

Quantum Leadership of Teacher in Improving the Quality of Education Based on Pesantren

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ABSTRACT: *Leadership as a complex process is a leaders introspection in improving todays education quality. In improving education quality in pesantren, an educator as a learning leader is prioritized to have special skills in managing learning. Quantum Leadership as a leadership concept that can influence students in teaching learning process, so it can be conducive, effective and efficient. This research uses a case study located in Nurul Jadid Islamic Boarding School, Probolinggo Regency. The students prioritize all the dynamics of education. Educator quantum leadership can be a hologram in education, so it becomes guides for students. In addition, Quantum Leadership also have an important role in improving education quality in pesantren with some characteristics; seeing and dreaming, nurture with respect, nurture with love, nurture with care, visionary supervision, creating point for society, empathy, empowerment, helping students develop and success, giving students top priority, having behavior ethically and persuasi communication.*

Keywords: *Quality of Education, Quantum Behavior, Pesantren.*

Introduction

Leadership is an education strategy in determining the emergence of institutional change towards a better direction.¹ Therefore, leadership quality must be improved in a certain time to progress the world of national education. Leadership becomes a significant factor in enabling the vision, mission and goals of education to be reached in this globalization era. Leadership has an important role to improve education quality and full responsibility in the dynamics of education implementation, school administration, fostering educational staff, and utilizing while maintaining facilities and infrastructure.²

Viewed from the leadership of educators, which is a central factor from education quality efforts. Educators become the determine factor of education quality because they deal directly with students in a series of dynamics of classroom learning. In the hands of educators, the quality and personality of students is formed. Therefore, it needs a competent, responsible, informative, skilled, capable and dedicated educators. Educators are equated with the current curriculum. As good as how the education system and curriculum are planned without being supported by the competence of the teaching staff, everything will be in vain. Educators are fully competent and responsible especially for maximizing student development. The ultimate goal of the totality of educator assistance is the growth of adults who are intact in students.³

An efforts to fulfill those expectations are politically regulated in legislation rule, namely in the Republic of Indonesia Law Number 14 in 2005 about teachers and lecturers in chapter I section 1 which states that teachers as educators are professional educators with the main duty of educating, teaching , directing, guiding, evaluating and training students in early childhood education, in the path of formal, basic, and secondary education.

Based on minister the regulation of religion of Indonesian Republic of No. 16 in 2010, state that one of the competencies of

¹ Hidayati, Kepemimpinan Dan Peningkatan Mutu Pendidikan, *jurnal tarbiyah*, Vol. 22, No. 1, (januari-juni 2015): 48-65.

² E. Mulyasa, Menjadi Kepala Sekolah Profesional ; dalam Konteks Menyukkseskan MBS dan KBK, Vol. 22, No. 1, (Januari-Juni 2015), 24.

³ Fasli Jalal & Dedi Supriyadi (2001) *mengutip laporan Bank Dunia yang bertajuk Education in Indonesia*, (13 Desember 2018).

Islamic religious teachers is not only determined by pedagogical, social, personality and professional competencies, but also required to have different leadership from subject teachers in general or non-Islamic religious teachers. But in this discussion, competence some educators as learning leaders are not able to influence students in learning is becoming the backstop today problem. Then teaching learning will not run effectively and efficiently. Such a thing resulted in the low of education quality.

Departing from this problem, an educator as a learning leader is prioritized to have special skills in learning managing. Because good management is not seen from the maturity of the strategy that has been made. But it is seen from educators actions as learning leaders in implementing these strategies. Improving the quality of education is the desire of every educational organization. Educational organizations will develop when the educators as learning leaders have clear vision, managerial skills, and integrity in making quality improvements.

Pesantren is educational institutions basis islamic own that have leadership characteristics that can improve education quality with a dynamic management system and adhere to Islamic values. As one of educational institutions that operate Quantum Leadership. Nurul Jadid Islamic Boarding School is proven produce quality output appropriade with their respective fields. Nurul Jadid Islamic Boarding School⁴ can achievement is that many alumni of Nurul Jadid Islamic boarding school continue their studies abroad, the winner of Islamic education competitions throughout Indonesia, the best media

⁴ Pondok Pesantren Nurul Jadid adalah salah satu pesantren yang terletak di Kab. Probolinggo. Pondok Pesantren ini didirikan oleh KH. Zaini Mun'im atas seruan dari beberapa gurunya. Sebagaimana penjelasan pengasuh. Keberadaan PP. Nurul Jadid, selain sebagai lembaga pendidikan Islam, juga merupakan alat politik untuk menjaga keutuhan NKRI dari penjajahan Belanda. Pesantren ini berdiri pada 1 Januari 1949 M, dua tahun setelah Indonesia merdeka dan mengalami penjajahan ulang dari sekutu. Visi Pondok Pesantren Nurul Jadid Paiton Probolinggo adalah terbentuknya manusia yang beriman, bertaqwa, berakhlaq al karimag, berilmu, berwawasan luas, berpandangan kedepan, cakap, terampil, mandiri, kreatif, memiliki etos kerja, toleransi, bertanggungjawab kemasyarakatan, serta berguna bagi agama, bangsa dan negara. Trilogi Santri : 1) Berkomitmen pada kewajiban Fardlu 'ain, 2) Berkomitmen dalam meninggalkan dosa-dosa besar, dan 3) Berakhlaq mulya pada Allah dan Makhluk-Nya. Panca Kesadaran Santri : 1) Kesadaran Beragama, 2) Kesadaran Berilmu, 3) Kesadaran Bermasyarakat, 4) Kesadaran Berbangsa dan Bernegara, 5) Kesadaran Berorganisasi. (lihat di buku Panduan Wali Santri Pondok Pesantren Nurul Jadid Paiton Probolinggo).

platform category, second winner at the 6th World Education Expo Indonesia (WEEL) in film and talk shows competition and/short film competition titled red and white incandescent, first winner of the East Java Web Design Competition, first winner in the Arab language axiom speech in 2015 and Riau provincial representatives at the national level in Palembang, and reach the best national exam this year.

Departing from those phenomenon described above, the researchers are interested in examining Quantum Leadership of educators in Improving the education Based Pesantren Quality. Quantum Leadership is a leadership concept that tends to look to the future by giving students a greater influence in learning. So that learning can run effectively and efficiently. The role of Leadership Quantum educators in boarding schools as holograms in education, seeing the majority of students tend to hone educators from the intellectual and physical aspects of the hologram. In addition, Quantum Leadership plays a central role in improving education quality in Islamic boarding schools with different behavior characteristics that seeing and dreaming, nurture with respect, nurture with love, nurture with care, visionary supervision, creating point for society, empathy, empowerment, helping students develop and success, giving students top priority, having behavior ethically, and persuasi communication.

Conception of Quantum Leadership

The Quantum meaning in the context of leadership more emphasis on "a little but has a greater impact" for educational organizations.⁵ According to physics, quantum means is solid. If we observe an object is around us, these objects look solid or intact. But, if we examine closely, the solid or intact of objects actually contain mutually correlated parts. That is what is called as atom. If these atoms correlate in the context of leadership, they are related to unlimited potential in humans.

Management expert George A. Terry said that "Leadership is relationship in which the leader, or one person, or influences others to work together willingly on related tasks to attain that which the leader

⁵ Aris Rusmana, "Quantum Leader," AAR_tea : Kepemimpinan Dan Perilaku Organisasi (MPD 106), 2-3.

desires.”⁶ Leadership is an effort to influence a group of people to voluntarily work together and commit to achieve the strategic plan by the leader. Leadership is the process of directing, regulating, and influencing the activities of related groups. As James A.F Stoner Charles Wankel said in his book entitled management that leadership is "the process of directing and influencing activities related to the tasks of group members".⁷

According to Kouzes and Posner "Leadership is a relationship, one between constituents and leaders, which is the base on mutual needs and interests". Leadership consists of the presence of leaders (educators), who are led (students) in interdependent situations with each other.⁸ According to Soepardi leadership is a leadership potential in motivating, influencing, inviting, telling, mobilizing, directing, guiding, advising, prohibiting, governing, and punishing, and fostering human beings as a media in management to work together with excellence in order to achieve the goals of educational organizations effective and efficient.⁹

The meaning of the leader itself is a person who is able to "influence" other people. The word of capable in English is influence, and influence is taken from influenza word known as the flu virus, which is spread quickly in the human body. It means that, an educator as a leader in the world of education must be able to spread the positive virus quickly to the team of his responsibility. In accordance with the teachings that read "to win friends and influence people", "make friends and influence people".¹⁰ However, the meant of making friends is not as same as having influence. The intended influence is to make other people more productive in their work.¹¹ In line with

⁶ George R. Terry, *Principles of Management* (Homewood, Illinois: Richard D. Irwin, 1972), 458.

⁷ James A.F.Stoner and Charles Wankel, *Management* (New Delhi: Prentice-Hall of India, 1987), 445.

⁸ Syafaruddin, *Manajemen Lembaga Pendidikan Islam*, (Jakarta: Ciputat Press, 2005), 83.

⁹ E.Mulyasa, *Manajemen Berbasis Sekolah Konsep, strategi dan implementasi*, (Bandung: Remaja Rordakarya, 2004), 107.

¹⁰ *How to win Friend and Influence People* adalah buku karangan Dale carnegie, terbit sebelum perang dunia II. Buku itu sudah banyak dibaca orang orang, dan mempengaruhi banyak pikiran, termasuk pikiran dan sikap para pemimpin di seluruh dunia. Buku itu sudah diterjemahkan ke bahasa indonesia.

¹¹ Mortimer R. Feinberg and others, *Psikologi Manajemen*, (jakarta: Mitra Utama, 1996), 1..

that statement Daswanti also explained that leadership is the potential of leader to influence a group of people or several people to be willing to do work voluntarily to achieve the goals and objectives that have been set together.¹²

So, Quantum Leadership in this context is a leader who is able to provide energy and great impact to the members (students). Quantum Leadership is an ability that can induce human natural potential and directs everyone to set common goals. Quantum leadership is also connected with the science of complexity, which aims to study all of potential abilities that, so that an uncertainty can produce creative potential.¹³ As with the "gestalt" theory, quantum theory also states that the total number in the world is greater than the part. It means that, of this whole world, has more nature and potential than every part. The potential of each individual in education contributes more to the success of educational organizations. Quantum leadership can also evaluate conflicts that occur as a source of creativity, so that conflicts can be accepted for the benefit of the organization in improving education quality.¹⁴

By the existence of sharing and synthesizing energy simultaneously, dynamic structures can be built. In other words, Quantum Leadership is not just hierarchical authority and controlling of teaching staff to students, more than that Quantum Leadership is a developer and manager of learning in uncertainty situations. It means that, Quantum Leadership can tolerate uncertainty and chaos, can make flexible planning, and the appropriate of today's educational developments. In a chaotic system, long-standing organizational planning is transformed into a new organizational plan, where the reason why quantum leadership is always ready to adopt any changes that occur.

It means that, this leadership tends as the driving force in educational organizations that are able to build new appropriate cultures with change.¹⁵ In line with that statement, Liden also stated

¹² Daswati, "Implementasi Peran Kepemimpinan Dengan Gaya Kepemimpinan Menuju Kesuksesan Organisasi," *Jurnal Academica*, Vol.4, No.1, (2012): 783-98.

¹³ Faisal Afiff, *Quantum Leadership*, Spec.Lic. March 17, 2014

¹⁴ Hossein Dargahi, "Quantum Leadership: The Implication for Iranian Nursing Leaders", *Acta Medica Iranica*, Vol. 51, No. 6. (2013).

¹⁵ Anung Pramudyo, "Implementasi Manajemen Kepemimpinan dalam pencapaian tujuan organisasi," *JBMA* Vol. 1, No.2, (2013): 49-61.

that the context and culture of Quantum Leadership does not appear from empty situations, but happens in the organization that exist context and certain cultures.¹⁶ Hu and Liden also stated in the viewpoint of educators that Quantum Leadership can improve the effectiveness of educational organizations, by increasing students trust that they will be more effective in learning.¹⁷ The Quantum skill model is a new model in the twenty-first century that involves leaders to modify their organizations from traditional leadership models to Quantum Leadership models with very innovative strategies to achieve professional management.¹⁸

Leadership of Educators as Hologram's in Education

Be a leaders hologram for students in institution education requires a force called consistency. Consistency is something that is believed in principle and carried out continuously or repeatedly. Consistency in this case, can maintain the same expectations for appropriate behavior in certain activities.¹⁹ So, self-consistency in this context, is have a certain attitude with what determined by it self with strength will direction, willingness and interests.²⁰

It is clear that educator leaders who have self consistency are not easily affected by new information. Certainly, to be a hologram leaders, educators as learning leaders must have influence. It can be of small scope or large scope. In a small scope, educators can be a leaders hologram for their students. Although, only some like intellectual or physical holograms. Intellectually means students educate educators in terms of strategies or concepts in terms of delivering material in learning. As a physical hologram, it means that students sharpen

¹⁶ Liden, R. C., and Others, "Servant Leadership: Development of a multidimensional measure and multi-level assessment". *Leadership Quarterly*, 19 (2), 161-177.

¹⁷ Hu, J., & Liden, R. C., "Antecedents of team potency and team effectiveness: An examination of goals and process clarity and servant leadership", *Journal of applied Psychology*, Vol. 96, No. 4 (2011): 851-862.

¹⁸ Shelton C.D., & Others. "Managing in the Age of Complexity: Quantum Skills for the New Millennium." *International Journal of Human Resources Development and Management* 5, no. 2 (2005).

¹⁹ Evertson, *Manajemen Kelas Untuk Guru SD*, (Jakarta: Kencana, 2011), 184.

²⁰ Besten, K..2010. *Shine: 5 Prinsip Untuk Membuat Usaha Dan Karir Anda Melejit*, (Jakarta: PT. Gunung Mulia), 120..

educators in terms of performance. Like a good and ideal body shape.²¹

The stages of being a hologram in Quantum Leadership educators are as follows:

1. Image

Self-image is a self reflection. The characteristics of self-image are negative and positive. Self-image can be formed depending on how the leader assesses the form or physical appearance.²² The more often educators do positive things in their actions and behavior in daily life, the greater the influence of educators will increase the people around them. Especially those who give influence are celebrities, the effect will be faster because it starts with its popularity as a celebrity not because of its behavior or character. Popularity is the value added capital of celebrity communication, so that it can be more easily recognized by the public.²³

From discourse above, the self-image of educators in boarding schools is formed in terms of performance and intellectual aspects of educators. In terms of intellectual events, students educate educators in terms of concepts/strategies to deliver material in class. Before starting to study, educators in boarding schools tend to prepare everything first. The aim is for educators to master the material to be delivered, and the learning process and learning can be conducive, effective and efficient. The form of mastery of the material is delivered by educators in the classroom, including the educator's strategy to become an intellectual hologram. Because it is synonymous with students who educate educators who make them comfortable and interested in learning. In addition, the self-image of educators in Islamic boarding schools is also formed in terms of the performance of teaching learning. Students in boarding schools, often like educators whose appearance is stylish, neat, clean, fragrant and so on.

²¹ Peter G. Northouse, *Kepemimpinan Teori dan Praktik. Edisi keenam*, (Jakarta: PT. Indeks, 2013), 6

²² Dince Sari Rambu Amma & other, "Hubungan Citra Diri Dengan Tingkat Kepercayaan Diri Remaja Di SMKN 11 Malang Kelas XI," *Nursing News*, Vol. 2, No. 3, (2017): 534- 543.

²³ Muradi Dyah Tantri Efrina Putri, "Popularitas Selebriti Sebagai Alat Kosmetika Politik," *Ilmu Pemerintahan*, Vol. 3, No. 1, (2017): 105.

This form of self-image in terms of performance aims to support the process of delivering material delivered by educators. At least although the material presented is not all accepted by students, it is still supported by the performance of teaching staff in delivering learning material. That's where the image of an educator leader is formed. Can be in terms of intellectual educators or in terms of the performance of teaching staff in delivering learning material. More efficiently shapes self-image with popularity. Like celebrities on television, celebrities on television tend to enhance their image in front of society with their appearance modified in such a way that their presence is always later by their fans. Educators as learning leaders must be able to shape their self-image in the best way. Because educators succeed in forming their self-image intensively and spontaneously, their presence will be eagerly awaited by students in learning.

2. Motivation

Motivation is a central factor that influences students' learning success. Because by motivating students to learn, students will be more intense in learning.²⁴ High learning motivation determines the success of students in achieving the best learning outcomes.²⁵ So, motivation in this context is not only affects learning outcomes, but also on the learning process. Students who have high learning motivation will be more active, diligent and enthusiastic in learning. So that learning will be more meaningful as achievement quality of learning outcomes.²⁶

The influence in this motivation level can be in the form of reward or panic. Reward is a compliment / gift that has many purposes in learning. In addition, reward is as a form of appropriate behavior from educators to provide feedback toward

²⁴ Mustafa dkk, "Penerapan Pembelajaran Kooperatif Model Numbered Head Together (NHT) untuk Meningkatkan Keaktifan dan Penguasaan Konsep Matematika, *JURNAL PTK DBE3 (Decentralized Basic Education 3)*, ISSN : 2088-091X, No. 01, Februari (2011): 7.

²⁵ Maisaroh dan Rostrieningsih, "Peningkatan Hasil Belajar Siswa Dengan Menggunakan Metode Pembelajaran Active Learning Tipe Quiz Team Pada Mata Pelajaran Keterampilan Dasar Komunikasi Di SMK Negeri 1 Bogor, *Jurnal Ekonomi & Pendidikan*, Vol. 8, No. 2, (November 2010): 158.

²⁶ Koludin dkk, "Peningkatan Motivasi Belajar Murid Kelas IV Melalui Metode Eksperimen di Sekolah Dasar Negeri 04 Sadaniang," *Jurnal Pendidikan dan Pembelajaran*, Vol. 2, No. 8, (Agustus 2013).

students who have done their jobs correctly. generally, praise is a good idea, especially in classrooms where many students have minimal or low achievement in learning. Then the most important thing is the correct response to the stimulus. This Reward, can also be in the form of money or material, goods, up to the saying "good job", but it has enough impact for students.²⁷

While punishment is an educative effort to guide and nurture students towards a better direction, not in the form of the practice of punishment or forcing torture to creativity. Rather, the punishment must be pedagogical, means that punishment is able to improve and educate students in a more orderly and good direction. The panic given is not an initiative to do revenge toward students but to improve all negative aspects of students behavior.

To arouse learning motivation of students in boarding schools, educators have a specific strategy in order participants' learning passion can be built. Such as the delivery of interesting material, adjusting the learning methods of students with their learning styles, interspersed with subpoena to students, and directly supported by the performance of educators in delivering learning material.

In this context, educators in Islamic boarding schools are likened to being a designer, namely a leader who is adept at designing creative and structured learning strategies. Thus students not only memorized the material presented, but also understood its meaning. Memorizing will result in students forgetting about learning, because it uses logic. But, if students understand the material presented, it will imprint on students.

In motivating students, educators in pesantren tend to have strong instincts / instincts towards to students. Educators in boarding school, have a strong belief that each student has an ability that is unlimited in him and can be applied in real life. That way, educators will think of all ways to develop unlimited potential in students. Because basically the talent can be processed, depending on the willingness and hard work of students in developing it. Based on a study, at school education institutions more or less found 40% of children who are gifted in learning, but

²⁷ Hamruni, *Edutainment dalam Pendidikan Islam Dan Teori-Teori Pembelajaran Quantum*, (Yogyakarta: UIN Sunan Kalijaga, 2008), 242-243.

unable to perform on par with the capacity they have. As a result, even if a child has high potential, many gifted children are classified as low in achievement. This is due to the confusion of educators in recognizing the potential of each student.²⁸

So, as responsible staff educators must be extra in fostering students in recognizing their potential. Because quality output is not only determined by the efforts of students in learning. But also the effort of educators in shaping the potential cuff of students. In the leadership of educators in boarding schools, educators continue to provide a special form of appreciation to students who excel in learning. The appreciation is in the form of rewards and panic. Rewards here are given to students who excel in everything. The goal is that students are more enthusiastic in learning. Panishment is in the form of punishment for students who violate the rules. Usually there are special sanctions given to students in accordance with the criteria of mistakes made. In addition to giving sanctions to students, educators in the village office also act as counselors who provide direction or guidance to students not to take the same actions.

3. Togetherness

It meant togetherness is educators spend a little time for students when there is free time. Because, the attention of educator has a huge impact on the lives of students. In this togetherness stage, educators draw closer to students so that students feel they have found new hope in learning. This form of togetherness can be done through communication. Communication is the process of exchanging information validation between one person and another. The function of communication is to deliver notifications, educating and students amusing as Lawrence Kincaid said.²⁹

When learning motivation is not enough at this stage, then an educator as a learning leader needs to accompany students in each of their activities. Because it is a matter of pride for someone if involved directly in several ways. The form of self-involvement in a moment is one of the basic human needs, including in

²⁸ Bustami Achir, *Merencanakan Kebutuhan Fasilitas Pelajaran Praktek dan Optimasi Pemakaiannya*, (Malang: Pusat Pengembangan Penataran Guru Teknologi Pendidikan dan Kebudayaan dasar menengah, 1990).

²⁹ Onong Uchjana Effendy, *Ilmu Komunikasi Teori dan Praktik*, (Bandung: Remaja Rosda Karya, 2003), 11.

socializing, the learning leader is involved without having to patronize, but together provide ideas or suggestions.³⁰

In context of this togetherness, all positions that are abandoned are only togetherness and equality. All feel comfortable even though an educator as a learning leader is respected. However, this is where the influence of educators as learning leaders will be increasingly appreciated. Because of the form of respect and tolerance carried out by the teaching staff.³¹

The main priority in Quantum leadership of educators in boarding schools are students. To be closer to students, educators in boarding schools must be more intense in monitoring the development of students. Even so, educators will know all the problems that hinder the learning process of students. So that it is easy for educators to give specific directions or advice to students. This form of togetherness, including forms of tolerance among educators and students. This form of tolerance is the same as mutual respect or mutual respect between one student and the other. Without having to discriminate potential students. Although in reality, in the learning process sequence there are indeed those who have average abilities and above average. As a Quantum educator, such perceptions should not be embedded in the cuff of an educator. An educator must think the same to students. Because, differences often contribute more to cuffs of students.

Special treatment for smart students often causes social jealousy. This jealousy will affect the cuff of students. A Quantum educator will be fair to students. Because the fair form or equal treatment among students will make educators become role models (holograms) for their students. Although in reality there are still many educators who find it difficult to behave fairly towards students. To anticipate this, as educators must try objectively towards students.

Seeing the reality, sometimes there are still many educators who do not want to get closer to students. Fear of declining degrees, low image in front of students, gens, fear of arising

³⁰ Derli fahlewi, *Quantum leadership THE 5 Th LEVEL OF EXECUTION* Lima langkah Rahasia pemimpin yang terbukti membawa kesuksesan dalam kehidupan pribadi dan organisasi di Era Disruptif saat ini, (PT. Gramedia Pustaka: jakarta), 81.

³¹ Endang Purwaningsih, "Mengembangkan Sikap Toleransi Dan Kebersamaan Di Kalangan Siswa," *Jurnal Visi Ilmu Pendidikan*: 1699-1715.

disrespect in students and so on. Such perceptions must be eliminated in the mindset of the educator. Because, in essence the form of the approach of educators to students, is the main way to shape the cuff of students in learning. As a Quantum educator, educators in Islamic boarding schools provide more space for students to explain the motives for their mistakes. The stages carried out by educators in boarding schools to be closer to students are: first, must be more sensitive to the psychological conditions of students. Second, in getting closer to students, an educator must try to explore his world, so that the problems that initially did not appear to be visible. The third, trying to convince students that he is safe to be nearby. Even so, students will easily tell all the problems that exist in his life.

Students who tend to be disrespectful towards educators are often caused by factors that apply the wrong educator. Lack of advice or direction from educators can cause defiance in students. To anticipate this, as educators not only get closer to students, but also provide specific direction / advice so that students do not forget the limitations.

Quantum Leadership Behavior of Educators in Improving the Quality of Education Based on Pesantren

Leadership behavior is theoretically designed to explain how educating leaders motivate students to achieve educational organization goals. Thus Quantum Leadership behavior has a fairly broad dimension with situational behavior. Quantum Leadership Behavior is as follows: seeing and dreaming, nurture with respect, nurture with love, nurture with care, visionary supervision, creating point for society, empathy, empowerment, helping students develop and success, giving students top priority, having behavior ethically, and persuasi communication.

1. Seeing and dreaming

Educators in pesantren, hope that students not only master the general science and religion, but also practice the trilogy of santri and santri awareness in all their activities as students in boarding schools. It is hoped in order behavior will be more printed in the soul and heart of the students. For students in Islamic boarding schools, the principles of the five awareness of students must be memorized by heart, internalized, and ideal for

students in boarding schools. The meanings of the five awareness are:

a. Religious Awareness

This aspect is more aimed at the formation of student personality and behavior of students so that they are accordance with Islamic morality and values. This awareness of religion includes three aspects: faith, worship, and morality. In the aspect of aqeedah, every student must have a strong belief that Allah SWT is omnipotent and the only him entitled to be worshiped and a prophet of Muhammad SAW is the last prophet. All news carried by the prophet Muhammad must be trusted in the form of the Qur'an and Al-hadith. Student morality is summarized in two sentences of creed. There sentence of belief must be a view of life for each student. So that students are free from all forms of slavery and can create a large independent spirit, but still believe and appreciate. In the aspect of worship, it is expected that students only worship to the Lord of hosts, Allah SWT with all forms of worship that have been observed in Islam, such as prayer, fasting, zakat, and Hajj. In the moral aspect, it is recommended that students have a high moral aspect. The moral is not only about personal morals, but also social morals, such as social order, social illiteracy and moral behavior in the family and so on.

b. Realization about Knowledge.

In this awareness is expected that students understand the science of religion and worldly. Or famous as the integration between science and technology (science and technology) with faith and taqwa (Imtaq). Thus, it is hoped that students can be a Muslim scientists. However, if students are not proficient in mastering the two sciences maximally, it is hoped that there will be cooperation between students who master the knowledge of religion and students who are experts in science and technology. This collaboration is intended for the formation of a dialectic that can fill lackness of each student through his intraindividual strengths, so that it will create a good mix. Furthermore, by cooperation existence, it is expected that students can provide best development of the nation and state of Indonesia to achieve the ideal of a prosperous country and be blessed by the Almighty God.

As an actualization of this awareness, in Nurul Jadid Islamic boarding school not only taught worldly knowledge, and religion, but also educational institutions that taught general science. Moreover, now in Nurul Jadid boarding school there is Nurul Jadid University.

c. National and State Awareness

It is hoped that students in Nurul jadid will have a love for the country. Because love for the homeland includes evidence of faith and is the basis for formulating this third concept of consciousness, especially its consciousness of state. This national awareness is very closely correlated with state awareness. It means, country establishment will never been considered by other countries if there is no nation or people in that country. And even though the people are there, but if they do not recognize the existence of the state, then the existence of the country will feel bland. State awareness is also very closely correlated with national consciousness. It means that a nation will tend to be disorderly, insecure and not prosperous if there is no country responsible for protecting and seeking the fulfillment of people needs. Countries in this context are responsible institutions toward the welfare of their people both in the field of politic, social, economy, culture, law, education, defense and security. If there is no country, it is inconceivable whether the nation or the people can fulfill their needs. Therefore integration of those are very important. Because the existence of state is creation product of a nation.

Thus, with the awareness of the nation and state, students at Nurul Jadid are expected to have a high fighting spirit and become active Muslims. So that they will take full responsibility and feel ownership of the progress decline the nation and the unity decline Republic of Indonesia.

d. Community Awareness

Through this awareness of society, it is expected that pesantren and students will not become ivory towers far from their communities. Islamic boarding schools and students must be united in society. In a sense pesantren is a sub-section of community unity. And on the contrary of the community will feel that having a pesantren and pesantren will feel they

have a community. So that there is no asymmetry among the pesantren, students and the community. If students boarding schools, and the community feel that they have rights to each other, so all indoctrination dynamics in the pesantren will get participation from the whole community. Generally, pesantren with their cultural approaches blend with the community. Because living in society is a basic need for humanity.

e. Organizational Awareness

This organizational awareness is an effort of educators in pesantren to create a futuristic, effective and efficient organization. Because the weak points of Islam and pesantren are usually located in the organization. The weakness in this organization show a weakness of human resources quality (HR). By that, students in Nurul Jadid must be able to be active in the organization. Because through this media an educational organization's goals will be more easier to achieve optimally. The demands of educators here, is expected that students have awareness, ability and organizational insight because it is very relevant to human needs.

This criterion as a minimum criterion, for students to distinguish themselves from others. Certainly, the students who are required to move and take part in the community must be equipped with these five awareness. Besides of the five awareness, educators in Islamic boarding schools also require students to have a special grip on all their activities. As for the handle Specifically that must be held firmly by students in the Nurul Jadid Islamic boarding school are as follows:

- 1) Paying attention to the obligations of fardhu in ain (Al-ihtimam bil furudhul ayniyah)
- 2) Be introspective by leaving a big sin (Al-ihtimam bi tarkil kabair)
- 3) Virtuous to Allah and Makhluq (Husnul-adab ma Allah wa ma Al-khulqi)

So, can be concluded the educator leader as a learning leader must have dreams of the organization he leads. In order for educational to be maximally achieved. The theory that states that opinion is: " The first basic ingredient of leadership is a guiding vision. The leader has a clear idea of what he or she wants to do

professionally and personally and the strength to persist in the face of setbacks, even failures. The second basic ingredient of leadership is passion, the underlying passion for the promises of life, combined with a very particular passion for a vocation, a profession, a course of action. The next basic ingredient of leadership is integrity. I think there are three essential parts of integrity: self knowledge, candor, and maturity."³² The basic attitude needed and deserved by an educator as a learning leader is to design and direct a clear vision, both professionally and personally, even though eventually it will fail. The most important thing is perseverance, passion, and clarity towards the ultimate goal in educational organizations. In carrying out this vision, an educator leader also needs to instill a strong attitude of patience and integrity, meaning that a leader must adjust between what he says and what he will do.

2. Nurture with respect

Nurture with respect in pesantren, is the same as students treatment respect. Educators in boarding schools guide students by showing and giving direct example to students. Such as, before starting the learning process educators tend to greet first, if one of the students asks about learning, the educator will not hesitate to welcome him with pleasure expressions, respecting the opinions of students, and being fair to all students, and not being hesitated to apologize students mistake. By that, students will feel respected, and always obey all instructions from the educators and teacher.

This opinion is based on the theory which explain that mutual respect to human beings. It is one of the attitudes that must be owned by every Moslem as an embodiment of good morality. Islam prioritizes two dimension values that must be manifested in everyday, named noble morals and aqeedah (true faith), both of must be implemented. True Aqeedah and in accordance with Islamic Shari'a will create good morals. And good morality must be from true aqeedah. Because respect and compassion are two dimension values in the most basic behavior to create good relations between each needs humans. Two types of characters can be owned by anyone without having intellectual intelligence. Basically students who have a high IQ do not

³² Warren Bennis, *On Becoming a Leader*, (Jakarta: PT Alex Media 2009), 33-34

necessarily affection and respect to other human. Attitude and interaction with others is a requirement or the key of success in the world, this world of character types is overcome by emotional intelligence. Though, the interaction and attitude towards God Almighty is the key of success world and hereafter.³³

In one of respect, character in the special steps need in its application. First, it explains how to improve students attitude to students, so creating students can see how important this is in everyday. Second, it helps students to realize the consequences of disrespectful behavior, insubordination, rude rejection, and insolence, usually, students who show their respect are more polite. Third, helping students to adjust their spiritual structure so that they can respect and be respected by others. When, student oftenly show the respect character, so they will have better character, and it can make many people like them.³⁴

Basically, the obligation of teaching and educating are the main duty and responsibility of their parents. But many parents are not able to do, because they are busy working or do not have the skills to teach and educate the children. So this task is delegated to other people, namely educators of their in school education institutions. After respecting both parents, each student must respect to the teaching staff. Because educators have a role in providing education to students so that they will become capable human beings, noble character, and people who give benefit, to the country, religion, and nation.³⁵

3. Nurture with love

Nurture students with love in pesantren, is implemented directly to students, so it is easy to arouse the students love about something. If it is lesson, then the task is to guide and teach them directly with love. After the managed-to-learn with educators love, then the educator creat love character to student. By convinsing students that learning is having fun.

³³ Tri Kusnawati dan Indraningsih, *Internalisasi Nilai-nilai Kedisiplinan dan Hormat pada Orang Lain pada Mata Kuliah Expression Ecrite1*, (Penelitian Tindakan Kelas, Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta, 2010), 9-10.

³⁴ Zubaidi, *Desain Pendidikan Karakter* (Jakarta: Kencana Prenada Media, 2011), 62.

³⁵ April Lilmuttaqin, *Adab Kepada Guru Dalam Pandangan Islam* (http:aprillilmuttaqin.blogspot.com/2014/01adap-kepada-guru-dalam-pandangan-islam_12html, diakses pada 24 Desember 2018 jam 15.55 WIB)

The efforts is made by educators to guide students to be gentle be educated towards the educator participants, in delivering learning materials not boring, and directly supported by the attitude of the teaching staff in learning. So that students will become more diligent, disciplined, diligent, and enthusiastic in accepting the learning process. In guiding with this love, it is expected that students can have better experience from the aspects of behavior, speech, manners, and lifestyle.

In guiding with this love, educators also try to know about students. To make it easier for educators, to find out about student problems of learning process of students in learning. Another side, students who are forced to explore the world of educators. Even so, it will make educators, emotional behave arbitrarily towards students, and tend to be everything that is desired by educators must be achieved. Such behavior must be eliminated in the teaching staff. Because a Quantum educator always find solution ways to develop their potential in learning process.

Those reason above is based on the teory that explains educating children with a foundation of love or affection. Educators must look wise and full of love and affection by giving subpoena or advice so that cared for in their school students.³⁶ The love and affection are built into a sense of affection as parents to their children. Although the educator is not a biological parent for his students, but who loves to be loved by his students.³⁷

Building a harmonious relationship with students will give a lot of goodness. This relationship will be able to divide between students and educators. This will give the difference between educators and students. As a result, students will not feel the difficulties and difficulties when they are faced with various problems.³⁸

³⁶ Muhamad Nurdin, Pendidikan yang menyebarkan, (Jogjakarta: Ar-Ruzz, 2005), 111-112.

³⁷ Akhmad Muhaimin Azzet, Menjadi guru favorit, (Yogyakarta: Ar Ruzz Media), 38-39.

³⁸ Asep Mahfudz, Be a Good Teacher or Never, (Bandung: Publisher Nuansa, 2011), 35.

To make the learning situation in the classroom is having fun and interesting, it can make the students to study harder, the educators in boarding schools create a harmonious relationship with students. Because students are human who has a sense of love (passion).³⁹ Education also means the art of love in the language of Paulo Freire. Paulo Freire said that it is the most important requirement in the teaching and learning process. Love that comes from the heart will be able to become a tool that can trigger the totality of an educator in teaching.⁴⁰ If it does not create a pleasant learning situation, the students will not be achieved optimally. Therefore, an educator must use the language of love to create a pleasant learning situation in order can create success and expected learning goals.⁴¹

This sense of affection and love is the main key in controlling students. The most important thing is not to make students smart, but to have an awareness that science is very important for their future. That way, students will always be motivated to learn and not only want good grades in learning. Embed awareness on students that are polite, courteous, and disciplined attitude as their provision to achieve success in the future.⁴² In the context of emotion love planting, the role of conscience is very important and to be successful in educating students.⁴³

4. Nurture with care

In education in boarding schools, nurture with care is about knowing the side of personal life of students. Become more sensitive to the physical development of students, the psychological conditions of students, the social and moral development of students, and the environment of students. Educators in boarding schools are also more active in listening to the outpouring of students in terms of learning. Because this form

³⁹ Meity H. Idris, *Strategi pembelajaran yang menyenangkan*, (Jakarta: Luxima Metro Media, 2015), 84.

⁴⁰ Miftahul A'la, *Quantum Teaching*, (Yogyakarta: Diva press, Aka, 2016), 141.

⁴¹ Meity H. Idris, *Strategi pembelajaran yang menyenangkan*, (Jakarta: Luxima, 2014), 84-86.

⁴² Erwin Widisworo, *Rahasia menjadi guru idola*, (Yogyakarta: Ar-Ruzz Media, 2014), 76.

⁴³ M. Furqon Hidayatullah, *Guru Sejati: Membangun Insan Berkarakter Kuat dan Cerdas*, (Yuma Pustaka, 2010), 124.

of concern can increase students' self-confidence and can help develop a relationship of trust between students and educators. Frequently giving simple comments in the form of motivation for students, such as giving specific advice or direction to students in learning, always asking if they are not seen in one of the learning discussion associations, giving attention to students who are not attending school because of illness, always take him to the right path, namely the path that is blessed by Allah or *amar ma'ruf nahi munkar*, and always checks all the development of students in learning. Because what is said to be caring is not discriminating between students with one another, but being fair to students. The behavior of educators who tend to discriminate their students will lead to social jealousy, low social morality of students and so on.

The implementation nurture with care in Islamic boarding schools is the same as parental love for their children. Because educators in boarding schools are the same as guardians⁴⁴ of students/second parents of students. Educators in Islamic boarding schools relate their conscience to students, and consider students as their own children. So that everything that is done by students will have an effect on educators.

This opinion is based on the theory which states that loving people will always give something useful to those who are loved. So that, the good always accompanies those who are loved. The expected, good is not only temporary goodness, but goodness in the future.⁴⁵ In addition, the facts show that students will be happy to take part in learning activities if the educator is pleasant

⁴⁴ Wali asuh adalah beberapa pengurus dibawah naungan kepala bagian Bimbingan dan Konseling yang bertugas dalam pembinaan spiritual dan emosional beberapa santri. Pembinaan spiritual meliputi: pembinaan Al-Qur'an, Furudul Ainiyah dan akhlak santri. Dan untuk pembinaan emosional santri adalah mengayomi dan membina dalam pembentukan karakter santri serta menjadi konselor bagi santri yang kurang disiplin dalam mentaati peraturan pesantren. Selain itu wali asuh mempunyai tugas yang sama persis layaknya orang tua kepada anaknya, maka eksistensinya berperan sentral bagi efektifitas kegiatan santri, dari aktifitas spiritual sampai emosional santri, dari yang masih akan dilaksanakan sampai yang sudah akan di evaluasi. Lihat di jurnal Alfi Najmatil Ilmy and others, "Urgensi Keterlibatan Wali Asuh Dalam Dinamika Pendidikan Di Pesantren", *Pendidikan Agama Islam (Journal of Islamic Education Studies)*, Vol.6, No.1 (2018): 44-66.

⁴⁵ Nasirudin, *Akhlak Pendidik (Upaya Membentuk Kompetensi Spiritual dan Sosial)*, (Semarang: Saudara Copy Centre, 2015), 122-124.

in delivering learning. Lessons that are felt by some difficult people will be easier if students have a good emotional to the educator. Even if the educator has been favored in the classroom, it is easier for students to remember each words to be spoken by the teacher.⁴⁶

5. Visionary supervision

The most prominent behavior of educator leaders in pesantren is visionary supervision. This means that educators in boarding schools tend to be conceptual in to achieve their goals, because educators in Islamic boarding schools believe that based on a good vision, the goals of educational organizations will be achieved. In shaping in new vision, the educational institution in Nurul Jadid as an institution under the auspices of the pesantren prioritizes the trilogy of the santri. The tendency of pesantren which always rests on Islamic values and modernity, makes the Nurul Jadid Islamic boarding school grow develop in all categories. Nurul Jadid Islamic Boarding School is not only based on religious knowledge, but adopts all demands of the times. Vision, is endless, meaning learning all disciplines. As for Nurul Jadid's vision, the formation of human beings who are faithful, having morality, knowledge, broad-minded, forward-looking, capable, skilled, creative, independent, having work ethic, tolerance, responsible, social and being useful for religion, nation and state.

This opinion is base on Guthrie's theory, J.W. & Reed, R.J. about effective leadership is leadership that has a good vision, both in the real sense and in the sense of abbreviation. Vision in the sense is actually a dream of the future that is challenging to be realized. Vision in the sense of abbreviation requires leaders to have vision (vision), orientation in strategy (long-term orientation), inspiration (giving intuition), and integrity (honesty), sophisticated organizational (intellectual and sophisticated organization), and nurturing or get balance (maintaining balance) and harmony between school vision and

⁴⁶ Acep Yonny dan Sri Rahayu Yunus, *Begini Cara Menjadi Guru Inspiratif dan Disenangi Siswa*, (Yogyakarta: Pustaka Widyatama 2011), 23.

individual vision of school members, and maintain his subordinates to be more comfortable working.⁴⁷

Kouzes & Posner stated that the important relationship of four characteristics of leadership requirements are honest, forward looking, inspiration, and skill as to produce leaders who have high credibility. When students feel that educators have a high level of credibility, students will significantly become more (1) proud to tell others that they are part of an educational organization, (2) feel a strong touch and enthusiasm from educational organizations, (3) seeing personal values possessed as consistent with the organization, (4) feeling committed to educational organizations, (5) having feelings of belonging to educational organizations.⁴⁸

Kouzes & Posner stated that students expect an enthusiastic educator leader who has a passion, and optimistic about the future. Leaders of educators are expected to be able to provide inspiration (inspiration). It is not enough just to have imaginary about the future, but also to be able to convey insight with certain systems that are enthusiastic, ambitious and energetic. In addition, the positive behavior of an educator leader can change the context of employment prospects in education so that it becomes more meaningful. One determinant of the quality of a leader is being able to provide inspiration for students. If a leader does not show a spirit of struggle to achieve personal ideals and institutions, do not expect followers (students) to show a high spirit of struggle.⁴⁹

6. Creating point for society

In pesanten, creating point for the community as well as being directly involved in local activities and encouraging students to voluntarily participate in community activities. Such, commemorating the birthday of Islamic boarding schools, holding mass circumcision, holding a public bazaar for every birthday celebration of Islamic boarding schools, commemorating Islamic holidays (PHBI), and participating in the HSN commemoration.

⁴⁷ Guthrie, J.W. & Reed, R.J. 1991. *Educational Administration and Policy Effective Leadership for American Education, Second Edition*. (Boston: Allyn and Bacon), 201.

⁴⁸ Kouzes, J.M., & Posner, B.Z. 2007, *The Leadership Challenge Tantangan Masa Depan*, (AlihBahasa: Anton Adiwiyoto), (Jakarta: Interaksara), 54.

⁴⁹ Ibid, 51-52.

This behavior is a form of existence of pesantren in maintaining good relations with the community. This opinion is in accordance with Liden's theory in his research which states that value creation for society is one way for leaders to link the goals and principles of an organization to the broader principle of society.⁵⁰

7. Empathy

Based on the results of the study it was found that in boarding schools, empathy behavior was an effort of educators to understand what students think and feel. When educators show empathy, it can calm and reassure students. This makes students feel unique. Educators in pesantren show this empathic attitude by protecting students, becoming good example for students, asking students who is absent, asking about the work of the hut they have finished working or not, when they talk not cut (responded well by staff educator), invites the congregation if it's time to pray in congregation, invites sharing about learning, and rewards students who complete their tasks well.

So, educators as learning leaders must be more sensitive to the feelings of students. A significant success factor in leadership is one's willingness to understand the perspective of others (empathy).⁵¹ Henry defines empathy as the potential of individuals to know or understand what is being experienced by other individuals at certain times.⁵² This empathy behavior is not only done to understand one's feelings, but can be expressed verbally and in the form of behavior or actions. According to Gazda's statement, there are three characteristics in empathizing with students; first, listen carefully to what is told by the students. Then understand how he feels and what is happening to him. Second, synchronizing matching words to describe the conditions

⁵⁰ Liden, R. C. & others, "Servant leadership: Development of a multidimensional measure and multi-level assessment", *Leadership Quarterly*, 19, (2008): 161-177.

⁵¹ Faisal Afiff, 2011, Kepemimpinan Empati, diakses pada tanggal 29 Desember 2018 dari <http://fe.unpad.ac.id/id/arsip-fakultas-ekonomi-unpad/opini/1931-kepemimpinan-empati>.

⁷⁷ Ferry Afriyadi, Efektivitas Komunikasi Interpersonal Antara Atasan dan Bawahan Karyawan PT. Enterprsindo Samarinda, *Jurnal Ilmu Komunikasi*, Vol. 3, No.1, (2015): 37.

⁵² Ferry Afriyadi, Efektivitas Komunikasi Interpersonal Antara Atasan dan Bawahan Karyawan PT. Enterprsindo Samarinda, *Jurnal Ilmu Komunikasi*, Vol. 3, No.1, (2015): 37.

and feelings of students. Third, use the arrangement of words to recognize students' personalities and try to understand their mental condition. If the educator can recognize the feelings of the other person, the interaction will be more effective.⁵³

8. Empowerment

Empowerment in pesantren, refers to actions that allow students to be independent, it makes their own decisions and be autonomous. It is one solution for educators in Islamic boarding schools to share assignments and experiences with students, by allowing them to have their own control. Empowerment can build students confidence in their capacity to think and act on their own. Because in that way students are able to take advantage of their opportunities to overcome difficult conditions in a way that they consider good. Empowering students in Islamic boarding schools as well as students in institutions, example the Qur'anic science institutions in pesantren, these institutions are educational institutions about the science of religion and the knowledge of the Qur'an, so that students at PPIQ (science education center The Qur'an) is more able to develop its potential, so students more to areas that need teaching staff, so they feel that their potential is considered to exist or recognized by the pesantren community. Not meant for self-image, but to strengthen his enthusiasm in learning to be even more active. So, empowering here is the same as how to practice the knowledge that is owned by students to be useful for others.

This opinion is base on theory that empowerment is an effort to make other people empowered, made to have their own power, and made to be able to do something as required by educational organizations. For example, those who were previously unable to speak in public were now made more courageous in public speaking. Those who are not able to give their ideas logically and regularly, are now made more able to think well. So empowerment is a business that is carried out cumulatively to make someone be able to do something beyond their potential. Those who initially cannot become more capable. Those who have already become more skilled now. Those are used to become more extraordinary. "They become more able,

⁵³ Asri Budiningsih, *Pembelajaran Moral*, (Jakarta: PT: Rineka Cipta 2008), 48.

they become more expert, they become more extraordinary", that's the main idea or essence of the concept of empowerment.⁵⁴

9. Helping students develop and success

This behavior in pesantren, refers to knowledge of students' personal goals, and helps students achieve their goals in education. Educators in Islamic boarding schools prioritize students careers to the next level as a priority and give them special assistance in achieving their dreams. In essence, providing support for students to develop and succeed students become self-actualized people in achieving their full potential. This assistance is in Islamic boarding schools such as, students participate directly in the organization in boarding schools, so students are more active in the organization. That way students will interact a lot and get lots of new experiences from others. Even though students have skills but cannot interact with others it will not develop. However, if students can interact with other people, there will be many ideas exist, as well as new insights that can be used as guidelines for students. It will develop faster. In essence, the pesantren students are more educated and directed to be more active.

This opinion is based on the theory that educators as learning leaders participate in student career relate in such a way that all students have the same opportunity to develop their potential as best as possible towards the next level. In this role, educators also act as talent developers, value builders, spreaders of values, and integrators.⁵⁵

10. Giving students top priority

Giving students top priority in boarding school, is a special characteristic or important characteristic of this Quantum Leadership behavior. Prioritizing students in boarding schools and placing students' interests and success more than the interests and success of the teaching staff themselves. Means educators are not only busy with their managerial tasks as learning leaders, but it can also help students perform their duties as students perfectly.

⁵⁴ Thomas Ulun Ismoyo, Kepemimpinan: Usaha Pemberdayaan Pemimpin Baru Menuju Pertumbuhan Organisasi Berkelanjutan, *Jurnal Humaniora*, Vol. 4, No.2, (Oktober 2013): 811-821.

⁵⁵ AB. Susanto, *Super Leadership*, (Jakarta: PT Gramedia Pustaka Utama 2009), 92.

The application of this behavior in pesantren is like accompanying students when learning activities in boarding schools, not only accompanying but also accompanying them, so that they participate directly in student activities. If only accompanying means just sitting together or just accompanying it. But if accompanied, when students have learning that is difficult to understand, educators will always help students complete their assignments. If educators cannot help students in completing their assignments, that is not their field. Then don't break the spirit, but try to find a solution or solution. On one side; First, students must believe that educators will try to find solutions, Such asking assignments to other educators or to find people who can help students in completing their assignments. So, educators continue to help, although it is their with their potential, at least they try to find a solution for students, so that their abilities continue to develop. Second, educators explain themselves according to their understanding.

This opinion is based on the prophet sentence which reads "People who are most loved, and loved by Allah SWT are people who provide the most benefits to others. Namely, people who always eliminate all the troubles of their brothers, paying off their debts, and eliminating their hunger, this action is the practice most loved by Allah SWT Indeed, I walked with one of my brothers to fulfill my needs more like me than giving a 'tikaf in this mosque (Nabawi Mosque) for a month. And anyone who walks with one of his brothers to fulfill his destiny to the end, then Allah will strengthen his legs on the day when all footprints must slip. Surely bad deeds will damage good morals such as vinegar damaging the sweet liquid of honey. "(HR. Ibn Abid Dunya with sanad hasan). So, it can be concluded that Allah SWT will love His servants who always try to help their brothers' needs. And instead, Allah SWT will help him when it's dangerous or precarious.⁵⁶

11. Having behavior ethically

Having a ethical behavior in boarding schools, categorized as honest, fair, sporty, and welcome to students. Examples of behavior are honesty, fairness, sportsmanship, and openness to

⁵⁶ Abu Muhammad Nizamul Adli, Muroja'ah: Muhammad Abduh Tausikal, Muslim.Or.Id.

students such as; do not discriminate students because of their potential, do not speak bad words of other educators in front of students, always clarify all actions that arise due to suspicion from students, position themselves as appropriate to the place of educators, and consider students as their own children. That means, educator must be able to position where he is.

Generally, ethical behavior is behavior that reflects the beliefs or beliefs of individuals and social norms that are generally accepted with respect to the right behavior.⁵⁷ In line with the theory, Suseno's ethical behavior is how one must take a position correctly in front of others.⁵⁸ This ethical behavior is represented in honesty, openness, respect, heartfelt, and full of dedication to educational organizations (loyal to the organization).⁵⁹

12. Persuasi communication

Communication of pesantren educators, is clear and resilient to convince students to change for the better. Persuasion in boarding schools does not use coercion but carried out gently, intensively, and caring. His behavior is like pampering students or being treated, after they are invited. If communication begins with anger, students will tend to ignore invitations from educators. Because the position of an educator with students is different. So, before inviting students to equate with the position of students. Because if students are forced to match the position of educators then it will not be able. Because the capacity is different. The conclusion, ask first what students want, then obey what students want but not to fall into the world of students.

This opinion is based on the theory that persuasion communication is one of the communication tactics that aims to influence students' thoughts and arguments so that they can adjust their desires according to what is expected by the communicator (educator). In addition, persuasion communication also invites and persuades students with the aim

⁵⁷ Ricky W. Griffin and Ronald J. Ebert, Business, Eighth edition, Volume 1,(Jakarta: Erlangga 2007).

⁵⁸ Magnis Suseno dan Frans "Etika dasar : masalah masalah pokok filsafat moral/ Franz MagnisSuseno" (Yogyakarta: Kanisius 1987).

⁵⁹ Christine Ladd Franklin, *Prospektif, Volume 4, Masalah 1-3*, (Penerbit: Pusat Pengkajian Strategi dan Kebijakan (PPSK ; Center for Strategic and Policy studies) 1992), 29.

to change their beliefs, opinions, and attitudes in accordance with the wishes of the communicator (educator) without any element of coercion.⁶⁰

Conclusion

From the description above, explain as that Quantum Leadership as leadership concept that can give great impact for students in learning. So, the learning can be effectively and efficiently. In addition, Quantum Leadership acts as a hologram in education, because the majority of students tend to hone educators from the intellectual and physical aspects of the hologram. In terms of intelligence, students tend to interpret educators in terms of concepts / strategies in delivering learning material in class. Whereas in terms of physical holograms, students can educate educators in physical side, style, or performance in delivering learning material.

Leadership Behavior Quantum educators in improving the education based pesantren quality are; first, seeing and dreaming, by practicing the implied meanings in the five consciousnesses and the trilogy of the santri. Second, nurture with respect, by treating students with respect too. Third, is nurture with love, carried out by instilling directly toward students, through gentle and friendly ways to educator participants. Fourth, nurture with care, by giving specific advice/direction to students. Fifth, visionary supervision, appropriating to Islamic values and modernity. Sixth, directly creating a point for the society, by being involved in local activities such as; participate in HSN commemoration (National Day). Seventh, empathy, is more sensitive to students feelings, by protecting students, and giving gifts to students who complete their tasks well. Eighth, empowerment (cadres of students), by sending students at institutions to each area that requires teaching staff. Ninth, helping students develop and success, by motivating students to have self-actualization in achieving their potential, by requiring students to take part in organizations in boarding schools. Tenth, Giving student top priority, participating in assisting students in boarding schools activities. Eleventh, having ethically, do not discriminate potential students. The twelfth, persuasi communication, are done by pampering students or being treated firstly, after that invite them to learn.

⁶⁰ Herdiyana Maulana, Gumung Gumelar, *Psikologi Komunikasi dan Persuasi* (Jakarta : Akademia Permata 2013).

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