

# The Influence of Leadership Style and Management of Boarding School on Community Interest (Comparative Study between Modern Islamic Boarding Schools and Salafi Islamic Boarding Schools in Rangkasbitung Lebak)

Rumbang Sirojudin<sup>1</sup>

<sup>1</sup> Jakarta State University, Indonesia; abinalaulad@gmail.com

---

## ARTICLE INFO

### Keywords:

Style leadership ;  
Boarding school management;  
Interest Community

---

### Article history:

Received 2022-01-09

Revised 2022-06-15

Accepted 2022-12-22

---

## ABSTRACT

There have been Islamic boarding schools in Indonesia for as long as there have been schools in general, and they play a crucial role in the country's educational system. The researchers set out to learn how different types of leadership and administration at Islamic boarding schools affect students' level of community interest. With a 2 x 2 factorial experimental design, this study used the ex post facto method, sometimes known as a comparative causal relationship. A questionnaire was employed as the data collection technique for this investigation. Descriptive and inferential statistics were employed to examine the data. Path A two-way ANOVA revealed that Fcount is higher than Ftable (Fcount = 5.81 > Ftable (0.05; 1:116) = 3.92), indicating that count variables contributed more to the overall variation in this path than did table variables. For some reason, in Row B, we see that Fcount is larger than Ftable (Fcount = 8.73 > Ftable (0.01; 1:116) = 6.86). Larger AB interactions are found using Fcount (Fcount = 140.51 > Ftable (0.01; 1:116) = 6.86) when looking at rows A \* B. Findings from this research indicate a positive correlation between leadership styles and community interest. Additionally, modern Islamic boarding schools and Salafi Islamic schools have vastly different approaches to administration.

*This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

## Corresponding Author:

RumbangSirojudin

UniversitasNegeri Jakarta, Indonesia; abinalaulad@gmail.com

---

## 1. INTRODUCTION

Education is a joint effort made by a person or group to change behaviour for the better (Andriani, Kesumawati, & Kristiawan, 2018; McCloskey, 2020; Pea, 2018; Sewell, Haller, & Portes, 2018). Therefore, education humanises humans (Bakken, Brown, & Downing, 2017; Misbah, Gulikers, Dharma, & Mulder, 2020; Saihu & Umar, 2021). In Indonesia, cottage boarding schools are an essential part of the educational system, playing a crucial enough function to eliminate human ignorance that often springs

up far before any other educational institution (school). This boarding school's reputation for producing "militant clerics" who are well-versed in Islamic doctrine and can be relied upon to educate the Indonesian public is evidence that it deserves credit for being an educational institution of distinction. Kyai Abdullah Syukri Zarkasyi argues that boarding school dorms should promote the development of tri-education centres that bring together formal (school) education, informal (family) education, and community-based (family) education (non-formal). In a boarding school setting, it's possible to combine all three of these aspects. Many of them juggle roles as teachers, students, and family caregivers. The schools themselves run the boarding facilities where the students reside (Dacholfany, 2015).

A boarding school is a unique kind of educational institution because it thrives and expands amid a community and is able to integrate all three of the most crucial aspects of a well-rounded education: religious instruction to instil a strong faith, academic instruction to broaden perspectives, and community service to put ideals into action in the lives of students. Faith may instil the spirit of entrepreneurship toward the community, the spirit of independence without clinging to one's own interests at the expense of those of others, and the sense of patriotism toward one's homeland and one's religion, particularly in the context of the colonial past. According to historical accounts, the contribution of pesantren to the development of Indonesian education cannot be divorced from the progress of the country as a whole. In the years before independence, regular recitations elevated the pesantren to the status of the madrasa we know today. (Harahap & Siregar, 2020; Maghfuri & Rasmuin, 2019).

Cottage boarding schools, by their very nature as institutions based in life and society, exert considerable influence over the public life immediately next to them (Zaenurrosyid, 2018). Rural communities of devout Muslims continue to feel the effects of Islamic boarding schools on nearly every facet of daily life (A'la, 2006). This is why the public and cottage boarding schools have a strong bond and dependence. Rather than equating the public with institutional education, as is often the case (Yacub, 1985), we might say that the connection between cottage boarding schools and the public is sufficiently deep and intimate.

**Table 1. Situation Amount Islamic Boarding School and Santri**

Boarding school	Total PP	Number of students	Average
Salafi	1.222	37,489	31
Modern	29	12,598	434

Source: FSPP Kab 2014 \_

From this summary, the question of why more established and newer boarding schools in Lebak Regency are failing arises. This is in stark contrast to the proliferation of new, more progressive boarding schools in the area, which has attracted the attention of researchers since the 1990s.

The phenomenon of modern pesantren expanding in Lebak district and the public's decreasing enthusiasm for Salafi boarding schools have led to the latter's retreat from the field. Scientists have made educated guesses based on preliminary studies and on-site observations of boarding schools such as Latanza Mashiro's modern cottage in Cipanas, Darel-Azhar in Rangkasbitung, and Manahijussadat in Cibadak, DarulQoriin in KalangAnyar, and Modern Darussa'adah Islamic Boarding School in Camargo. As a result, more and more people are interested in enrolling in modern cottage boarding schools for their children's education. This is likely due to the fact that a management or management cottage modern boarding school appears to be more organized with ok, beginning with management preparation, implementation learning, and post-implementation (Jaelani, 2019). Isn't it true that those who possess a foundation in multi-disciplinary education science are more likely to foster an environment that is both orderly and productive since they are leaders in the way that they think? In terms of discipline, however, they are the undisputed masters; practically all leaders at today's elite boarding schools have at least a postgraduate (S2). Researchers are aware of the various forms of temporary management at Salafi boarding schools, such as management or management that adheres to more traditional models, and leaders at these schools who have only completed their formal education

up to the undergraduate (S1) and sometimes only up to the postgraduate (S2). Temporary researchers' speculations about what led to a drop in public interest in salafi's boarding schools should be verified by rigorous study (Hidayati & Humam, 2021). Because of this, the growth of Islamic boarding schools relies heavily on individuals with strong leadership skills (Dhofier, 1994).

According to the background provided, one of the issues with this research is that the majority of boarding schools in the area are Salafi cottages, where students tend to be older and fewer in number (as they have been since before independence), with smaller-than-average enrollments relative to state-run modern boarding schools, where students tend to be younger and in greater numbers (434 vs 31 on average). This study aims to fill out the picture of leadership and management at a cottage boarding school based on the public's interest in this topic.

## 2. METHODS

This study uses ex post facto method or connection causal comparative with design experiment factorial 2 x 2 as follows:

**Table 2.2X2 . FACTORIAL EXPERIMENT DESIGN**

A	A <sub>1</sub>	A <sub>2</sub>
B	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

Information:

A : Leadership style

B : Management of Islamic Boarding Schools

A<sub>1</sub>B<sub>1</sub> : A democratic leadership style group managing a modern Islamic boarding school.

A<sub>2</sub>B<sub>1</sub> : The authoritarian leadership style group with the management of a modern Islamic boarding school .

A<sub>1</sub>B<sub>2</sub> : Community groups in a democratic leadership style with the management of a salafi Islamic boarding school.

A<sub>2</sub>B<sub>2</sub> : The authoritarian leadership style group with the management of a salafi Islamic boarding school.

A : Leadership style

B : Job satisfaction

A<sub>1</sub> : Democratic  
School

Leadership B<sub>1</sub> : Modern Islamic Boarding

A<sub>2</sub> : Authoritarian Leadership

B<sub>2</sub> : Salafi Islamic Boarding School

In research, this data collection used use Instrument shaped questionnaire. Instrument tested more formerly before used in research. Test instrument includes validity and reliability tests.

The data analysis used for the study is analysis descriptive and inferential analysis. Analysis descriptive used in Thing data presentation, size centre, and size deployment. Data analysis with descriptive could be served in shape table distribution and histogram. Size central are the mean, median and mode. Size deployment is variance and deviation raw.

Analysis inferential using 2-factor ANOVA. Previously needed to test requirements analysis data, that is, using normality, homogeneity and linearity tests regression. For the test hypothesis study used technique data analysis with the use of Analysis variance (Anova), two factors (factorial design 2x2) at level 0.05 significance for compare difference influence between the group as a consequence of existence influence interaction used the T2 – Hotelling test whose results are transformed in the F test.

### 3. FINDINGS AND DISCUSSION

#### Data Description

Analysis statistics descriptive done for display interest society obtained from treatment style leadership and attributes management cottage boarding school obtained from result deployment questionnaire ( questionnaire ). Table 3 below this is a recapitulation score interest society.

**Table 3. Recapitulation of Community Interest Scores for All Group**

B		A		
		A <sub>1</sub>	A <sub>2</sub>	Total B
B <sub>1</sub>	n	30	30	60
	mean	177.37	148.57	162.97
	S <sup>2</sup>	67.48	115.91	301.02
	S	8.21	10.77	17.35
	median	177.5	148,5	166,0
	Modus	168	146	168
B <sub>2</sub>	N	30	30	60
	Mean	147,47	166,53	157,00
	S <sup>2</sup>	146,67	159,15	242,75
	S	12,11	12,62	15,58
	Median	149,5	164,0	158,0
	Modus	141	163	163
Total A	n	60	60	
	Mean	162.42	157.5 5	
	S <sup>2</sup>	332.55	217.27	
	S	18,24	14.74	
	Median	163.5	159.0	
	Mode	141	164	

Description :

A1 : Leadership Style Group Democratic

A2 : Leadership Style Group Authoritarian

B1 : Group Management Cottage Modern Islamic Boarding School

B2 : Group Management Cottage Salafi Islamic Boarding School

#### 1. Community Interest Score in Leadership Style Democratic (A<sub>1</sub>)

Based on the data collected from the respondent, as many as 60 people, it is known to score interest society on style leadership democratic obtained a score highest 197; score lowest of 111; an average score of 162.42; a median value of 163.5; a mode value of 141; a variance 332.55; deviation standard 18.24. Next summary description score interest society on style leadership democratic arranged in table distribution frequency as follows:

**Table 4. Distribution Frequency Group A<sub>1</sub>**

No	Interval Class			Limit		Frequency		
				Lower	On	Absolute	cumulative	Relatively
1	111	-	123	110.5	123.5	1	1	1.67%
2	124	-	136	123.5	136.5	3	4	5,00%
3	137	-	149	136,5	149,5	11	15	18,33%
4	150	-	162	149,5	162,5	14	29	23,33%
5	163	-	175	162,5	175,5	13	42	21,67%
6	176	-	188	175,5	188,5	16	58	26,67%
7	189	-	201	188,5	201,5	2	60	3,33%
						<b>60</b>		<b>100%</b>

The distribution frequency score interest society on style leadership democratic in table 4 can be made in shape histogram graph as follows:

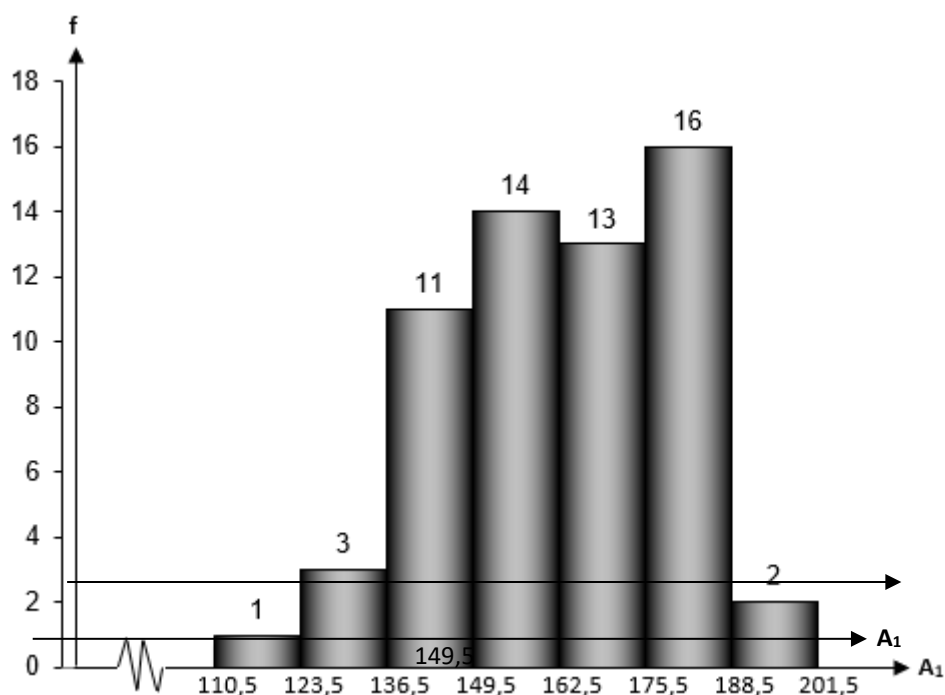


Figure 1.  
Distribution Histogram Graph Frequency Group A<sub>1</sub>

2. Community Interest Score in Leadership Style Authoritarian (A2)

Based on the data collected from the respondent, as many as 60 people, it is known to score interest society style leadership authoritarian obtained a score highest 200; score lowest of 124; an average score of 157.55; a median value of 159.0; a mode value of 164; a variance 2172753; deviation standard 14.74. Next summary description score interest society on style leadership authoritarian arranged in table distribution frequency as follows;

Table 4.3 Distribution Frequency Group A<sub>2</sub>

No	Interval Class	Limit		Frequency		
		Lower	On	Absolute	cumulative	Relatively
1	124 - 134	123,5	134,5	2	2	3,33%
2	135 - 145	134,5	145,5	11	13	18,33%
3	146 - 156	145,5	156,5	14	27	23,33%
4	157 - 167	156,5	167,5	19	46	31,67%
5	168 - 178	167,5	178,5	11	57	18,33%
6	179 - 189	178,5	189,5	1	58	1,67%
7	190 - 200	189,5	200,5	2	60	3,33%
				<b>60</b>	<b>60</b>	<b>100%</b>

The distribution frequency score interest society on style leadership authoritarian in table 4.3 can be made in shape histogram graph as follows:

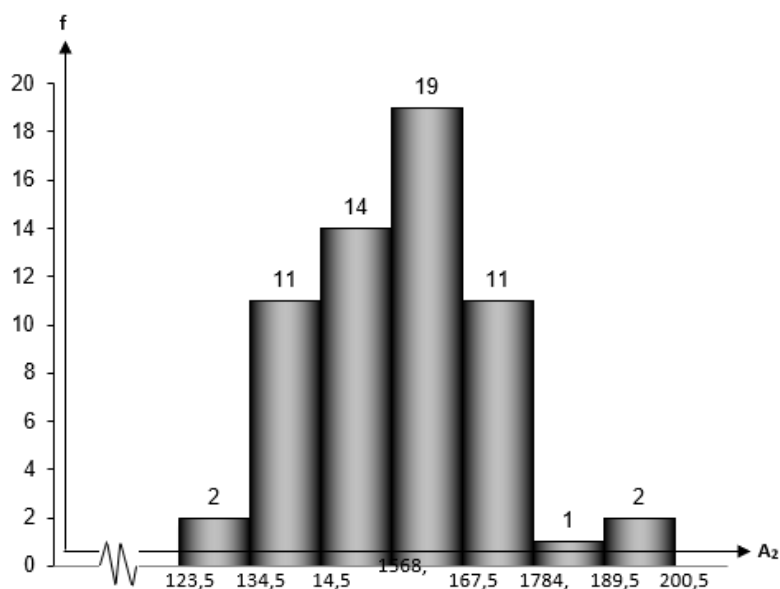


Figure 2. Distribution Histogram Graph Frequency Group A<sub>2</sub>

3. Community Interest Score with Management Cottage Modern Islamic Boarding School (B<sub>1</sub>)

Based on the data collected from the respondent as many as 60 people, it is known to score interest public with management cottage modern boarding school found score highest 197; score lowest 124; with an average score of 162.97; median value 166.0; mode value 168; variance 301.02; deviation default 17.35. Next summary description score interest public with management cottage modern boarding school arranged in table distribution frequency as follows:

Table 6. Distribution Frequency Group B<sub>1</sub>

No	Interval Class	Limit		Frequency		
		Lower	On	Absolute	cumulative	Relatively
1	124 - 134	123,5	134,5	2	2	3,33%
2	135 - 145	134,5	145,5	9	11	15,00%
3	146 - 156	145,5	156,5	12	23	20,00%
4	157 - 167	156,5	167,5	9	32	15,00%
5	168 - 178	167,5	178,5	14	46	23,33%
6	179 - 189	178,5	189,5	12	58	20,00%
7	190 - 200	189,5	200,5	2	60	3,33%
				<b>60</b>		<b>100%</b>

The distribution frequency score interest public with management cottage modern pesantren in table 6 can be made in shape histogram graph as following

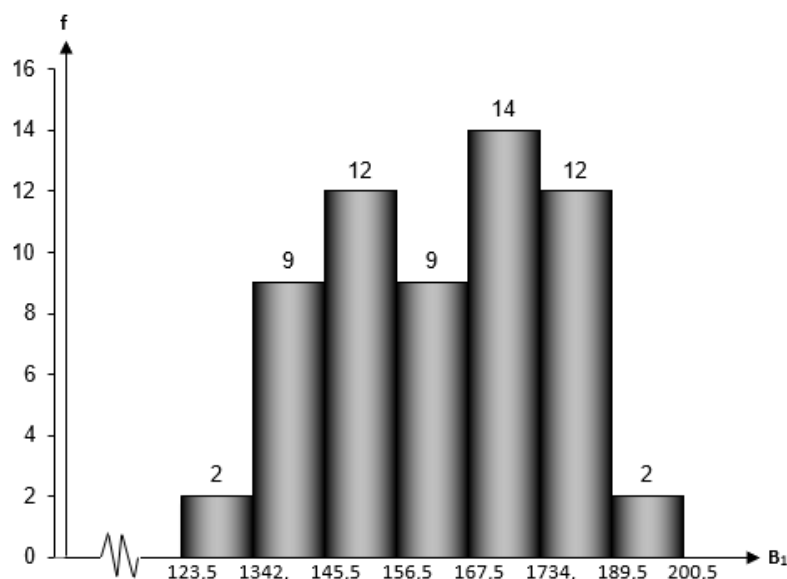


Figure 3. Distribution Histogram Graph Frequency Group B<sub>1</sub>

4. Community Interest Score with Management Cottage Salafi Islamic Boarding School (B<sub>2</sub>)

Based on the data collected from the respondent as many as 60 people, it is known score interest public with management cottage boarding school salafi obtained score highest 200; score lowest 111; an average score of 157.00; median value 158.0; mode value 163; variance 242.75; deviation standard 15.58. Next summary description score interest public with management cottage boarding school Salafi arranged in table distribution frequency as follows:

Table 7. Distribution Frequency Group B<sub>2</sub>

No	Interval Class	Limit		Frequency		
		Lower	On	Absolute	cumulative	Relatively
1	111 - 123	110.5	123.5	1	1	1.67%
2	124 - 136	123.5	136.5	3	4	5,00%
3	137 - 149	136,5	149,5	13	17	21,67%
4	150 - 162	149,5	162,5	21	38	35,00%
5	163 - 175	162,5	175,5	15	53	25,00%
6	176 - 188	175,5	188,5	5	58	8,33%
7	189 - 201	188,5	201,5	2	60	3,33%
				<b>60</b>		<b>100%</b>

Distribution frequency score interest public with management cottage boarding school Salafi in table 7 can make in shape histogram graph as follows:

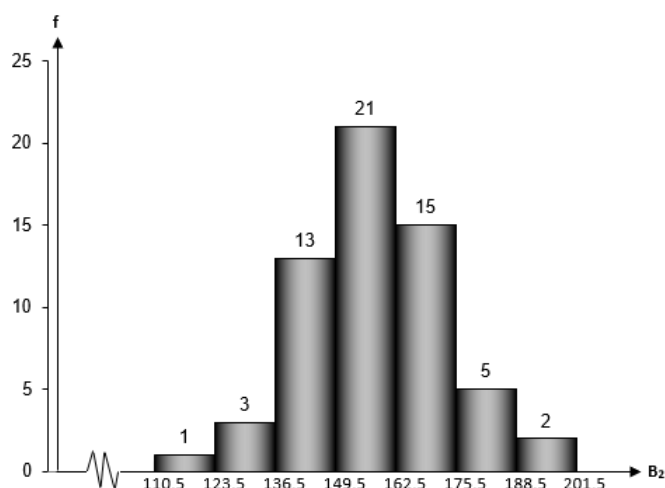


Figure 4. Distribution Histogram Graph Frequency Group B<sub>2</sub>

**5. Community Interest Score in Leadership Style Democratic with Management Cottage Modern Islamic Boarding School (A<sub>1</sub>B<sub>1</sub>)**

Based on the data collected from the respondent as many as 30 people, it is known to score interest society on style leadership democratic with management cottage modern boarding school found scored highest 197; score lowest 162; an average score of 177.37; median value of 177.5; mode value 168; variance 67.48; deviation standard 8.21. Next summary description score interest society on style leadership democratic with management cottage modern boarding school arranged in table distribution frequency as follows:

**Table 8. Distribution Frequency Group A<sub>1</sub>B<sub>1</sub>**

No	Interval Class	Limit		Frequency		
		Lower	On	Absolute	cumulative	Relatively
1	162 - 167	161.5	167.5	3	3	10.00%
2	168 - 173	167.5	173,5	7	10	23,33%
3	174 - 179	173,5	179,5	6	16	20,00%
4	180 - 185	179,5	185,5	11	27	36,67%
5	186 - 191	185,5	191,5	1	28	3,33%
6	192 - 197	191,5	197,5	2	30	6,67%
				<b>30</b>		<b>100%</b>

Distribution frequency score interest society on style leadership democratic with management cottage modern pesantren in table 4.6 can be made in shape histogram graph as follows:

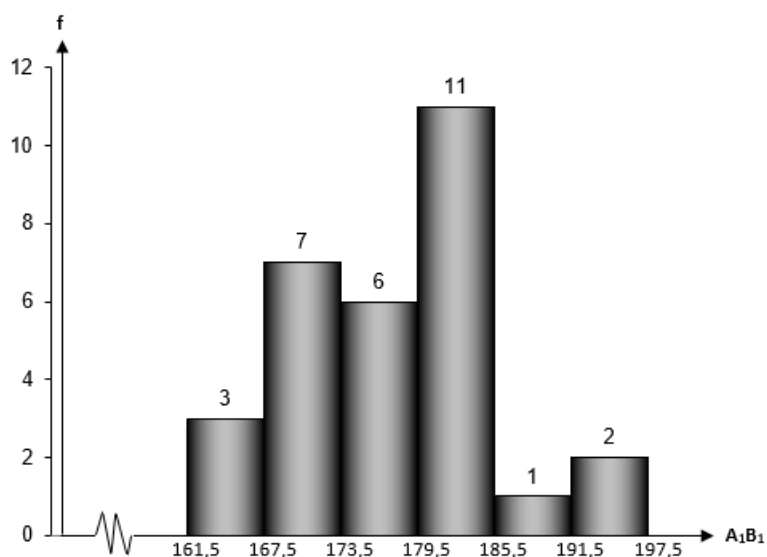


Figure 5. Distribution Histogram Graph Frequency Group A<sub>1</sub>B<sub>1</sub>

6. Community Interest Score in Leadership Style Authoritarian with Management Cottage Modern Islamic Boarding School (A<sub>2</sub>B<sub>1</sub>)

Based on the data collected from the respondent as many as 30 people, it is known to score interest society on style leadership authoritarian with management cottage modern boarding school found score highest 168; score lowest 124; the average score is 148.57; median value of 148.5; mode value 146; variance 115.91; deviation standard 10.77. Next summary description score interest society on style leadership authoritarian with management cottage modern boarding school arranged in table distribution frequency as follows:

Table 9. Distribution Frequency Group A<sub>2</sub>B<sub>1</sub>

No	Interval Class	Limit		Frequency		
		Lower	On	Absolute	cumulative	Relatively
1	124 - 131	123.5	131.5	1	1	3.33%
2	132 - 139	131.5	139.5	5	6	16.67%
3	140 - 147	139.5	147.5	8	14	26.67%
4	148 - 155	147.5	155.5	8	22	26.67%
5	156 - 163	155.5	163.5	4	26	13.33%
6	164 - 171	163.5	171.5	4	30	13.33%
				<b>30</b>		<b>100%</b>

The distribution frequency score interest society on style leadership authoritarian with management cottage modern pesantren in table 4.7 can be made in shape histogram graph as follows:

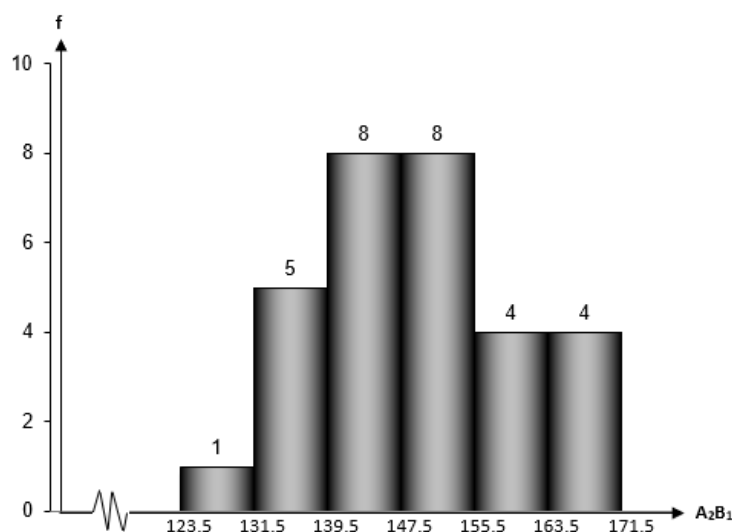


Figure 6 Distribution Histogram Graph Frequency Group A<sub>2</sub>B<sub>1</sub>

**7. Score Community interest in Leadership Style Democratic with Management Cottage Salafi Islamic Boarding School (A<sub>1</sub>B<sub>2</sub>)**

Based on the data collected from the respondent as many as 30 people, it is known to score interest society on style leadership democratic with management cottage boarding school salafi obtained score highest 164; score lowest 111; an average score of 147.47; median value of 149.5; mode value 141; variance 146.67; deviation standard 12.11. Next summary description score interest society on style leadership democratic with management cottage boarding school Salafi arranged in table distribution frequency as follows:

**Table 10. Distribution Frequency Group A<sub>1</sub>B<sub>2</sub>**

No	Interval Class	Limit		Frequency		
		Lower	On	Absolute	cumulative	Relatively
1	111 - 119	110,5	119,5	1	1	3,33%
2	120 - 128	119,5	128,5	2	3	6,67%
3	129 - 137	128,5	137,5	1	4	3,33%
4	138 - 146	137,5	146,5	9	13	30,00%
5	147 - 155	146,5	155,5	8	21	26,67%
6	156 - 164	155,5	164,5	9	30	30,00%
				<b>30</b>		<b>100%</b>

Distribution frequency score interest society on style leadership democratic with management cottage boarding school Salafi in table 4.8 can make in shape histogram graph as follows:

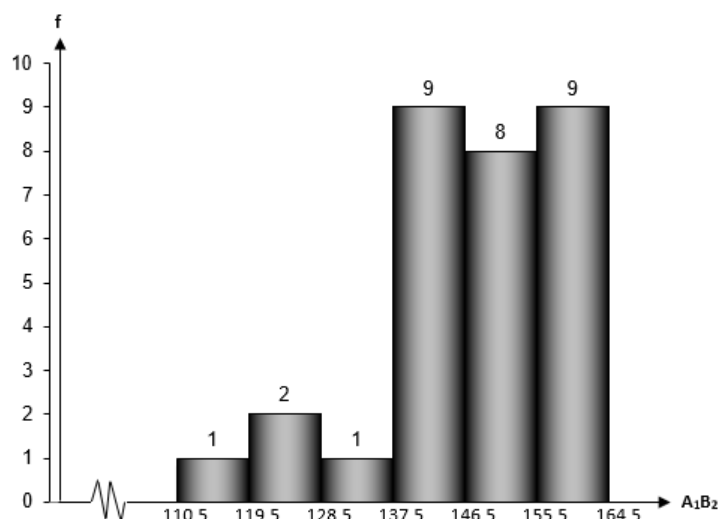


Figure 7. Distribution Histogram Graph Frequency Group A<sub>1</sub>B<sub>2</sub>

8. Community Interest Score in Leadership Style Authoritarian with Management Cottage Salafi Islamic Boarding School ( A<sub>2</sub>B<sub>2</sub> )

Based on the data collected from the respondent as many as 30 people, it is known to score interest society on style leadership authoritarian with management cottage boarding school salafi obtained a score highest 200; score lowest of 139; the average score of 166.53; median value of 164.0; mode value 163; variance 159.15; deviation standard 12.62. Next summary description score interest society on style leadership authoritarian with management cottage boarding school Salafi arranged in table distribution frequency as follows:

Table 11. Distribution Frequency Group A<sub>2</sub>B<sub>2</sub>

No	Interval Class	Limit		Frequency		
		Lower	On	Absolute	cumulative	Relatively
1	139 - 149	138,5	149,5	2	2	6,67%
2	150 - 160	149,5	160,5	6	8	20,00%
3	161 - 171	160,5	171,5	13	21	43,33%
4	172 - 182	171,5	182,5	7	28	23,33%
5	183 - 193	182,5	193,5	1	29	3,33%
6	194 - 204	193,5	204,5	1	30	3,33%
				<b>30</b>		<b>100%</b>

Distribution frequency score interest society on style leadership authoritarian with management cottage boarding school Salafi in table 4.9 can be made in shape histogram graph as follows:

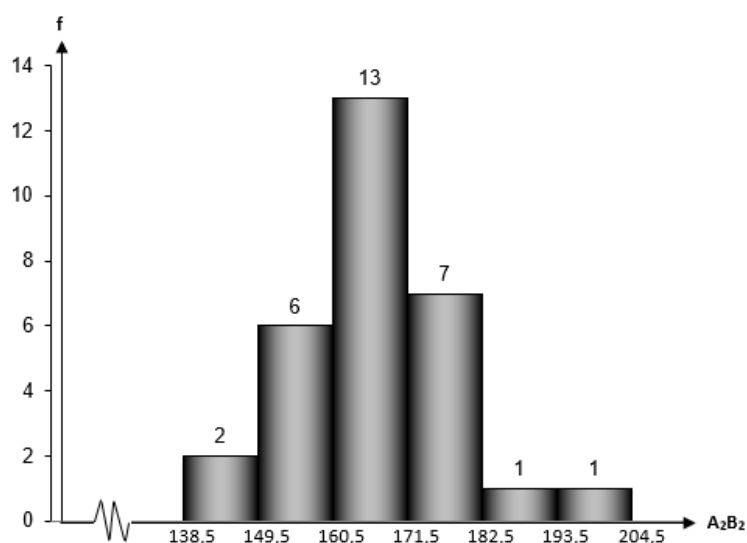


Figure 8 Distribution Histogram Graph Frequency Group A<sub>2</sub>B<sub>2</sub>

## Test Condition Analysis

### 1. Normality Test

#### a. Normality Test Group A<sub>1</sub>

The criteria used in the normality test is that the sample score interest society on style leadership democratic, come from population that is normally distributed if  $L_{count} < L_{table}$ .  $L_{count}$  \_ biggest is 0.0655,  $L_{table}$  for  $n = 60$  with level significant 0.05 is 0.114. With this can be concluded data A<sub>1</sub> is normally distributed.

#### b. Normality Test Group A<sub>2</sub>

The criteria used in the normality test is that the sample score interest society on style leadership authoritarian, origin from population that is normally distributed if  $L_{count} < L_{table}$ .  $L_{count}$  \_ biggest is 0.0718,  $L_{table}$  for  $n = 60$  with level significant 0.05 is 0.114. With thus can be concluded data A<sub>2</sub> is normally distributed.

#### c. Normality Test Group B<sub>1</sub>

The criteria used in the normality test is that the sample score interest the public with management cottage modern boarding school, originating from population that is normally distributed if  $L_{count} < L_{table}$ .  $L_{count}$  \_ the biggest is 0.0904,  $L_{table}$  for  $n = 60$  with level significant 0.05 is 0.114. With thus can be concluded data B<sub>1</sub> is normally distributed.

#### d. Normality Test Group B<sub>2</sub>

The criteria used in the normality test is that the sample score interest the public with management cottage boarding school Salafi, comes from population that is normally distributed if  $L_{count} < L_{table}$ .  $L_{count}$  \_ biggest is 0.0934,  $L_{table}$  for  $n = 60$  with level significant 0.05 is 0.114. With thus can be concluded data B<sub>2</sub> normal distribution.

#### e. Normality Test Group A<sub>1</sub>B<sub>1</sub>

The criteria used in the normality test is that the sample score interest society on style leadership democratic with management \_ cottage modern boarding school, originating from the normally distributed population if  $L_{count} < L_{table}$ .  $L_{count}$  \_ biggest is 0.0829,  $L_{table}$  for  $n = 30$  with level significant 0.05 is 0.161. With this can be concluded data A<sub>1</sub>B<sub>1</sub> is normally distributed.

**f. Normality Test Group A<sub>2</sub>B<sub>1</sub>**

The criteria used in the normality test is that the sample score interest society on style leadership authoritarian with management cottage modern boarding school, originating from population that is normally distributed if  $L_{count} < L_{table}$ .  $L_{count\_biggest}$  is 0.0813,  $L_{table}$  for  $n = 30$  with level significant 0.05 is 0.161. With thus can be concluded data A<sub>2</sub>B<sub>1</sub> is normally distributed.

**g. Normality Test Score Group A<sub>1</sub>B<sub>2</sub>**

The criteria used in the normality test is that the sample score interest society on style leadership democratic with management \_ cottage boarding school Salafi , come from from population that is normally distributed if  $L_{count} < L_{table}$ .  $L_{count\_biggest}$  is 0.1102,  $L_{table}$  for  $n = 30$  with level significant 0.05 is 0.161. With thus can be concluded data A<sub>1</sub>B<sub>2</sub> is normally distributed.

**h. Normality Test Score Group A<sub>2</sub>B<sub>2</sub>**

The criteria used in the normality test is that the sample score interest society on style leadership authoritarian with management cottage boarding school Salafi , comes from population that is normally distributed if  $L_{count} < L_{table}$ .  $L_{count\_biggest}$  is 0.1192,  $L_{table}$  for  $n = 30$  with level significant 0.05 is 0.161. With this can be concluded data A<sub>2</sub>B<sub>2</sub> is normally distributed.

**Table 12. Summary of Normality Test Results**

Group	L <sub>count</sub>	L <sub>table</sub>	Information
A <sub>1</sub>	0.0655	0.114	Normal Distribution
A <sub>2</sub>	0.0718	0.114	Normal Distribution
B <sub>1</sub>	0.0904	0.114	Normal Distribution
B <sub>2</sub>	0.0934	0.114	Normal Distribution
A <sub>1</sub> B <sub>1</sub>	0.0829	0.161	Normal Distribution
A <sub>2</sub> B <sub>1</sub>	0.0813	0.161	Normal Distribution
A <sub>1</sub> B <sub>2</sub>	0.1102	0.161	Normal Distribution
A <sub>2</sub> B <sub>2</sub>	0.1192	0.161	Normal Distribution

Description :

- A<sub>1</sub> = Interest score society on style leadership democratic
- A<sub>2</sub> = Interest score society on style leadership authoritarian
- B<sub>1</sub> = Interest score public with management modern boarding school
- B<sub>2</sub> = Interest score public with management boarding school Salafi
- A<sub>1</sub>B<sub>1</sub> = Interest score society on style leadership democratic with management cottage modern boarding school
- A<sub>2</sub>B<sub>1</sub> = Interest score society on style leadership authoritarian with management cottage modern boarding school
- A<sub>1</sub>B<sub>2</sub> = Interest score society on style leadership democratic with management cottage boarding school Salafi
- A<sub>2</sub>B<sub>2</sub> = Interest score society on style leadership authoritarian with management cottage boarding school salaf.

**2. Homogeneity Test**

Homogeneity test for group treatment (A) and group attribute (B) using the F test. While testing for 4 groups cell design experiment using Bartlett's test at level = 0.05. A homogeneity test is done to determine whether the variance population character his.

**a. Homogeneity Test variance Group A<sub>1</sub> and Group A<sub>2</sub>**

The hypothesis tested:  $H_0 : \sigma^2_{A1} = \sigma^2_{A2}$

$H_1 : \sigma^2_{A1} \neq \sigma^2_{A2}$

$H_1 : \text{not } H_0$

Based on results calculation above obtained that  $F_{count} = 1.53$  more small from  $F_{table(0.05; 59; 59)} = 1.54$ , then  $H_0$  is accepted. It means style leadership from the second group treatment has the same variance ( homogeneous ).

**b. Homogeneity Test variance Group B<sub>1</sub> and Group B<sub>2</sub>**

The hypothesis tested :  $H_0 : \sigma^2_{B1} = \sigma^2_{B2}$

$H_0 : \sigma^2_{B1} = \sigma^2_{B2}$

$H_1 : \text{not } H_0$

Based on the results calculation above obtained that  $F_{count} = 1.24$  more small from  $F_{table(0.05; 59; 59)} = 1.54$ , then  $H_0$  is accepted. It means management cottage boarding schools from second group attribute have the same variance ( homogeneous ).

**c. Homogeneity Test variance Group A<sub>1</sub>B<sub>1</sub>, A<sub>1</sub>B<sub>2</sub>, A<sub>2</sub>B<sub>1</sub>, and A<sub>2</sub>B<sub>2</sub>**

The hypothesis tested:  $H_0 : \sigma^2_{A1B1} = \sigma^2_{A1B2} = \sigma^2_{A2B1} = \sigma^2_{A2B2}$

$H_0 : \sigma^2_{A1B1} = \sigma^2_{A1B2} = \sigma^2_{A2B1} = \sigma^2_{A2B2}$

$H_1 : \text{not } H_0$

Criteria the test is accept  $H_0$  if  $\chi^2_{count} < \chi^2_{table}$  in level real = 0.05. Based on calculation obtained mark  $\chi^2_{count} = 5.98$ ; whereas  $\chi^2_{tables}$  for level significance ( $\alpha$ ) 0.05 with total group  $4 - 1 = 3$  is 7.82 means  $\chi^2_{count} (5.98) < \chi^2_{tables(0.05;3)} (7.82)$  means variance from fourth group the is homogeneous .

**Table 13. Summary of Test Results Homogeneity**

Group	Variance	Variance Combined	$\chi^2_{count}$	$\chi^2_{tables}$	Conclusion
A <sub>1</sub> B <sub>1</sub>	67.48				
A <sub>2</sub> B <sub>1</sub>	115.91	122.30	5.98	7.82	Homogeneous
A <sub>1</sub> B <sub>2</sub>	146.67				
A <sub>2</sub> B <sub>2</sub>	159.15				

Description :

A<sub>1</sub>B<sub>1</sub> = Interest score society on style leadership democratic with management cottage modern boarding school

A<sub>2</sub>B<sub>1</sub> = Interest score society on style leadership authoritarian with management cottage modern boarding school

A<sub>1</sub>B<sub>2</sub> = Interest score society on style leadership democratic with management cottage boarding school Salafi

A<sub>2</sub>B<sub>2</sub> = Interest score society on style leadership authoritarian with management cottage boarding school Salafi

$\chi^2_{count}$  =Price of chi-squared count

$\chi^2_{tables}$  =Price of chi-squared table .

**Discussion**

Hypothesis 1, based on results analysis variance two path on line A found that  $F_{count}$  more big from  $F_{table} ( F_{count} = 5.81 > F_{table(0.05; 1; 116)} = 3.92)$ . It shows that the score interests public there is a significant difference. Between style leadership democratic with style leadership authoritarian (Hasnawati, 2022). The difference showed with an average score of interest society on style leadership democratic of 162.42 and the average score of interest society on style leadership authoritarian of

157.55. This thing means that \_ there is a difference score of the interest society on the style of democratic leadership and the score of the interest society on the style of authoritarian leadership.

Hypothesis 2, based on results analysis variance two path on line B found that  $F_{count}$  more big from  $F_{table}$  ( $F_{count} = 8.73 > F_{table(0.01; 1; 116)} = 6.86$ ). It shows that score interest public there is a very significant difference Among management cottage modern boarding school with management cottage boarding school Salafi. The difference showed with the average score \_ of interest public with management cottage modern pesantren is 162,97.69, and the average score is interest public with management cottage boarding school Salafi of 157.00. This thing means that \_ there is a difference score of interest public with management cottage modern boarding school and scores interest public with management cottage boarding school Salafi.

Hypothesis 3, based on results analysis variance two path on line A \* B found that  $F_{count}$  more AB interactions big from  $F_{table}$  ( $F_{count} = 140.51 > F_{table(0.01; 1; 116)} = 6.86$ ). This thing means that there is influence very significant interaction Among style leadership and management cottage boarding school to interest society because there influence very significant interactions, then next with Tukey test for the fourth cell design experiment.

Hypothesis 4, based on Tukey test results score interest public with management cottage modern boarding school , value  $Q_{count} = 14.26$  more big from  $Q_{table(0.01; 4; 30)} = 4.80$ . This thing means that there is a difference in score of interest society on style leadership democratic and style leadership authoritarian, in management cottage modern boarding school. Thus, this could conclude that the score interest the public with management cottage modern boarding school, in groups style leadership democratic taller than group style leadership authoritarian.

Hypothesis 5, based on Tukey test results score, interests the public with management cottage boarding school Salafi obtained a mark  $Q_{count} = 9.44$  more big from  $Q_{table(0.01; 4; 30)} = 4.80$ . This thing means that there is a difference in score interest society in style leadership democratic and in style leadership authoritarian, on management cottage boarding school Salafi. With thus could be concluded that on the score interest public with management cottage boarding school Salafi, in group style leadership democratic lower than the group on style leadership authoritarian.

Hypothesis 6, based on Tukey test results score interest society on style leadership democratic , value  $Q_{count} = 14.80$  more big from  $Q_{table(0.01; 4; 30)} = 4.80$ . This thing means that there is a difference in score interest society on style leadership democratic, with management cottage modern boarding school and management cottage boarding school Salafi . With this could concluded that the score interest society on style leadership democratic, with management cottage more modern boarding school tall than the group with management cottage boarding school Salafi.

Hypothesis 7, based on Tukey test results score, interest society in style leadership authoritarian, value  $Q_{count} = 8.89$  more big from  $Q_{table(0.01; 4; 30)} = 4.80$ . This thing means that there is a difference in the score interest of society on style leadership authoritarian with management cottage modern boarding school and management cottage boarding school Salafi. With this could be concluded that the score interest the public style leadership authoritarian, on management cottage more modern boarding school low than management cottage boarding school Salafi. This research is not in line with the research by (Syafe'i, 2017) that the modern boarding school system of administration, management, and governance of institutions is more open than the system of cottage boarding school Salafi.

Management of Salafi Islamic boarding schools with a more democratic leadership style has higher public interest ratings than management with a more authoritarian leadership style. Therefore, it may be stated that the management of Salafi Islamic boarding schools with a democratic leadership style has a lower community interest score than the management of Salafi Islamic boarding schools with an authoritarian leadership style. That is to say, authoritarian Salafi pesantren administration is preferable to democratic Salafi administration. Management of a modern Islamic boarding school with a democratic leadership style outperforms the management of a Salafi Islamic boarding school with a democratic leadership style on measures of public interest. Management of a modern Islamic boarding school vs management of a Salafi Islamic boarding school with an authoritarian leadership

style affects public interest ratings differently. Organizational governance relies heavily on leadership style (Anderson Matthew, 2017; Gipson, Pfaff, Mendelsohn, Catenacci, & Burke, 2017; Nguyen, Mia, Winata, & Chong, 2017; Sfantou et al., 2017), and this holds true even for Islamic boarding schools. Opinions on the company as a whole will shift as a result of the leadership style. The success and popularity of any group, including Islamic boarding schools, depends on the quality of its leadership.

## 9. CONCLUSION

The democratic leadership style and the authoritarian style are very different from one another. The administration of Salafi Islamic boarding schools is very different from that of current Islamic boarding schools. The public's disapproval is reflected in the higher average score given to Salafi Islamic boarding schools, which are less popular than modern Islamic boarding schools. Community involvement is influenced in a two-way fashion by the Islamic boarding school's leadership and management. Scores for the public good are different for modern pesantren run by democratic leaders compared to those run by authoritarian leaders. Thus, it may be argued that the public is more invested in the democratic administration of modern Islamic boarding schools than in the administration of such schools by those with an authoritarian worldview. That is to say, democratic management of modern pesantren is preferable to authoritarian management of modern pesantren.

## REFERENCES

- A'la, A. (2006). *Pustaka Pesantren*. Yogyakarta.
- Anderson Matthew. (2017). Transformational Leadership in Education: A Review of Existing Literature. *International Social Science Review*, 93(1), 1–16. Retrieved from [https://www.jstor.org/stable/90012919#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/90012919#metadata_info_tab_contents)
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific and Technology Research*, 7(7), 19–29.
- Bakken, L., Brown, N., & Downing, B. (2017). Early childhood education: The long-term benefits. *Journal of Research in Childhood Education*, 31(2), 255–269.
- Dacholfany, M. I. (2015). Leadership Style in Character Education at The Darussalam Gontor Islamic Boarding. *Al-Ulum*, 15(2), 447–464.
- Depag, R. I. (1985). *Pedoman Pembinaan Pondok Pesantren*. Jakarta: Depag.
- Dhofier, Z. (1994). *Tradisi Pesantren*, cet. VI, Jakarta: LP3ES.
- Gipson, A. N., Pfaff, D. L., Mendelsohn, D. B., Catenacci, L. T., & Burke, W. W. (2017). Women and leadership: Selection, development, leadership style, and performance. *The Journal of Applied Behavioral Science*, 53(1), 32–65.
- Harahap, M., & Siregar, L. M. (2020). Dinamika Pondok Pesantren Dalam Membina Keberagamaan Santri Kabupaten Padang Lawas. *JKIP : Jurnal Kajian Ilmu Pendidikan*, 1(1), 26–36. <https://doi.org/10.55583/jkip.v1i1.66>
- Hasnawati, S. A. (2022). GAYA KEPEMIMPINAN DALAM PONDOK PESANTREN. *Kepemimpinan Dan Perilaku Organisasi Dalam Pondok Pesantren*, 35.
- Hidayati, Z., & Humam, M. F. (2021). Eksistensi Pesantren Salaf di Tengah Arus Modernisasi. *Panangkaran: Jurnal Penelitian Agama Dan Masyarakat*, 5(2), 209–233. <https://doi.org/10.14421/panangkaran.v5i2.2674>
- JAELANI, A. (2019). MANAJEMEN MUTU PROGRAM TAHFIZ AL-QUR'AN DI PONDOK PESANTREN PUTERI AL-LATIFIYYAH PALEMBANG. UIN RADEN FATAH PALEMBANG.
- Maghfuri, A., & Rasmuin, R. (2019). Dinamika Kurikulum Madrasah Berbasis Pesantren Pada Abad Ke-20 (Analisis Historis Implementasi Kurikulum Madrasah). *Tadbir : Jurnal Studi Manajemen Pendidikan*, 3(1), 1. <https://doi.org/10.29240/jsmp.v3i1.794>

- McCloskey, S. (2020). Pedagogy of the oppressed. In *Policy and Practice* (Vol. 2020, pp. 203–209). Routledge. <https://doi.org/10.4324/9781003060635-5>
- Misbah, Z., Gulikers, J., Dharma, S., & Mulder, M. (2020). Evaluating competence-based vocational education in Indonesia. *Journal of Vocational Education and Training*, 72(4), 488–515. <https://doi.org/10.1080/13636820.2019.1635634>
- Nguyen, T. T., Mia, L., Winata, L., & Chong, V. K. (2017). Effect of transformational-leadership style and management control system on managerial performance. *Journal of Business Research*, 70, 202–213. <https://doi.org/10.1016/j.jbusres.2016.08.018>
- Pea, R. D. (2018). The Social and Technological Dimensions of Scaffolding and Related Theoretical Concepts for Learning, Education, and Human Activity. In *Scaffolding: A special issue of the journal of the learning sciences* (pp. 423–451). Psychology Press. <https://doi.org/10.4324/9780203764411-6>
- Saihu, M., & Umar, N. (2021). The Humanization of Early Children Education. *Al-Ishlah: Jurnal Pendidikan*, 13(1), 173–185. <https://doi.org/10.35445/alishlah.v13i1.419>
- Sewell, W. H., Haller, A. O., & Portes, A. (2018). The Educational and Early Occupational Attainment Process. In *Social Stratification: Class, Race, and Gender in Sociological Perspective* (pp. 596–607). Routledge. <https://doi.org/10.4324/9780429494642-72>
- Sfantou, D. F., Laliotis, A., Patelarou, A. E., Sifaki-Pistolla, D., Matalliotakis, M., & Patelarou, E. (2017). Importance of leadership style towards quality of care measures in healthcare settings: A systematic review. *Healthcare (Switzerland)*, 5(4), 73. <https://doi.org/10.3390/healthcare5040073>
- Syafe'i, I. (2017). PONDOK PESANTREN: Lembaga Pendidikan Pembentukan Karakter. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(1), 61. <https://doi.org/10.24042/atjpi.v8i1.2097>
- Yacub, M. (1985). *Pondok pesantren dan pembangunan masyarakat desa*. Angkasa.
- Zaenurrosyid, A. (2018). Pengaruh Pondok Pesantren Terhadap Kehidupan Sosial Masyarakat Desa Kajen Kec. Margoyoso Kab. Pati. *Islamic Review : Jurnal Riset Dan Kajian Keislaman*, 7(1), 55–71. <https://doi.org/10.35878/islamicreview.v7i1.133>

