Exploring Leadership Based on Local Wisdom: Leadership Learning in Pesantren

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Abstract:

This study explores local wisdom-based leadership in Islamic boarding schools, using the Suchman Inquiry model as a leadership learning model. This study uses a qualitative approach with a case study. Data collection in this study was carried out circularly using three approaches: l) observation, 2) in-depth interviews, and 3) documentation. Document data analysis was carried out by collecting, selecting, and grouping data, then concluding without eliminating the original value of the data. The results of this study can be used as a basis for developing a local wisdom-based leadership curriculum in Islamic boarding schools. Integrating local values identified through the Suchman Inquiry model will make the curriculum more relevant and contextual for students.

Key Words: *Leadership, Local Wisdom, Suchman Inquiry Model*

Abstrak:

Penelitian ini bertujuan untuk mengeksprorasi kemimpinan berbasis kearifan lokal di pondok pesantren, dengan menggunakan suchman inquiry model untuk dijadikan sebagai model pembelajaran kepemimpinan. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. pengumpulan data pada penelitian ini dilakukan secara sirkuler dengan menggunakan tiga pendekatan yaitu; l) observasi; 2) wawancara mendalam; dan 3) dokumentasi. Analisis data dokumen dilakukan dengan mengumpulkan, menyeleksi, dan mengelompokkan data, kemudian menarik kesimpulan tanpa menghilangkan nilai asli data tersebut. Hasil penelitian ini dapat dijadikan dasar untuk mengembangkan kurikulum kepemimpinan berbasis kearifan lokal di pondok pesantren. Dengan mengintegrasikan nilai-nilai lokal yang diidentifikasi melalui model Suchman Inquiry, kurikulum tersebut akan menjadi lebih relevan dan kontekstual bagi para santri.

Kata Kunci: *Kepemimpinan, Kearifan Lokal, Model Suchman Inquiry*

INTRODUCTION

Leadership been discussed once, and many concepts and theories explain leadership (Fadilah & Solomon, 2023). Leadership is a person's ability to influence others (Asmamaw & Semela, 2023). So, leadership is a gift from God given to his servants because character and character are his gifts.

Leadership in organizations is also called population leadership (Status Leadership), and leadership that exists in individuals without a position is called

personal leadership. Kouzer and Posner explain that leadership is a relationship between constituent and leader based on mutual needs and interests (Islam, 2019). This opinion emphasizes that leadership is a condition of the existence of a leader (member) and a situation that requires each other. In Covey's opinion, leadership includes vision, composing, conveying, and institutionalizing the vision so that other people work to achieve the vision (Lembong et al., 2023). This is done to provide challenges, enthusiasm, and skills and empower and be a role model in the work team and subordinates.

However, not all organizations run well, especially at the Nurul Jadid Islamic boarding school, because of a problem that often occurs in several organizations, one of which is that a leader is negligent in his duties or does not even have a good leadership spirit. This is an urgent problem in the cadre formation of Santri, especially leadership, who are still in the learning stage. For example, santri wants to avoid admitting mistakes, does not want to accept advice, cannot make good decisions, or loses control in public (Muslimah, 2022). Meanwhile, leadership is a behavioral norm used by someone when that person tries to influence other people's behavior as they see it (Batubara, 2020). Therefore, leadership is very urgent in Islam because it will impact what one leads, as the Prophet Muhammadi said. "There will be a leader after me; you will be struck by goodness because of his goodness, and you will be hit by injustice because of his injustice. Listen and obey them as long as they are by the truth. Pray behind them. If they do good, then that is good for you and them. If they do bad things, they will fall on you and their sins on them." (HR: al-Tabarani). From this hadith, we can conclude that a leader plays an essential role in what he leads (Suhadi & Arifianto, 2020).

On the other hand, the facts show that many organizations have not formulated cultural values in leadership practice that are rooted in Indonesian culture itself, thus causing the emergence of an inferior syndrome among decision-makers and a loss of trust in the original culture, which ultimately causes the erosion of national identity (Sahertian et al., 2022; Sanjani et al., 2023). Cultural values very dominantly influence a person's leadership; even the success of a leader is a reflection of the cultural values inherent in him.

Local wisdom is a view of life and knowledge as well as various life strategies in the form of activities carried out by local communities in responding to various problems and meeting their needs (Muhammad & Yosefin, 2021). In this context, we offer an exploration of leadership through the Suchman Inquiry model approach, which can be an essential basis for understanding and developing leadership potential in the Islamic boarding school environment. Exploration is an action to dig, investigate, and understand something better or more profound than previously known. Creative thinking often arises from the discovery or individual investigation of something. Exploration can allow someone to see, understand, feel, and ultimately create something interesting to them (Siagian & Ichsan, 2022). Exploration is field exploration aimed at gaining

more knowledge, especially of the natural resources in that place (Portal, 2023).

The implementation of an organization's vision and mission is very dependent on the leader. A great leader is a leader who can influence other people in carrying out an activity (Mubarok, 2022). Being a leader is more than moving alone; it is about moving and organizing employees to carry out organizational activities. A leader neutralizes the organization's operational activities and maintains a conducive climate between employees so that no factions can hurt the organization. According to Ahmad Mukhlasin, leadership reveals that the head or leader, as an individual, is used to deciding and adopting the correct policies (Kurniyatillah et al., 2021). Wise leaders are not just formed; some are born from themselves, and some learn to become leaders (Yumhi, 2021). Learning to be a leader certainly requires essential steps, such as the inquiry model, which is one of the learning tools for creating leaders by exploring previous leadership.

Previous research on leadership within Islamic boarding schools reveals several significant findings. In examining leadership within Islamic boarding schools, it becomes apparent that the role of leadership models is instrumental in facilitating the schools' activities and fostering their ongoing development (Wajdi et al., 2022; Aisyah et al., 2022; Kurniawan et al., 2022; Samsu et al., 2021; Pramitha, 2021). Of particular significance is the leadership style exhibited by the Kiai, which embodies traits such as responsibility, attentiveness, and profound influence. The Kiai's leadership not only shapes the present but also holds a crucial influence over the future trajectory of these schools by instilling vital leadership values in successive generations. As underscored by previous research, the success or failure of Islamic boarding schools hinges significantly upon the adopted leadership style, highlighting its pivotal role in enhancing institutional effectiveness and efficiency.

Discussions about leadership have been widely discussed, such as research by Alfia Miftakhul Jannah et al. (2021), which explains that the success or failure of Islamic boarding school institutions depends on which leadership style is adopted. Moreover, it must be realized that even though all members are involved in activities, leadership is still a determining factor in effectiveness and efficiency. Apart from that, the results of Muqit's research (2018) stated that the leadership patterns of kiai between traditional Islamic boarding schools and modern Islamic boarding schools or khalaf are different. Both have their respective advantages and disadvantages and assessments of the success of the leadership applied. Research on the inquiry model is also widely discussed, such as Al-Tamimi's research (2023), which suggests that inquiry models act as a stimulant or train teachers in providing learning or serving students to develop understanding in science learning.

Richard Suchman developed the Suchman Inquiry learning model to encourage students to ask and explore answers to these questions through inquiry (Atram & Weshah, 2022). This model has a structure of steps that guide

students through the inquiry process, namely asking questions, gathering information, analyzing information, drawing conclusions, and sharing findings (Payu et al., 2022). This model is designed to be flexible, can be adapted to various learning situations, and can be used in various subjects, including science, social studies, and languages (Gillani, 2019). This model has proven effective in promoting critical thinking skills and encouraging students to participate actively in their learning.

From the several explanations mentioned, the success or failure of an Islamic boarding school depends on the leadership style that will be used as an example or adopted, even though many leadership style methods apply. Likewise, the Suchman inquiry model discussion is often used as a stimulus for understanding lessons. Therefore, researchers are interested in studying the exploration of leadership based on local wisdom through the Suchman inquiry model approach. This differentiates this research from previous research, especially in Islamic boarding schools used for leadership learning in this era. The purpose of this research is to introduce the Suchman Inquisity Model; the model offers a robust framework for stimulating reflection, dialogue, and deep understanding of leadership issues through a question-based approach, organizing ideas, presenting them logically and reasonably to achieve leadership knowledge the Nurul Jadid Islamic Boarding School, by integrating elements of local wisdom.

RESEARCH METHODS

This research uses a qualitative case study method. The case study is in-depth research about an individual, a group, an organization, an activity program, and so on at a particular time. The case study was carried out because it was specific to an in-depth case regarding the development of students from a leadership perspective; this research focused on the leadership learning system carried out by the Nurul Jadid Islamic boarding school.

The data collection technique in this research was carried out circularly using three approaches, namely: l) participant observation; 2) in-depth interviews with Nurul Jadid Islamic boarding school administrators and the head of the education bureau (in-depth interviews); and 3) documentation. Meanwhile, data analysis in this research was carried out through data reduction, data presentation, and drawing conclusions or verification (Munif & Baharun, 2018).

This research describes the implementation of several problem-solving procedures studied by presenting data about exploring leadership based on local wisdom at the Nurul Jadid Islamic Boarding School, using the Suchman Inquisity Model approach so that the object of the problem can be exposed. The research aims to explore leadership using the suchman inquiry model approach carried out by the Nurul Jadid Islamic boarding school, where the suchman inquiry model can be used as a stimulus or framework for leadership learning.

Data obtained from all field notes resulting from interview observations and document review (Fanreza, 2021) will be analyzed and used as a form of focus for leadership learning at the Nurul Jadid Islamic boarding school. Data obtained through observation, interviews, and document review are collected, selected, edited, and then concluded without losing the value of the data itself.

The data presentation, namely a structured information collection, allows for drawing conclusions and taking action. This data presentation summarizes the entire group of data obtained so that it is easy to read and understand. The data can describe the leadership system and methods adopted by the Nurul Jadid Islamic boarding school.

RESULTS AND DISCUSSION

Suchman's Inquiry Model is a teaching strategy that facilitates students' thinking about an event or problem and asking questions to find a solution (Suchman, 2020). Richard Suchman's model supports the belief that students must become independent and skilled learners (Gillani, 2019). This model is intended to help students develop the skills of asking questions, solving problems, and finding solutions and their applications.
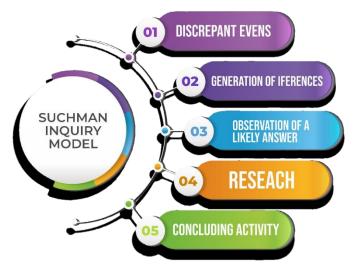

Figure 1. Stages of Suchman Inquiry Model

Discrepant event

Discrepant events are demonstrations that produce unexpected results, which can attract students' attention to a scientific phenomenon (Potok et al., 2023). These events are a teaching strategy to help students develop critical thinking skills, challenging their preconceptions about a topic. Indirectly, the Discrepant Events point in the Suchman Injury model stimulates students to think critically about what is happening around them, which leads to a question. In leadership, a leader needs to turn experiences into valuable lessons. One of the critical skills is the ability to identify problems that may arise in the organization being led.

This process involves observing the system's progress and conducting interviews with relevant experts. A leader must actively observe various aspects of the organization to understand its internal dynamics. By paying attention to ongoing processes, a leader can recognize potential problems before they become more serious. These observations can involve monitoring team performance, analyzing operational data, and understanding interactions between different parts of the organization.

Additionally, interviews with experts in related fields can provide valuable perspectives. Hearing the views of people with specialized knowledge can help leaders better understand the root of the problem. These interviews can also generate innovative ideas to solve problems or prevent them from reoccurring in the future. By combining system observations and expert interviews, a leader can develop a more comprehensive understanding of an organization's challenges. This process not only helps in identifying problems but also opens up opportunities for continuous learning and continuous improvement in leadership.

Leadership learning may be familiar to Santri or students at the Nurul Jadid Islamic boarding school. Because there are many organizations as a place for them to learn, such as intra and extra organizations, from one organization to another can be formed with specific treatments and according to their respective tasks or portions. According to Imdad Robbani, head of the Nurul Jadid Islamic Boarding School education bureau, leadership learning here is born naturally, meaning that leadership is instilled through assignments or in the form of commands, and that is what constitutes leadership training and fosters a sense of responsibility, using an approach and guidance. Previous leaders and students are immediately faced with tasks based on the organization's vision and mission so that they can feel they are in the domain of the structure or culture of the organization. In this domain, students will identify problems according to their duties or responsibilities.

This is a lesson described in the Suhcman inquiry model theory as a first step, namely identifying problems or discrepant events because the students have become part of the organization or become leaders in the organization's sustainability. The function of this learning is that students are faced with a domain that will give rise to critical thinking or lead to questions about whether an organization experiences inequality or is not by its vision and mission.

The caretaker of the Nurul Jadid Islamic Boarding School explained that problems within the Nurul Jadid organization were identified through direct observation of the phenomena. Apart from this, he also added the following examples; first, attention given to governance that may not be appropriate; second, a leadership style that is less democratic, third, lack of discipline towards rules and time

This method was applied and taught by elders or previous leaders and is local wisdom as a form of reference and uswah until now. Dauh Alm. Kyai Hasan

Abdul Wafi, an elder at the Nurul Jadid Islamic Boarding School, conveyed leadership principles with deep meaning. He taught that leadership is best done by feeling what subordinates feel. A practical approach is to use persuasion rather than coercion. Good leadership can also be exemplified first, rather than just providing an idealization and rationalization picture regarding the desired idea or concept (Agus, 2020). This is one example still at Nurul Jadid to ensure the continuity of intra- and extra- or extra-organizational ones.

Generation of iferences

Making inferences is how readers integrate information within or across texts to create new understanding (Listiara et al., 2022). Inference is a mental or logical process for inferring or drawing conclusions from information given or known previously (Aminabadi et al., 2022). It involves utilizing existing knowledge to reach conclusions or fill information gaps. The goal is to take the next step from the results of the problems shown and diagnose the problem. Leaders can distinguish between inferences that relate information in a text and inferences that fill in gaps in information to gain a deeper understanding.

This aims to ensure that a leader can solve a problem prioritized for solving (Mancini et al., 2022). Islamic boarding school teacher Nurul Jadid explained that examples of problems that are prioritized for solving are divided into two categories, namely general and individual problems. These two categories include system improvement and personality development. This division aims to facilitate the problem diagnosis process. This will create a leader's basic thinking pattern in diagnosing problems with division and specific focus.

The priority value in solving problems can be seen from the influence of the problem. We always find organizational problems that start from the personality or system used; this becomes a lesson for the students already in the domain by carrying out the mandate according to their respective duties. Through this experience, the students will know the existing problems, whether they are from the system or personality. This can give rise to critical thinking if there are gaps or imbalances; for example, students will feel that the system is running but not achieving its goals, and this becomes a problem that will become a priority value for solving it. Listyorini also emphasized this statement (2020). The criteria for determining a problem are defined based on the level of urgency, the magnitude of the impact of the problem, and the pattern or tendency for the problem to appear.

Observation of a likely answer

Observation of possible answers refers to analyzing a situation or problem and guessing the most likely answer or solution based on the available information (Costa & Ortale, 2023). This process involves careful observation,

critical thinking, and logical reasoning. This process aims to help leaders identify and develop problems and find solutions to overcome these obstacles.

It is often applied when the availability of information is insufficient to reach a definite conclusion in solving the problem. In such cases, a leader must clarify a problem and then make a guess based on available evidence that can help advance the problem-solving process. In Islam, this concept is referred to as "Tabayyun," which linguistically refers to efforts to seek clarity about something until it is evident and precise. Specifically, this term includes efforts to investigate and filter information carefully and then explain it to those who need it (Hashanah, 2020). This process aims to formulate solutions or alternative solutions to a problem, whether in the context of law, policy, or other fields.

Islamic boarding school teacher Nurul Jadid revealed that before deciding or finding a solution to a problem, the first step is to make observations or collect accurate data. The goal is to avoid mistakes when making decisions or solutions. This approach is similar to "treating the disease with the cure." Islamic boarding school elders emphasized the importance of dealing with problems by thoroughly understanding the root of the problem. Nurainiah (2020) also emphasized this. We should be able to identify the root of the problem to ensure that handling efforts are aimed at the leading cause. It is essential to understand the available solution options or coping strategies and choose an appropriate approach. Once a clear point regarding the problem is revealed, the next step is to look for a suitable recipe or solution.

At the Nurul Jadid Islamic Boarding School, this approach involves various aspects, for example, the psychological aspect, which involves paying attention to psychology; the scientific aspect, which involves exploring various scientific disciplines; and the cost-complaint aspect, which involves considering available funding. This holistic approach has become a guideline and reference that Islamic boarding school elders uphold today.

Reseach

Research is finding new information or knowledge about a particular topic or problem (Hasana et al., 2023). The main goal of research activities is to produce new knowledge that can be used to solve problems using the structure above or develop new theories (Siagian et al., 2022).

Overall, research can be defined as an activity that aims to find new information or knowledge related to a particular topic or problem. Research is carried out by applying systematic and structured methods and techniques, and the results can be various types of output that are useful in solving problems or developing new theories. As a leader, the ability to take appropriate steps in solving a problem is essential, according to the context of the problem.

At the Nurul Jadid Islamic Boarding School, Imdad Rombani explained that research is carried out through a deliberation system that involves related aspects or switches. The goal is to ensure that everyone involved in the

organization can express their opinion, hoping a solution will eventually emerge. This process involves presenting data according to the stages as previously described.

This step is implemented to facilitate decision-making and solutions by involving various parties within the organization. This aims to prevent the emergence of new problems (Ogrodnik et al., 2023). This approach carries a democratic system in the decision and solution-making process. This was expected and taught by elders and previous leaders, such as Dauh Kyai Hasan Abdul Wafi. The aim is to form students who not only submit to authority but can actively participate in decision-making. Allows each party to participate and feel involved in every decision taken. Rohman and Muna (2020) also expressed this in the context of a democratic leadership style. This type represents a leadership approach that focuses on the leader's efforts to involve the participation of his followers in the decision-making process. The positive impact resulting from a participative leadership style is that followers feel they have greater responsibility for achieving organizational goals because they are involved in decision-making. In the Islamic context, deliberation is considered a commendable value in the lives of individuals, families, communities, and countries, as emphasized in many verses of the Qur'an.

Concluding Activity

In one case, the concluding activity can refer to the final part of a presentation or discussion, which contains a summary of the topics discussed and concluded (Jeklin et al., 2020). In this context, the concluding activity is the final step in applying solutions to diagnosed cases. These closing activities may also include recommendations for further actions that can be taken to ensure that the proposed solution can be implemented effectively.

Therefore, concluding activities are essential in ensuring that the proposed solution can be implemented well and provide the expected benefits. This guideline guides a leader in making decisions so that the decisions taken are planned and done appropriately. The Nurul Jadid Islamic boarding school administrator explained that decision-making and its implementation were based on the results of deliberations that were mapped and the problems, in other words, the solutions that would be implemented according to the portion of the problems faced.

This statement was further emphasized by Imdad Rabbani, who stated that involving both leaders and employees in the decision-making process is an initiative to centralize the participation of all parties, thereby creating a sense of shared responsibility and pushing toward success and achieving organizational goals. Thus, this approach aims to create comprehensive involvement in decision-making, with the hope of producing uniform shared responsibility and supporting the achievement of the organization's success and common goals.

CONCLUSION

From the discussion above, it can be concluded that the leadership of the Nurul Jadid Islamic Boarding School is collective and applies assignments as learning in forming leaders, and makes elders or previous leaders as leaders to introduce a democratic leadership style. There are several stages in creating leaders using the Suchman inquiry model at the Nurul Jadid Islamic boarding school. Discrepant events identify problems and recognize problems. Generation of differences diagnoses problems and maps problems to determine which problems should be prioritized for solving. Observation of a likely answer in-depth data mining, clarifying problems that occur. Research the decision-making process and solutions.

The concluding activity involves implementing solutions according to the portion of the problem. This is a concrete bridge in leadership learning to continue the leadership relay at the Nurul Jadid Islamic Boarding School.

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