

## **Peran Kepemimpinan Pesantren Qothrotul Falah dalam Meningkatkan Kualitas Guru**

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### **INTISARI**

Studi analisis ini fokus pada melihat bagaimana kualitas guru Pesantren Qothrotul Falah dan bagaimana peran kepemimpinan Pesantren Qothrotul Falah dalam meningkatkan kualitas guru. Tujuan Penelitian ini adalah: (1) Mengetahui dan mendeskripsikan kualitas guru Pesantren Qothrotul Falah (2) Mengetahui dan mendeskripsikan peran kepemimpinan Pesantren Qothrotul Falah dalam meningkatkan kualitas guru (3) Mengetahui kekuatan dan kelemahan pemimpin Pesantren Qothrotul Falah dalam meningkatkan kualitas guru (4) mengetahui latar belakang pendidikan dapat meningkatkan kualitas guru.

Penelitian ini menggunakan metode penelitian kualitatif dan penelitian kuantitatif dengan metode kombinasi model *concurrent triangulation*. Data kualitatif diperoleh melalui informan penelitian dengan teknik penarikan informan secara *purposive sampling*, Informan dalam penelitian ini adalah pemimpin pesantren Qothrotul Falah dan guru. Sumber data kuantitatif penelitian ini yaitu guru dengan teknik penarikan *total sampling*.

Hasil penelitian ini menunjukkan kualitas guru Pesantren Qothrotul Falah secara administratif belum memenuhi standar, namun pesantren Qothrotul Falah mengedepankan kualitas keilmuan, keteladanan, kemampuan penguasaan kelas dan ikhlas. Selain itu guru Pesantren Qothrotul Falah harus memiliki kompetensi spiritual, kompetensi kepribadian, kompetensi pedagogik, kompetensi sosial dan kompetensi profesional. Peran kepemimpinan pesantren Qothrotul Falah dalam meningkatkan kualitas guru melalui perannya sebagai kepemimpinan sosial, kepemimpinan ilmiah, kepemimpinan administratif dan kepemimpinan spiritual. Peran kepemimpinan pesantren Qothrotul Falah dalam meningkatkan kualitas guru terlihat dari kebijakan-kebijakan yang dibuatnya, antara lain saat perekrutan guru, pembinaan dan monitoring guru, peningkatan kualitas guru, evaluasi internal dan memberikan apresiasi untuk guru.

Kekuatan pemimpin pesantren Qothrotul Falah yaitu kharismatik, memberikan teladan, kekeluargaan, memiliki gaya komunikasi yang baik, terbuka dan mampu menengahi perbedaan pendapat dan toleransi antar sesama serta menanamkan nilai kaizen. Kelemahannya yaitu terbatasnya waktu pimpinan di pesantren, kurang terlibat dalam kegiatan pesantren dan kurang menjalin kedekatan dengan guru-guru.

Peran latar belakang pendidikan guru yaitu menambah wawasan dan pengetahuan, memperluas jaringan dan pertemanan, memberikan inspirasi dan motivasi bagi guru lain dan siswa serta siswa tertarik untuk menajutkan/mengikuti pendidikan di tempat gurunya belajar.

Kata kunci: Kepemimpinan, Pemimpin, Peran kepemimpinan, Kualitas guru.

## THE ROLE OF LEADERSHIP IN IMPROVING THE QUALITY OF THE TEACHERS IN QOTHROTUL FALAH ISLAMIC BOARDING SCHOOL (*PESANTREN*)

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### ABSTRACT

This study attempts to analyze the quality of the teachers of Qothrotul Falah Islamic Boarding School (*Pesantren*) and the role of its leadership to improve their quality. The study sets out to examine the following objectives: 1) To analyze the quality of the teachers in Pesantren 2) To examine the leadership role of pesantren to probe its link to the improvement of teacher's quality 3) To analyze to what extent and how do the strengths and weaknesses of the leader in matters pertinent to improving teacher's quality 4) To examine whether educational background can contribute to the quality of the teacher.

This study is using both qualitative and quantitative research methods combined with concurrent model of triangulation. The qualitative data obtained through research informant using purposive sampling technique, acquired from the Pesantren leader and teachers. While quantitative data source obtained from the teachers using total sampling technique.

The results show that even though teacher's quality in the Pesantren has not met the administrative standards by the government, but they have met the standards set out by the Pesantren. These include activities carried on both inside and beyond the classroom, such as promoting knowledge, setting themselves as good example for students, developing new pathways to teaching, and sincerity. In addition, the Pesantren also obliged the teachers to acquire spiritual, personal, pedagogical, social and professional competence.

The role of the leader in improving the quality of the teachers managed through its role as a social, scientific, administrative, and spiritual leader. It is seen from policies being issued such as recruitment program, training and monitoring program, internal evaluation, and appreciation.

The strengths of the leader of Pesantren include charismatic personality, set the example of proper ethical and moral behavior, having sense of kinship, good communication style, open minded, and capable of mediating differences of opinions, tolerant, and nurturing the value of kaizen. While the weaknesses include having very limited time in Pesantren, less involved in school activities, and less attached to teachers.

In addition, the role of the teacher's education background include increasing the level of knowledge, expanding networks and relations, giving inspiration and motivation to both teachers and students, and finally students have certain interests in continuing their study in institutions enrolled by their teachers.

Keywords: Leadership, Leaders, The Role of Leadership, Teacher Quality