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## Adab-Based Pesantren Educational Management, Kiai Leadership, and Organizational Culture: A Study at Pondok Pesantren Ulul Albab Asyadi Madura

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**Abstract:** This article is entitled “Adab-Based Pesantren Educational Management, Kiai Leadership, and Organizational Culture: A Study at Pondok Pesantren Ulul Albab Asyadi Madura”. The study is motivated by the importance of pesantren educational management that integrates moral values, exemplary leadership, and organizational culture beyond administrative functions. This research aims to analyze the implementation of adab in educational management, the role of kiai leadership, and their relationship with pesantren organizational culture. The study employed a quantitative approach with a descriptive-analytical design. The research object consisted of members of the educational community at Pondok Pesantren Ulul Albab Asyadi Madura, including the kiai, teachers, and educational staff. Data were collected through questionnaires and analyzed using descriptive statistical techniques. The results indicate that pesantren educational management is categorized as very good, characterized by the strong implementation of adab in educational activities, exemplary kiai leadership in decision-making, and an organizational culture that supports discipline, deliberation, and continuous evaluation. The study concludes that the integration of adab, kiai leadership, and organizational culture plays a crucial role in enhancing the effectiveness of pesantren educational management.

**Keyword:** Pesantren Educational Management, Adab, Kiai Leadership, Organizational Culture.

### INTRODUCTION

Islamic boarding schools (*pesantren*) represent one of the oldest and most enduring Islamic educational institutions in Indonesia. Beyond their function as centers for the transmission of Islamic knowledge, pesantren serve as spaces for character formation, moral cultivation (*adab*), and the development of a religious organizational culture. The distinctiveness of pesantren lies in their educational system, which integrates spiritual values, classical Islamic scholarship, and charismatic leadership centered on the figure of the *kiai*. In this context, educational management in pesantren cannot be separated from moral values,

exemplary leadership, and organizational culture. Pesantren management is not merely an administrative activity but a value-laden process that incorporates ethical and spiritual dimensions (Mulyadi, 2019)

The leadership of the *kiai* plays a strategic role in shaping the direction and quality of pesantren educational management. The *kiai* functions not only as a structural leader but also as a moral authority and role model whose behavior, decision-making, and consistency between values and practice significantly influence institutional life. Leadership grounded in exemplary conduct and collective deliberation (*musyawarah*) is believed to foster a healthy organizational culture characterized by mutual respect, discipline, trustworthiness, and shared responsibility. Previous studies indicate that participatory and value-based leadership styles have a significant impact on the effectiveness of management in Islamic educational institutions, including pesantren (Prasetyo, 2022)

In addition to leadership, *adab* constitutes a fundamental pillar of the pesantren educational system. The cultivation of *adab* is not limited to students (*santri*), but is reflected in interactions among the *kiai*, teachers (*ustadz*), administrators, and the entire pesantren community. Ethical behavior in communication, deliberation, rule compliance, and the fulfillment of responsibilities represents the internalization of Islamic values in daily pesantren life. The integration of *adab* within educational management contributes to the creation of a conducive organizational climate oriented toward continuous improvement (Nashihin & Asih, 2022).

Organizational culture in pesantren, developed through values such as honesty, discipline, deliberation, and continuous program evaluation, plays a crucial role in sustaining educational quality. A strong organizational culture not only facilitates program implementation but also encourages all members of the pesantren community to perform optimally in accordance with their respective roles and responsibilities. Recent research emphasizes that religious value-based organizational culture strengthens governance effectiveness in Islamic educational institutions across planning, implementation, and evaluation processes (Saputra, 2024).

Pondok Pesantren Ulul Albab Asyadi is one of the pesantren in Madura that places *adab*, *kiai* leadership, and a culture of deliberation at the core of its educational management. In practice, this pesantren demonstrates systematic efforts to implement value-based management, including clear task distribution, consistent enforcement of regulations, and the use of evaluation results as a basis for program improvement. However, the extent to which these values are effectively implemented within the educational management system requires further empirical investigation.

Existing studies on pesantren tend to focus on normative, historical, or cultural aspects, while empirical research examining the interrelationship between *kiai* leadership, *adab*, and organizational culture within an educational management framework remains limited, particularly from a quantitative perspective. Empirical understanding of these interconnections is essential to strengthening pesantren governance so that it remains adaptive to contemporary challenges without compromising its Islamic identity. Therefore, this study is relevant in providing both academic and practical contributions to the development of pesantren educational management.

This study aims to analyze the implementation of *adab*-based educational management, *kiai* leadership, and organizational culture at Pondok Pesantren Ulul Albab Asyadi Madura. Specifically, the study seeks to examine the role of *kiai* leadership in shaping pesantren organizational culture and to analyze how *adab* values are internalized in educational management processes, including planning, implementation, and program evaluation. Operationally, *kiai* leadership is defined as the ability of the *kiai* to provide exemplary conduct, guidance, and fair decision-making; *adab* refers to ethical behavior and respectful attitudes

manifested in interactions among pesantren members; and organizational culture denotes shared values, norms, and practices that regulate organizational behavior within the pesantren.

Based on this background, the research questions are formulated as follows: **(1)** how are *adab* values implemented in the educational management of Pondok Pesantren Ulul Albab Asyadi Madura; **(2)** how does *kiai* leadership contribute to the development of pesantren organizational culture; and **(3)** how do *kiai* leadership, *adab*, and organizational culture interact in supporting the effectiveness of pesantren educational management. These questions are expected to be systematically addressed in the discussion and answered in the conclusion, providing a foundation for recommendations on the development of pesantren educational management.

## METHOD

This study employed a quantitative research approach with a descriptive–analytical design. The quantitative approach was selected to obtain an objective and measurable description of the implementation of *adab*-based educational management, *kiai* leadership, and organizational culture in the pesantren context. This design enables the researcher to systematically analyze respondents' perceptions using numerical data derived from structured instruments and to identify patterns related to educational management practices in the pesantren setting (Creswell & Poth, 2018)

The research population consisted of all members of the educational community at Pondok Pesantren Ulul Albab Asyadi, including *kiai*, teachers (*ustadz*), and educational staff involved in the management and implementation of educational activities. The research sample was determined using a total sampling technique, in which all accessible members of the population were included as respondents. This technique was considered appropriate given the relatively limited number of respondents and the intention to obtain comprehensive data representing the actual conditions of educational management in the pesantren (Sugiyono, 2021).

The research was conducted at Pondok Pesantren Ulul Albab Asyadi Madura. Data collection took place over a specified period following the distribution of research instruments to respondents. The selection of this site was based on the pesantren's emphasis on *adab*, *kiai* leadership, and deliberative organizational culture as core principles in its educational management practices.

The primary research instrument used in this study was a structured questionnaire designed to measure respondents' perceptions of educational management practices in the pesantren. The questionnaire consisted of several indicators representing three main variables: *kiai* leadership, *adab* implementation, and organizational culture. Items were developed based on relevant theories of Islamic educational management and organizational culture and measured using a five-point Likert scale ranging from strongly disagree to strongly agree. Prior to data analysis, the instrument was reviewed to ensure content validity and reliability, with reliability assessed using internal consistency measures such as Cronbach's alpha (Azwar, 2020).

Data collection procedures were carried out by distributing questionnaires directly to respondents, accompanied by an explanation of the research objectives and assurances regarding confidentiality and ethical considerations. Respondents were given sufficient time to complete the questionnaire independently to minimize response bias. All completed questionnaires were collected and verified before being processed for analysis.

Data analysis techniques included descriptive statistical analysis to determine mean scores and distribution patterns for each research variable. Descriptive analysis was used to portray the general tendency of *kiai* leadership, *adab*, and organizational culture implementation in the pesantren. Where necessary, further analytical techniques were employed to examine the relationships among variables and to strengthen the interpretation of

findings. The analysis process was supported by statistical software to ensure accuracy and consistency in data processing.

Through this methodological approach, the study aimed to generate empirical evidence regarding the implementation of value-based educational management in the pesantren context and to provide a reliable foundation for discussion, conclusion, and practical recommendations.

## RESULTS AND DISCUSSION

This section presents a summary of the research data, data analysis, and interpretation of the findings related to the implementation of *adab*, *kiai* leadership, and organizational culture in educational management at Pondok Pesantren Ulul Albab Asyadi. The results are derived from questionnaire responses completed by members of the pesantren educational community, including teachers and educational staff.

### Descriptive Data of Respondents' Perceptions

Overall, the descriptive analysis indicates that respondents perceived the implementation of value-based educational management in the pesantren as **very high**. Most questionnaire items received scores of **4 (agree)** and **5 (strongly agree)** on a five-point Likert scale, demonstrating a strong consensus among respondents regarding the positive implementation of leadership, *adab*, and organizational culture.

**Table 1. Summary of Respondents' Perceptions on Educational Management Practices**

Indicator	Dominant Response	Interpretation
Task responsibility and role clarity	Strongly agree (5)	Very high
Respectful interaction among pesantren members	Strongly agree (5)	Very high
Implementation of <i>adab</i> in daily activities	Strongly agree (5)	Very high
Decision-making through <i>musyawarah</i>	Strongly agree (5)	Very high
Appreciation of members' opinions	Strongly agree (5)	Very high
Consistency of rules and schedules	Agree–Strongly agree (4–5)	High
Discipline in daily activities	Strongly agree (5)	Very high
Continuous improvement efforts	Strongly agree (5)	Very high
<i>Kiai</i> leadership and exemplary conduct	Strongly agree (5)	Very high
Honesty and transparency culture	Strongly agree (5)	Very high
Program planning and evaluation	Strongly agree (5)	Very high

Source: Research data

The table indicates that nearly all indicators achieved a **very high level of agreement**, reflecting the strong internalization of Islamic values in pesantren educational management.

### Implementation of *Adab* in Educational Management

In response to the first research question regarding the implementation of *adab* in educational management, the findings show that *adab* is consistently practiced in daily activities at the pesantren. Respondents strongly agreed that interactions among *kiai*, teachers, administrators, and students are characterized by mutual respect and ethical behavior. The pesantren environment actively encourages adherence to *adab* in teaching, learning, and organizational activities.

These results suggest that *adab* is not merely taught as a moral concept but is operationalized as a guiding principle in managing educational processes. The strong emphasis on respectful communication and discipline indicates that *adab* functions as a foundational value shaping organizational behavior and educational practices.

## Role of *Kiai* Leadership in Building Organizational Culture

Regarding the second research question, the findings reveal that *kiai* leadership plays a central role in shaping pesantren organizational culture. Respondents consistently perceived the *kiai* as providing exemplary leadership in decision-making, communication, and moral conduct. Decisions related to educational management are predominantly made through *musyawarah*, and members' opinions are respected and considered.

The high scores on indicators related to leadership and role modeling demonstrate that *kiai* leadership is perceived as fair, inclusive, and value-driven. This leadership approach contributes to the development of a positive organizational culture marked by trust, discipline, and collective responsibility.

## Relationship between *Adab*, *Kiai* Leadership, and Organizational Culture

The third research question concerns the interrelationship between *adab*, *kiai* leadership, and organizational culture in supporting effective educational management. The descriptive findings indicate a strong alignment among these three elements. Respondents reported that leadership practices rooted in Islamic values reinforce *adab*-based behavior, which in turn strengthens organizational culture.

The consistent implementation of rules, structured task distribution, and systematic program evaluation suggests that organizational culture functions as a mechanism through which leadership values and *adab* principles are translated into effective management practices. These results imply that the effectiveness of educational management in the pesantren is supported by the integration of moral leadership, ethical conduct, and shared organizational values.

## Interpretation of Findings

Overall, the findings indicate that educational management at Pondok Pesantren Ulul Albab Asyadi Madura is characterized by a **high level of value integration**, particularly in terms of *adab*, *kiai* leadership, and organizational culture. The dominance of high agreement scores across all indicators suggests that the pesantren has successfully institutionalized Islamic values within its management system.

These results answer the formulated research questions by demonstrating that:

1. *adab* is effectively implemented in educational management practices;
2. *kiai* leadership plays a decisive role in shaping a positive organizational culture; and
3. the interaction between leadership, *adab*, and organizational culture supports the overall effectiveness of pesantren educational management.

The findings of this study indicate that educational management at Pondok Pesantren Ulul Albab Asyadi is implemented at a very high level, supported by the integration of *adab*, *kiai* leadership, and organizational culture. The interpretation of these findings suggests that value-based management in pesantren is not merely normative but has been institutionalized within daily managerial practices. This result aligns with Islamic educational management theory, which emphasizes moral and spiritual values as foundational elements of organizational governance (Huda, 2018; Mulyadi, 2019). The consistent internalization of *adab* in social interactions and educational activities supports previous empirical studies demonstrating that *adab* functions as an ethical framework shaping individual behavior and organizational culture in pesantren environments (Nashihin & Asih, 2022).

From a leadership perspective, the results reveal that *kiai* leadership characterized by exemplary conduct and deliberative decision-making plays a decisive role in shaping pesantren organizational culture. This finding is consistent with studies on participatory and value-oriented leadership, which highlight the importance of role modeling and inclusive leadership in fostering organizational commitment and effectiveness (Prasetyo, 2022). Moreover, research

on educational leadership in Islamic institutions suggests that leaders who integrate moral authority with managerial competence are more effective in cultivating trust, discipline, and collective responsibility. In this regard, Nugraha's studies on leadership practices in educational institutions emphasize that ethical leadership and participatory governance significantly influence organizational culture and institutional performance (Aidah & Nugraha, 2023)

No substantial contradictions were identified between the findings of this study and previous research. Instead, this study extends existing literature by providing empirical evidence that *kiai* leadership influences not only formal organizational structures but also the internalization of *adab* and the sustainability of pesantren organizational culture. This supports organizational culture theory, which posits that leadership values are embedded and transmitted through shared norms and daily practices (Saputra, 2024; Schein, 2017). Thus, *kiai* leadership functions as a mediating force that translates Islamic values into effective educational management practices.

The theoretical implications of this study contribute to the literature on pesantren management by reinforcing a value-based management framework. The findings empirically demonstrate that *kiai* leadership is closely linked to organizational culture formation and the implementation of *adab* in educational management. This suggests that pesantren management models cannot be fully equated with general educational management models, as pesantren possess distinctive characteristics rooted in moral authority, religious tradition, and communal values. Consequently, this study enriches Islamic educational management theory by positioning *adab* and *kiai* leadership as core variables influencing managerial effectiveness.

From a practical standpoint, the findings offer several implications for pesantren administrators. Leadership development programs for *kiai* and prospective pesantren leaders should emphasize exemplary conduct, ethical communication, and deliberative decision-making skills. Additionally, *musyawarah* should be institutionalized through clear procedures and schedules to ensure its consistent application in planning and evaluation processes. The development of standard operating procedures for program evaluation grounded in *adab* values is also essential to ensure that evaluation outcomes inform continuous improvement rather than serving merely administrative purposes. Furthermore, the systematic reinforcement of *adab* education for all pesantren members, including students, teachers, and administrators, should be integrated into both curricular and daily institutional practices.

Despite its contributions, this study has several limitations. First, the research was conducted at a single pesantren, which limits the generalizability of the findings to other pesantren with different characteristics. Second, the reliance on self-reported questionnaire data may introduce subjectivity and social desirability bias. Future research is therefore encouraged to adopt multi-site study designs to enhance generalizability, employ longitudinal approaches to capture changes in pesantren management over time, and utilize advanced statistical techniques such as *structural equation modeling* to examine causal relationships among *kiai* leadership, *adab*, organizational culture, and educational management effectiveness more comprehensively (Creswell, 2018; Sugiyono, 2021).

## CONCLUSION

This study concludes that educational management at Pondok Pesantren Ulul Albab Asyadi is effectively implemented through the integration of *adab*, *kiai* leadership, and organizational culture. The findings demonstrate that *adab* is not merely positioned as a normative moral value but has been internalized into daily managerial practices, as reflected in respectful interactions, consistent discipline, and collective responsibility in carrying out educational duties. This indicates that *adab* functions as an ethical foundation that guides organizational behavior and supports the creation of a conducive educational environment.

*Kiai* leadership is proven to play a central role in shaping and sustaining the pesantren's organizational culture. The *kiai*'s exemplary conduct, deliberative decision-making processes, and fair and respectful treatment of pesantren members directly contribute to the formation of a strong, trust-based, and participatory organizational culture. This culture serves as a connecting mechanism through which leadership values and *adab* principles are translated into consistent educational management practices, enabling educational programs to be systematically planned, implemented, and evaluated.

The integration of *adab*, *kiai* leadership, and organizational culture underscores that the effectiveness of pesantren educational management is not determined solely by formal structures and procedures, but also by the strength of moral and spiritual values embedded within the organization. This study contributes to the broader field of Islamic educational management by providing empirical evidence that value-based managerial approaches enhance governance quality and institutional sustainability. Practically, the findings offer a reference for pesantren leaders and Islamic educational institutions in developing management models that are not only administratively effective but also firmly grounded in ethical values, exemplary leadership, and a civilized organizational culture.

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