schools shows that there are changes from time to time in accordance with the demands of community needs. The changes were made within the framework of improving the boarding school curriculum itself (Interview, 07 Juni 2022).

The boarding school learning process does apply not only the ascending book system but also the classical system in a pattern. This pattern of learning does not only rely on traditional methods such as; taking notes, memorizing, studying sitting (*sorogan*), lectures, and translations, but also on modern methods such as; discussions, questions, answers, demonstrations, assignments, and field trips. The acceleration program was also developed as a means of developing the potential of students with high academic abilities. In the learning process, Islamic boarding schools have taken/applied elements of Madrasah and School Pedagogics carried out by the Government in the curriculum of the Ministry of Education and Culture, Research and Technology.

We can categorize today's boarding schools using the three types of boarding schools that once existed in order to see how they differ from those of the past:

A kiai teaches the pupils using books authored in Arabic by Islamic well-known clerics since the middle ages while they typically live in dorms within the boarding school. Boarding schools are educational and teaching institutions that frequently deliver those teachings in a non-classical style.

A boarding school is a type of educational facility that is essentially similar to the boarding schools mentioned above, but where the students live and are dispersed across the surrounding village. The boarding school's teaching methodology also permits the students to arrive in big groups.in particular time.

Today's boarding schools are a mixture between the system from the boarding school which teach Islamic religion by various ways, and the students are given the facility to live within the boarding school, or near them, in the modern boarding school essence dictates that the students are still within the criteria of a non-formal education learner, and also the boarding school provides the formal education in the form of Islamic school or even regular school in various

levels and specialties depending on necessity (Hasbullah : 1999).

The results of the research findings regarding the role of school principals and kiai as development leaders are managerial, namely regulating Human and Non-Human Resources so that they can work optimally. This is in accordance with the opinion of Suhardiman (2011: 39), which states that the principal's managerial duties are related to the management of all resources in the school. The principal of SMP An-Nur Bululawang Malang is assisted by two deputy principals in managing the school's human resources. This is done because the principal feels incapable of supervising and managing a massive number of human resources. For this reason, he invited the vice principal and his staff to work together in managing the school's human resources. The involvement of school residents in managing school human resources will create a sense of ownership and responsibility to achieve it. The HR is also supervised by kiai in Darul Istiqomah Barabai Islamic boarding school.

The management of the pesantren is delegated in a rational manner. Many kiai assign their children and the pupils administrators for the responsibility of running the boarding school. The kiai's democratic attitude is apparent, especially in the leadership of the kiai of the Aswaja Nusantara Islamic boarding school, despite the fact that the regeneration of leadership is carried out genealogically. The growth of the Salafiyah Islamic boarding school into a mixed Islamic boarding school, which blends the Salafiyah Islamic boarding school educational system with modern education, is another way for the kiai's rational attitude demonstration. In contrast to residing in Islamic boarding school, several Islamic boarding schools operate official schools and urge their pupils to enroll in them as well. A large frame, strong voice, keen eyes, ancestral ties to charismatic kiai in the past, and the engineering process can all be used to produce charismatic leaders (Abdur Rozaki, 2004: 87-88).

The leadership styles that distinguish one Kiai from another are diverse. This is seen in the Barabai salaf Islamic residential schools. For instance, the first female Islamic boarding school to concentrate on tahfidz al-Qur'an was the Darul Istiqomah Islamic Boarding School, which was established in 1953 by KH. Hasan Basuni and Nyai Hajjah Siti Shalehah. After the Salafiyah Islamic Boarding School and Ibnul Amin, Darul Istiqomah is the third Islamic boarding school to be constructed in Barabai. KH. Mahrus Amin, the son of the boarding school's current caretaker.

One method that principals and kiai have developed to raise educational standards is the selection of kids for the "dream class." According to

Imron (2012: 43), there are three different ways to choose new students for admissions: based on the Pure Ebta Value List (DANEM), Interest and Ability Search (PMDK), and the entrance exam results. In the ideal method for choosing classes, the school first establishes the standards or prerequisites that students must satisfy in order to be admitted to the desired class. In order to choose prospective students for the optimum class, the school's principal collaborates with the State University of Malang and Darussalam Gontor.

Positive improvements in a school will only take place, in the words of Kurnia & Qomaruzzaman (2012: 24), "if all school subjects grasp the nature of their own school culture, whether apparent and invisible, formal or informal." If the school community is aware of the school's culture, it will be possible to track developments inside the institution. The school's one-day-one-hadith, istigosah, and tausiyah cultures are created by the principal. In addition to serving as the school's identity under the auspices of the Islamic boarding school, the principal built this culture with the intention of instilling moral and religious behavior in the student body. By tightening up student discipline at SMP Hidayatullah Kuaro, principals and kiai also enhanced student management (Imron, 2012: 174).

That may be used include cooperative control, inner control, and external control. One of the regulations in Darul Istiqomah Barabai middle school is that pupils who miss three days of class will receive a warning and may be expelled. These rules demonstrate how Hidayatullah middle school uses methods of external control to discipline its students. A variety of disciplinary guidelines are established by the principal and the kiai must be followed. Students who break the rules must take the punishment that results from their actions. According to the points of violation, penalties are applied. The principal carries out this action as one of his or her initiatives to raise educational standards through encouraging growth.

By hiring new instructors who place emphasis on alumni that familiar with Nahdlatul 'Ulama, principals and kiai can also enhance the management of human resources at Hidayatullah Kuaro middle school. According to Mulyasa (2012: 64), "recruitment activities are carried out, namely an effort to find and get as many prospective teachers and staff who meet the requirements as possible to then choose the best and most capable candidates" in order to obtain teachers and staff in accordance with needs. The principal of Hidayatullah Kuaro middle school hired new instructors in order to accommodate more students. Finally, the principal made a choice to hire new teachers, but they had to be university graduates. Renowned in Malang and knowledgeable on Nahdlatul Ulama Mulyasa (2012: 67).

The Darul Istiqomah Islamic boarding school keeps an eye on its former students. This observation is done to keep the beliefs or ideologies of the Darul Istiqomah Islamic boarding school alumni in the Aswaja an-Nahdliyah rail. The establishment of an alumni organization serves as a monitoring tool. There have been no pupils who have left the NU amaliyah under this supervision up to this point. Muhammadiyah was visited by individuals, but they soon left again. Alumni who continue their education at UAD, UMY and Darussalam Gontor are still taught these techniques in Islamic boarding schools (Appointment, October 3, 2015). Leadership is an action (process) in which a leader influences his followers to establish group commitment, change organizational culture, and achieve goals (Sadler, 1997:22). leadership calls for the followers' submission to the leader's commands. There are various styles (kiai) of leadership that can be used to sway followers (ustadz or students in the Islamic boarding school tradition).

According to Weber's leadership theory, the kiai at Darul Istiqomah Barabai Islamic boarding school in Hidayatullah Kuaro exhibit three leadership styles (traditional, charismatic, and rational). The three leadership philosophies have an impact on the various religious beliefs of students. Different sources of dominance are the cause of this variation. Weber's idea of leadership is built on the idea of domination, according to Kurdi (2007:134). The following table provides a more thorough description.

The shift of kiai leadership, which is carried out genealogically by their descendants and relatives, is the result of traditional leadership in Islamic boarding school. The Salafiyah Mlangi Islamic boarding schools experienced the same thing. Although there is some independence of thought in some boarding schools, the influence of traditional leadership on pupils made them to think as seen in pupil's adherence (fanaticism) to the kiai's religious beliefs. The Salafiyah Islamic boarding school alumni adopt the same religious philosophy as their kiai due to their fanatical mentality. This differs from Islamic education offered in contemporary pesantren like Gontor.

Students' ideologies are instilled through the processes of study and instruction, as well as through Aswaja's actions, An-Nahdliyah, and the example of the kiai. A high concentration of knowledgeable caregivers combined with modern insight is a powerful tool for influencing pupils' scientific paradigms.

The kiai, who serves as the boarding school leader, appoints a caretaker or instructor, taking into account the competence and abilities of the students. What ideology places a greater emphasis on the kiai's pupils and carers set a positive example for moral

behavior. Kiai has a significant impact on the boarding school's leadership. Even when the caregivers/ustaz impart knowledge that is more liberated, the majority of pupils continue to adhere to the science that the kiai has taught them. Despite the fact that the knowledge being taught is still based on conventional books (classical books), santri ethics can be produced together with high reading skills. The more knowledge gained, the easier it is to refine conventional thinking to make it more contemporary and logical. This topic has emerged as a defense against the assault of beliefs that might skew behavior and thought.

The kiai have a significant impact on the Islamic boarding school's leadership. The majority of students continue to adhere to the knowledge that has been taught by the kiai, even though the caregivers and ustaz teach freer knowledge. Even though the knowledge is still taught through classical texts, it can result in students who have good ethics and proficient readers. With more knowledge acquired, conventional thinking can be improved to become more contemporary and logical. This serves as a defense against ideological assaults that could harm actions and beliefs.

Leadership that exudes charisma is based on a leader's ability to emotionally sway followers, and this charisma typically results from that leader's core ideals. The boarding school's heritage gives rise to charismatic leadership.

In the development of Islamic boarding school-based schools, the two roles of principals and Kiai are: (1) as managers of HR regulators in schools and Islamic boarding schools; (2) as supervisors; (3) as decision makers; (4) as responsible individuals; (5) as models (Uswatun Hasanah); (6) as a motivator; and (7) as a work partner. The three methods used by administrators and kiai to build Islamic boarding schools are: (1) better facility and infrastructure management; (2) better human resource management; (3) conducting supervision activities; and (4) hiring new instructors and training educators. (5) Require teachers to develop instructional scenarios; (6) Coordinate and communicate with all students and residents of the pesantren. The four presentations were made by heads of schools and kiais in creating Islamic boarding schools.

Planning programming for dream classes, and (2) creating electronic reports. (1) Leadership of the principal and kiai is one of the five criteria supporting the development of Islamic boarding schools. Support for Islamic boarding schools, school infrastructure, and attendance at outside schools (1) The need for education in the community; (2) student achievement but financial limitations; and (3) competition with other institutions. (1) Dividing the time spent by pupils in schools and Islamic residential schools is

one of the six struggles preventing change. (2) Disparate policy-making philosophies between school principals and kiai, (3) inconsistent program administration based on findings from research.

Kiai's job as a supervisor is to supervise the activities of teachers, especially in the field of learning which includes: a. Determine learning objectives, determine strategies, choose methods, choose the right learning materials, determine learning media and resources, and determine evaluation tools. b. Implementation of activities learning/guidance which includes the use of appropriate learning resources, the use of appropriate and effective learning methods, strategies, techniques, models, and approaches, the creation of a pleasant learning environment; development and utilization of learning and/or guidance tools and media; c. Assessment of learning processes and outcomes / guidance which includes: guiding teachers in carrying out evaluation of learning processes and outcomes, guiding teachers in carrying out feedback from the results of learning evaluations, guiding teachers in diagnosing student learning difficulties, and guiding teachers in carrying out remedial learning. d. Providing feedback from the results of the assessment for the improvement of learning / guidance services, which includes: the results of supervision are submitted to the teacher to be discussed together, the results of supervision e. used as a tool for professional development / teaching skills of teachers, the results of supervision are used as the basis for compiling the supervision program.

The new education paradigm management mentions at least principals, which in this article is that kiai has seven roles that take part as educators, managers, administrators, supervisors, leaders, innovators, and motivators commonly abbreviated as EMASLIM. One of the roles as a driver of the process of school activities properly is the supervisor. Because it is directly related to the process of implementing work carried out by school resources (Prasetya, 2021). Supervisors function as professional guidance to educators, monitor teachers so that the teaching and learning process is achieved properly, and monitor and handle as a preventive measure and improve the performance of educators. Academic supervision is given to teachers as coaching (Azharuddin, 2020). Often teachers feel that they still need a helping hand from others because the teacher does not know the types, understand the procedures, and mechanisms of available resources (Ginting, 2020). To improve the quality of students, qualified teachers are needed. Qualified teachers are able to display maximum performance or performance, this needs to be considered by the principal who has a supervisory role. Principal / kiai as supervisor means

the obligation of superiors in guiding and fostering education and staffs for the teaching needs carried out in schools in order to realize a quality learning process. The benefits of supervision for teachers to improve technical and professional abilities in managing learning (Ginting, 2020), especially increasing pedagogical competence, integrating technology into learning and managing interesting learning content.

Teachers are given freedom by superiors including motivation, direction, and various activities related to competency development and performance, schools can facilitate teachers in various activities based on consultant input or ideas and suggestions from teachers according to the needs of the school and students. The activities in question include Technical Guidance (Bimtek) and Training, collective organizational activities such as participating in the Teacher Working Group (KKG), as well as scientific forums (Anwar & Alfina, 2019). Bimtek activities can help teachers expand the learning capacity and insight of teachers related to mastering learning methods, learning theory, and understanding learning situations in the classroom and outside the classroom with the principles of educational learning (Silfa, 2020). Then involve in training seminars outside the school for example held by the local Education Office such as in-service activities such as the latest curriculum training, guidance on making learning tools, training in subject content, computer training or learning technology, workshops, and so on (Rahmadi & Arafat, 2021). Research studies show that short online training has the potential to affect teachers' interpretation of teaching and learning situations, especially for teachers who are not experienced in teaching. So that pedagogical training is given in the early stages of teachers starting a teaching career (Vilppu, et al., 2019). However, teachers must have a growth mindset to continue learning in responding to dynamic and massive changes while providing educational services for students. Such as the creative teachers who are the ones that have information technology literacy both in running e-learning or cyber pedagogy and conducting interactive learning from home (Kodrat, 2020). So teacher's skill training and development is important to answer educational challenges by utilizing technology. The importance of principals facilitating teachers to participate in training and development to support teacher skills when teaching online. Because the difference in the quality of teachers makes a shortage in the skills needed to design online learning, apply learning technology, and so on due to the lack of professional development training (Palau, et al., 2021). So that the

principal as a facilitator can provide easy teacher needs in accordance with educational developments.

5 CONCLUSION

In this study, there are significant findings, namely the supervision of principals and kiai in Islamic boarding schools in two provinces using Islamic boarding school education management leading to modern management where the division of labor has been carried out in a clear organizational structure.

Kiai's leadership is Collaborative, Collective, Democratic, and Humanistic and does not focus on one individual. The participation of the Islamic boarding school community is very high, which is indicated by the dedication of the foundation, administrators, and teachers in the management of Islamic boarding school education. At the same time, education management is imbued with the spirit of autonomy and participatory decision-making because boarding school is not the private property of the Kiai.

The role of the principal as a supervisor means that the principal carries out supervision or supervision of teachers by monitoring so that learning activities run in an orderly manner, as well as guiding and fostering teachers for the educational and teaching needs carried out in schools in order to realize a quality learning process. Simply put, the activity of monitoring teacher performance through monitoring teacher performance measurement, coaching related to pedagogical competence, improving performance as an effort to improve the results of teacher supervision in carrying out online learning. Supervision activities are useful for improving the technical and professional abilities of teachers in learning management, especially increasing their pedagogical competence, namely integrating technology into learning and managing interesting learning content. So that the role of the principal as a supervisor is important to be carried out regularly at the beginning of the semester and the end of the semester and improved in order to be able to photograph all the weaknesses and obstacles of teachers during the online learning process so that it can be helped by the principal's actions in an effort to improve and professional development of teachers. The role of the principal as a facilitator means that the principal provides convenience or facilities for teachers to develop following various activities for the needs of education and students. One of them is that teachers attend various trainings such as seminars, workshops, workshops, Technical Guidance and Training, collective organizational

activities, and scientific forums. For example, training conducted by the local Education Office is for example about curriculum training, guidance on making learning tools, training in subject content, computer training or learning technology, workshops, and so on. The problem of lack of training provided by the principal can be improved by the principal as a facilitator to support the skills of teachers in technology-based learning.

The curriculum model developed shows an open perspective of the boarding school's education system. Boarding schools implement not only their own curriculum but also apply the curriculum offered by the Government, either through formal institutions such as Madrasas or Schools. The boarding school curriculum is integrated with the curriculum of the Ministry of Education and Culture, Research and Technology.

The results of the study are a contribution to a new concept in the comparative leadership of Islamic boarding schools that adhere to the curriculum of the Ministry of Education and Culture, Research and Technology. This study has a limited sample, only a few cases. In line with that, further research is needed that accommodates larger samples and cases and shows new directions in research.

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