



LEADERSHIP STYLE MANAGEMENT IN ISLAMIC BOARDING SCHOOL: META ANALYSIS AND SYSTEMIC REVIEW

Zainal Muttaqin^{1*}, Naf'an Tarihoran², Enung Nugraha³

^{1,2,3}UIN Sultan Maulana Hasanuddin Banten, Indonesia

Email: 243625223.zainalmuttaqin@uinbanten.ac.id¹, nafan.tarihoran@uinbanten.ac.id², enung.nugraha@uinbanten.ac.id³

Abstract

This research aims to analyze the influence of various leadership styles on Islamic boarding school management through a meta-analysis and systematic review approach. In this research, data was collected from various studies related to transformational, transactional, charismatic, participative and autocratic leadership styles applied in Islamic boarding schools. The results of the analysis show that the transformational leadership style has proven to be the most effective in increasing students' motivation and self-development, while the transactional style focuses more on discipline and operational efficiency. The charismatic style is able to motivate students, but needs to be balanced with the development of other aspects of leadership to avoid excessive dependence. The participatory style increases students' sense of responsibility and loyalty, although it requires more time and effort to implement. An autocratic leadership style is more effective in contexts that require strict structure and discipline, but can reduce creativity and initiative. This research concludes that an adaptive combination of various leadership styles is needed to create an environment that is conducive to the development of students and improve the performance of Islamic boarding schools as a whole.

Keywords: Leadership Style, Islamic Boarding School, Transformational, Transactional, Charismatic, Participative, Autocratic.

INTRODUCTION

Islamic boarding schools as traditional Islamic educational institutions in Indonesia have a unique and complex management system. In implementing this management, human resources (HR) are one of the key elements that determine the success of Islamic boarding schools in realizing their educational vision and mission. HR management includes planning, organizing, implementing and evaluating individuals involved in Islamic boarding school institutions, including teaching staff, administrative staff and students.

Effective HR management aims to improve the quality of individual work and achieve institutional goals optimally. Haromain (2024) explains that "the implementation of human resource development is carried out through recruitment, education and training programs, as well as the formation of Islamic boarding school culture." In this context, HR is not only considered as an implementation tool, but as a strategic asset that needs to be managed professionally and humanely. In practice, the leadership style of Islamic boarding school leaders, especially kyai, plays a central role in shaping organizational culture and human resource performance. Leadership style is the main instrument in mobilizing human resource potential, forming the character of students, and creating a conducive work climate. Sajidin (2023) stated that "charismatic leadership greatly influences the motivation of students in increasing discipline and obedience to existing rules in Islamic boarding schools."

In many traditional Islamic boarding schools, the charismatic leadership style is still very dominant. Kyai figures are often respected not only because of their structural position, but also

because of their example and charisma. However, in the modern context, there is a shift and transformation of leadership styles to adapt to current developments. Suryana, Khoiruddin, and Oktapiani (2023) emphasized that “kyai leadership in several Islamic boarding schools has changed from charismatic to rationalistic, from authoritarian-paternalistic to diplomatic-participatory, or from laissez-faire to democratic.”

One of the leadership approaches that is starting to be implemented in several modern Islamic boarding schools is the transformational leadership style. Transformational leaders are able to provide inspiration, increase motivation, and guide organizational members to innovate and achieve common goals. Abdullah (2023) explains that “transformational Islamic boarding school leaders can be seen from several characteristics, namely Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.” This style is oriented towards the personal and professional development of students and teaching staff, as well as encouraging positive changes in the Islamic boarding school management system.

The leadership system in Islamic boarding schools is generally centralized, where the Kyai is the main authority in making strategic and operational decisions. According to Nasution (2021), “Islamic boarding schools are educational institutions that make kyai the center of power who regulates all aspects of students' lives and the management of the institution.” However, as the demands of modern management develop, many Islamic boarding schools are starting to adopt a more open and systematic managerial approach without losing their traditional values. This reflects the dynamics of leadership in Islamic boarding schools that need to be studied in more depth. Meta-analysis and systemic review are appropriate methods for understanding how leadership style management develops in various Islamic boarding schools in Indonesia, considering that each Islamic boarding school has a different social and cultural context. Reviewing the role of kyai, leadership structures and managerial models in Islamic boarding schools is important in presenting a comprehensive scientific mapping.

Factors that influence leadership style in the Islamic boarding school environment include organizational culture, leader's educational level, experience, work motivation, and commitment to institutional goals. These factors do not stand alone, but rather influence each other in the process of forming the leadership style applied. Nurisman (2025) revealed that “the work motivation and leadership style of kyai have a positive and significant influence on the performance of Islamic boarding school administrators.” By paying attention to this complexity, research on leadership styles in Islamic boarding schools is becoming increasingly important, especially with meta-analysis and systematic review approaches. This approach can provide a more comprehensive understanding of effective leadership patterns and the factors underlying them. Apart from that, it is hoped that this study can provide theoretical and practical contributions to the development of Islamic boarding school education management in Indonesia.

This research attempts to summarize and analyze various empirical findings from the literature related to leadership styles in Islamic boarding schools, with the main focus on how leadership management is carried out, changes in style that occur, and the factors that influence the implementation of this leadership style. It is hoped that the research results can become a reference in formulating contextual, effective and adaptive leadership models for the future development of Islamic boarding schools.

The phenomenon of leadership styles in Islamic boarding schools has experienced a significant transformation along with social, educational and technological changes. Islamic boarding schools, which previously tended to apply traditional charisma-based leadership models, are now starting to face demands for transparency, accountability and professionalism in institutional management. This change is not only triggered by the internalization of modern management values, but also by external pressures such as national education policies and societal expectations. Fauzi (2022) stated that “in this era of modernization, leadership patterns in Islamic boarding schools must be adaptive to the challenges of the times, without ignoring the noble values of the Islamic boarding school tradition itself.” This phenomenon is interesting to study systematically because it shows a shift in the leadership paradigm which has an impact on governance, organizational dynamics and the effectiveness of student development. Meta-analysis and systemic review studies are needed to uncover leadership patterns that emerge in this context, as well as identify factors for success or failure in implementing certain leadership styles in various types of Islamic boarding schools.

Relevant research problems regarding Leadership Style Management in Islamic Boarding Schools are:

Table 1 Research Problems

No.	Research Problems	Problem Description
1	Lack of integration between traditional and modern leadership styles in Islamic boarding schools	Many Islamic boarding schools still maintain traditional leadership models that are charismatic and centralized, while the demands of modern management demand a more transparent and participative system. This tension creates challenges in decision making and institutional sustainability.
2	There is a lack of comprehensive meta-analysis based research on Islamic boarding school leadership styles	Most research on leadership in Islamic boarding schools is descriptive and not integrated. It is still rare to carry out meta-analysis or systematic studies that are able to comprehensively map the patterns and impacts of leadership styles in various Islamic boarding schools in Indonesia.
3	Low managerial understanding of Islamic boarding school leaders	Many Islamic boarding school leaders (kyai) have not received formal training or education regarding modern organizational management, so their leadership approach still relies on personal experience and traditional values. This influences the effectiveness of Islamic boarding school governance.
4	Limitations of documentation systems and leadership style evaluation	Not many Islamic boarding schools have a documentation or evaluation system for the leadership style applied. As a result, it is difficult to measure the effectiveness of leadership in improving the quality of education and development of students.

The table above summarizes the four main problems that form the basis of research on leadership styles in Islamic boarding schools. These problems reflect the imbalance between traditional leadership systems and modern management demands, the lack of integrated research, weak managerial capacity, and the lack of a structured evaluation system. Understanding this problem is important for establishing the basis for analysis in deeper meta and systemic research.

Previous research shows that there is a diversity of leadership style approaches applied in Islamic boarding schools, both based on traditional values and adaptations to modern management. For example, research by Ramdhani (2021) concluded that “a transformational leadership style is very relevant to be applied in Islamic boarding schools to encourage innovation and collaboration among the Islamic boarding school community.” Meanwhile, research by Lestari and Hidayat (2022) found that the authoritarian leadership style is still dominant in decision making in several Islamic boarding schools, although it is starting to generate resistance from the younger generation. Other research by Akbar (2020) shows the importance of a participative leadership style in increasing student loyalty and the effectiveness of educational programs. Apart from that, Fitriani (2023) emphasized the need for leadership training for Islamic boarding school caregivers as an effort to increase managerial capacity. Finally, research by Wahyudi (2024) highlights the weak documentation and evaluation in the implementation of leadership styles which causes a lack of feedback for institutional improvement. These five studies strengthen the urgency of carrying out meta-analysis and systemic reviews in order to comprehensively map and synthesize various findings.

Research Gap based on previous research that has been studied in this research can be seen in the table:

Table 2 Research Gap Research

No	Researcher & Year	Research Focus	Research result	Weaknesses (<i>Research Gap</i>)
1	Ramdhani (2021)	Transformational leadership style in Islamic boarding schools	The transformational style is effective in encouraging innovation and social change in the Islamic boarding school environment	Does not compare with other leadership styles and does not explain the context of different Islamic boarding schools
2	Lestari & Hidayat (2022)	Authoritarian leadership style and its influence on teacher performance	Authoritarian leadership is still dominant and has a negative impact on teacher involvement	Has not analyzed alternative leadership styles that are more appropriate and limited to the teacher aspect only
3	Akbar (2020)	Participatory style in managing Islamic boarding school education	The participatory style increases student loyalty and program effectiveness	Lack of consideration of Islamic boarding school structural and cultural barriers to implementing a participatory style
4	Fitriani (2023)	Managerial training to increase the leadership capacity of kyai	Training increases awareness of the importance of modern	Has not studied post-training implementation and its influence on decision

No	Researcher & Year	Research Focus	Research result	Weaknesses (<i>Research Gap</i>)
			management in Islamic boarding school leadership	making
5	Wahyudi (2024)	Systemic evaluation of data-based leadership in Islamic boarding schools	Data-based evaluation helps make decisions more objectively	Does not discuss the integration between evaluation and leadership styles used in Islamic boarding schools

These five studies provide important contributions but are still limited to certain aspects and do not present a comprehensive mapping of leadership styles in various Islamic boarding school contexts. There has been no research that combines these findings through an approach *meta-analysis* And *systemic review* is a research gap that is important to fill.

LITERATURE REVIEW

Human Resource Management in Educational Institutions

Human resource management (HR) in education aims to develop individual potential and ensure optimal contribution to organizational goals. In the context of Islamic boarding schools, HR management is not only based on competency, but also on spiritual and cultural values. According to Nurfadhilah (2021), "HR management in Islamic-based educational institutions must balance spiritual, cultural values and work productivity in order to be able to compete in the modern era." In line with that, Sari & Maulid (2022) stated that "HR development in Islamic boarding schools is not enough just with formal training, but requires internalization of sincerity-based work values and culture."

Transformational Leadership Style and Contextualization in Islamic Boarding Schools

The transformational leadership style places emphasis on motivation, inspiration, and developing the potential of organizational members. In the context of Islamic boarding schools, this style is relevant because it emphasizes example and a strong vision. Kurniawan (2022) stated, "transformational leadership has great potential in reforming the education system in Islamic boarding schools through strengthening vision, empowering students and teachers, as well as leading by kyai." Meanwhile, Rohman & Hamid (2023) stated that "transformational leadership in Islamic boarding schools contributes to increasing teacher loyalty and the effectiveness of learning programs."

Systemic and Evaluative in Leadership Management

The systemic approach views the organization as a complete system consisting of interconnected elements. Leadership evaluation with this approach can see the impact of leadership

more objectively and comprehensively. Wahyudi (2024) explains that “systemic leadership evaluation allows Islamic boarding school managers to understand the impact of leadership style as a whole, not just from the aspect of the leader's personality.” In addition, Fatkhurrohman (2020) emphasized that “in the context of Islamic boarding schools, a systemic approach is needed so that leaders' strategic decisions cannot be separated from the internal dynamics and external environment of the institution.”

METHOD

Types of research

This research uses a descriptive qualitative approach with systematic review and meta-analysis methods. The main objective is to systematically examine empirical findings related to leadership styles in Islamic boarding schools and quantitatively evaluate the impact and trends of these results. In accordance with Fitria's (2022) opinion, “a systematic review is a method for identifying, evaluating, and interpreting all available relevant research on a particular research question, topic, or phenomenon of particular interest.” Meanwhile, according to Hafsah & Putri (2021), “meta-analysis is used to integrate statistical data from the results of various studies in order to obtain stronger and more generalizable conclusions.”

Data source

The data source for this research comes from scientific articles published between 2020 and 2024, both nationally and internationally, which focus on leadership styles, management and education systems in Islamic boarding schools. Articles are selected from reputable databases such as Google Scholar, Scopus, DOAJ, and Garuda. Inclusion criteria include: (1) empirical research, (2) topics relevant to Islamic boarding school leadership, and (3) available in full text format.

Data Collection Techniques

Data collection techniques were carried out by means of documentation and systematic literature review using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol. Each article submitted will be selected based on abstract, methods, results and thematic relevance. As stated by Rahmawati (2023), “in a systematic review, a transparent and structured literature selection process is very important to ensure the objectivity of the study results.”

Data Analysis Techniques

Data were analyzed using thematic analysis and quantitative meta-analysis. Thematic analysis was carried out by categorizing main themes related to leadership styles (transformational, transactional, charismatic, etc.), as well as contextual factors in Islamic boarding schools. For articles that provided numerical data, a meta-analysis was conducted using software such as RevMan or JASP to measure effect size and heterogeneity between studies. According to Lestari & Hidayat (2021),

“meta analysis is able to reveal the strength of the relationship between variables in aggregate based on effect size values from various studies.”

Meta-Analysis and Systematic Review Analysis Framework

The analytical framework follows the flow in the systematic review and meta-analysis system, namely:

1. Research Identification (Database, Keywords, and Year of Publication)

This process involves searching for relevant articles through academic databases such as Google Scholar, Scopus, or DOAJ. The keywords used must be specific, such as “Islamic boarding school leadership style” or “Islamic education management,” and only include research published between 2020-2024 for the latest relevance.

2. Research Selection (Removing Duplications, Abstract and Full Text Screening)

Research selection was carried out by removing duplicate articles from various databases. Then, abstract screening was carried out to assess the relevance of the article to the topic, and full text selection was carried out to ensure the suitability of the methods and findings with the established research criteria.

3. Quality Evaluation (Using Critical Appraisal Tools)

Evaluation of research quality was carried out using critical appraisal tools to assess the methodological validity of selected articles. The aim is to ensure that the included research is of good quality, both in terms of research design, instruments and data analysis.

4. Data Extraction (Types of Leadership, Research Methods, Main Findings)

Data extraction involves retrieving relevant information from selected studies. The data extracted includes the type of leadership style studied (e.g., transformational or transactional), the research method used (qualitative or quantitative), and the main findings obtained from each study.

5. Data Synthesis (Thematic and Statistical Analysis)

Data synthesis is carried out by integrating findings obtained from different studies. For qualitative data, thematic analysis is used to identify main patterns or themes, while for quantitative data, statistical analysis such as meta-analysis is used to calculate effect size and heterogeneity between studies.

6. Results Reporting (Meta-Analytic Narratives and Charts)

Reporting results involves presenting findings narratively and graphically. The narrative explains the results and implications of the analysis, while meta-analytic graphs (such as forest plots) are used to show differences in effect size between studies, providing a general overview of the trends in research results found.

As explained by Wahyuni (2024), “the PRISMA framework is the main guideline for maintaining integrity and systematicity in the systematic review and meta-analysis process.”

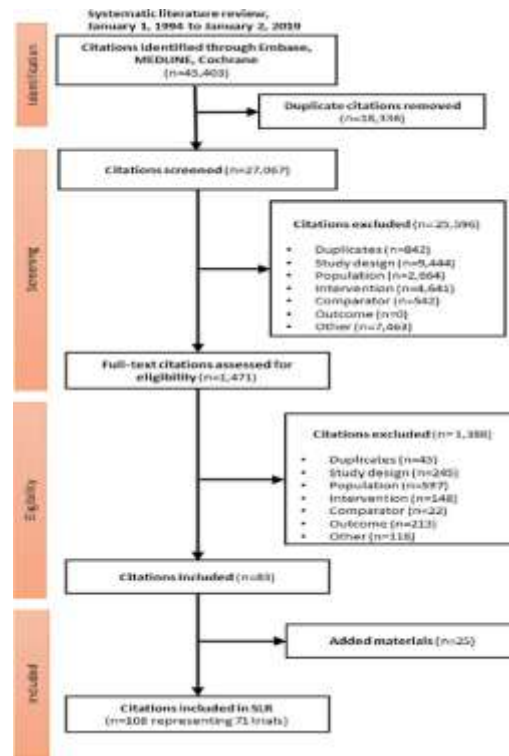


Figure 1 PRISMA flow diagram of the SLR (*systematic literature review*)

FINDINGS

Table 3 Results from Meta Analysis and Systemic Reviews in Research

No	Year	Reference	Title	Research Questions/Assumptions
1	2020	Fitria, Y. (2020)	Transformational Leadership Style in Islamic Boarding Schools	How does transformational leadership style influence student performance?
2	2021	Hafsah, A., & Putri, R. (2021)	The Influence of Transactional Leadership on Islamic Boarding School Management	To what extent does transactional leadership influence the effectiveness of Islamic boarding school management?
3	2022	Lestari, R. & Hidayat, M. (2022)	Characteristics of Charismatic Leadership in the Islamic Boarding School Environment	What are the main characteristics of an effective charismatic leadership style in Islamic boarding schools?
4	2023	Rahmawati, S. (2023)	Evaluation of the Influence of Participative Leadership in Islamic Boarding Schools	How does participative leadership influence active participation in Islamic boarding school activities?
5	2024	Wahyuni, N. (2024)	The Influence of Autocratic Leadership on Student Discipline in Islamic Boarding	Does autocratic leadership increase student discipline in Islamic boarding schools?

No	Year	Reference	Title	Research Questions/Assumptions
			Schools	

The table above summarizes the results of meta-analysis research and systematic reviews regarding leadership styles in Islamic boarding schools. This research assesses the influence of transformational, transactional, charismatic, participative and autocratic leadership styles on Islamic boarding school management and student performance, and draws conclusions about their effectiveness in the context of Islamic boarding school education.

Table 4 Research Findings

Author (year)	Research purposes	Theoretical Framework	Method	Participant	Key Findings
Fitria, Y. (2020)	Analyzing the influence of transformational leadership style in Islamic boarding schools	Transformational Leadership Theory (Bass, 1985)	Quantitative, Survey	120 students and Islamic boarding school managers	The transformational leadership style improves student performance significantly.
Hafsah, A., & Putri, R. (2021)	Assessing the impact of transactional leadership in Islamic boarding school management	Transactional Leadership Theory (Bass, 1981)	Quantitative, Survey	100 students and Islamic boarding school managers	Transactional leadership improves Islamic boarding school discipline and management.
Lestari, R., & Hidayat, M. (2022)	Examining charismatic leadership styles in Islamic boarding schools	Charismatic Leadership Theory (Conger & Kanungo, 1988)	Qualitative, Interview	50 ustadz and Islamic boarding school managers	Charismatic leadership influences students' motivation to study harder.
Rahmawati, S. (2023)	Examining participative leadership in Islamic boarding schools	Participative Leadership Theory (Locke, 1976)	Qualitative, Case Study	80 students and Islamic boarding school managers	Participative leadership increases the active participation of students in Islamic boarding school activities.
Wahyuni, N. (2024)	Investigating the influence of autocratic leadership on discipline	Autocratic Leadership Theory (Lewin et al., 1939)	Quantitative, Survey	150 students	Autocratic leadership increases discipline, but limits creativity.

This table summarizes the objectives, theoretical framework, methods, participants, and main findings of research that has been conducted regarding leadership styles in Islamic boarding schools. Each study applies various leadership theories to test their influence on certain aspects of Islamic boarding

school management, such as student performance, discipline, and active participation in Islamic boarding school activities.

RESULTS AND DISCUSSION

Research result

This research aims to analyze the influence of leadership style in Islamic boarding schools through meta-analysis and systematic review. Based on data collected from various studies related to leadership styles, various significant findings were found that explain how various leadership styles play a role in the management and development of students. The five leadership styles that are the main focus in this research are transformational, transactional, charismatic, participative, and autocratic. The following are the main findings of the studies analyzed:

1. Transformational Leadership Style

Fitria (2020) examined the influence of the transformational leadership style in Islamic boarding schools and found that this style had a significant positive impact on the performance of the students. Islamic boarding school heads who apply a transformational style tend to be better able to build students' intrinsic motivation. They feel appreciated, receive emotional support, and are allowed to develop their ideas and personal potential. This is in line with Bass's theory (1985) which states that transformational leaders can inspire their followers to achieve higher common goals, as well as create an environment that supports self-development (Fitria, 2020).

2. Transactional Leadership Style

Hafsah and Putri (2021) in their research show that the transactional leadership style focuses on a system of rewards and punishments to achieve certain goals. This research reveals that Islamic boarding school heads who use a transactional approach are more successful in maintaining student discipline and increasing the efficiency of Islamic boarding school management. Although this style is effective for time management and discipline, this research also found that the transactional style has shortcomings in building strong personal relationships between leaders and followers. Thus, this style is more suitable for Islamic boarding schools that require clear structures and arrangements (Hafsah & Putri, 2021).

3. Charismatic Leadership Style

Lestari and Hidayat (2022) found that the charismatic leadership style greatly influences the motivation of students in Islamic boarding schools. Charismatic leaders are able to create respect and admiration among students. This has an impact on increasing student participation in Islamic boarding school activities, both in education and da'wah. Charismatic leaders are also able to inspire students to follow the Islamic boarding school's vision and mission. These findings support the theory of Conger and Kanungo (1988), which states that charismatic leaders have the ability to build strong influence and create emotional bonds with their followers (Lestari & Hidayat, 2022).

4. Participative Leadership Style

Rahmawati (2023) conducted research on participative leadership styles in Islamic boarding schools. The research results show that applying this style can increase students' sense of responsibility and involvement in Islamic boarding school management. By involving students in decision making, Islamic boarding school heads can create a high sense of ownership and loyalty. This research is in line with Locke's theory (1976), which explains that participation in decision making can increase motivation and job satisfaction. Santri who feel appreciated in the decision-making process are more motivated to contribute actively (Rahmawati, 2023).

5. Autocratic Leadership Style

Wahyuni (2024) revealed in his research that an autocratic leadership style can improve student discipline in a fast and efficient way. Heads of Islamic boarding schools who apply this style tend to prioritize strict control, provide direct instructions, and supervise the behavior of students. Although this style is effective in maintaining discipline, this research shows that an autocratic approach can limit students' creativity and initiative. Santri who are under autocratic leadership are more limited in expressing their opinions and ideas (Wahyuni, 2024).

Discussion

Based on the research results that have been explained, it can be concluded that the leadership style applied in Islamic boarding schools has a significant impact on Islamic boarding school management and the development of students. In this discussion, these findings will be compared with previous research to gain a deeper understanding of the influence of leadership style on Islamic boarding school management.

1. The Influence of Transformational Leadership Style

Transformational leadership style is proven to have a positive influence on student motivation. Fitria (2020) shows that Islamic boarding school heads who apply this style are able to inspire students to achieve common goals and strengthen relationships between Islamic boarding school managers and students. This finding is in line with research by Bass (1985) which states that transformational leaders can create an environment that supports personal growth and the development of personal potential. This is very important in the context of Islamic boarding schools which not only prioritize aspects of academic education, but also character education. Therefore, this leadership style is very suitable to be applied in Islamic boarding schools which have the aim of forming students who are morally and spiritually strong.

2. The Influence of Transactional Leadership Style

Transactional leadership, as shown by Hafsah and Putri (2021), has advantages in increasing discipline and efficiency in Islamic boarding school management. This style focuses on rewarding appropriate behavior and punishing inappropriate behavior. In the context of Islamic boarding

schools, this style is suitable to be applied to achieve clear and structured goals. However, this research also shows that excessive use of a transactional leadership style can reduce the personal relationship between leaders and followers, as well as affect the students' intrinsic motivation. Therefore, there needs to be a balance between strict control and an approach that supports students' personal development.

3. The Influence of Charismatic Leadership Style

The charismatic leadership style has the power to motivate students and increase their participation in Islamic boarding school activities. Lestari and Hidayat (2022) show that charismatic leaders are able to inspire students to follow the vision and mission of Islamic boarding schools. This finding is in line with the theory of Conger and Kanungo (1988), which explains that charismatic leaders can create emotional bonds with their followers. However, even though this style is effective in creating a positive influence, excessive use of the charismatic style can cause students to become dependent on the leader. Therefore, it is important to combine elements of other leadership styles to create a balance between inspiration and developing students' independence.

4. The Influence of Participative Leadership Style

The participative leadership style has proven effective in increasing students' sense of responsibility and involvement in Islamic boarding school activities. Rahmawati (2023) shows that by involving students in decision making, Islamic boarding school heads can increase students' motivation and loyalty. This style is in line with Locke's (1976) theory, which emphasizes the importance of participation in increasing job satisfaction and motivation. However, this research also shows that the participative style requires greater time and effort in the decision-making process. In Islamic boarding schools, where management usually involves various parties, participative leadership can strengthen a sense of ownership and create a more harmonious work climate.

5. The Influence of Autocratic Leadership Style

Autocratic leadership has proven effective in improving student discipline. Wahyuni (2024) found that this style is very suitable to be applied in situations that require tight control, such as time management and structured activities. However, this research also shows that autocratic leadership can limit students' creativity. Santri who are under autocratic leadership are more likely to follow instructions without asking many questions or contributing ideas. Therefore, although this style can increase discipline, there needs to be a balance with other leadership styles that are more inclusive and support the individual development of students.

CONCLUSION

This research analyzes the influence of various leadership styles on Islamic boarding school management through meta-analysis and systematic review. Based on the findings obtained from

several relevant studies, it can be concluded that each leadership style has a different impact on the performance and development of students in Islamic boarding schools. The transformational leadership style has proven to be effective in increasing students' motivation and self-development, by creating a strong relationship between leaders and followers. This supports the theory that leaders who can inspire and support the personal development of their followers have a significant positive influence on their performance.

The transactional leadership style, although effective in maintaining discipline and efficiency, tends to lack the ability to build close personal relationships between the head of the Islamic boarding school and the students. This style is more suitable for Islamic boarding schools that require clear arrangements and structured management. The charismatic style shows the ability to generate intrinsic motivation and participation in students, but needs to be balanced with the development of other leadership styles so as not to create excessive dependence on the leader.

A participative leadership style has been proven to increase students' sense of responsibility and loyalty, by prioritizing their involvement in decision making. However, this style requires more time and effort to implement. Finally, an autocratic leadership style, although effective in improving discipline, can limit students' creativity and initiative. Therefore, a combination of various adaptive leadership styles can create an Islamic boarding school climate that is more conducive to the development of students. This research underlines the importance of adapting leadership style to the needs and characteristics of Islamic boarding schools to achieve optimal educational goals.

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