

**THE LEADERSHIP OF KYAI IN THE SPECIAL
SERVICE EDUCATION**

**(A Site Study at *PLK Bima Sakti*, Nurrusalam Islamic Boarding School,
Sayung, Demak)**

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**GRADUATE SCHOOL
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ACCEPTANCE

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Abstract

The purpose of this study was to describe the leadership of Kyai in academic field and in non academic field at the PLK Bima Sakti, Nurussalam Islamic Boarding School, Sayung Demak. Data collection method used interview, observation, and documentation. The finding suggested that the leadership of Kyai in academic field at PLK Bima Sakti, Nurussalam Islamic Boarding School, Sayung, Demak was done with the principle of democratic and considering the characteristic of students. For the religious aspect, Kyai developed the curriculum by the insertion four basic formulas including Siddiq, amanah, tabligh, and fathonah. The instructional method policy included the pedagogic and also andragogic methods. To support the academic program, Kyai invited outsiders to provide input and guidance such as Department of Social, Department of Education and Sport, and also P2NFI. Leadership of Kyai in non-academic field at PLK Bima Sakti, Nurussalam Islamic Boarding School, Sayung, Demak was done by combining the life skill service programs, social, and religious.

Keywords: leadership, kyai, academic, Islamic boarding school

INTRODUCTION

Based on the Act no. 20 of 2003 on National Education System (UUSPN), article 32 and paragraph (1), Special education is an education for students who have difficulty in following the learning process because of physical, emotional, mental, social, and or have the potential of intelligence and special talent. In paragraph 2, special education is also an educational service for students in remote or underdeveloped area, remote indigenous communities, and or experiencing natural disaster, social disaster, and not capable in economic term. Of course, the first paragraph and the second paragraph have a very much different meaning and philosophy goal. At first paragraph, it gives a place for individual with disabilities, while the second paragraph is due to a state that does not come from the personal condition.

Phenomena that occur in education suggests that moral degradation has occurred, the TV show, the printed media, news on the internet always serve a negative news, such as not appreciate, and respect for the teachers, even occur fighting, collision, abuse, rape and murder committed by students in elementary school level, Junior High School, and High School in various cities in the country. This is an indication of the decline of morality in which it needs to be upheld for the realization of human with a good moral. Thus, created now is a non-human race, and this is a human-shaped machine that does not comply with the will of God and the will of nature (Agustian, 2001: 53).

In addition to the above problems, there are some children with special need that need to be addressed. (1) More than 36,000 students with disabilities in West Java have not received educational service. The limited special schools in the area became one of the main constraints. There are at least seven districts / cities in West Java, which until now has not had Extraordinary School. (2) The educational model of post-disaster area of the earthquake and tsunami Aceh Darussalam (NAD), North Sumatra, Alor in East Nusa Tenggara (NTT) and Nabire in Papua, and also the volcano eruption in Merapi requires an appropriate educational service (Khatul, 2009: 3-5).

The Extraordinary School located in Demak is still less to deal with children with special need, so that *pesantren* or Islamic boarding school has a contribution to serve the community. PLK Bima Sakti of Nurussalam Islamic boarding school, Sayung Demak is an institution that provides special service for children with special need, such as children as the victim of drug abuse, children with HIV / AIDS, children with special disease, street children, vagrant and beggar, prostitute children, sex and trafficking victim, natural disaster victim, war victims, orphan, children from hardship economic, children from tribes, dropout children, broken home children, and children in prison.

The leader of Islamic boarding school who always called *Kyai* at *LPK Bima Sakti* has a good leadership. There are several programs at *LPK Bima Sakti* such as rehabilitation program for children who are taking drug, art training program, and religious guidance program.

Permadi and Arifin (2007: 38) state that leadership is the essence of management, while management is the core of the administration. The relationship between these three things is a bit difficult to distinguish them, what is called with the leader, manager, and administrator. Although understanding these three terms are not identical, but the relationship and similarity are evident. Further according to Siagian (as cited by Permadi and Arifin, 2007: 38) defines leadership as follow.

"Leadership as the skill and ability affect the behavior of others, both who have higher position or a lower level than him, in thought and action so that the behavior that is individualism and egocentric at first changed to be an organizational behavior."

The view above gives a conclusion that leadership is a factor of a person who can be nurtured and developed. One's leadership effectiveness is not solely fixed on the bottom or to subordinates. However, it is also horizontally toward his peers and even vertically upward in the hierarchy of leadership that is higher than him (Permadi and Arifin, 2007: 38).

Prophet Muhammad is a religious teacher, a wise statesman and leader. As a leader, the Prophet did not only have a wise idea, but had a commendable behavior. If we read the *sirah nabawiyah* then we will be able to find thousands of examples from him when he led the *jahiliyya* nation into *Islamiyya* civil society. Not only because God had set him as an *uswah hasanah* (a fine example), as stated in verse 21 of Al-Ahzab "*Laqad kaana lakum fii rasulillahi uswatun hasanah*", but because of his behavior and character that were very beautiful and praiseworthy.

In the theory of leadership, type of leadership is the type of authoritarian leadership, in which the leadership puts power in one person. The leader acts as a single person in power, so that all determination of policy is carried out by the leader (Sonhaji 2003).

Before talking about the concept of Special Service Education, we must first understand whose children who need Special Service Education?. Children who need Special Service Education are "Citizens residing in remote or

underdeveloped, remote indigenous communities, and / or experiencing a natural disaster, social disaster, not capable in economic term, special diseased, drop out, and broken home". Special Service Education is the government's effort to provide educational service to the group of community because of the condition and the need to get the Special Service Education (Nandi, 2010: 3-4).

The concept of Special Service Education is an education for students in remote or underdeveloped, remote indigenous communities and / or experiencing a natural disaster, social disaster, and not capable of economic terms. The special education has five objectives- the group of students in remote areas of geographical, the group of students on ethnic minorities / isolated, a group or society and learners from poor communities (less fortunate), the group or society and learners in the remote / backward area, group or society and learners who hold a social problem. (Nandi, 2010: 4-5).

The academic activities are face to face activities in class (Anonymous, 2005: 2). Academic activities include a variety of activities conducted at the learning process. Judging from the implementation of the tasks, then the leadership of *Kyai* in academic activities is known as the five types of leadership. Those are authoritarian leadership, democratic leadership, pseudo democratic, laissez faire and effective leadership (Mulyasa, 2009: 269).

The success of the leadership of *Kyai* in academic activities can be seen from the two areas, namely the quality of learning and school performance.

Performance can be intended as doing an activity and improve the work in accordance with its responsibility so as to achieve results as expected (Sinambela et al, 2006: 136). School performance is the integration of all school citizens which is not independent of the implementation of the principal tasks in an effort to improve the quality of school-based education (Anonymous, 2000: 5).

According to Umaedi (1999), the quality implies the excellent level of a work / effort in the form of good and service. The quality of the teaching and learning process refers to the educational process and outcomes. The qualified educational process involves the input as student, teacher, method, curriculum, facilities, learning environment and good management.

Leadership of *Kyai* in non academic activities can provide special service for children with special need, such as children as the victim of drug abuse, children with HIV / AIDS, children with special disease, street children, vagrant and beggar, prostitute children, sex and trafficking victim, natural disaster victim, war victims, orphan, children from hardship economic, children from tribes, dropout children, broken home children, and children in prison (Nandi, 2010: 4-5).

This study has a focus on “*How are characteristics of the Leadership of Kyai in Special Service Education?*” The objective of this study were to: (1) describe the leadership of *Kyai* in academic field at *PLK Bima Sakti, Nurussalam Islamic Boarding School, Sayung Demak*; and (2) describe the leadership of *Kyai* in non academic field at the *PLK Bima Sakti, Nurussalam Islamic Boarding School, Sayung Demak*.

RESEARCH METHOD

The research was carried out at *PLK Bima Sakti Nurussalam Islamic Boarding School, Sayung, Demak*. The people interviewed in this study were *Kyai, Ustadz* (teacher) and students at *PLK Bima Sakti Nurussalam Islamic Boarding School, Sayung, Demak*.

There were three techniques for collecting data- snowball interview, observation, and documentation. This study used interviews with a snowball technique. This technique was the way of an interview of a group or a relevant respondent, and further, the related respondent asked to point the next respondent that has a same specification or specialization, Sugiarto et all (in Anonymous, 2010: 28-29). The data to be collected from interview were data about the leadership of *Kyai* at *PLK Bima Sakti Nurussalam Islamic Boarding School, Sayung, Demak*.

Model analysis used in this study was an analysis model arranged in site, Huberman and Miles (as cited by Harsono, 2008: 170). This model was used because this study used a data analysis in site that is data which are taken from *PLK Bima Sakti Nurussalam Islamic Boarding School, Sayung, Demak*. To set the

data in this study, the stage done included (a) moving the interview from the cassette into manuscript through word program, (b) classifying data according to the type of category obtained, (c) providing a numerical code, and (d) after the group finished then trying to give meaning (Harsono, 2008: 168).

There were three main activities in analyzing the data- data reduction, data presentation, and drawing conclusions. Data reduction is a series of activities in the selection process, focusing, simplifying, and abstraction (Harsono, 2008: 168). Data may be served in a sentence narration, drawing / schematic, network and working relationship, even table as a supporting narrative, Sutopo (as cited by Harsono, 2008: 169).

Conclusion was drawn since the researcher preparing the recording, pattern, statement, configuration, the direction of causation, and various propositions (Harsono, 2008: 169). During the research process was not over, it needed to be repeated and continuous stabilization through re-checking, verification, and various other qualitative data test, (Harsono, 2008: 169).

The results of this study suggested that characteristics of *Kyai* leadership in academic field at *PLK Bima Sakti*, Nurussalam Islamic Boarding School included: (1) Most of students of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak are the street children, not capable children in economic, social dropout, juvenile delinquent, vagrant children, and also mentally retarded children; (2) *Kyai* of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak provides a formal and informal educational service; (3) *Kyai* of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak build a cooperation with the Social Department of Demak regency; (4) *Kyai* selects the educators based on the criteria of the mastery of science and technology and religious study; (5) *Kyai* sends educators in training of teaching competence improvement; (6) *Kyai* provides the physical facilities in the form of skill room; (7) *Kyai* makes the curriculum policy by implementing a national curriculum, and also made his own religious curriculum; (8) The method used in providing education for student is the pedagogy and andragogy; (9) *Kyai* gives students the opportunity to get individual learning, remedial, and private lesson; (10)

Techniques used in the academic implementation are the persuasive and motivational principles, and also the consultative and participative principles; (11) *Kyai* builds a cooperative relationship with other *PLK Bima Sakti* in Demak Regency to discuss the academic activities; (12) *Kyai* has a role as the supervisor, motivator and also facilitator in the academic activities; (13) *Kyai* resolves conflicts with the familial way; and (14) The barriers faced in organizing the academic activities at *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak come from the aspects of student, infrastructure, and also the academic activities.

There were seven characteristics of *Kyai* Leadership in Non Academic Field at *PLK Bima Sakti*, Nurussalam Islamic Boarding School. (1) *Kyai* organizes extra-curricular program in life skill. (2) *Kyai* develops students' talent through entrepreneurship training, skill, and apprenticeship. (3) *Kyai*, as head of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak not only give attention to the educational service, but also provide social service. (4) *Kyai* of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak uses a religious approach to build the students' ethic and good attitude. (5) The Prophet's biography material is given to improve students' faith. (6) Shariah material is given to students to give an overview on how to behave. (7) Educators and facilities still need to be added to facilitate non-academic activities.

Academic activity is an activity that is related to the teaching and learning activity of learner. Its success is not only depended on the educators, but also the educational institution's leadership. It is same with a special service education at *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak. This educational service was established in 2010 and has developed very rapidly. The development cannot be separated from the role of *Kyai* (its leader) who is capable to manage the academic activities both in the cabin and in a school environment where the students get an education.

Students who educated at *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak include children who are not capable children in economic, social dropout, juvenile delinquent, vagrant children, and also mentally

retarded children. The students get an opportunity to learn by the leader of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak. Students who are willing and able to follow the formal activities get an opportunity to learn in formal institutions such as Islamic Elementary School, Secondary School, and High School. As for the students that are difficult to control and less able to follow learning process such as mental retardation, the school provides non-formal education service.

The competence of *Kyai*, as leader of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak in giving attention to the students' characteristic is followed up by building partnership with educational institutions or MoU. The less capable in organizing an academic education independently makes *Kyai* not hesitate to ask for outside help and consult what he does not know. This is consistent with research conducted by Beekun and badawi (2008) entitled *The Leadership Process in Islam*. This study discusses the model of Islamic leadership. Islamic leadership model emphasizes on the *khuluq* or behaves well to all Muslims and non-Muslims have a strong faith and be aware of his role as someone who is believed to be representative of all Muslims. The result shows that the Muslim leader capable of being patient in facing all difficulties, and remain humble.

When compared between the study conducted by Beekun and badawi (2008) with research conducted at *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak have similarity and difference. Both of those researches had discussed the leadership in Islam especially *Kyai*. Only in a study conducted by Beekun and badawi (2008) discussed the Islamic leadership model that showed a patient attitude in facing all difficulties, and remain humble. While the research conducted in *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak discusses about leadership in academic activities in which *Kyai* as leader managing the academic activities properly including requesting assistance and consultation to other parties about something that is not yet known.

Kyai of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak asking the community empowerment and partnership department to build

a relationship with formal education such as Islamic Elementary School, Secondary School, and High School. This Special Service Education also organizes the non formal education such as package B education which is same with secondary school level, and package C education which is same with High School level.

Types of academic activities organized by *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak are not only formal and non formal activities, but also religious education. To get the qualified educator, *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak holds a selection and also competency enhancement training for educators.

The leadership style of *Kyai* of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak always show a positive things especially his performance. So the educators are also eager to improve their ability, especially in educational activities. Educators of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak are not only knowledgeable about science and technology but also have a good religious knowledge. This shows that leadership style can affect the people who exist below it. This information is relevant to the result of research conducted by Arain and Tipu (2008) in their study entitled *Determining the Emerging Leadership Styles using the Leadership grid*. The results of this study states that leadership style plays an important role in shaping the behavior and attitudes of the members of an organization.

The curriculum used by *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak is made by the school but also are guided by national curriculum that is SBC, religion, and the curriculum that is made by the school. The methods used are pedagogic and andragogic because the students handled not only children, but also adult. So it requires a different treatment not like pedagogic method.

Management of academic activities carried out by *Kyai* as described above shows that whether good or not learning in an institution depends on the leadership of the head of the agency. *Kyai* who provides a variety of policies regarding credible form of learning, method and also curriculum makes learning

more optimal. This is consistent with the result of research conducted by Hill (2003) study entitled *What headteachers need to know about teaching and learning* emphasizes on the principal's responsibility in creating learning outcomes of students to realize the concept of effective school.

To support non-formal and informal education activities, curriculum staffs of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak have prepared schedule and invited experts to provide guidance to students.

As the leader of an educational institution and also be responsible to the religious education for students, *Kyai* acts as a supervisor to be open with people in Islamic boarding school. Besides as supervisor, *Kyai* also serves as a motivator and facilitator.

As a motivator, *Kyai* has a good educational concept which is outlined in the curriculum of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak. And as the facilitator, *Kyai* with an open and democratic provides an opportunity to the subordinates to express opinion and facilitate the proposed opinion.

The barriers faced in organizing the academic activities at *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak comes from the aspects of students, infrastructure, and also the academic activities fund. Not all students are discipline in following the academic activities, there are students who want to return to the streets and back to the parent without getting school. For operational fund for education, *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak receives from the government, but it's not quite. Therefore, the foundation is also heavily in the search for funding.

Non-academic activities are activities carried out of learning activities. Non-academic activities held in *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak is through extracurricular activities. Activities organized by this special service education has a goal to make the students has a productive mindset and also has an independent attitude. *Kyai* at *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak organizes some

extracurricular programs to equip skills for students. These activities are provided in the form of life skill.

Kinds of skill given in the extracurricular includes sewing, outbound, workshop, poultry meat, agriculture, fisheries, and automotive. With these skills, students of To support the life skill activities, *Kyai* organizes an entrepreneurial training. are not afraid if they are already out of the school because they are already equipped with skills that can be developed. The supporting facilities are already provided even *Kyai* invites experts from the Department of Agriculture to advise how to farm appropriately and be able to produce a good crop.

To support the life skill activities, *Kyai* organizes an entrepreneurial training. This training is discussed with the board of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak. Each board has an opportunity to express their opinion. The deliberation activity in organizing a training which is the initiative of *Kyai* shows a democratic leadership. This is consistent with the results of research conducted by Burnham (2006) in the international journal entitled *Educational Leadership and Democracy*, said that the school is well supported by the democratic leadership.

When compared between the study conducted by Burnham (2006) with research conducted in *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak have similarity and difference. Both of these researches had discussed about the leadership that uses the principles of democracy. Only a study by Burnham (2006) discussed the democratic leadership in supporting the sustainability of educational activities in school. While the research conducted in *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak discussed about leadership in non-academic activities that are based on the principles of democracy by asking for suggestion and input from all school board.

The services provided in non-academic activities are not only life skill service, but also social service. This service forms the student's personal to be able to socialize in the community. In the implementation of this service, *Kyai* asked students to participate in the activities held by the community such as mutual aid societies, community service, and so forth. Non-academic activities

that make students have a good social skill. This is consistent with the result of research conducted by Ock (2008) in his study entitled *Influence of Nonacademic Activities on College Students' Academic Performance*. These finding suggested that the overall time allocated to non-academic activities related to social behavior that can affect students' academic activities.

The implementation of religious approach applied by *Kyai* of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak is the creation of praying together schedule and giving the material of discipline, honesty, responsibility, and independence. The verses of Holy Quran were read so that students knew about the good attitude.

To increase the faith and devotion of students, *Kyai PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak gives religious materials after the students finishing the academic activities both in the formal and informal activities. To increase the faith, *Kyai* provides Islamic sharia is given to students by *Kyai* of *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak. Sharia is God's provision or more known as Islamic law. The sharia material makes the students know how to behave and forward-looking.

The non-academic activities have an impact for students that they have discipline, confidence, responsibility, self-reliant and also practice the religious education in everyday life. But not all students have this attitude. There are still things that need to be fixed in organizing non-academic activities. Educators and supporting facilities are still needed, especially the equipment required for the life skill service.

CONCLUSION

The leadership of *Kyai* in academic field at *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak is done with the principle of democratic and considering the characteristic of students. The academic programs held include formal education, non formal education, and informal education. For the religious aspect, *Kyai* develops the curriculum by the insertion four basic formulas including *Siddiq*, *amanah*, *tabligh*, and *fathonah*. The instructional method policy

includes the pedagogic and also andragogic methods because remembering that not only students who are managed, but children in all ages who are easier to accept instructional method for the adult. To support the academic program, *Kyai* invites outsiders to provide input and guidance such as from Department of Social, Department of Education and Sport, and also P2NFI.

Leadership of *Kyai* in non-academic field at *PLK Bima Sakti*, Nurussalam Islamic Boarding School, Sayung, Demak is done by combining the life skill service programs, social, and religious. Life skill services provided are sewing skill, outbound, workshop, poultry meat, agriculture, fisheries, and automotive. In conducting these activities, *Kyai* organizes entrepreneurial training and skill with the speaker from Sayung, the agricultural Department of Demak, DPD IPSPI Central Java, and college partner. For social service, *Kyai* prepares students to have a social attitude and be able to interact with the community by asking students to participate in activities of mutual cooperation and community service. To provide religious service, *Kyai* gives material of Prophet's biography and Sharia with the religion approach, so that students are able to implement it in their everyday life.

There are some recommendation addressed to the leader of *PLK Bima Sakti*, Educator, and students. (1) For the Leader of *PLK Bima Sakti*, he should provide educators who have sewing skill, livestock, automotive, and agriculture, and should complete facilities of academic activities such as textbooks, and non-academic activities such as adding sewing machine and also shop tools. (2) For Educators, they should monitor the learning activities and give reward to students who have a good achievement in academic and non academic activities, and should improve the ability to educate students through self-development activities, especially in dealing with children who come from street children, the weak economy, even children who have mental backwardness. (3) For Students, they should obey the regulation made by *PLK Bima Sakti* and trying to be a productive person, creative, independent and religious, and develop the potential especially the entrepreneurship power to be able to use it in life.

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