

VISIONARY LEADERSHIP CONTROVERSY IN TRADITIONAL AND MODERN ISLAMIC BOARDING SCHOOLS

Nurhidayatullah

Universitas KH Mukhtar Syafaat, Banyuwangi,
Indonesia
e-mail: dayatgtr02@gmail.com

ABSTRACT

This research aims to explore an in-depth understanding of the visionary leadership controversy at the Darul Huda Islamic Boarding School, Lebak Kajang, East OKU, with a focus on the differences between traditional and modern Islamic boarding schools. This research uses a qualitative approach with a case study method, involving in-depth interviews, participant observation and document analysis. This research shows that traditional and modern Islamic boarding schools have different approaches in managing visionary leadership. Traditional Islamic boarding schools tend to maintain heritage values and local wisdom, with a focus on continuity of religious teaching and local culture. Leadership at these Islamic boarding schools often faces resistance to change and challenges in adopting modern technology without sacrificing traditional values. In contrast, modern Islamic boarding schools are more open to innovation and adaptation to social and technological changes.

The conclusion of this research is that the controversy over visionary leadership in traditional and modern Islamic boarding schools illustrates the complex dynamics in maintaining relevance and authenticity in Islamic education. Visionary leadership plays an important role in guiding Islamic boarding schools towards a more inclusive and adaptive future. Through a wise approach and deep understanding of local values and the needs of the times, Islamic boarding schools can continue to act as educational institutions capable of producing a young generation of quality and concern for the future of the Muslim community.

Keywords. Visionary leadership; traditional Islamic boarding school; modern Islamic boarding school.

A. Introduction

Visionary leadership in Islamic boarding schools traditional often highlights effort For guard authenticity and continuity in religious and

cultural teaching local . On the other hand , modern Islamic boarding schools tend to chase adaptation to change fast social and technological . Difference approach This create interesting duality , where Islamic boarding schools traditional endeavor maintain values inheritance , temporary modern Islamic boarding school explores innovation For increase relevance and effectiveness education . Controversy around visionary leadership emerges Because challenge in integrate values traditional with demands modernity (Azmi, 2023) . Boarding school traditional often face dilemma between maintain wisdom local and adopted modern technology for increase learning (Warlizasusi, 2020) . Temporary That Modern Islamic boarding schools are faced with pressure For No lost essence Islam in effort modernization education they . debate This seen in various approaches and policies implemented by Islamic boarding schools in various countries parts of the world. Evidence concrete . about impact Visionary leadership can seen from studies case Islamic boarding school that has succeed find balance between tradition and modernity . Boarding school capable traditional adapt technology in method teaching them , as well successful modern Islamic boarding school maintain Islamic values in curriculum secular (Warlizasusi, 2020) become proof effectiveness various approach visionary leadership . Comparison This give valuable insight about How boarding school manage challenges and opportunities in reach objective education they . With Thus , controversy visionary leadership in Islamic boarding schools traditional and modern describe dynamics complex in effort guard relevance and authenticity in Islamic education . Although difference approach between boarding school traditional and modern creating challenge In itself , visionary leadership has role important in guide boarding school towards a brighter future inclusive and adaptive (Alamin et al., 2024) . Through thoughtful approach and deep understanding to

values local as well as the needs of the times, Islamic boarding schools can keep going role as institution capable education produce generation young people who are qualified and have concern towards the future Muslims .

boarding school traditional tend maintain structure more leadership conservative , temporary modern Islamic boarding schools often adopt more leadership models open to innovation and change social (Hilmy, 2019) . success boarding school in overcome challenge the often depending on policy wise and responsive leadership to dynamics social and educational local (Faizin, 2020) . leader boarding school traditional tend hold role central in maintain authenticity Islamic teachings in context culture typical local (Harmathilda et al . , 2024) . leader boarding school traditional often respected and recognized by society local Because wisdom and integrity they in manage institution education and social (Suryaningsih & Gunawan, 2023) . Leaders who own strong vision often pushing development relevant curriculum with demands of the times as well introduce method learning new more effective (Amelia, 2023) . Visionary leadership in modern Islamic boarding schools is not only focused on development academic but also on transformation student social and moral (Leadership, 2024) .

Controversy around visionary leadership in Islamic boarding schools traditional and modern reflect contradiction between maintain values conservative and adaptive to demands of the times. Boarding school traditional often emphasized continuity values traditional and conformity to existing religious teachings tested (Pesantren et al., 2021) , temporary Modern Islamic boarding schools tend to adopt innovation more education contemporary . This matter create internal dynamics between maintain root traditional and response to globalization as well as technology . Challenge biggest for leader boarding school is How they

integrate vision modernization education with maintain essence and identity boarding school as institution typical Islamic education , while still win support from community and stakeholders interest traditional . Through understanding about various controversy this , got it seen that visionary leadership in Islamic boarding schools traditional and modern are not only influence education and teaching , but also giving rise to question critical about identity values , and adaptation to changing times (Muaz, 2023) .

Research purposes about controversy visionary leadership at the Darul Huda Islamic Boarding School , Lebak Kajang , East OKU, was formulated For dig understanding deep about How visionary leadership in Islamic boarding schools traditional and modern influences identity , values , and transformation Islamic education in institutions This . Study aim For explore difference perception and approach between management , kyai, ustadz , staff , students and community boarding school to draft visionary leadership . Additionally , research this is also purposeful For analyze impact change education introduced by visionary leadership towards traditions and values boarding school as well as relationship with local community.

B. Method

Approach qualitative chosen Because possible researcher For explore deep understanding about controversy visionary leadership of perspective subjective of the informants at the Darul Huda Islamic Boarding School . Approach This will dig possible values , practices , and views different between tradition Islamic boarding school and possible modern elements There is in context (Sholeh et al., 2023) .

Type of research used is studies case comparative between

dimensions traditional and modern from visionary leadership at the Darul Huda Lebak Kajang Islamic Boarding School . Case study This possible For compare and analyze How Visionary leadership is understood and applied in Islamic boarding schools the as well as For understand dynamics possible changes happen along time .

Data for study This will obtained through a number of sources , incl interviews , observations , and analysis document . Study This done in range 1 month's time , starting from May 1 to May 30, 2024. This time expected Enough For collect in-depth data from various source and commit proper analysis .

For ensure data validity , techniques triangulation will used with compare information from various data source . Apart from that , the member checking strategy will be applied For verify results analysis and interpretation with return confirm to informant main (Nartin, SE et al., 2024).

With use method this , research expected can give deep understanding about dynamics deep visionary leadership context boarding school traditional and modern at the Darul Huda Lebak Kajang Islamic Boarding School , as well give useful insight for development boarding school and understanding more wide about practice leadership in the institution education religious

C. Results And Discussion

Controversy visionary leadership at the Darul Huda Islamic Boarding School , East Lebak Kajang OKU, which mixes things up element traditional and modern, reflecting complex dynamics in guard relevance and authenticity in Islamic education . Visionary leadership takes hold role crucial in guide boarding school towards a brighter future inclusive

and adaptive . With wise approach , they No only understand values deep locale , but also capable respond demands of the times with innovations required education . Boarding school No only as guard inheritance religious , but also as pioneer in introduce ideas progressive . In terms of This is a boarding school No only maintain his identity as center Islamic education , but also plays a role active in form sensitive future leaders to global challenges faced Muslims as a whole wide .

Impact Visionary Leadership

Visionary leadership in Islamic boarding schools traditional and modern have been become subject Interesting controversy attention academics and practitioners Islamic education . Boarding school as institution Islamic education that has role central in formation character and knowledge generation young , face challenge in guard relevance and authenticity religious values while adapt with ongoing demands of the times changed (Usman, 2013) .

This matter in accordance with results interview :

emphasize that boarding school has success integrate technology in method teaching they without sacrifice essence religious teachings . This matter enable students For still connected with development technology moment This while still maintain tradition boarding school in teaching the yellow book and religious studies (GM).

as leader main boarding school , highlighting importance own clear vision in development curriculum boarding school . He put forward that with integrate strong Islamic values with modern approach in learning , them succeed create relevant and responsive curriculum to demands of the times (PP)

By overall , results interview This describe How visionary leadership

at Pondok Darul Huda Islamic Boarding School Lebak Kajang has succeed direct boarding school through integration intelligent technology and development a future - oriented curriculum , making boarding school This as relevant examples in guard tradition while follow current development .

Boarding school traditional and modern faces difference approach in visionary leadership . Boarding school traditional tend maintain values legacy and continuity in religious and cultural teaching local , temporary more modern Islamic boarding schools open to innovation and adaptation to change social and technological (Manan, 2019) . Controversy This appear Because boarding school traditional often face dilemma between maintain wisdom local and adopted modern technology for increase effectiveness education . On the other hand , modern Islamic boarding schools are faced with pressure For No lost essence Islam in effort modernization education they . Evidence concrete about impact Visionary leadership can seen from studies case Islamic boarding school that has succeed find balance between tradition and modernity . Boarding school capable traditional adapt technology in method teaching them , as well successful modern Islamic boarding school maintain Islamic values in curriculum secular , to be proof effectiveness various approach visionary leadership (Rahmawati et al., 2024) . With So , understanding about impact visionary leadership in Islamic boarding schools traditional and modern are not only give outlook about How institution managing Islamic education challenges and opportunities in reach objective education them , but also describe dynamics complex in guard relevance and authenticity internal religious values ongoing context of time changed . Through wise and adaptive approach , visionary leadership in Islamic boarding schools can guide institution This towards a brighter future inclusive and responsive to

need society and era (Mesiono et al., 2024) .

Challenges of Integrating Traditional Values with Modernity

Integration between values traditional with demands modernity is challenge main in controversy visionary leadership in Islamic boarding schools traditional and modern. Islamic boarding school , as institution carrying out Islamic education role important in conserve wisdom local and teach religious teachings , faced with pressure For still relevant in the era of globalization and technology . Boarding school traditional and modern have different approach in guard authenticity values traditional while adopt modern innovation (Shabur et al., 2023) .

This matter in accordance with results interview :

a chairman boarding school , highlighting that one challenge main in integration modernity is guard authenticity and wholeness values traditional boarding school . He emphasize that boarding school must be careful not to sacrifice values legacy that has become identity boarding school during centuries (KP)

explain that Islamic boarding schools are also faced with pressure For adapt change fast social and technological . This matter need wise approach in align values traditional with developments over time to remain constant relevant for generation young (PS).

from interview This show that boarding school such as Darul Huda Lebak Kajang faced with duality between maintain values traditional rich with adapt self to demands and progress of the times. Balanced approach between both of them become key For guard continuity boarding school as institution education that is not only strong in religious education , but

also relevant in context social and technological moment This .

Boarding school traditional tend maintain values heritage and culture local as an integral part of curriculum them , temporarily more modern Islamic boarding schools open to change For increase effectiveness education . Challenge main appear Because boarding school traditional often face dilemma between maintain wisdom local and adopted modern technology . On the other hand , modern Islamic boarding schools are faced with pressure For maintain essence Islam while fulfil demands more education contemporary . Evidence of debate This can seen in various approaches and policies implemented by Islamic boarding schools in various areas parts of the world. Boarding school successful traditional integrate technology in method teaching they without lost values traditional , as well successful modern Islamic boarding school maintain essence Islam in curriculum they , show a variety of diverse strategies in overcome challenge this (Law et al., 2024) . With So , understanding will challenge integration mark traditional with modernity in Islamic boarding schools No only enrich perspective about How institution managing Islamic education complexity the values and demands of the times, but also illustrate need will visionary leadership that can direct boarding school going to harmony between wisdom local and global adaptation . Through wise and innovative approach , visionary leadership in Islamic boarding schools can play role key in prepare generation young For face future challenges with maintain identity strong Islam and relevance comprehensive education (Hoffman, 2024) This research aims to explore the strategy and impact of Kyai's transformational leadership on the development of Mambaus Sholihin Islamic Boarding School in the digital era. The research method used is a qualitative approach with a case study at the Mambaus Sholihin Gresik Islamic Boarding School. Data were collected through in-depth

interviews, participatory observation, and analysis of related documents. The results showed that Kyai at Mambaus Sholihin Gresik Islamic Boarding School implemented transformational leadership by combining traditional values with modern concepts. This strategy involves the application of information technology in religious learning, pesantren management, and internal communication. The positive impact of Kyai's transformational leadership can be seen in improving the quality of education, the involvement of students in digital learning, and the use of social media to spread the values of pesantren. This research contributes to the understanding of how Kyai's transformational leadership can steer pesantren towards positive adaptation to the development of digital technology. The practical implications of this research can be used as a guide for other pesantren institutions who want to update their approach in facing the challenges of the times (Hoffman, 2024).

Approach Leadership in Islamic Boarding Schools Traditional

approach leadership in Islamic boarding schools traditional become focus main in discussion controversy about visionary leadership in Islamic boarding schools traditional and modern. Boarding school traditional, as a pillar of life Islamic religion and education, holding role important in maintain values traditional as well as wisdom local in teaching and management of the Institution (Chotimah et al., 2023). Boarding school traditional emphasizes sustainability values inheritance and obedience to existing religious teachings tested. Leadership in Islamic boarding schools traditional often reflects conservative structure, where the leader role central in maintain integrity Islamic teachings in context culture typical local.

This matter in accordance with results interview :

131

as a leader , his duties No only For manage boarding school in a way effective , but also for become role model in practice religious values and traditions that have bleeding meat in culture boarding school . According to him , leadership in Islamic boarding schools traditional put forward faithfulness to existing religious teachings lowered in a way hereditary , so give stability and continuity in religious education and life Islamic boarding school (PS)

challenge biggest in approach leadership in Islamic boarding schools traditional is guard balance between maintain authenticity culture local with respond demands changing times. According to him , the leader boarding school traditional must capable take wise decision in modernize method learning without sacrifice essence existing religious teachings and traditions established (GM).

Interview result This describe that leadership in Islamic boarding schools traditional face duality between maintain values inheritance and adapting self with changing times. leader boarding school traditional emphasize that success in guard balance this is very important For guard relevance boarding school in face today 's challenges .

Approach This appear as response to challenge For guard authenticity religious and cultural teachings , as well as effort For maintain identity boarding school as center rooted religious learning in Islamic tradition . Leader at Islamic boarding school traditional often respected and recognized by society local Because wisdom and integrity they in manage institution education and social the . They play role central in development relevant curriculum with demands of the times as well introduce method effective learning in understand and teach Islamic values . With So , understanding about approach leadership in Islamic

boarding schools traditional give important insight about How institution This maintain and transmit values traditional in context Islamic education . Success boarding school traditional in face challenges of the times and meet hope public local highlighting importance wise leadership and integrity in guard relevance and sustainability institution traditional Islamic education .

Discussion This in a way whole give contribution important in understand How visionary leadership at the Darul Huda Islamic Boarding School is capable direct boarding school towards a brighter future inclusive and adaptive . With maintain authenticity religious values and at the same time respond dynamic changing times , approach This show effort real in balancing tradition with modernity . Darul Huda Islamic Boarding School does not only adapt technology in method teaching without sacrifice essence religious teachings , but also develop relevant and responsive curriculum to demands of the times. This matter reflect dynamics complex in Islamic education in the contemporary era , where Islamic boarding schools No only maintain his identity as center religious education , but also becoming example in guard relevance and sustainability in continuous context changed

D. Conclusion

Based on results findings from study about controversy visionary leadership in Islamic boarding schools traditional and modern, you can taken a number of conclusion important :

Difference approach between boarding school traditional and modern inside manage education create interesting duality . Boarding school traditional tend maintain values legacy and constancy to existing religious teachings tested , temporary more modern Islamic boarding

schools open to innovation and adaptation to change social as well as technology .

One of challenge main in context Visionary leadership is integration values traditional with modernity . Boarding school traditional must be careful not to sacrifice authenticity culture local they in effort modernize method learning and management boarding school .

Visionary leadership plays role important in guide boarding school towards a brighter future inclusive and adaptive . Leader boarding school No only as manager administrative , but also as spiritual leader who develops relevant curriculum with contemporary and permanent demands strengthen Islamic boarding school identity .

Successful Islamic boarding school find balance between tradition and modernity , both in use technology in learning nor in maintain essence religious teachings , shows proof effectiveness various approach visionary leadership . This matter give outlook valuable about How boarding school manage challenges and opportunities in Islamic education .

This conclusion describe dynamics complex in effort guard relevance and authenticity in Islamic education in Islamic boarding schools traditional and modern. With understand difference approach and challenges faced , visionary leadership is expected can lead boarding school towards a brighter future OK , fulfilling demands of the times while still hold firm values Islam and culture local.

E. Bibliography

- Alamin, L., Safitri, RR, Siregar, FH, & Nisa, R. (2024). Reconstructing the Role of Islamic Education Leadership in Forming Kaffah and Rahmatan Lil 'Alamin Leaders in Islamic Boarding Schools . 5 (2), 147–173.
<https://doi.org/10.55380/tarbawi.v5i2.773>.
- Amelia, U. (2023). Learning Challenges in the Society 5.0 Era from an

- Educational Management Perspective. *Al-Marsus: Journal of Islamic Education Management* , 1 (1), 68. <https://doi.org/10.30983/al-marsus.v1i1.6415>
- Azmi, ER (2023). Sufism Education in Islamic Boarding Schools: Study of Nurcholish Madjid's Thoughts. *PHYCROTUNE; Journal of Islamic Education and Management* Volume. 12, No. 02, December 2023. PISSN 2441-2401; e-ISSN 2477-5622 Sufism Education in Islamic Boarding Schools: Study of the Thoughts of Nurcholish Madjid , 12 .
- Chotimah, C., Natsir, A., & Siddiq, S. (2023). Postmodern Islamic Boarding School Cultural Management in Indonesia. *Muslim Heritage* , 8 (1), 65–78. <https://doi.org/10.21154/muslimheritage.v8i1.5037>
- Faizin, I. (2020). Islamic Boarding School Education Institutions and Global Challenges. *Madaniyah Journal* , 10 (1), 89–116. <https://journal.stitpemalang.ac.id/>
- Harmathilda, H., Yuli, Y., Hakim, AR, & Supriyadi, C. (2024). Transformation of Islamic Boarding School Education in the Modern Era : Between Tradition and Innovation. *Karimiyah* , 4 (1), 33–50. <https://doi.org/10.59623/karimiyah.v4i1.51>
- Hilmy, M. (2019). Modern Leadership Based on Islamic Boarding School Character. *Journal of Islamic Education Studies* , 7 (2), 89–106. <https://doi.org/10.15642/jpai.2019.7.2.89-109>
- Hoffman, D. W. (2024). TRANSFORMATIONAL LEADERSHIP OF KYAI IN THE DEVELOPMENT OF Islamic Boarding Schools IN THE DIGITAL ERA: A STUDY AT THE MAMBAUS SHOLIHIN GRESIK Islamic Boarding School. *Miyah Journal of Islamic Studies* , 20 , 123–152. <http://ejournal.unkafa.ac.id/index.php/miyah/article/view/990>
- Law, J., Dan, P., Social, I., & June, N. (2024). Improving the Quality of Education in Islamic Boarding Schools Through Curriculum Innovation Rahmad Fuad State Islamic University Sjech M. Djamil Djambek Bukittinggi in the world and the hereafter. The Qur'an also emphasizes the importance of education, especially for people . 3 (2). <https://doi.org/https://doi.org/10.55606/jhps.v3i2.3735>
- Leadership, K. (2024). Kyai's Visionary Leadership Model in Developing Islamic Boarding School Education . 03 (02), 212–226. <https://doi.org/10.38073/jimpi.v3i2.1699>
- Manan, M.A. (2019). Durability and Existence of Islamic Boarding Schools in the 4.0 Era. *Indonesian Journal of Islamic Education* , 3 (2), 301–313. <https://doi.org/10.35316/jpii.v3i2.135>
- Mesiono, M., Wasiyem, W., Zakiyah, N., Fahrezi, M., Nursakinah, I., & Taufiq Azhari, M. (2024). Dynamics of Higher Education Leadership: Challenges and Management Strategies for Responding to Rapid Change in the Era of Globalization. *JIIP - Scientific Journal of Educational Sciences* , 7 (3), 3146–3153. <https://doi.org/10.54371/jiip.v7i3.3789>
- Muaz, M. (2023). Islamic Boarding School Leadership Transformation and Innovation. *Tahsinia Journal* , 4 (2), 118–133. <https://doi.org/https://doi.org/10.57171/jt.v4i2.508>

- Nartin, SE, MS, Faturrahman, SE, MA, Dr. H. Asep Deni, MM, CQM., C., Dr. Yuniawan Heru Santoso, SE, S.Sos., MS, Paharuddin, ST, M.Si, D., Drs. I Wayan Gede Suacana, MS, Indrayani, DE, Firman Yasa Utama, SP, & MT, Wico J Tarig, M. K. . (2024). No Title (tri paput). Independent Maulia Scholar Foundation.
- Pesantren, P., Sholihin, R., & Probolinggo, K. (2021). The planning for the formation of the multicultural character of students at Pondok Riyadlus Sholihin is planned based on the clear goals, vision and mission of the Islamic boarding school, and is integrated with the content of the Islamic boarding school curriculum based on Salaf books in all learning processes . 14 (1), 1–8.
- Rahmawati, R., Khair, U., Rahman, M., Aswan, A., Ardilah, F., Anisa, N., & Mihrani, M. (2024). The Development of Islamic Boarding Schools: The Legacy and Transformation of Islamic Education. SENTRI: Journal of Scientific Research , 3 (1), 380–386. <https://doi.org/10.55681/sentri.v3i1.2188>
- Shabur, A., Amadi, M., & Anwar, N. (2023). Comparison of Traditional and Modern Islamic Study Methodologies in Indonesia. Tambusai Education Journal , 7 , 22519–22526. <https://doi.org/https://doi.org/10.31004/jptam.v7i3.10134>
- Sholeh, MI, Fathurro'uf, M., Soki, S., Syafi'i, A., 'Azah, N., & Andayani, D. (2023). Stakeholder Participation in Islamic Education Curriculum Development in Islamic Boarding Schools. Edu Journal Innovation in Learning and Education , 1 (2), 121–141. <https://doi.org/10.55352/edu.v1i2.759>
- Suryaningsih, S., & Gunawan, T. (2023). Hegemony of the Bahrul Ulum Islamic Boarding School in Tambak Rejo Village, Jombang. Journal of Research and Service Locus , 2 (10), 964–975. <https://doi.org/10.58344/locus.v2i10.1773>
- Usman, MI (2013). Islamic Boarding School as an Islamic Educational Institution (History of Birth, Education System, and Current Development). Al Hikmah Journal , XIV (1), 101–119. <https://core.ac.uk/download/pdf/234744775.pdf>
- Warlizasusi, J. (2020). Islamic Education Personnel Management. In MPI Zaedun Na'im (Ed.), Angewandte Chemie International Edition, 6(11), 951–952. (Issue Mi). November 2021.