



THE CHAIRMAN MANAGEMENT OF PESANTREN ASSOCIATES Analysis of the Development of *Entrepreneurship Santri*

Ali Pirdaus, Ahmad Husin Ritonga, Jalaluddin
Sultan Thaha Syaifuddin State Islamic University Jambi
mora.alif2016@gmail.com

Abstract

This study aims to describe and analyze in depth the management of the boarding school leaders in developing the entrepreneurial spirit of the santri, starting from planning, organizing, implementing, monitoring and evaluating programs. The results of research from three Islamic boarding schools in Jambi Province regarding the management of the boarding school leadership in developing the entrepreneurial spirit of the santri found that it was in accordance with the function in management theory, namely: (1) Planning carried out by the boarding school leadership is the formulation of goals (vision, mission), entrepreneurial advice and infrastructure, planning of Ustad and Santri and curriculum. (2) Organizing: Islamic boarding school leaders share job descriptions for each pesantren program, granting authority, assigning tasks; (3) Implementation: The cultivation of life skills in Islamic boarding schools consists of two forms, namely hard skills and soft skills. Hard skills include teaching and directing entrepreneurship in the field in the form of: Plantation, agriculture, animal husbandry, pesantren cooperatives, catering, fashion, fish farming, carpentry, welding. Meanwhile, the soft skills are: organization of the students, planting foreign languages, independent students, calligraphy, IT, prayer, learning the art of reading the Koran, etc .; (4) Monitoring and Evaluation: Total quality control, visits to business premises, individual learning, evaluating the results of activities, taking clarification and correction steps, assessing and correcting all programs. The conclusion of this research is that the management of the boarding school leadership in developing the entrepreneurial spirit of the santri has been going well, with the various life skills being taught to make the students independent.

Keywords: Leadership Management, Entrepreneurship Spirit Santri

Preliminary

Entrepreneurship in the field of education is taken from its characteristics (its nature) such as being innovative, working hard, strong motivation, never giving up and always looking for the best solution, and having entrepreneurial instincts; not commercializing the school. All of these characteristics are useful for school principals in developing schools, achieving school success, carrying out main tasks and functions as leaders, facing school constraints, and managing Islamic boarding school activities as a source of learning for students. There are those who associate the word pesantren from the Sanskrit language, which means the crowd gathered to learn science. In term, pesantren are educational institutions that provide more religious education than general education. Pesantren can also be understood as institutions or institutions. As an institution, in the pesantren there are various elements, such as mosques, cottages, kyai, santri and classical books that are taught.



The ability of the community or Muslims to establish Islamic boarding schools is proven by the existence of Islamic boarding schools that have long been active in the archipelago until Indonesia became independent. The participation of Muslims for the advancement of the nation, one of which is the establishment of uncountable Islamic boarding schools. All pesantren were established to establish the Unitary State of the Republic of Indonesia. Pondok Pesantren is the first Islamic education institution in Indonesia that exists and supports the advancement of the education system in Indonesia.

His presence is undoubtedly his contribution in order to educate the nation's life and to give birth to intellectual cadres who are ready to appreciate the potential of their scientists in society. This has proven to have resulted in its alumni becoming leaders of national and international caliber. Therefore, the pesantren functions as a genuinely patriotic cadre of the nation; cadres who are willing to die for the sake of fighting for the nation, are able to sacrifice their entire time, property and even their soul. Basically, the characteristic feature of Indonesian education is that it is in the form of a boarding school because it is the Islamic boarding school that has helped defend independence and expel invaders from this land and has participated in educating the nation's life.

There are five classifications regarding the level of diversity of the components of a boarding school, namely: 1. Salaf / Classical Islamic Boarding Schools: namely Islamic boarding schools in which there is a salaf education system (weton and sorongan) and the salaf classical system (madrasah). 2. Semi-developing Islamic boarding schools; namely Islamic boarding schools in which there is a salaf education system (weton and sorongan) and a private classical system (madrasah) with a 90% religious and 10% general curriculum. 3. Developing Islamic boarding schools; namely Islamic boarding schools like semi-developed, except that they are more varied in the field of curriculum, namely 70% religion and 30% general.

The pesantren is very closely related or identical to its character, namely the kiyai as the leader of the boarding school. He is the central leader in the boarding school. However, with the times, the kiyai began to open themselves up with a collective leadership model, hereinafter referred to as a leader. A collective leadership model. Leader comes from the word pimpin which means carrying out leadership tasks. Quoting Veithzal Rivai Zainal, et al. citing the opinion of a number of experts that according to: 1) Darvis and Filley, is someone (or a group of people) in a management position or doing leadership work, 2) Robert Tanenbaum, are those who use formal authority to organize, direct and control subordinates who are responsible answer, so that all parts of the work are coordinated in order to achieve organizational goals.

Theory

Islamic Boarding School Leadership Management

Management comes from the Latin word manus which means hand and agere means to do, when these two words are combined they become managere which means to handle. In English, the word management means management, which means management, management or management. Translated in English, management is to manage (verb), management (noun) and manage (people). Derived from the word manage, which means manage, manage, implement.



Management is not only a science but also an art in managing organizations to achieve goals. Until now, management has yet to get a final definition.

Management, according to Maurice R. Hecht, is an activity that is realized to guide human and natural resources to achieve organizational goals. George R. Terry and Lislle W. Rue said management as a process or framework that involves guiding or directing a group of people toward organizational goals or real purposes. Meanwhile, according to Frederick Taylor and Hendri Fayol, management is getting things done through a community of people.

The leader of the organization is usually the manager who manages every effort to achieve organizational goals. Therefore, managers who are observant in choosing. In principle, management is the achievement of organizational goals effectively and efficiently through planning, organizing, leading, and controlling the organization and its resources.

According to Stoner, et.al, management is an effort to plan, organize, lead and control organizational units according to their objectives. DuBrin explained that management is an effort to empower humans and non-humans to achieve the organization's vision by using the management function (POAC). This means that management is an effort or activity carried out on purpose towards achieving goals. Management can only be done with a system of cooperation between personal organizations and synergized human and non-human management. If the organization is a pesantren, then management of the pesantren can be defined as an effort or activity to utilize the resources of the boarding school to achieve its goals with the PAOC function.

A leader should have the knowledge, skills and skills needed to carry out his leadership. These knowledge and skills can be obtained from observations of theoretical learning and from experience in practice while being a leader. Kyai as a leader and acting as a manager requires skills in managerial tasks. According to Davis, quoted by Engkoswara and Komariah, identified three leadership skills in carrying out their duties in professional organizations, namely: 1) Technical skills; a leader is needed so that he or she is able to supervise and assess the work according to the expertise they do, 2) Human skills, the ability to build relationships and be able to work with other people are qualifications required by a leader in both formal and informal situations and 3) Conceptual skills; a respected leader is a leader who is able to provide the right solution that arises from his intelligent thinking about a problem.

Based on the above theory, it can be concluded that Kyai leadership is an effort of Kyai to influence, motivate, and enable others (pesantren residents) to contribute towards the effectiveness and success of the pesantren. The indicators of kiyai leadership are: 1. Vision, mission and strategy, 2. role models, 3. motivation, 4. empowerment, 5. control / supervision.

Entrepreneurship Development

Entrepreneurship in Indonesian means entrepreneurship. The origin of the word is entrepreneurial. Entrepreneurship which comes from the word wira which means noble, noble, superior, brave, main, role model, and leader; and effort which means activity by exerting all one's energy and thoughts, work, effort, effort, and work diligence. By LY Wiranaga,



entrepreneurs are assumed to be the main human, superior, and noble human beings because their life means so much to themselves and others. According to Brown, the skills to build school institution businesses are entrepreneurial:

1. Assess business opportunities. Business opportunities often come from an idea, and ideas can come from anywhere. Therefore the principal is required to always be careful and open to his thoughts, even the criticism that develops on teachers and members of the community. Criticism is not always destructive. The principal must be able to study the idea or criticism, whether the idea is really an opportunity or not.
2. Develop market ideas and opportunities. Basically, after formulating a number of problems or criticisms for each element of the school institution, then it can identify a number of new ideas for each element of the school institution. A number of new ideas that are born as business opportunities, require feasibility and the right formulation to become a truly entrepreneurial program.
3. Assessing one's abilities and seeking capital. Ideas, willingness and hard work are the capital for an entrepreneur. And money is one of the rewards you get for putting those ideas into action. Capital has the meaning not only about money, but the idea itself, labor, infrastructure / facilities, and all environmental sources that can support the implementation of business projects. Entrepreneurship for educational institutions does not start from scratch, but also does not rely too much on loan capital. Generally, schools in Indonesia, especially in remote areas, are still in poor condition. Its capabilities and potential are very limited. Therefore, the assessment of capacity and capital raising is still more out-sourcing in nature, namely seeing, studying and utilizing resources or potential that are outside of school.

To be a successful entrepreneur, the main requirement that must be had is to have an entrepreneurial spirit and character. The entrepreneurial spirit and character are influenced by skills, abilities, or competencies. Competence itself is determined by business knowledge and experience. As has been stated above, that an entrepreneur is someone who has a certain soul and ability to create and innovate. He is someone who has the ability to create something new and different (the ability to create the new and different) or creative and innovative abilities. This creative and innovative ability is reflected in the ability and willingness to start a business (start-up), the ability to do something new (creative), the willingness and ability to look for opportunities (opportunities), the ability and courage to take risks (risk bearing). and the ability to develop ideas and concoct resources.

Future leaders must be introduced to the concepts of: (1) the ability to see organizations through several different lenses, (2) flexible in thinking, (3) advocating flexibility in action, (4) skills to play a necessary role in situations, without sacrificing basic values. People are empowered when they are able to exercise their power more freely, such as using their skills. Leadership and management practices that lead to empowerment include the use of participatory management, freeing people from overly restrictive rules, training people with the skills they need, and using team structures. Before empowering others, way employees whose level of responsibility is above average.



Methodology

This research is a field research with a qualitative approach. Data collection techniques using observation, documentation and interviews. Data analysis used an interactive model consisting of data collection, data reduction, data presentation, and drawing conclusions. Check the validity of the data by observing persistence and data triangulation.

Results and Analysis

Program planning in developing the entrepreneurial spirit of the santri at the three Islamic boarding schools is already present in the daily life of the boarding school, then carried out such as holding meetings in the formulation of objectives contained in the vision and mission, selecting an independent program, and others. In addition, several plans are carried out, namely planning entrepreneurial facilities and infrastructure, planning curriculum, teaching materials, cleric and satri personnel, and planning the entrepreneurial spirit development program for santri. Meanwhile, the curriculum developed at the Islamic boarding school under study has combined a 100% general and 100% religious curriculum, although it is not well documented, the pesantren graduates are able to live independently and develop in today's globalized world.

The organization of the program to develop the entrepreneurial spirit of students in the three Islamic boarding schools was carried out in several stages including the appointment of a cleric who was responsible for several fields of entrepreneurship, the division of students who took part in programs based on their interests and talents, program activities carried out outside the subjects in this case. All students are required to follow the program that has been made. The involvement of pesantren elements such as ustadz, trainers, instructors and all elements to help organize the self-reliance program of the santri has been running well even though there is still a lack of human resources due to the pileup of task distribution and the large number of students participating in skill activities at the boarding school.

The implementation of the program to develop the spirit of entrepreneurship of students in the three Islamic boarding schools implements life skill education ranging from hard skills to soft skills that are taught, so as to foster the independence of students in developing an entrepreneurial spirit, hard skills planting of various kinds of entrepreneurship learning and training carried out, such as agriculture, plantations, animal husbandry, fish farming, managing boarding school cooperatives, culinary, fashion, carpentry, and so on. Meanwhile, the development of the entrepreneurial spirit of students in the field of soft skills was found to be independent of the students, always carry out independent activities, the application of foreign languages in the cottage environment, language addition courses and the rhythm of reading the Koran etc. Even though it is simple, if it is done repeatedly and carried out as it is, it will result in a steady independent behavior. The minimum characteristic that will be formed is simple matters, the students do not rely on other people. This is an important indicator in the independence of an entrepreneur's soul.

Monitoring / Evaluation. Monitoring / evaluation activities carried out by the leadership of the Islamic boarding school, carried out routinely, daily, weekly, monthly and yearly, by supervising



and inviting students' entrepreneurship learning business places, then asking the ustad and santri the problems faced and finding solutions to these problems. , there is also a monthly in the form of fulfilling the shortcomings that need to be completed in the field of entrepreneurship, the final stage of evaluation, which is annual by looking at what has been done in the last one year, what are the strengths and weaknesses, if you find strengths to be further improved, while the weaknesses are held in a meeting leadership among the management and members in finding solutions, as well as fulfilling the facilities and infrastructure and other supporting factors.

The management of the leadership / kyai in the three Islamic boarding schools applies a management pattern that is almost the same, namely delegating part of their authority to people appointed and given the authority to manage business units and teach students. The only difference lies in the cultivation of life skills from each boarding school in the form of various business units run by each boarding school or soft skills in the form of independence and other organizational skills that are carried out at each boarding school and have their respective goals.

Conclusion

The management of the boarding school leadership in developing the spirit of entrepreneurship of the santri should be of concern to the leaders of the Islamic boarding school as well as the regional government and the wider community, because the boarding school is the development of children whose daily life is under the auspices and rules of the Islamic boarding school. more support from local government and support from the community. This will greatly support the development of children in the spirit of entrepreneurship. With this support, the boarding schools will be more enthusiastic in carrying out entrepreneurial activities in providing entrepreneurship training and teaching. This entrepreneurial activity will be very beneficial for Islamic boarding schools and students as knowledge of entrepreneurs and the increasing economic welfare of Islamic boarding schools.

There is entrepreneurship education in Islamic boarding schools and through this the students have a spirit of responsibility from one another. Besides that, it will also create a sense of togetherness and mutual respect which can be realized when the activity takes place. In addition, entrepreneurship education and life skills must reflect the values of real life everyday, both preservative and progressive. Efforts should be made for education to be relevant to the values of real life everyday. In this way, education will be more realistic, more contextual, will not uproot students from their roots, so that education will be more meaningful for students and will flourish. A person is said to have life skills if he or she is capable, capable, and skilled in living life happily and happily. Life in question includes personal life, family life, neighbor life, corporate life, community life, national life and other life. The characteristic of life is change which always demands skills to face it. Therefore, it is only natural that formal and non-formal education teaches life skills.

Vocational skills are more suitable for students who will pursue jobs that will rely on psychomotor skills rather than scientific thinking skills. Vocational skills have two parts, namely basic vocational skills and special vocational skills that are already related to certain jobs. Basic vocational skills include several things, including doing movement, using simple tools needed



for all those who are engaged in manual work (for example, hammers, pliers, screwdrivers, etc.). Meanwhile, special vocational skills are needed for those who will pursue appropriate jobs. The principle is that this capability produces goods or services. The actualization of basic vocational skills in Islamic boarding schools is carried out in a free way, meaning that all students are given the freedom to fulfill the needs of students for basic vocational skills, the pesantren only facilitates with sufficient equipment for the activities of the students to develop their basic vocational skills. The students are free to choose various entrepreneurial activities that have been developed according to their talents and interests. Vocational skills can be used by students to provide skills for where they live after leaving this pesantren.

Bibliography

- Abdurrahman, Nana Herdiana, *Manajemen Bisnis Syariah dan Kewirausahaan*, Bandung: CV. Pustaka Setia, 2013.
- Andang, *Manajemen dan Kepemimpinan Kepala Sekolah* Yogyakarta: Ar-Ruzz Media, 2014.
- Anwar US, Kasful, *Kepemimpinan Pesantren: Menawarkan Model Kepemimpinan Kolektif dan Responsif*. Jambi: Sulthan Thaha Press, 2011.
- Anwar, Muhammad Ali, *Manajemen Kelembagaan Pondok Pesantren; Strategi dan Pengembangan di tengah Modernisasi Pendidikan*, Yogyakarta : Pustaka Ilmu, 2017.
- Badruddin, *Dasar-Dasar Manajemen*. Bandung: Alfabeta, 2017.
- Barnawi & M. Arifin, *School Preneurship*, Jakarta: Ar-Ruzz Media, 2012.
- Basrowi, *Kewirausahaan Untuk Perguruan Tinggi*. Bogor: Ghalia Indonesia, 2014.
- Bennis, Warren, *On Becoming a Leader* Philadelphia; Basic Book inc, 2009.
- Bush, Tony, *Leadership and Management Development*. Los Angeles & London; SAGE Pub. 2008.
- Casson, Mark, *Entrepreneurship, Teori, Jejaring, Sejarah*, Jakarta: Rajawali Pers, 2012.
- Chotimah, Chusnul, *Manajemen Public Relations Integratif*. Tulungagung: STAIN Tulungagung Press, 2013.
- Creswell, John W., *Penelitian Kualitatif & Desain Riset (Memilih diantara Lima Pendekatan)*, Yogyakarta: Pustaka Pelajar, 2015.
- Darojat, Ojat dkk, *Pendidikan Kewirausahaan*, Jakarta: Universitas Terbuka, 2013.
- Daulay, Haidar Putra dan Nurgaya Pasa, *Pendidikan Islam dalam Mencerdaskan Bangsa*. Jakarta: Rineka Cipta, 2012.
- Departemen Agama RI, *Pedoman Integrasi Life Skill Terhadap Pembelajaran*, Jakarta: Dirjend Kelembagaan Agama Islam, 2005.
- Departemen Pendidikan Nasional, *Undang-undang Republik Indonesia tentang Sistem Pendidikan Nasional* (Jakarta: Pusat Data dan Informasi Pendidikan Balitbang: 2004.
- Dhofier, Zamakhsyari, *Tradisi Pesantren: Studi Pandangan Hidup Kiyai dan Visinya Mengenai Masa Depan Indonesia*. Jakarta: LP3ES, 2011.
- Dive, Brian, *The Accountable Leader: Developing Effective Leadership Through Managerial Accountability*. London: Great Britanian by MPG Books Ltd, Bodmin, Cornwall, 2008.



- DuBrin, Andrew J., *The Complete Ideal's Guides: Leadership*. Terj. Tri Wibowo BS. Jakarta: Prenada, 2009.
- Engkoswara dan Aan Komariah, *Administrasi Pendidikan*. Bandung: Alfabeta. 2012.
- Fahmi, Irham, *Kewirausahaan: Teori, Kasus dan Solusi*. Bandung: Alfabeta, 2014.
- Gibson & Ivanchevich, *Organizations*, Ter. Djarkasi, Vol. 5. Jakarta: Erlangga, 1997.
- Haedari, Amin, *Panorama Pesantren dalam Cakrawala Modern*. Jakarta: Diva Pustaka, 2004.
- Halim, A., dkk., *Manajemen Pesantren*. Yogyakarta: Pustaka Pesantren, 2009.
- Hanafi, Badruddin Al-Aini Al, *Umdatul Qari Syarhu Sahih Al-Bukhari*, Digital Library, al maktabah al-syamilah al-isdar al-sani, 2005), XVII/289.
- Hasibuan, Malayu S.P, *Organisasi dan Motivasi*. Jakarta: Bumi Aksara, 2010.
- Hery Wibowo dan Soni A. Nulhakim, *Kewirausahaan Sosial*. Bandung: Unpad Press, 2015.
- Hidayat, Komaruddin (edit), *Dari Pesantren untuk Dunia* (Jakarta: PPIM UIN Syarif Hidayatullah & Prenadamedia Group, 2016.
- Hoy, Wayne H. dan Cecil G. Miskel, *Administrasi Pendidikan: Teori, Riset dan Praktik*, terj. Daryatno & Rianayati K. Pancasari. Yogyakarta: Pustaka Pelajar, 2013.
- Husni, Karna, *Manajemen Perubahan Sekolah*, Bandung: Pustaka Setia, 2015.
- Indrawan, Rully, *Metodologi Penelitian Kuantitatif, Kualitatif Dan Campuran Untuk Manajemen, Pembangunan dan Pendidikan*, Bandung: PT. Refika Aditama, 2014.
- Johan, Suwinto, *Studi Kelayakan Pengembangan Bisnis*. Yogyakarta: Graha Ilmu, 2011.
- Kaelan, *Metodologi Penelitian Kualitatif Interdisipliner*, Jogjakarta: Paradigma, 2012.
- Kasmir, *Kewirausahaan*. Jakarta: Raja Grafindo Persada, 2013.
- KMA 184 Tahun 2019 tentang Pedoman Implementasi Kurikulum pada Madrasah, Direktorat Jendral Pendidikan Islam Kemeneg RI, 2019.
- Kompri, *Standardisasi Kompetensi Kepala Sekolah*. Jakarta: Prenada Media, 2017.
- Kusdiana, Ading, *Sejarah Pesantren*. Bandung: Humaniora, 2014.
- Marlo, Abu, *Entrepreneurship Hukum Langit*, Jakarta: Gramedia Pustaka Utama, 2013.
- Marno, *Manajemen Kepemimpinan Islam*, Bandung: Rafika Aditama, 2008.
- Moleong, Lexy J. *Metodologi Penelitian Kualitatif*, Bandung: Rosda Karya, 2010.
- Muchlas, Makmuri, *Perilaku Organisasi*. Yogyakarta: Gadjah Mada University Press, 2012.
- Mukhtar dan Iskandar. *Orientasi Baru Supervisi Pendidikan*. Jakarta: Referensi. 2013..
- Mulyasa, E., *Manajemen Berbasis Sekolah*, Bandung: Remaja Rosdakarya, 2007.
- Mundzir, Hafizh Al, *Sunan Abu Daud*. Semarang:Asy-Syifa', 1992.
- Murip Yahya, *Profesi Tenaga Kependidikan*. (Bandung: Pustaka Setia, 2013.
- Nashir, M. Ridwan, *Mencari Tipologi Format Pendidikan Ideal: Pondok Pesantren Ditengah Arus Perubahan*, Yogyakarta : Pustaka Pelajar, 2010.
- Nawawi, Hadari, *Kepemimpinan Menurut Islam*, Yokyakarta: Gadjah Mada Unuversity Press, 2001.



- Nayyar, Javed. *How Corporate Entrepreneurship Can Enhance Organizational Performance in Public Universities of Pakistan*. International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064. Impact Factor (2015).
- O'Brien, Emma, et.al., *Knowledge Management for Process, Organizational and Marketing Innovation: Tools and Methods* Hershey, New York: Information Science Reference (an Imprint of IGI Global, 2011).
- Purwanto, M. Ngali, *Administrasi dan Supervisi Pendidikan*. Bandung: Rosdakarya, 2012.
- Qomar, Mujamil, *Manajemen Pendidikan Islam*. Jakarta: Erlangga. 2007.
- Ruslana, Iu, "*Ilmu Agama dan Umum di Pesantren Salafi dan Modern*", *Jurnal Mimbar Studi*. Volume XXXVI/Nomor 1/Januari – Juni 2012.
- Rusman, *Manajemen Kurikulum*, Jakarta: Raja grafindo Persada, 2009.
- Saefullah, E., *Manajemen Pendidikan Islam*. Bandung: Pustaka Setia, 2012.
- Said, M. Mas'ud , *Kepemimpinan: Pengembangan Organisasi Team Building dan Perilaku Inovatif*. Malang: UIN-Maliki Press, 2010), 330.
- Sandiasa, Gede, *Kewirausahaan: Buku Ajar*. Singaraja: Universitas Panji Sakti, 2009.
- Siagian, Sondang P., *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara, 2008.
- Stoner. James A.F., R. Edward Freeman and Daniel Gilbert, JR., *Management*, 6th Edition. Delhi: Dorling Kindersley, 2009.
- Sugiyono, *Memahami Penelitian Kualitatif*, Bandung: Alfabeta, 2008.
- Suhardan, Dadang, dkk., *Manajemen Pendidikan*, Bandung: Alfabeta, 2009.
- Suhartini, *Manajemen Pesantren*. Yogyakarta. Pustaka Pesantren, 2005.
- Suharyadi, *Kewirausahaan: Membangun Usaha Sukses Sejak Usia Muda* (Jakarta: Salemba Empat, 2007).
- Suherman, Eman, *Desain pembelajaran kewirausahaan*. Bandung: Alfabeta, 2008.
- Sukmadinata, Nana Syaodih, *Metode Penelitian Pendidikan*, Bandung: Program Pascasarjana Universitas Pendidikan Indonesia, Remaja Rosdakarya, 2007.
- Sunyoto, Danang & Ambar Wahyuningsih. *Panduan Entrepreneur: Teori, Evaluasi & Entrepreneur Mandiri*, Bogor: Jelajah Nusa Soeryanto, 2009.
- Supriyanto, *How To Become A Successful Entrepreneur*. Yogyakarta: Andi Offset, 2014.
- Suryabrata, Sumadi, *Metodologi Penelitian*. Jakarta: Rajagrafindo Persada, 2011.
- Suryosubroto, B., *Manajemen Pendidikan di Sekolah*. Jakarta: Rineka Cipta, 2010.
- Syafaruddin, *Efektivitas Kebijakan Pendidikan*. Jakarta: Rineka Cipta, 2008.
- Syamsudduha, *Manajemen Pesantren: Teori dan Praktik*. Yogyakarta: Garha Guru, 2004.
- Terry, George R., *Principles of Management*. Illinois: America Richard D Irwin, Inc., 1977.
- Umar, Husein, *Metode Penelitian untuk Skripsi dan Tesis Bisnis*. Jakarta: Rajagrafindo Persada, 2008.
- Undang-Undang No.18 Tahun 2019 tentang Pesantren.
- Usman, Husaini, *Manajemen: Teori, Praktek, dan Riset Pendidikan Edisi 4*. Jakarta: Bumi Aksara, 2014.
- Veithzal Rivai Zainal, dkk., *Islamic Management*. Yogyakarta: BPFE, 2013.



- Wahab, Abdul Azis, *Anatomi Organisasi dan Kepemimpinan Pendidikan*. Bandung: UPI dan Alfabeta, 2011.
- Wahjoetomo, *Perguruan Tinggi Pesantren Pendidikan Alternatif Masa Depan*. Jakarta: Gema Insani Pers, 1997.
- Wahjosumidjo, *Kepemimpinan Kepala Sekolah*. Jakarta: RajaGrafindo Persada, 2010.
- Wahyudi, *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajaran (Learning Organization)*. Bandung: Alfabeta, 2012.
- Wibowo, *Perilaku dalam Organisasi*. Jakarta: Rajawali Pers, 2014.
- Xu, Min, "The Fourth Industrial Revolution: Opportunities and Challenger", *International Journal of Exponential Research*: Vol. 9, No. 2, Maret 2018.
- Yukl, Gary A., *Leadership in Organization*, Terjemah. Budi Supriyanto, *Kepemimpinan dalam Organisasi*. Jakarta: PT. Indeks, 2010.
- Zarkasyi, Abdullah Sukri, *Manajemen Pesantren, Pengalaman Pondok Modern Gontor (Ponorogo: Trimurti Press, 2005), 167.*