

## People Management in the Establishment of Leadership by Gontor (Success Team Class Six at Islamic Boarding School Darussalam Gontor for Girls First Campus)

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### Abstract

This study aims to examine the concept and implementation of people management in shaping leadership spirit at Pondok Modern Darussalam Gontor For Girls Campus 1 through a case study of the Class 6 Success Team. The research method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The results of the study show that the concept of people management at Gontor refers to the process of guidance and education to shape the character and identity of students through planning, organizing, implementing, and supervising. The Success Team acts as a dynamizer that manages the activities of final year students with a character education approach based on the values of Panca Jiwa Gontor, such as sincerity, simplicity, independence, ukhuwah Islamiyah, and freedom. Supporting factors for the success of this team include the number of assignments, the active role of mentors, and the habit of discipline, while inhibiting factors include a lack of initiative, communication, and concern. The implementation of people management has proven to be effective in shaping the leadership spirit of female students who are not only organized but also have strong and resilient leadership characteristics.

**Keywords:** people management, leadership, gontor, islamic boarding school education

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### INTRODUCTION

People management is a term in English commonly referred to as human resources. Human resources are also considered human potential as the driving force behind an organization in realizing its existence (Muslimin, 2015).<sup>1</sup> Human resource management also involves the design and implementation of effective planning, organization, development, management, evaluation, and compensation systems. Human resource management encompasses all management decisions and practices that directly affect human resources (Asnora Fadzil, 2024).<sup>2</sup>

With various interpretations contained in the understanding of human resources, it can be concluded that human resources are the potential of people who drive a company, educational institution, or organization, capable of contributing their best in achieving organizational goals and making decisions for themselves.

Leadership is an important concept that has influence and control to change as well as to connect and involve a number of people at appropriate levels (Deden Suherman, 2019).<sup>3</sup> Leadership is defined as the skill of influencing individuals or groups of people to achieve a vision or goal.

Leadership can be defined as a set of abilities and personality traits possessed by the leader himself. These include authority, skills, knowledge, vision, and competence, which are used as leadership tools to

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<sup>1</sup> Dr. H. Imam Muslimin, M.Ag, Manajemen Staffing, UIN Maliki Press 2015, h. 109

<sup>2</sup> HANAFI ASNORA FADZIL, 'Penerapan Fungsi Manajemen Sumber Daya Manusia Dalam Pengelolaan Perusahaan', *OPTIMAL: JURNAL EKONOMI DAN MANAJEMEN* Ученые сообщают: Politeknik Pratama Purwokerto, 4.3 (2024), pp. 66–75.

<sup>3</sup> Usep Deden Suherman, 'Pentingnya Kepemimpinan Dalam Organisasi', *Jurnal Ilmu Akuntansi Dan Bisnis Syariah (AKSY)*, 1.2 (2019), pp. 259–74.

convince those being led to willingly and enthusiastically carry out the tasks assigned to them, with inner joy and without feeling coerced (Ida Farida & Rostika Anjani, 2019).<sup>4</sup>

The most competent educational institution today is Pondok Modern Darussalam Gontor, whose founders are truly remarkable individuals. In an Islamic boarding school, the sincerity and determination of a cleric can be seen from the development of the boarding school. Pondok Modern Darussalam Gontor is an institution whose way of thinking and education cannot be separated from the cool heads and touch of its founders. Not everyone can play the same role in a place like this. Education in Islamic boarding schools has been developed and maintained by the boarding school leaders since the beginning. Many people believe and understand that life in a boarding school is a form of “worship” in a broad sense, because of the relationship between the leaders and the boarding schools they lead.

K.H Ahmad Sahal, K.H. Zainuddin Fannanie, and K.H. Imam Zarkasyi were extraordinary individuals, capable of establishing a boarding school with strong character and discipline, sharing the same vision and ideas for building an institution that would produce leaders who would lead wherever they were. The Trimurti at Pondok Modern Darussalam Gontor have different educational backgrounds, roles, duties, rights, and obligations for the development and growth of Pondok Gontor. In the eyes of the students, K.H. Ahmad Sahal is a leader and guardian of the students, K.H. Zainuddin Fananie is an intellectual who works outside the boarding school but is very influential in its development, and K.H Imam Zarkasyi is a reformer or initiator of new systems for the boarding school, better known as an educator (Zuhro Hilda Fardani, 2019).<sup>5</sup>

KH. Imam Zarkasyi is synonymous with Pondok Modern Darussalam Gontor. He is the one who developed the boarding school and made it famous. KH. Imam Zarkasyi's success in managing the modern Gontor boarding school was due to his modern thinking about educational institutions. In KH. Imam Zarkasyi's view, the most important thing in a pesantren is not the lessons themselves, but the spirit. It is this spirit that will preserve the life of the pesantren and determine the philosophy of life of its students.

With the leadership style of KH. Imam Zarkasyi, who sets a good example, is visionary, and is full of sincerity for the sake of Allah alone. KH. Imam Zarkasyi also has a very strong influence on the memories, minds, and deepest hearts of his students. Evidence of this is that students are able to strive and spread the values they have learned at Pondok Modern Darussalam Gontor when they return to live among the wider community in their environment. The methods used by Gontor to enhance leadership spirit include: guidance, training, assignment, habituation, supervision, and *uswatun hasanah*.

Most research on human resource management (people management) and leadership in Islamic boarding schools or educational institutions discusses leadership at the institutional level (kyai, boarding school leaders) in general, or examines organizational management practices as a whole. Example: the educational leadership management model at Gontor, which includes briefing, training, assignment, habituation, control, and role modeling (Dacholfany, 2024).<sup>6</sup> However, very few have focused in depth on specific groups within Islamic boarding schools—such as the Grade 6 Success Team—which function as internal “dynamizers” within the boarding school. This study fills a gap by targeting a relatively “middle” group (final year students, not the highest leadership) and exploring how people management is applied at that level.

Many studies examine aspects of leadership or human resource management separately. For example, research on HRM in Islamic boarding schools in Jambi examines the stages of HRM (planning, organizing, controlling, assessment) and the factors that influence them (Al-Hudori, 2024).<sup>7</sup> Existing research has not sufficiently examined how specific HR management measures are translated into the development of leadership skills among santri through units such as the Angkatan Success Team, with details on planning, training, familiarization, and supervision at the santri level. This study fills that gap.

In Islamic boarding schools, the kyai or caretaker, as the leader, is a central figure who has the authority to organize the life of the boarding school. It is the kyai who determines the vision and mission, values and spirit, orientation and philosophy of life. In fact, it is also the kyai who must formulate the steps for the development of the boarding school.

<sup>4</sup> Syarifah Ida Farida and Septi Rostika Anjani, ‘Menumbuhkan Jiwa Kepemimpinan Pada Mahasiswa Di Lingkungan Universitas Pamulang’, *Inovasi*, 6.2 (2019), pp. 19–20.

<sup>5</sup> Alfinatu Zuhro Hilda Fardani, “Kepemimpinan Kolektif TRIMURTI Di Pondok Modern Darussalam Gontor”, Universitas Muhammadiyah Malang, 2019, h. 2

<sup>6</sup> Muhammad Ihsan Dacholfany and others, ‘Model of Educational Leadership Management in Boarding Schools’, *Al-Hayat: Journal of Islamic Education*, 8.1 (2024), pp. 1–19.

<sup>7</sup> Al Hudori and others, ‘Kiai’s Leadership in Human Resource Management of Islamic Boarding Schools in Jambi Indonesia’, *International Journal of Post Axial: Futuristic Teaching and Learning*, 2024, pp. 1–8.

## METHOD

The researcher emphasizes that this study uses a qualitative approach with a descriptive research type, understanding that qualitative research is an important research method used to understand a case that should occur and has existed for a long time. However, according to the researcher's perspective, the decline in the possibility of this occurring is caused by several factors that must be uncovered, leading the researcher to assume that a qualitative approach should be used for this study, with several facts to be discussed in this study.

The type of research used in this study is qualitative research. This can be seen from the established procedure, namely a research procedure that produces descriptive data: speech or writing and behavior observed from the people (subjects) themselves (Hermawan, 2015).<sup>8</sup> Qualitative research is research conducted to answer questions that require a deep understanding of the relevant context and situation. It is conducted in a reasonable and natural manner in accordance with the objective conditions in the field without manipulation, and the type of data collected is primarily qualitative data (Z. Arifin, 2019).<sup>9</sup>

For data collection techniques, researchers used observation, documentation, and interviews. Observation is a data collection technique involving systematic, logical, objective, and rational observation and recording of phenomena (F. Arifin et al., 2024).<sup>10</sup> Interviews are a data collection technique conducted through conversation and question and answer sessions, either directly or indirectly with respondents to achieve specific objectives. Suharsimi Arikunto argues that: "The documentation method involves searching for data on matters or variables in the form of notes, book transcripts, newspapers, magazines, inscriptions, quick methods, legends, and so on (B. Miles, 1992).<sup>11</sup>

Data analysis is an effort that involves working with data, organizing it, searching for and discovering patterns, finding out what is important and what can be learned, and deciding what can be communicated to others (Moleong & Surjaman, 2014).<sup>12</sup> In general, descriptive research is non-hypothesis research. Descriptive research is divided into two types according to the nature of data analysis, namely exploratory descriptive research and developmental descriptive research (Suhar, 2006).<sup>13</sup>

## RESULTS AND DISCUSSION

### The Success Team of the 6th Grade Class at Pondok Modern Darussalam Gontor For Girls Campus 1

The Success Team or Dynamic Team is a team that energizes or makes everything dynamic or motivates, managing every event. This is because the activities of KMI final year students are numerous and complicated, ranging from KMI activities to mentoring activities.

Reviewing the understanding expressed as the purpose of forming a Dynamic Team, it can be concluded that Gontor formed a successful team or what is often referred to as a dynamic team as a team responsible for mobilizing the class and having the same vision, mission, and goals in advancing and uniting a class. It is also responsible for the running of class activities. Among the values, philosophy of life, and mottos at Pondok Modern Darussalam Gontor are Panca Jiwa, Panca Jangka, and other mottos, all of which form the foundation and basis for every movement within the boarding school.

### Work Plan of The Success Team

Every organization has a work program. One of them is the Dynamic Team, which has a work program that includes taking good care of members, creating plans for unofficial class activities, identifying problems and finding solutions for every class issue, controlling the running of all class activities, optimizing the work programs of each part of the successful class team, controlling the running of the final student committee that contributes to the success of class activities, and resolving interpersonal issues.

### The Success Team Activities

The Senior Class Division has designed a series of structured programs aimed at strengthening

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<sup>8</sup> Iwan Hermawan, M Pd, and others, *Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif Dan Mixed Method)* (Hidayatul Quran, 2019).

<sup>9</sup> Zainal Arifin, *Penelitian Pendidikan; Metode Dan Paradigma Baru*, 2019.

<sup>10</sup> Arifin, *Penelitian Pendidikan; Metode Dan Paradigma Baru*.

<sup>11</sup> Mathew B Miles and others, *Analisis Data Kualitatif: Buku Sumber Tentang Metode Metode Baru* (Penerbit Universitas Indonesia (UI-Press), 1992).

<sup>12</sup> Lexy J Moleong and Tjun Surjaman, *Metodologi Penelitian Kualitatif*, 2014.

<sup>13</sup> Arikunto Suharsimi and others, 'Prosedur Penelitian Suatu Pendekatan Praktik', *Jakarta: Rineka Cipta*, 134 (2006), p. 252.

brotherhood, enhancing spiritual growth, and maintaining discipline among students. These programs are categorized into class activities, annual events, weekly routines, and daily practices, each of which serves a specific developmental purpose.

**a. Class A Activities**

This section consists of activities intended to foster unity and spiritual development within the batch. The programs include *Sahur on the Road* (pre-dawn meal together during Ramadan), *Iftar Gathering* (breaking the fast together), *Credible Day* (a day of recognition and appreciation among the class), *Morning Jogging* (collective physical exercise), *Tahsinul Qiro'ah* (improvement of Qur'anic recitation), *Tahfidzul Qur'an* (Qur'an memorization sessions), the *Establishment of a Special Class-6 Stall* (entrepreneurial project for the final-year students), and *Credible Night with Mom* (an appreciation night dedicated to mothers). These initiatives aim to nurture a balanced development of physical, spiritual, and social values among students.

**b. Annual Activities**

The annual programs are designed to strengthen organizational identity and commemorate the milestones of the graduating batch. These include *Batch Symbol Creation* (developing the class's official symbol or motto), *Coordination of Batch Photo Sessions*, *Creation of a Batch Agenda* (documenting yearly plans and goals), *Development of a Batch Kaleidoscope* (a reflective summary of the batch's yearly journey), and serving as *Organizers for the Batch Study Tour* and *Intensive Training Programs*. These activities promote collective responsibility, teamwork, and a sense of belonging among students.

**c. Weekly Activities**

Weekly activities emphasize communication, coordination, and discipline monitoring within the student community. These include *Dynamic Team Meetings* (inter-team coordination sessions), *Evaluation Meetings with the Dynamic Team* (discussing class issues and resolutions), and *Rayon Patrols* (dormitory inspections to ensure compliance with the institution's Islamic conduct). These routines are intended to maintain order, discipline, and collaboration within the student body.

**d. Daily Activities**

The daily programs encourage consistency in discipline and spiritual growth. They consist of *Collective Prayers Before Night Study Sessions* and *Attendance Counting* during meetings and night studies. These daily habits aim to instill time management, teamwork, and a sense of responsibility in students.

**Definition of Pesantren Education Management**

Pesantren education management is a comprehensive process of activities aimed at achieving specific goals through organized and supervised efforts. Good management is one that does not deviate significantly from the predetermined concepts, objectives, vision, and mission, and that aligns with the characteristics of the institution and its environment. The implementation of pesantren education management involves several key functions — planning, organizing, motivating, conforming, and evaluating — all of which must be carried out with a high level of discipline to ensure the achievement of optimal results (Bunyamin, 2019).

The achievement of educational goals in an effective and efficient manner requires well-structured methods and management, both of which must be implemented earnestly by educators and students alike. The role of educators — including kyai, teachers, administrators, and students — is crucial in ensuring the proper functioning of the management process. No matter how excellent the educational materials and programs are, or how sophisticated the methods and management systems may be, their success ultimately depends on the individuals involved. When the educators carry out the teaching and learning process with sincerity, dedication, and sacrifice, the educational objectives can be expected to be successfully achieved. The educational and developmental process carried out by the pesantren for its students aims to shape their identity through *shibghah islamiyah* (Islamic character) and *shibghah ma'hadiyah* (institutional character). This process involves various activities, knowledge, and insights designed to foster self-development, enabling students to attain a higher sense of dignity, self-worth, and intellectual maturity than before. (Syarifah, 2015)

**Implementation of People Management According to Gontor**

Regarding the management system applied at Pondok Modern Darussalam Gontor, several steps are implemented as part of its people management approach:

**a. Planning**



Planning involves setting objectives and determining the appropriate methods to achieve the desired goals. It serves as the primary function of management and encompasses all planned activities within the institution. At Pondok Modern Darussalam Gontor, the concept of people management in the planning stage is applied through several methods, including guidance, training, task assignment, habituation, supervision, and exemplary conduct (*uswatun hasanah*). These approaches aim to ensure that all educational and organizational activities are well-structured, purposeful, and aligned with the institution's values and vision.<sup>14</sup>

#### **b. Organizing**

Just as the assignments given by Pondok Modern Darussalam Gontor to its students and teachers in various activities and responsibilities, the institution organizes work distribution by dividing tasks into specific duties and determining the individuals responsible for carrying them out. This structured delegation ensures that every member understands their respective roles and responsibilities, allowing all activities to run effectively, efficiently, and in accordance with the principles of discipline and accountability upheld by the *pesantren*.

#### **c. Actuating**

At Pondok Modern Darussalam Gontor Campus 1, all members of the community are actively involved in implementing management practices aimed at developing the leadership spirit among the students (*santriyah*). Every element of the institution — from senior teachers and instructors to the students themselves — collaborates in maintaining and enhancing the established systems and values of the *pesantren*. This cooperative effort is applied not only within major organizational structures but also within smaller units such as *rayon* (dormitory-level) organizations, ensuring that leadership training and management principles are practiced consistently across all levels of the institution.

#### **d. Controlling**

Pondok Modern Darussalam Gontor For Girls Campus 1 consistently conducts continuous supervision of its students (*santriyah*) for twenty-four hours a day. One clear example can be seen in the Success Team (*Tim Sukses*) of each Class, where after the planning stage, students are guided, trained, and assigned specific tasks. These assignments are then reinforced through habitual practice under consistent supervision, ensuring that each member becomes a good role model for others. This reflects the comprehensive management system applied within Pondok Modern Darussalam Gontor, particularly at Gontor For Girls Campus 1.

*Pesantren* education must always be accompanied by strong discipline, which serves to produce alumni who are intellectually capable, morally upright, mentally resilient, and skillful. In practice, this requires a strict control system within the educational institution. Such a system functions to guide, direct, monitor, and foster students through the implementation of assignments, habituation, and training, ultimately aiming to cultivate exemplary character and leadership among all members of the *pesantren* community. (Silmy & Nuraini, 2022)

#### **Supporting and Inhibiting Factors of the Class Success Team**

In every team or organization established within an institution, there are always certain factors that serve as the foundation for determining how effectively the group can achieve its goals. Similarly, the Class Success Team has several supporting factors that contribute to its effectiveness and success. These factors include the presence of strong cooperation among members, clear communication channels, mutual trust, well-structured planning, and a shared commitment to the objectives set by the institution. Each of these elements plays a vital role in ensuring that the team can function cohesively, maintain discipline, and carry out its responsibilities in alignment with the vision and mission of the *pesantren*:

- a) Providing Multiple Assignments — Through various assignments, members gain practical experience and understanding of different types of work processes, while also learning valuable lessons and values from each task entrusted to them.
- b) Encouragement and Active Listening — By continuously reminding and listening to the challenges faced by fellow team members, the group fosters empathy, solidarity, and mutual support, which strengthens team unity and effectiveness.

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<sup>14</sup> Syaifudin Syaifudin and others, 'Manajemen Pesantren Dalam Menerapkan Bahasa Arab Di Pondok Modern Darussalam Gontor Kampus 7 Kalianda Lampung Selatan', *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 5.02 (2022).

- c) High Activity Engagement — The existence of numerous activities helps shape active, responsive, and dynamic students. Those who are accustomed to handling multiple responsibilities tend to move and act more efficiently. Such a system also highlights individuals with strong loyalty, dedication, and achievement within the team.
- d) The Role of Mentors (Musyrifah) — Mentors play a vital role in guiding students to ensure they fully understand their responsibilities. Effective mentorship enables students to develop discipline, self-awareness, and a sense of accountability toward their duties.
- e) Consistency in Enforcing Discipline — Maintaining consistency in applying and upholding discipline, while assisting mentors in enforcing the pesantren's rules, allows members to become good figures and role models for others.
- f) Commitment and Perseverance — The movement of the Class Success Team relies on consistent effort. Even small actions, when performed with persistence and sincerity (istiqamah), contribute significantly to achieving long-term goals and strengthening the overall management system within the institution.

In a success team, there are not only supporting factors but also several inhibiting factors that may hinder the progress and effectiveness of the team's operations. These include:

- a) Repeated Violations — This often occurs due to a lack of understanding of the pesantren's disciplinary orientation, resulting in recurring breaches of rules and decreased team consistency.
- b) Lack of Concern and Willingness to Sacrifice — When members show low empathy and are unwilling to dedicate themselves for the collective good, teamwork and shared responsibility are weakened.
- c) Overdependence on Mentors — Some members tend to rely too heavily on their mentors and lack personal initiative, causing the movement and productivity of the Class Success Team to depend entirely on the mentor's direction rather than independent motivation.
- d) Excessive Fear Toward Peers — A strong sense of fear or hesitation toward fellow members can hinder communication, confidence, and cooperation, thus reducing the team's overall effectiveness.
- e) Lack of Communication with Mentors — Insufficient communication between the team and their mentors can lead to misunderstandings, delays in decision-making, and ineffective coordination, all of which negatively impact the team's performance and progress.

### **The Implications of People Management in Developing the Leadership Spirit of the Sixth-Year Class Success Team at Pondok Modern Darussalam Gontor For Girls Campus 1**

The establishment of the Class Success Team (Tim Sukses Angkatan) for sixth-year students at Pondok Modern Darussalam Gontor For Girls 1 aims to nurture leadership qualities based on the institution's core values, known as the Five Spirits (Panca Jiwa). When these values are consistently instilled in the students (santriwati), they shape their character, which is reflected through their behavior and attitude. The objectives can be outlined as follows:

#### **a. The Spirit of Sincerity (Ikhlas)**

Sincerity is the foundation of all deeds and the key to their acceptance by Allah. Every action must be performed solely as an act of worship and devotion to Him. As stated by Dr. K.H. Abdullah Syukri Zarkasyi, M.A in one of his writings: "A Muslim who is truly sincere in his work and struggle will radiate energy within his soul, influencing and coloring every aspect of his life."

#### **b. The Spirit of Simplicity (Kesederhanaan)**

Simplicity serves as a core pillar of character education. It does not mean poverty but rather proportionality — living moderately and according to one's needs. Simplicity cultivates a strong and courageous soul, ready to face challenges and make sacrifices for greater purposes.

#### **c. The Spirit of Self-Reliance (Berdikari)**

Self-reliance, or the ability to stand on one's own feet, is a powerful virtue. It does not mean that students are isolated or act alone, but rather that the pesantren, as an educational institution, operates independently without relying on external aid. This principle fosters confidence, initiative, and resilience among students.

#### **d. The Spirit of Islamic Brotherhood (Ukhuwah Islamiyah)**

This value emphasizes the creation of a warm and close atmosphere of brotherhood, strengthening the emotional and spiritual bonds among students. Such a sense of unity not only enhances harmony within the

pesantren but also contributes to the broader unity of the Muslim community in society.

#### e. The Spirit of Freedom (Kebebasan)

The spirit of freedom is closely tied to independence. A truly independent person has the ability to make decisions freely and responsibly. This principle is exemplified by Gontor's institutional independence in determining its own curriculum, academic calendar, and educational programs. It teaches students to think critically, act responsibly, and uphold integrity in exercising their freedom. (Muhajir & Budi, 2018)

### CONCLUSION

Based on the findings of this study, it can be concluded that the concept of people management according to Gontor is a managerial process encompassing the development, guidance, and supervision of human resources (students or santri) with the primary goal of shaping Islamic character (shibghah Islamiyah) and institutional character (shibghah ma'hadiah). These are manifested through various activities and responsibilities assigned to students within the pesantren environment. The implementation of people management at Pondok Modern Darussalam Gontor For Girls Campus 1 is carried out through four main stages: planning, organizing, actuating, and controlling. This process is deeply integrated with the pesantren's culture, which emphasizes values of discipline, exemplary conduct, and active participation from all elements of the institution, including students, teachers, and mentors. The supporting factors for the success of the Class Success Team include a structured task system that fosters responsibility, effective communication among members, high activity intensity to cultivate discipline, and the role of mentors as moral and motivational guides. Conversely, inhibiting factors stem from a lack of awareness regarding disciplinary values, dependence on mentors, limited communication, and fear of social pressure within the team.

The implications of people management for developing leadership spirit are reflected in the growth of students' behavior and character based on the Five Core Values (Panca Jiwa) of Gontor: sincerity (ikhlas), simplicity (sederhana), self-reliance (berdikari), Islamic brotherhood (ukhuwah Islamiyah), and freedom (kebebasan). These values form the foundation of leadership that is not only structurally competent but also morally and spiritually grounded. In conclusion, the people management model implemented at Gontor represents an integrative leadership education system that harmonizes modern management principles with classical Islamic values. This makes it a significant reference for developing character-based and value-oriented leadership education in other Islamic educational institutions.

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