Democratic Leadership in the Management of Student Discipline in Islamic Boarding Schools

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Informasi Artikel	Abstract
	This study aims to determine the implementation of democratic leadership in managing student discipline at the Babussalam Islamic Boarding School. The research method used is a qualitative approach with data collection techniques through in-depth interviews, observation and document analysis. The research results show that democratic leadership in Islamic boarding schools facilitates the active participation of students in the decision-making process regarding disciplinary policies. Open discussions, deliberations and participatory meetings provide a forum where students can voice their opinions and ideas. In addition, this research identifies the impact of implementing democratic leadership where students show an increase in compliance with the rules created together. They feel more responsible for their self-discipline and feel valued by the Islamic boarding school environment. However, there are also obstacles, such as differences in interpretations of Islamic values and challenges in maintaining a balance between students' autonomy and collective discipline. Thus, this research makes an essential contribution to understanding the practice of democratic leadership at the Babussalam Islamic boarding school and describes its impact on the character formation and discipline of the students. The implications of the results of this research highlight the importance of maintaining traditional values while introducing a participatory approach that is in line with the

demands of the times, creating an educational environment that is inclusive and responsive to the needs of students, and enriching the discourse on Islamic education in Indonesia.

Penelitian ini bertujuan untuk mengetahui implementasi kepemimpinan demokratis dalam pengelolaan kedisiplinan santri di Pondok Pesantren Babussalam. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara mendalam, observasi, dan analisis dokumen. Hasil penelitian menunjukkan bahwa kepemimpinan demokratis di pondok pesantren memfasilitasi partisipasi aktif santri dalam proses pengambilan keputusan terkait kebijakan kedisiplinan. Diskusi terbuka, musyawarah, dan pertemuan partisipatif menjadi wadah di mana santri dapat menyuarakan pendapat dan ide-ide mereka. Selain itu, penelitian ini mengidentifikasi dampak implementasi kepemimpinan demokratis dimana santri-santri menunjukkan peningkatan dalam ketaatan terhadap aturan yang telah dibuat bersama. Mereka merasa lebih bertanggung jawab terhadap disiplin diri mereka dan merasa dihargai oleh lingkungan pesantren. Namun, terdapat pula hambatan, seperti perbedaan interpretasi nilai-nilai Islam dan tantangan dalam menjaga keseimbangan antara otonomi individu santri dan kedisiplinan kolektif. Dengan demikian, penelitian ini memberikan kontribusi penting dalam memahami praktik kepemimpinan demokratis di pondok pesantren Babussalam dan menggambarkan dampaknya terhadap pembentukan karakter dan kedisiplinan santri. Implikasi hasil penelitian ini menyoroti pentingnya mempertahankan nilai-nilai tradisional sambil memperkenalkan pendekatan partisipatif yang sesuai dengan tuntutan zaman, menciptakan lingkungan pendidikan yang inklusif dan responsif terhadap kebutuhan santri, serta memperkaya diskursus tentang pendidikan Islam di Indonesia.

I.   INTRODUCTION

Leadership is one of the essential things in general educational institutions and Islamic-based educational institutions such as Islamic boarding school education (Rubino et al., 2023). Islamic boarding school is an Islamic educational

institution where the students live in Islamic boarding schools. A kyai leads Muslim boarding schools, and students study, understand, appreciate, and practice the teachings of the Islamic religion by emphasizing the importance of religious morals as a guide to behavior in everyday life (Suddahazai, 2023). A leader is willing and able to mobilize other people to achieve common goals. Meanwhile, leadership is an art (skill) to influence others, human behaviour and the ability to guide someone (Zion, 2020).

Democratic leadership is a management approach that emphasizes participation, openness, and joint decision-making between leaders and subordinates (Agustin et al., 2021). Research conducted by Batool, Jabeen, and Ali found that different leadership styles, including participative leadership, can help overcome challenges and contribute to improving schools or Islamic boarding schools (Batool et al., 2023). This concept provides space for students to participate in the decision-making process, which can influence the implementation of discipline in Islamic boarding schools. However, the role of democratic leadership policies in the context of Islamic boarding schools and their impact on student discipline still needs further research (Saputri et al., 2022).

Mudirul Ma'had or Pondok Leader as the leader of an Islamic educational institution is not only tasked with compiling an Islamic religious education curriculum, making rules and regulations, designing an evaluation system, carrying out learning related to the sciences taught at the Islamic boarding school (Yamin, 2023). However, he also serves as a mentor and educator of the people, namely being a community leader who has wisdom and broad insight, is skilled in religious knowledge, is a role model in ethical attitudes and behaviour and has a close relationship with Allah Swt (Ahmad et al., 2023). This was carried out to achieve the objectives of the Islamic boarding school. The boarding school leaders bear the primary responsibility if violations by students occur within the framework of the boarding school program. Santri as members of the boarding school community have freedom, but this freedom is limited by the responsibilities involved in each situation (Irma et al., 2023). In this case, the leadership of the boarding school must try to promote or restrict the freedom of its students so that

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the policies and regulations established for the interests of the boarding school and the wider community are maintained (Sukatin et al., 2023).

There are many types of leadership. One type that is appropriate and suitable to be applied in Islamic boarding schools is the democratic type. With this type, there will be coordination of work for all subordinates, emphasising a sense of internal responsibility and good cooperation. Apart from that, in das sollen (ideal) terms, the shift from individual leadership of kyai to collective leadership of foundations certainly brings new nuances to the emergence of democracy.

Islamic boarding schools, as traditional Islamic educational institutions in Indonesia, have an essential role in forming their students' character, morals and discipline. The field is one of the critical values highly respected in Islam, and this is reflected in many aspects of the lives of students in Islamic boarding schools, ranging from religious and social to academic elements (Ahmad et al., 2023). To achieve educational goals and build strong character, Islamic boarding school leaders or boarding school leaders have a significant role in managing student discipline (Aula et al., 2020; Ikhwan et al., 2023).

Based on the above, education which is used as a tool to shape the human person cannot be separated from discipline, because discipline is an influence designed to help a person be able to face the environment. Discipline grows from the need to balance a person's tendencies and desires to act to obtain something with the restrictions or regulations that the environment requires of him (Irfan et al., 2023; Rosidi & Juan, 2023; Sukatin et al., 2023).

Islamic boarding schools generally have rules that must be obeyed by students so that the goals of education in Islamic boarding schools can be achieved (Qomariyah et al., 2023). The disciplined attitude of students is one of the goals of education in Islamic boarding schools. By getting into the habit of being disciplined, students will be trained and controlled to develop an attitude of self-control. Students can determine their attitudes independently without any influence from outside (Solihat et al., 2023). It will also be easier for students to absorb the lessons taught at Islamic boarding schools. It will only be implemented well if the students have a disciplined attitude. Students will have difficulty

memorizing the verses of the Koran if they are not disciplined in time. Of course, students will have trouble memorizing or reciting. Santri discipline is needed in obeying the kai or boarding school administrators' rules, such as being in the congregation, praying tahajjud, memorizing the Qur'an, recommending sunnah fasts, etc. Suppose the students obey the rules set by the boarding school leadership. In that case, the students will gain the kiai's approval, which in the Islamic boarding school language is better known as "*barakah*", to gain practical knowledge.

Babussalam Islamic Boarding School, Gangga District, North Lombok Regency, a young Islamic boarding school, must be kept from the word discipline to advance this institution. The Babussalam Islamic Boarding School, Gangga District, North Lombok Regency, is an institution that operates in the religious sector, especially Tahfizul Qur'an and language development and vocational school. From time to time, this institution increasingly shows its existence by providing high-quality education for the community (Observation, 2023).

Based on the description above, the research is expected to reveal in depth the implementation and impact of democratic leadership in managing student discipline in Islamic boarding schools and identify the factors that influence the success of implementation. This will provide an essential contribution to the understanding of the role and effectiveness of democratic leadership in the context of Islamic education in Islamic boarding schools.

II. METHOD

The research method used is a qualitative method with a case study approach, studied using descriptive data in the form of words, which aims to understand social phenomena, including linguistic phenomena and to briefly explain whatever happens to the research object (Damayanti et al., 2021). The type of research used in this research is descriptive. In education, descriptive analysis functions more for practical solutions than for developing science (Sudiarni et al., 2023). The research location was conducted at the Babussalam Islamic Boarding School, North Lombok, and the informant in this research was Mudirul Ma'had, the Head of the Babussalam Islamic Boarding School. Meanwhile,

the research subjects were _Asatidzah_ (_Ustadz_ and _Ustadzah_) and Santri. Observation, interviews, and documentation were used to collect data for this research. Data analysis used Miles and Huberman's interactive analysis through data reduction, data presentation, and conclusion (Miles et al., 2014).

III.   FINDINGS AND DISCUSSION

Implementation of Democratic Leadership in Management of Santri Discipline

The implementation of democratic leadership in Islamic boarding schools plays a key role in shaping the discipline of students and opening up space for their active participation in the decision-making process. Effective and democratically based management of student discipline requires careful strategies and approaches, involving interaction between Islamic boarding school leaders, teachers and students. The following are several key aspects in implementing democratic leadership in managing student discipline in Islamic boarding schools:

Santri Participation in Decision Making

Democratic leadership creates an environment where students feel valued and heard. Students are invited to participate in the decision-making process regarding disciplinary policies. This includes deliberation, open dialogue, and regular meetings involving students, leaders, and educational staff. This participation gives them a sense of ownership of the rules and norms that apply in the Islamic boarding school, making them more likely to comply with the discipline that has been mutually agreed upon (Ramdaniar, 2022).

Based on the results of an interview with Ustadz Mujahidin, Babussalam Islamic Boarding School values the participation of students in decision-making. It has a structured deliberation system where students are invited to participate. Apart from that, it also has a deliberation assembly consisting of representatives of students from each level, whose task is to bring input and aspirations from their classmates (Mujahidin, 2023).

Based on the results of observations and observations in the field, at the Babussalam Islamic Boarding School, students are involved and participate in daily decision-making. This was explained in the results of an interview with Ahmad (a

student at the Babussalam Islamic boarding school), who said that the participation of students in decision-making was highly valued. Have regular deliberation forums involving students. This forum discusses various matters ranging from school policies to extracurricular activities (Ahmad, 2023).

Decision-making at the Babussalam Islamic boarding school is carried out in a deliberation forum. The decision-making process is carried out in a deliberation forum. Usually, each class sends student representatives to attend the deliberation forum. These representatives collect input from their classmates before the conference begins. During the meeting, also discuss various problems and find solutions together. Each student's opinion is highly respected, and decisions are taken based on deliberation and consensus.

Student participation in decision-making is an educational approach that provides opportunities for students to participate in the decision-making process in the Islamic boarding school environment. This approach is not just about giving a voice to the students but also actively involving them in discussions, deliberations, and decision-making related to school policies, extracurricular activities, and other aspects of Islamic boarding school life. The participation of students in decision-making has a positive and significant impact, forming leadership, responsibility and involvement of students in the management of Islamic boarding schools (Adijaya et al., 2023).

The participation of students in decision-making opens up more lines of communication between Islamic boarding school leaders, ustadz, students, and parents. This creates an atmosphere of trust where all parties feel valued and heard. The confidence built through student participation can increase their motivation and involvement in the educational process. Empower them to participate actively in the formation of school policies. Santri feels ownership and responsibility for the decisions taken, so they are more motivated to participate in school activities and support the management of the Islamic boarding school.

The description above proves that student participation in decision-making is essential to inclusive, democratic and practical education. Involving Santri in this process changes the dynamics of Islamic boarding schools. It forms a generation

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that is more skilled, responsible, and aware of their rights and responsibilities in the development of Islamic boarding schools and broader society. Thus, this approach strengthens Islamic boarding schools as educational institutions and prepares students to become quality future leaders.

Transparency and Openness

Based on the results of observations or observations in the field at the Babussalam Islamic Boarding School, the leadership of the Babussalam Islamic Boarding School ensures transparency in conveying information related to disciplinary policies. Students have access to clear information regarding applicable rules and sanctions. This openness creates trust and allows students to understand the reasons behind disciplinary procedures, making it easier to comply.

Based on the results of an interview with Ustadz Mujahidin, transparency and openness are the core values at the Babussalam Islamic Boarding School. Being transparent and open can build trust between leaders, students and parents. This also helps create a healthy learning environment and supports students' intellectual and spiritual growth (Mujahidin, 2023).

Ustadz Abdurrahman further said involving students in the rule-making process is the key to success. Therefore, Islamic boarding schools hold regular meetings with student representatives to hear their opinions. Apart from that, it also encourages students to provide input anonymously via the suggestion box provided. In terms of enforcing discipline, it involves a disciplinary committee consisting of trusted students. Disciplinary decisions are made fairly and transparently by this committee.

Transparency and openness in Islamic boarding schools are vital principles that support inclusive and participatory learning. Ensuring students are actively involved and understand the decision-making process is essential to creating a healthy and effective educational environment. With sufficient transparency, students can understand how decisions are made and have the opportunity to provide their input. Openness in the decision-making process involves students in discussion and deliberation, giving them space to convey their ideas, aspirations

and concerns. This creates a sense of student ownership and responsibility for the decisions taken (Shengyu, 2022).

Transparency and openness create an atmosphere of mutual trust between all parties. Parents feel more confident about how we manage their children's education. Santri feel heard and appreciated, so they are more motivated to participate in school and extracurricular activities. This creates a shared responsibility between leaders, students and parents in achieving reasonable educational goals.

The description of the quote above proves that the transparency and openness of Islamic boarding schools in involving students is the foundation for inclusive and practical education. Islamic boarding schools create an environment that supports the holistic development of students by building trust, involving students in decision-making, increasing participation, developing communication skills, and encouraging leadership. In this way, they develop not only as intelligent students but also as individuals who are responsible and have integrity in society.

Character Building and Leadership Skills

Based on the results of field observations at the Babussalam Islamic Boarding School, the democratic approach also includes student character development and leadership skills. Students can become agents of positive change in Islamic boarding schools by developing communication, negotiation and leadership skills. Educators and Islamic boarding school leaders play an essential role in directing students to understand the values of justice, equality and diversity.

Based on the results of an interview with Ustadz Abdurrahman, character development is one of the main focuses at this cottage. Integrate Islamic values in the educational curriculum and daily activities and hold lectures, group discussions, and character training regularly. It also encourages students to participate in social and charitable activities, helping them understand the importance of caring for others.

Furthermore, based on the results of the interview with Ustadz Mujahidin, it is necessary to realize the importance of leadership skills in forming a solid and

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responsible generation. Therefore, we organize leadership training, workshops and leadership simulations. Students are also encouraged to organize boarding school activities, such as seminars, charity events and social activities. They are taught how to manage teams, communicate effectively, and solve problems.

Building students' character and leadership skills is very important in increasing discipline in the Islamic boarding school environment. This process not only shapes students into more disciplined individuals but also prepares them to become responsible leaders in the future. Character development in students involves instilling values such as integrity, honesty, responsibility and respect (Ramdaniar, 2022). Having strong character gives students a moral basis that guides their daily behaviour. These values form the foundation of a strong discipline.

The description of the quote above proves that developing the character and leadership skills of students is a long-term investment in forming a generation that is disciplined, responsible and has integrity. By building strong character, developing leadership skills, and engaging students in practical experiences, Islamic boarding schools create an environment where discipline is the norm and a highly held value. This equips students with the skills and attitudes necessary to become influential leaders in society.

Evaluation and Continuous Improvement

Based on the results of field observations at the Babussalam Islamic Boarding School, the democratic leadership system involves a continuous evaluation process. Islamic boarding school leaders routinely evaluate the effectiveness of the disciplinary policies that have been implemented, involving students in this assessment process. Student feedback is considered valuable and used to improve disciplinary policies and procedures, creating a cycle of continuous improvement.

Based on the results of interviews with Ustadz Abdurrahman, all parties contributed to continuous improvement. The Islamic boarding school holds regular meetings to discuss the evaluation results and improvement plans with the ustadz and ustadz, apart from involving students in discussions and group meetings to

listen to various views. Santri is also invited to participate in specific improvement and development projects.

There is high awareness from the boarding school leaders and Ustadz at the Babussalam Islamic Boarding School about the importance of democratic leadership in forming student discipline. Regular consultation and deliberation procedures are held to create a joint disciplinary policy.

The disciplined attitude of students is one of the goals of education in Islamic boarding schools. By getting used to being disciplined, students will be trained and controlled to develop an attitude of self-control. Students can determine their attitudes independently without any outside influence. It will also be easier for students to absorb the lessons taught at Islamic boarding schools. It will only be implemented well if the students have a disciplined attitude. Students will have difficulty memorizing the verses of the Koran if they are not disciplined in time. Of course, students will have trouble memorizing or reciting. Santri discipline is needed in obeying the rules set by the kiayi or boarding school administrators, such as being in the congregation, praying tahajjud, memorizing the Qur'an, recommendations for carrying out sunnah fasts, and so on. Suppose the students obey the rules set by the boarding school leadership. In that case, the students will gain the kiai's approval, which in the Islamic boarding school language is better known as "*barakah*", to gain practical knowledge.

The Impact of Implementing Democratic Leadership on the Discipline Level of Islamic Boarding Schools

Based on the results of observations or observations in the field at the Babussalam Islamic Boarding School, the students showed an increase in obedience to the rules that had been made together. They feel more responsible for their self-discipline and feel valued by the Islamic boarding school environment.

The implementation of democratic leadership in the Babussalam Islamic boarding school can have a significant impact on the level of discipline in the environment. The following are some of the positive effects of implementing democratic leadership on the level of discipline at the Babussalam Islamic

boarding school, including: 1) Encouraging active participation from all members of the Islamic boarding school, including the students; 2) emphasising openness and communication between leaders, teachers and students. Santri feels more comfortable conveying their problems or complaints. 3) empower individuals, including students, to develop their leadership skills. They are taught values such as responsibility, integrity, ethics, increasing self-discipline and accountability; 4) deliberation takes essential decisions together. Students are invited to provide their input and opinions; 5) Santri are included in the decision-making process and demonstrate disciplined behaviour, often earning rewards and recognition.

In line with that, Ustdz Abdurrahman, after involving the students in deliberations, their participation in the decision-making process gave them a sense of ownership of this Islamic boarding school. They feel that their opinions are valued and that they have a responsibility to the environment in which they live. They are more likely to comply with established rules and norms by feeling ownership.

The leader of the Babussalam Islamic boarding school, in this case, Al Ustaz Mujahidin, has implemented a type of leadership, namely democratic leadership because every activity it must involve all components of the Islamic boarding school institution, both the ascetic/ah and the students. Every evening after performing Isha prayers in congregation, all the students and ascetic come together for a discussion led by the head of the Babussalam Islamic boarding school to unite their thoughts and work and even ask for suggestions and input from the students and ascetic for activities to achieve the goals of the boarding school.

The description of the quote above proves that with the existence of deliberative activities or programs, students can quickly implement every existing program and there are fewer violations committed by students because every decision is taken through deliberation or mutual consensus.

IV.   CONCLUSION

The implementation of democratic leadership in Islamic boarding schools has a positive impact on student discipline. The active participation of santri in the

decision-making process creates an inclusive and supportive environment, which in turn strengthens the bond between the santri and the Islamic boarding school and enriches their educational experience. However, the challenges and obstacles faced in the implementation of democratic leadership also require wise handling and careful solutions to maintain a balance between discipline and participation. This research provides a comprehensive picture of democratic leadership practices in Islamic boarding schools and makes an important contribution to the understanding of the importance of santri participation in the learning process and character formation in traditional Islamic education environments. In this way, Islamic boarding schools become places that prepare young people who are disciplined, just and highly competitive in society.

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