

THE INFLUENCE OF ISLAMIC BOARDING SCHOOL CULTURE AND VISIONARY LEADERSHIP STYLE ON THE QUALITY OF ISLAMIC BOARDING SCHOOL EDUCATION SERVICES IN EAST JAKARTA

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ABSTRACT

The aim of this research is to analyze, test and obtain a clear picture of the influence of situational leadership and work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. This research uses a quantitative approach and hypothesis testing uses the path analysis method, while the data collection technique uses questionnaires, with a sample of 200 teachers from a population of 250 kindergarten teachers in Larangan District, Tangerang City. Based on the results of hypothesis testing from the research discussion, several conclusions can be put forward as follows: (1) There is a direct positive influence of situational leadership on the quality of academic services in kindergartens throughout Larangan District, Tangerang City. (2) There is a positive and significant direct influence of work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. (3) There is a direct positive and significant influence of situational leadership on the work climate in kindergartens in Larangan District, Tangerang City.

Keywords: *Quality of Islamic boarding school education services; visionary leadership style; Islamic boarding school culture.*

INTRODUCTION

The quality of educational services, including in the Islamic boarding school world, is a problem and also a serious challenge from time to time. There are at least five problems related to the quality of educational services at Islamic boarding schools in Indonesia.

The first problem is that there is a tendency for Islamic boarding schools to provide services from two educational systems at once, namely Salafiyah Islamic boarding school education services which teach pure religious knowledge on the one hand, and on the other hand Islamic boarding schools also provide formal and modern education services, starting from play-groups, TK/RA, SD/MI, SMP/MTS, SMA/MA to college. In practice, there is a tendency for formal education services to receive more attention than salafiyah boarding school education services or diniyah education, so that day by day the quality of salafiyah education services is experiencing a decline.

The second problem regarding the quality of Islamic boarding school education services is the learning methods at Islamic boarding schools. Salafi Islamic boarding schools generally use the method of giving "fish" (using the sorogan method) to students, rather than the method of giving "hooks" (a method of teaching students to be able to read books independently). The implication is that Islamic boarding schools tend to fail to produce qualified ulama, because using the "sorogan" method it takes a very long time to produce a qualified ulama.

The third problem regarding the quality of educational services at Islamic boarding schools is that, in Indonesia, most of the books used in Islamic boarding schools are old books that are centuries old. In fact, in Arab countries themselves, as the "mecca" of Islamic knowledge, every year thousands of new books are published which have been adapted to current developments. These new books cannot be accessed by Islamic boarding schools in Indonesia, so the students have to be satisfied with flipping through books that were published several centuries ago, which as a result is not easy to make relevant to current conditions.

The fourth problem regarding the quality of Islamic boarding school education services is that it is still difficult to find Islamic boarding schools that master Islamic knowledge completely, completely and systematically. As a result, many students who gain knowledge from Islamic boarding schools tend to piece it together like a puzzle. It is rare for Islamic boarding schools to be able to dissect the tree of Islamic knowledge in its entirety, and be able to provide it to the students, so that Islamic boarding school graduates can bring complete Islamic knowledge. This is a scientific crisis in the world of Islamic boarding schools.

The fifth problem regarding the quality of Islamic boarding school educational services is, as more and more great scholars die who were previously the founders of Islamic boarding schools; Then there was a problem with the regeneration of ulama, namely that the scientific quality of their successors decreased day by day. The authority of the replacement ulama is not as high as that of the ulama who founded the Islamic boarding school. Some young ulama are even more interested in entering the world of politics, rather than continuing to deepen their knowledge. It is not an exaggeration to say that currently there is a crisis in the number of qualified ulama in Islamic boarding schools in Indonesia.

These five problems show that the quality of Islamic boarding school education services is facing challenges that are not easy, and there are no major signs of major or strategic steps from the government or Islamic boarding schools to overcome the five problems with the quality of Islamic boarding school education services mentioned above.

In connection with the problem of the quality of Islamic boarding school education services, researchers conducted a pre-study on 30 respondents. The results of the pre-study concluded that the quality of Islamic boarding school education services in East Jakarta is not bad, but has not yet reached good or very good. More details about this pre-study are presented in.

This study does not pretend to provide a solution to the major problems of educational service quality currently being faced by Islamic boarding schools. This study is only a preliminary study related to the major challenges to the quality of Islamic boarding school education services. The study only wants to test the influence of two independent variables which are assumed to influence the Quality of

Islamic Boarding School Education Services, namely Islamic Boarding School Culture and Visionary Leadership Style.

Previous studies used the independent variables of organizational culture and leadership style to influence teacher performance, and not the quality of Islamic boarding school education services. For example, Harijanto's research (2010) examined the influence of organizational culture and leadership style on the performance of school principals. Research by Manik & Bustomi (2011) examined the influence of Organizational Culture and Leadership Style on Teacher Performance.

The independent variables used are Visionary Leadership Style and Organizational Culture, considering that these two variables also show problems, so it is also important to test them descriptively and verifiably in this research.

Verifiably, it is not yet known how Islamic boarding school culture influences the quality of Islamic boarding school education services. This is because no research has been found that has tested the influence of Islamic Boarding School Culture on the Quality of Islamic Boarding School Education Services.

In terms of descriptive variables, Islamic boarding school culture is expected to be able to preserve, teach and spread Islamic teachings and train students to be ready and able to be independent (Heriyono et al, 2021); Nowadays we face challenges that are not easy. Today's Islamic boarding school culture is in the era of globalization of digital technology. Islamic boarding schools and their stakeholders are challenged to be able to adapt the implementation of Islamic boarding school culture to changing world conditions. It is not easy for kyai and santri to remain consistent (*istiqomah*) in maintaining and implementing Islamic boarding school culture in changing macro conditions. It is not easy for kyai and santri to maintain Islamic boarding school culture from various external influences, some of which have a negative effect on the implementation of Islamic boarding school culture which upholds morals.

Then related to the Visionary Leadership Style variable, it is not yet known how the Visionary Leadership Style influences the Quality of Islamic Boarding School Education Services. This is because no research has been found that has tested the influence of the Visionary Leadership Style on the Quality of Islamic Boarding School Education Services. Descriptively, the Visionary Leadership Style variable also experiences challenges in its implementation. One of the characteristics of the Visionary Leadership Style is the ability to make adjustments according to the demands of time and place (Astuti et al, 2020). There are many Islamic boarding schools, including in East Jakarta. However, to what extent do the leaders in these Islamic boarding schools have a visionary leadership style, because it is not easy to become a visionary leader in an Islamic boarding school, because the leader must be able to set a future direction, guide Islamic boarding school stakeholders including teachers and students so that their steps remain consistent. towards the designated boarding school direction.

In connection with the theme of this research, there is previous research that used the three variables used in the research. However, previous research shows that there is a research gap, because there has been no study of the influence of Organizational Culture and Leadership Style on the Quality of Education Services, especially with research locations in Islamic Boarding Schools. Therefore, this research aims to fill this research gap. This research aims to examine the influence of Islamic Boarding School Culture and Visionary Leadership Style on the Quality of Islamic Boarding School Education Services. This research will be carried out in East Jakarta City, with the research subjects being teachers at these Islamic boarding schools.

METHOD

This research approach is quantitative (Cooper & Schindler, 2014). (The place or location of this

research are Islamic boarding schools located in the East Jakarta City area, DKI Jakarta Province, totaling 23 Islamic boarding schools. Judging from the time horizon, this research was carried out at one time (cross section) (Supranto, 2008), namely during a period of six months, starting with preliminary research in March 2023 to August 2023. This type of research is survey type (Sekaran & Bougie, 2016). East, DKI Jakarta Province. Exclusive criteria, the teachers in question do not include teachers in Islamic boarding schools but only teach in formal schools. The population of this study is 445 teachers.

The sample size calculation in this study used the sample size calculation formula from Tabachnick & Fidell (2013) which takes into account the number of independent variables, so that the minimum sample size was 106 respondents.

The sampling technique applied is non-probability sampling, in this case incidental sampling, namely the technique of determining samples based on incidentality, that is, anyone who incidentally meets the researcher and matches the population criteria can be used as a respondent (Sugiyono, 2013). The technique for distributing questionnaires to respondents is carried out online, namely using Google Forms (docs.google.com),

In connection with this survey technique, this research instrument uses a questionnaire with closed questions (Cooper & Schindler, 2014). The survey questionnaire was measured using an ordinal scale, in this case a 1-5 Likert Scale (1=Strongly Disagree, 5=Strongly Agree).

The Islamic Boarding School Education Service Quality variable consists of three dimensions (input quality; output quality; outcome quality) and 11 indicators. The Visionary Leadership Style variable consists of four dimensions (creating a vision; agent of change; determining direction; and knowledge capacity, professionalism and experience) with ten indicators. The Islamic Boarding School Culture variable consists of six dimensions (spirit of sincerity; spirit of simplicity; spirit of ukhuwah/brotherhood; spirit of ta'awun/mutual help; and spirit of freedom) with 20 indicators.

Data analysis techniques consist of descriptive analysis techniques, and inferential data analysis techniques using the Partial Least Square (PLS) analysis technique - Structural Equation Modeling (SEM) or abbreviated to PLS-SEM, which is followed by hypothesis testing.

FINDINGS AND DISCUSSION

Instrument Test Results

The results of the validity test using confirmatory factor analysis (CFA) show that the Measure of Sampling Adequacy (MSA) value of the Islamic Boarding School Education Service Quality variable indicator already has a number above 0.50, so these indicators are declared appropriate. The same thing for the Islamic Boarding School Culture and Visionary Leadership Style variables. Likewise, the results of the reliability test with Cronbach's alpha show that the variables and indicators all show a Cronbach's alpha value > 0.70 , so they pass the reliability test. The results of the validity and reliability tests are presented in full in Appendix 6.

Respondent Demographics

The respondents for this research were 144 teachers using the data collection method via a Google Forms questionnaire. Details of the respondent profiles are presented in Appendix 7. In terms of gender, 80 respondents (55.6%) were men, while 64 respondents (44.4%) were women. In the current age category, the majority of respondents are in the 36-40 year age range with 67 respondents (46.5%), followed by the 31-35 year age group with 27 respondents (18.8%). In terms of formal education level, the majority of respondents had graduated from the Bachelor Degree Program (S-1) with a total of 107 respondents (74.3%). Then, 33 respondents (22.9%) were graduates of the Diploma Program (D1 to

D4), 3 respondents (2.1%) were graduates of the Strata 2 (S-2) Bachelor Program, and 1 respondent (0.7%) was a graduate Bachelor Degree (S-3).

Regarding the length of education in Islamic boarding schools, 73 respondents (50.7%) spent 3-5 years, 61 respondents (42.4%) spent 6-8 years, and 10 respondents (6.9%) spent more than 9 years. When asked about obtaining teaching certification, 116 respondents (80.6%) had obtained a certificate, while 28 respondents (19.4%) had not yet obtained a certificate. Finally, in the years of teaching category, 76 respondents (52.8%) had taught for 6-8 years, followed by the group who had taught for 3-5 years with 28 respondents (19.4%). The number of respondents who taught for more than 9 years was 9 respondents (6.3%), and 8 respondents (5.6%) had taught for more than 5 hours.

Discussion of Hypothesis 1

Hypothesis 1 reads: There is a positive influence of Islamic Boarding School Culture on the Quality of Islamic Boarding School Education Services.

The research results show that Islamic boarding school culture has a positive and significant effect on the quality of Islamic boarding school education services. This means that hypothesis 1 is supported by data (supported) or proven.

Why the influence of Islamic Boarding School Culture is significant on the Quality of Islamic Boarding School Education Services, this can be traced, among other things, to the cross-loading value of Islamic Boarding School Culture on the Quality of Islamic Boarding School Education Services. The Islamic boarding school cultural values that need to be improved are those that have the lowest cross-loading value on the Quality of Islamic Boarding School Education Services, namely (a) the BP-10 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.504. The BP-10 indicator reads: "Willing to teach/train colleagues/underclassmen related to education." (b) The BP-8 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.512. The BP-8 indicator reads: "Maintaining the brotherhood of fellow Muslims". (c) The BP-9 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.529. The BP-9 indicator reads: "Having togetherness among fellow Muslims". The BP-8 and BP-9 indicators are under the *ukhuwah* (brotherhood) indicator, while the BP-10 indicator is under the *ta'awun* (mutual help) dimension.

Discussion of Hypothesis 2:

Hypothesis 2 reads: There is a positive influence of Islamic Boarding School Culture on Visionary Leadership Style.

The research results show that Islamic boarding school culture has a positive and significant effect on the Visionary Leadership Style. This means that hypothesis 2 is supported by data (supported) or not proven.

Why the influence of Islamic Boarding School Culture is positive and significant on the Visionary Leadership Style, this can be traced, among other things, to the highest cross-loading value of Islamic Boarding School Culture on the Visionary Leadership Style. The following are the cross-loading values with the highest values, namely: (a) BP-1 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.728. The BP-1 indicator reads: Do good without expecting anything in return. (b) The BP-2 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.665. The BP-2 indicator reads: Carrying out various activities just for the sake of worship. Both BP-1 and BP-2 indicators fall under the dimension of sincerity.

Discussion of Hypothesis 3:

Hypothesis 3 reads: There is a positive influence of Visionary Leadership Style on the Quality of Islamic Boarding School Education Services. Meanwhile, the research results show that the Visionary Leadership Style influences the Quality of Islamic Boarding School Education Services. This means that hypothesis 3 is supported by data or not proven.

Why the influence of the Visionary Leadership Style is positive and significant on the Quality of Islamic Boarding School Education Services, this can be traced, among other things, to the highest cross-loading value of Islamic Boarding School Leadership Style on the Quality of Islamic Boarding School Education Services. The following are the cross-loading values with the highest scores, namely: (a) (a) GKV 7 (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.869. The GKV7 indicator reads: "Ability to lead subordinates in the outlined direction" . (b) GKV 8 (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.839. The GKV8 indicator reads "Has broad and in-depth knowledge in the field in which he/she is involved". The GKV7 indicator falls under the Direction Determining dimension. Meanwhile, the GKV8 indicator is under the dimensions of knowledge capacity, professionalism and experience.

Research limitations

The process and results of this research have a number of limitations, including:

- a. This research approach is not a combination method (mixed-methods), but a quantitative approach. Therefore, the results of this research have limitations in terms of the depth of the discussion
- b. Judging from the research location, this research only obtained official permission from five Islamic boarding schools; so it does not reflect respondents from other Islamic boarding schools in East Jakarta, totaling 23 Islamic boarding schools.
- c. Judging from the number of independent variables tested for their influence on the Quality of Islamic Boarding School Education Services, only two independent variables were used, namely Islamic Boarding School Culture and Visionary Leadership Style. Other variables that are thought to influence the quality of Islamic boarding school education services were not used in this research.
- d. The number of respondents obtained was 144 respondents or 32.35% of the total 445 Islamic boarding school teachers in East Jakarta City. This number includes a sufficient proportion of the sample size relative to the population. However, judging from the sampling technique using non-probability sampling, in this case using incidental sampling, this is part of the limitations of this research, because the level of representation of the population of 27 Islamic boarding schools is still relatively low.
- e. If we look at the primary data collection technique, this research only uses survey data collection techniques, so the results of the primary data collected are only limited to survey data.

Research implications

The results of this research have managerial implications for Islamic boarding school management as a research location, as follows:

1. Islamic boarding school culture does not have a significant influence on the quality of Islamic boarding school education services. Therefore, Islamic boarding school management must

increase efforts so that the values in Islamic boarding school culture are better reflected and applied again in the quality of Islamic boarding school education services. The Islamic boarding school cultural values that need to be improved are those that have the lowest cross-loading value on the Quality of Islamic Boarding School Education Services, namely (a) the BP-10 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.504. The BP-10 indicator reads: "Willing to teach/train colleagues/underclassmen related to education." (b) The BP-8 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.512. The BP-8 indicator reads: "Maintaining the brotherhood of fellow Muslims". (c) The BP-9 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.529. The BP-9 indicator reads: "Having togetherness among fellow Muslims". The BP-8 and BP-9 indicators are under the ukhuwah (brotherhood) indicator, while the BP-10 indicator is under the ta'awun (mutual help) dimension.

2. Islamic boarding school culture has a positive and significant influence on the Visionary Leadership Style. Therefore, Islamic boarding school management must maintain and improve Islamic Boarding School Culture indicators which have the highest cross-loading value for Visionary Leadership Style, namely: (a) BP-1 indicator (cross-loading value for Quality of Islamic Boarding School Education Services) is 0.728 . The BP-1 indicator reads: Do good without expecting anything in return. (b) The BP-2 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.665. The BP-2 indicator reads: Carrying out various activities just for the sake of worship. Both BP-1 and BP-2 indicators fall under the dimension of sincerity.
3. Visionary Leadership Style has a positive and significant effect on the Quality of Islamic Boarding School Education Services. Therefore, Islamic boarding school management must maintain and improve the Visionary Leadership Style indicators which have the highest cross-loading value on the Quality of Islamic Boarding School Education Services, namely: (a) GKV 7 (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.869. The GKV7 indicator reads: "Ability to lead subordinates in the outlined direction" . (b) GKV 8 (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.839. The GKV8 indicator reads "Has broad and in-depth knowledge in the field in which he/she is involved". The GKV7 indicator falls under the Direction Determining dimension. Meanwhile, the GKV8 indicator is under the dimensions of knowledge capacity, professionalism and experience.

CONCLUSION

Based on the research results, it can be concluded that:

1. Islamic boarding school culture has a positive, but significant effect on the quality of Islamic boarding school education services. This means that hypothesis 1 is supported by data (supported) or proven.
2. Islamic boarding school culture has a positive and significant influence on the Visionary Leadership Style. This means that hypothesis 2 is supported by data (supported) or proven.
3. Visionary Leadership Style has a positive and significant effect on the Quality of Islamic Boarding School Education Services. This means that hypothesis 3 is supported by data (supported) or proven.

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