

Developing students' leadership character at the Madinatunnajah Islamic Boarding School in South Tangerang: The program and organizational strategy of Madinatunnajah's students

Muhamad Rohim^{1*}, Diah Mutiara¹

¹ Universitas Muhammadiyah Jakarta, Indonesia

*Correspondent Autor: oimrohim00@gmail.com

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ABSTRACT The leadership character students possess aims to cultivate wise individuals who are devout to Allah, possess noble morals, and demonstrate fairness, honesty, discipline, responsibility, professionalism, loyalty, and other positive traits. Within the activities conducted in the Islamic school (madrasah), the student organization of Madinatunnajah Islamic Boarding School serves as a platform for shaping the leadership character of students. This research aims to ascertain: 1) The programs implemented to foster leadership character among male students within the Student Organization of Madinatunnajah. 2) The strategies employed to develop leadership character among male students through the Student Organization of Madinatunnajah. 3) How do Madinatunnajah Islamic Boarding School students demonstrate their character through the Madinatunnajah Student Organization? 4) Supporting and inhibiting factors in shaping the leadership character of students within the Madinatunnajah Student Organization. The research methodology used is qualitative. The results of this study indicate that the programs and organizational strategies of Madinatunnajah students in shaping the leadership character of male students at the Madinatunnajah Islamic Boarding School are as follows: 1) The programs implemented include annual activities and incidental activities, such as PORSEKA, organizational activities, pilgrimage to the Walisongo sites, and PPM (Community Service Practice). 2) The strategy is through applying Uswatun Hasanah or good role models. 3) The character of Madinatunnajah students is good, as seen in every activity conducted by the students. 4) The supporting factor is the support from the entire board of boarding school teachers, parents, and friends, while the inhibiting factors are oneself and the family environment.

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INTRODUCTION

The leadership character possessed by students aims to cultivate individuals with wise personalities, who are devout to Allah (Sulastris et al., 2022), possess noble morals, and demonstrate fairness, honesty, discipline, responsibility, professionalism, loyalty,

and other positive traits (Rozak, 2017). In activities within the Islamic school (madrasah), students will have an active role based on the organizational activities they participate in, such as the Student Council (OSIS) (Husna, 2018).

Character is defined as one's actions interconnected with attitudes, strength, morality, truth, and goodness (Madja, 2019). Each individual has distinct character traits related to attitudes, morals, and abilities when facing challenges (Mirhan & Kurnia, 2017). Literature studies demonstrate that character can be formed in early childhood (Rahmalah, 2019). The development of essential values in life can begin with forming character values within individuals from an early age (Arifin, 2017). Based on this, they must cultivate positive attitudes, such as avoiding prejudice, behaving kindly, speaking truthfully, and treating others fairly (Yanti, 2022). Forming personalities in individuals is one of the goals of character education so that individuals have good moral values (Gea et al., 2022).

Islamic studies explain that Prophet Muhammad SAW can be considered a role model and possess excellent leadership qualities (Sakdiah, 2016). Leadership can be defined as achieving an organization or group goal by influencing someone's mindset (Rahman, 2021). In the field of education, the goals of educational leadership include increasing learning outcomes and improving quality (Ananda et al., 2023).

In educational institutions, there are learners known as students (Wicaksono, 2021). During the learning process, efforts are made to develop the potential of learners, as stated in the National Education System Law (Noor, 2018). Based on this, it can be understood that students are known as individuals who try to develop themselves in non-academic or academic fields in teaching and learning activities aimed at personal development (Sinambela, 2017).

The efforts made by the Madinatunnajah Student Organization (OSMN) in leadership character formation involve identifying obstacles and opportunities as one of the organization's goals. The Madinatunnajah Student Organization plays a direct role in fostering creativity and the ability to develop learning plans for students. Efforts made by the Madinatunnajah Student Organization include coordinating or managing activities in educational institutions, gaining helpful experience, and producing responsible generations.

Based on the above explanation, the author chooses the title "Program and Strategy of the Madinatunnajah Student Organization in Shaping the Leadership Character of Students at the Madinatunnajah Islamic Boarding School, South Tangerang". This writing aims to analyze the programs and strategies of the Madinatunnajah Student Organization in shaping the leadership character of students at the Madinatunnajah Islamic Boarding School, South Tangerang.

METHOD

The type of study used is qualitative with a descriptive approach. The research location is Madinatunnajah Islamic Boarding School in Banten. The study was conducted from July to September 2023. The primary data is obtained from documentation,

interviews, and observations. Meanwhile, secondary data are obtained by analyzing several documents, reports, and records related to the research.

Data collection techniques involve observation, interviews, and documentation. Observation activities at Madinatunnajah Islamic Boarding School in South Tangerang related to the programs and organizational strategies of Madinatunnajah students in leadership character formation. Subsequently, interviews were conducted with several research subjects. The interview activities were based on instrument grids, including programs for forming the leadership character of male students, strategies for creating the leadership character of male students, the character of male students, and supporting and inhibiting factors. Research documentation was conducted to support the findings of observations and interviews. After data collection, data analysis was carried out, as presented in the figure below.

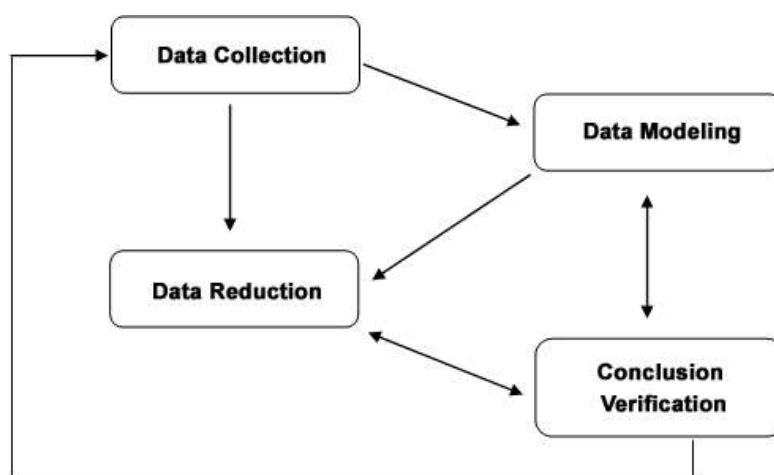


Figure 1. Data Analysis Techniques Source: Miles & Huberman (1992) in (Diyati & Muhyadi, 2019)

RESULT AND DISCUSSION

Research Results

Leadership Character Formation Program for Students through Madinatunnajah Student Organization (OSMN)

A program is a design arranged to facilitate achieving a predetermined goal. Regarding the programs implemented by the ustads (religious teachers) to shape the leadership character of students at Madinatunnajah Islamic Boarding School, insights were gathered through interviews with Mansyur, S.Pd.I, the Deputy Director of the Student Care Bureau.

“The annual activities we carry out to shape the leadership character of students include activities such as Porseka, Perkutsi, Fenus, and PPM, where students are appointed as officials. In these activities, students are trained to become leaders, whether leading an activity or an organization. During these social activities, students develop their leadership character. There are also occasional activities, such as study tours related to the pilgrimage of the wali songo (nine Islamic

saints), where they are taught to develop their leadership character. Additionally, they exchange insights with other Islamic boarding schools and share experiences to enhance their leadership character further.”

The programs carried out at Madinatunnajah Islamic Boarding School to develop the leadership character of male students, according to Ustadz Mansyur, are already quite good. There are routine and occasional activities from which the students hope to

“At Madinatunnajah Islamic Boarding School, one of the routine activities aimed at developing the leadership character of students is the Porseka (Sports, Arts, and Scout Week) activity. In Porseka, particularly for students in grades 5 and 6 of the Islamic Elementary School, they are formed into committees for the event. During these activities, students are trained to organize the event's agenda. Additionally, there are scout activities known as KMD (Basic Proficiency Course), specifically for grade 5 students of the Islamic Elementary School. They are also trained and develop their leadership skills through scout activities. As for the occasional activities, there is the Rihlah Wali Songo excursion, which is not held yearly. Furthermore, there are study tours where students are trained in leadership character within an organizational structure during visits to larger Islamic boarding schools such as Gontor, La Tansa, etc. There, they learn about the organizational structure of those boarding schools so that the students can emulate or adopt positive practices that can be applied in our boarding school.”

That aligns with what Lutfhi, a 6th-grade student at TMI, conveyed when the researcher asked about the programs provided by the ustads to the students, namely:

“Through the organization there, I learned how to become a good leader and to be responsible and firm with the organization's members or junior students. Additionally, there are PORSEKA activities where I learned responsibility for the tasks I found there.”

Strategy for Developing Students' Leadership Character within the Madinatunnajah Student Organization (OSMN)

The strategy for male students in leadership character development within the Madinatunnajah Student Organization, as per the interview with Mansyur, S.Pd.I, is:

“As Rasulullah taught, which is to set an example so that the students receive direct guidance from their teacher for application in their daily lives, by setting a good example, the students will naturally emulate our behaviour, thus making us role models in their daily lives. Additionally, instilling discipline occurs through congregational prayers. A leader must demonstrate firmness when leading prayers and striving for perfection. In the event of discrepancies in prayer count or other aspects, if a follower recites 'Subhanallah,' they should adhere to the imam even if the imam errs, and the imam should acknowledge the mistake. The follower should gently correct the imam, avoiding excessive protest, and the imam should graciously accept the correction.”

The strategy for forming the leadership character of students at Madinatunnajah Islamic Boarding School, according to Mansyur, involves concepts such as congregational prayer. A leader must demonstrate firmness when someone becomes an imam and feels perfect. If there are discrepancies in the number of prayers, like in the count or other aspects, and a follower recites 'Subhanallah,' they should follow the imam even if they acknowledge the mistake. The follower should gently correct the imam, avoiding excessive protest, and the imam should graciously accept his mistake.

“The example that we provide to the students usually comes from behaving well by being a role model, as Rasulullah taught, because when at the Islamic boarding school, teachers and students always meet and communicate well in classes and dormitories, from morning until night, so we teachers must provide good role models. Why? In Madinatunnajah, emphasis is placed more on faith and piety in students so that when they leave the boarding school, they are accustomed to it or have good role models.”

That aligns with what Ridwan, a 6th-grade student at TMI, conveyed when the researcher asked about the programs provided by the teachers to the students, namely:

“The appearance of the neat, firm, and trustworthy teachers makes my teacher a role model for me. For example, Ustad Mansyur firmly warns students who violate the rules and consistently sets an example in going to the mosque and being punctual.”

Leadership Character of Students at Madinatunnajah Islamic Boarding School

a. Piety

Regarding the leadership character of students through piety, here are the interview results obtained:

“Training character through piety, students are entrusted to lead the children in worship activities, so they will undoubtedly serve as role models for their younger siblings, not just giving orders but setting an example in all forms of worship. For example, when performing congregational prayers, the entrusted students are ready before those who are commanded to perform congregational prayers. The second example is giving halaqah or teaching sessions, meaning when they are entrusted with leading the teaching sessions, they will practice teaching better than the children they guide in learning.”

Based on the interview results with Mansyur, the leadership character of students through piety is already good and in line with the character of piety.

b. Honesty

Regarding the leadership character of students through honesty, here are the interview results obtained:

“Regarding students' character and honesty, for instance, officials are assigned tasks requiring honesty in providing welfare to the children. One aspect of welfare involves distributing rice and side dishes to students during meals, where they are trained to uphold honesty according to their entitlements.”

From the interview results, the leadership character of students through honesty is good, as evidenced by daily activities involving honesty. With that, gradually but surely, the attitude of openness will be ingrained in the students.

c. Fairness

Regarding the leadership character of students through fair behaviour:

“Being a student means that when facing problems, they are entrusted to handle them fairly, regardless of their seniority or their respective regions.”

Based on the interview results with Mansyur, the leadership character of students through fair behaviour has been taught, emphasizing the importance of justice to be applied in daily life.

d. Patience

Patience involves restraining oneself from various trials, especially in organizational settings (Wulan, 2020). Regarding the leadership character of students through patience, here are the interview results obtained:

“Surely, dormitory life is a 24-hour affair, so students, especially older ones, are entrusted to guide their juniors with various characters. However, they must remain patient in dealing with the diverse behaviours of their juniors without any hint of violence and exercise self-restraint.”

Based on the interview results with Mansyur, the leadership character of students through patience is good, aligning well with the character of patience as a leader.

e. Trustworthiness

Trustworthiness is understood as trust given to someone or being trustworthy (Agung & Husni, 2017). Regarding the leadership character of students through trustworthiness, here are the interview results obtained:

“Trustworthiness means being trusted, which is the result of obedience. It means that when a student is entrusted by their teacher with certain tasks, they will be evaluated to see if they truly fulfill their trust, whether they complete their tasks willingly or not.”

Based on the interview results, it is known that the leadership character of students through trustworthiness is good, which can be seen when students are entrusted with positions of responsibility within the organization.

f. Reliability

Regarding the leadership character of students through reliability, here are the interview results obtained:

“Trustworthiness means being trusted, which is the result of obedience. It means that when a student is entrusted by their teacher with certain tasks, they will be evaluated to see if they truly fulfill their trust, whether they complete their tasks willingly or not.”

Based on the interview results, it is known that the leadership character of students through reliability is good, aligning well with the character of reliability as a leader.

g. Courage

Regarding the leadership character of students through courage, here are the interview results obtained:

“Having the courage to express what is right, to bravely reveal something that is not good, without any pressure from anyone. Similarly, students must possess such qualities; they must have a courageous attitude towards truth and courage in goodness. When they see something that needs correction, they must correct it. When they see something wrong, they must bravely rectify or address that behaviour without any pressure or coercion from others.”

Based on the interview results with Mansyur, the leadership character of students through courage is good, aligning well with the character of courage as a leader.

h. Firmness of Conviction

Regarding the leadership character of students through firmness of conviction, here are the interview results obtained:

“Firmness of conviction means that a student, when adhering to discipline, will stand according to the prevailing rules without any other objectives, regardless of the conditions. Whatever conditions the student experiences, they will remain firm in their convictions according to the applicable rules.”

Based on the interview results with Mansyur, the leadership character of students through firmness of conviction is good, aligning well with the character of firmness of conviction as a leader.

i. Preaching

Regarding the leadership character of students through preaching, here are the interview results obtained:

“Conveying everything communicated by the leaders or teachers in its entirety, without diminishing or exaggerating it. When observing a boarding school or upbringing, when something cannot be conveyed directly, the teacher will ask the students to deliver the message to other students. This trains the students whether they convey it as best as possible without reducing or exaggerating the information or rules.”

j. Responsibility

Regarding the leadership character of students through responsibility, here are the interview results obtained:

“During activities or programs, it is very noticeable that the students are responsible for the tasks or programs set. Every student entrusted with a responsibility must be accountable for that responsibility for themselves and others. For example, for the boarding school that entrusts responsibility to a student, the better the accountability, the better the student's character in daily life.”

Supporting Factors and Barriers in Forming the Leadership Character of Students in the Madinatunnajah Student Organization (OSMN)

a. Supporting Factors in Forming the Leadership Character of Students

Researcher interviews with Mansyur revealed:

“1. Students learn moral lessons from books in their classes; furthermore, we endeavour to invite scholars from outside to impart knowledge and experience. This is supplemented by advice from the Kyai, regularly provided at the start of each year and before holidays. 2. Teachers provide support to help shape the students' character. 3. Parents provide support to ensure their children can actively participate in the boarding school activities.”

Meanwhile, according to Yusuf Khairu Fadlillah, regarding the supporting factors in shaping the leadership character of male students within the Madinatunnajah student organization:

“Supporting factors: support from the teachers and leaders greatly contribute to the programs they create, especially when the students have exciting and effective ideas for their junior peers. Consequently, teachers, parents, and leaders strongly support these activities, boosting students' enthusiasm.”

b. Inhibiting Factors in Forming the Leadership Character of Students

Interviews conducted by researchers with Mansyur revealed:

“Inhibiting factors: 1. From the students themselves, because the digital world already influences their characters from home, so the inputs we receive from the

outside are not as they used to be in the past. 2. Insufficient guidance from our institution; currently, we feel difficulties due to the lack of support from the students, teachers, and even their guardians, thus hindering and prolonging the process.”

On the other hand, according to Yusuf Khairu Fadlillah, regarding the inhibiting factors in forming the leadership character of male students within the Madinatunnajah student organization:

- “1. Some students find it challenging to participate in organizational activities, thus hindering the implementation of the provided or planned programs.
2. The enthusiasm of the student leaders diminishes when they lack support.”

The results of observations and interviews reveal several factors that support and hinder the ustads in shaping the leadership character of students within the Madinatunnajah student organization at the Madinatunnajah Islamic Boarding School, as follows:

- a. Supporting factors are crucial in enhancing the quality of ustads in shaping the leadership character of students within the Madinatunnajah student organization at the Madinatunnajah Islamic Boarding School

1. Learning moral books

Studying moral books significantly influences students' character development. With the presence of these lessons, students' perspectives broaden. Furthermore, the consistent advice from the Kyai at the beginning of each year and before the holidays enhances the leadership qualities that students have already developed at the boarding school, as noted by Ustadz Mansyur in his interview.

2. Support is available from the ustads/ustadzahs.

Support from the ustads/ustadzahs is crucial in shaping the leadership character of students within the Madinatunnajah student organization because their support and input related to the programs established by the students and the BPS (Board of Student Representatives), as expressed by Ustadz Mansyur and Ustadz Yusuf Khairu Fadlillah in their interviews.

3. Full support from parents.

An important aspect and supporting factor for ustads in shaping the leadership character of students within the Madinatunnajah student organization is the parents who have willingly entrusted their children to seek knowledge, enabling them to effectively participate in school activities, following the procedures implemented by the institution, as mentioned by Ustadz Mansyur in his interview.

This aligns with what Lutfhi, a sixth-grade TMI student, expressed when asked about the programs provided by the ustads to the students:

“1. Parental support is definite because my parents support me to be more responsible in this leadership role. 2. Ustadz's support in enhancing my discipline character.”

b. Inhibiting Factors in Forming the Leadership Character of Students within the Madinatunnajah Student Organization at Madinatunnajah Islamic Boarding School

1. Students themselves

Students are learners who live in the boarding school and seek religious knowledge. The student's primary role is to pursue knowledge, but they may encounter obstacles.

2. Lack of guidance from the boarding school

If the guidance is sufficient, the programs devised will run smoothly. During practical sessions, many students still require guidance.

3. Parents who are not fully supportive

Parents here are those who are not fully supportive of all forms of activities and policies of the boarding school, thus hindering the process and prolonging it, as expressed by Ustadz Mansyur in his interview.

This aligns with what Farish Jam'an, a sixth-grade TMI student, expressed when researchers asked about the programs provided by the ustads to the students:

“Lack of guidance or supportive activities in implementing our daily activities at the boarding school.”

Discussion

Character Leadership Development Program for Male Students

A program is a plan designed to facilitate the achievement of a predetermined goal. Based on interview results, the programs conducted by the Ustadz at Madinatunnajah Islamic Boarding School are as follows: Firstly, they are performed through routine or annual activities held yearly. Examples include PORSEKA (Sports, Arts, and Scout Week), Change of Leadership, LDK (Basic Leadership Training), and KMD (Basic Proficiency Course). All these activities aim to foster the leadership character of students, and through them, students are expected to be able to apply these traits in their lives at the boarding school. In addition to routine annual activities, several incidental activities, such as Study Tours, exist. Students are further trained in their leadership character within an organizational structure in these activities. Through study tours, students are expected to develop good character traits that can be utilized in the organization, particularly within the boarding school and society.

The success of the character leadership program at Madinatunnajah Islamic Boarding School can be assessed by observing the daily activities in the dormitories, where students engage in continuous program-related activities. Additionally, participation in this program is mandatory for all fifth-grade students at the TMI (Integrated Islamic School).

Formation Strategy of Male Students' Leadership Character

Strategy in an organizational context involves setting various long-term goals and objectives. To understand what strategies the ustadz employ with their students, researchers have identified several strategies provided by the ustadz to their students, namely:

- a. Through the Uswatu Hasanah program, ustadz serve as exemplary role models for their students
- b. Instilling discipline within students' daily lives
- c. Providing organizational guidance to students to cultivate strong leadership qualities
- d. Fostering a sense of responsibility by assigning tasks to students, preparing them for future leadership roles.

Leadership Character of Male Students

Character is a habit that students must possess, and it is used in their daily lives when they are with their friends. With the presence of leadership character in students, they can easily manage themselves. The leadership character acquired by students includes:

a. Piety

Based on the research results, male students already have a good attitude of piety. Even though this piety is instilled not only when they are students but also when they become alumni, they still maintain a piety character by always obeying Allah's commands. Many alums have become mosque imams in their neighbourhoods. This proves that the leadership character that is instilled through piety runs smoothly.

b. Honesty: The attitude o

An attitude of honesty is instilled not only when students are students but also when they become alumni. This can be seen when alums interact in society; for example, when they carry out tasks, the village leader gives honestly and without exaggeration.

c. Fairness

Fairness is observed based on students' daily lives, as found in the interviews conducted by the researcher. Students are taught to behave pretty in their daily lives. For example, when entrusted to solve existing problems, they can solve them fairly. This proves that the leadership character of fairness instilled by the ustadz can be applied in daily life.

d. Patience

Patience means restraining emotions and sincerity of heart when facing daily trials (Baidari, 2018). The attitude of patience is firmly ingrained in students. This can be seen when they become alumni, facing difficulties or problems. With patience, we can face these problems calmly and find the right solutions, thus resolving them effectively.

e. Trustworthiness

Trustworthiness means being reliable for all tasks or responsibilities (Rangkuti & Siregar, 2020). Trustworthiness must be instilled from a young age to become a good habit, as it forms a good sense of trust, for example, from our alums entrusted to lead an event, whether in the school, at home, or even in the community.

f. Intelligence

Intelligence means being wise, wise in the sense of wisdom in thinking and acting (Zahroh & Nafik, 2015). This intelligent attitude is instilled from being a student and developed when becoming an alumni; for example, this is seen in alums who develop their intelligence for events within their scope, such as the celebration of the Independence Day of Indonesia, the Prophet's Birthday, and other activities.

g. Courage

Courage means having high confidence to face difficulties (Ma'rufi et al., 2018). This courageous attitude was instilled in me as a student and developed when I became an alumnus. An example in society is being brave to give personal opinions to the broader community, such as during the execution of an event to make it even better.

h. Firmness of Conviction

Firmness of conviction means steadfastness or maintaining firmness and being firm in personal opinions (Robikhah & Sari, 2021). This conviction or steadfastness is instilled since being a student and practiced when becoming an alumnus. This can be seen when alums remain steadfast in obeying Allah's commands in daily life.

i. Responsibility

Responsibility means being able to carry out tasks or obligations that one has been given (Sugiana, 2019). This sense of responsibility is instilled not only when one is a student but also when one becomes an alumnus. This can be seen in their daily activities, such as performing worship (praying five times a day), where alums fulfill Allah's commands and refrain from all that is prohibited.

j. Tabligh

Tabligh means conveying all good news to the broader community (Onsardi et al., 2020). The character of *tabligh* is also instilled and even applied by alums. Many alums become Quran teachers in their communities, meaning they convey the knowledge they possess to the broader community. Thus, the leadership character of students at Madinatunnajah Islamic Boarding School is quite good. This can be seen when students engage in daily activities, especially activities within the Madinatunnajah student organization, and especially when they become alumni. Many students have leadership characteristics applied daily and even in the broader community.

Supporting and Hindering Factors

Data obtained from the field indicates that the programs and strategies of the

Madinatunnajah student organization play a significant role in shaping the leadership character of students at the Madinatunnajah Islamic Boarding School. Supporting factors include the teaching of moral books and the support from leadership, ustadz/ustadzahs, and parents, all related to programs established by the Board of Student Representatives (BPS) and approved by the leadership for smooth implementation.

Among the hindering factors for ustadz in shaping the leadership character of students at the Madinatunnajah Islamic Boarding School is their lack of motivation, especially in developing enthusiasm to become leaders. This is compounded by the boarding school's inadequate provision of activities or guidance to enhance students' leadership character. Apart from self-factors, the role of parents also influences the hindrance to the formation of character related to the programs prepared by the boarding school. Parents still lack trust in the prepared programs, causing their children to adapt slowly to the boarding school.

CONCLUSION

The conclusions drawn include (1) The program for shaping the leadership character of students at Madinatunnajah Islamic Boarding School includes various annual activities such as PORSEKA (Sports, Arts, and Scout Week), changes in leadership, LDK (Basic Leadership Training), and KMD (Basic Proficiency Course). Additionally, there are occasional activities such as study tours and Rihlah Walisongo. These activities aim to cultivate the leadership character of students; (2) The strategies employed by the ustadz in shaping the leadership character of students at Madinatunnajah Islamic Boarding School in South Tangerang include setting a good example themselves or being a good role model for the students, as well as instilling habits of responsibility and discipline; (3) The character of male students at Madinatunnajah Islamic Boarding School is already good, as evidenced by the habits instilled by the ustadz in daily life, especially in student organizational activities. This includes piety, discipline, honesty, responsibility, trustworthiness, intelligence, and others. With these leadership qualities, they will quickly fulfill their duties well, both in the dormitory and in society; (4) Supporting factors for ustadz in cultivating the leadership character of male students at Madinatunnajah Islamic Boarding School involve the recitation of moral books during their time at the boarding school and support from both ustadz and the broader school community, including the leadership and ustadz/ustadzahs. However, hindering factors encompass personal obstacles and a dearth of guidance or activities from the boarding school aimed at fostering the students' leadership character.

Recommendations are given to the students to cultivate a strong sense of curiosity in shaping their leadership character and actively participate in the programs established by the ustadz at Madinatunnajah Islamic Boarding School. Involvement from the leadership, ustadz, students, and parents is crucial. It ensures the effective development of the leadership character of male students at Madinatunnajah Islamic Boarding School in alignment with our aspirations. The ustadz need to establish

communication with the boarding school to organize character development activities to enhance students' leadership skills and broaden their perspectives, particularly regarding leadership character. This ensures that students enter society equipped with robust leadership qualities and a broad understanding. Furthermore, building communication with parents regarding the programs that the boarding school will implement to shape the leadership character of students so that all programs created can run smoothly.

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