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The Kiai's Leadership Strategy for a Competitive Islamic Boarding School in the Digital Era

Muhammad Rofiq Hamdani[1*], Dwi Sugianik[1], Moh. Solikul Hadi[1], Ismail Fahmi[1], Sujari Rahmanto[1]

[1]Institut Agama Islam Al-Hikmah Lampung, Indonesia

Correspondence: rofiqhamdan171@gmail.com

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ABSTRACT

This qualitative case study examines how the kiai at Dar Al Hikmah Islamic Boarding School, Pisang Baru, guides digital transformation while preserving the institution's Islamic identity. The source manuscript reports 15 purposively selected informants, semistructured interviews, observation across approximately three months, and analysis of institutional documents. Thematic analysis identifies five connected strategies: articulating a value-based digital vision; digitizing administration and reporting; strengthening staff capacity through gradual training; using digital tools to support learning and communication; and developing collaborative partnerships. Participants described improved access to institutional information and greater administrative transparency, while also stressing the continuing place of face-to-face teaching and religious mentorship. The findings present a context-specific account of perceived competitiveness rather than a measured causal effect on enrollment, learning outcomes, or financial performance. The study suggests that digital adoption is most coherent when institutional leaders align technology choices, staff development, and accountability with educational and religious purposes.

Keywords: Kiai Leadership; Pesantren; Digital Transformation; Institutional Competitiveness; Islamic Education

ABSTRAK

Studi kasus kualitatif ini menelaah cara kiai Pondok Pesantren Dar Al Hikmah, Pisang Baru, mengarahkan transformasi digital sambil menjaga identitas keislaman lembaga. Naskah sumber melaporkan 15 informan yang dipilih secara purposif, wawancara semiterstruktur, observasi selama sekitar tiga bulan, dan telaah dokumen kelembagaan. Analisis tematik menghasilkan lima strategi yang saling berkaitan: visi digital berbasis nilai; digitalisasi administrasi; peningkatan kemampuan staf secara bertahap; penggunaan teknologi untuk pembelajaran dan komunikasi; serta pengembangan kemitraan. Informan menjelaskan meningkatnya akses informasi dan transparansi administrasi, sekaligus menegaskan pentingnya pengajaran tatap muka dan pendampingan keagamaan. Temuan merupakan penjelasan kontekstual mengenai daya saing yang dirasakan, bukan bukti pengaruh kausal terhadap hasil belajar atau kinerja keuangan.

Kata kunci: Kepemimpinan Kiai; Pesantren; Transformasi Digital; Daya Saing Kelembagaan; Pendidikan Islam

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1. INTRODUCTION

Islamic boarding school (pesantren) represents Indonesia's oldest Islamic educational institutions and have made invaluable contributions to national educational development. Amidst evolving societal demands, pesantren face mounting pressure to pursue educational reform and innovation while remaining firmly anchored in the Qur'an and Sunnah and preserving their spiritual and cultural identity (Nuryani et al., 2023). In this study, institutional competitiveness is understood as the capacity of a pesantren to sustain its distinctive mission while improving perfomance, relevance, and public trust-specifically through: (1) transparent and efficient governance; (2) improved quality of educational services; (3) strengthened human resource capacity; (4) enriched learning and communication systems; and (5) expanded institutional partnerships. These five dimensions serve as the empirical basis for assessing competitiveness, and they are directly shaped by the Kiai's strategic leadership in guiding digital transformation.

A central tension persists: whether pesantren must fully conform to modernization or retain the distinctive character that has sustained their historical relevance (Nuryani et al., 2023). In navigating this balance, Kiai's leadership strategies stand as the single most critical factor shaping institutional direction and sustainability. Leadership encompasses not only learned competencies but also personal influence, behavioral patterns, and moral authority, dimensions that fundamentally determine institutional success (Hamid, 2025). Recent studies likewise show that pesantren are not simply recipients of digital change; their transformation is shaped by the way Islamic educational values, institutional traditions, and technological demands are negotiated in practice (Hasan et al., 2023).

The digital era has introduced transformative shifts across all domains, including education and institutional leadership. As institutions tasked with nurturing character and moral integrity,

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pesantren cannot remain insulated from technological change (Riyadi et al., 2025). This challenge is vividly exemplified at Dar Al Hikmah Islamic Boarding School, Pisang Baru, an institution renowned for its traditional academic excellence yet currently engaged in systematically integrating digital systems across academic, administrative, and public outreach functions. Successful digital transition depends not on infrastructure alone, but on deliberate, consistent, and value-aligned leadership that ensures every innovation serves the institution's foundational mission (Permata et al., 2025). As the holder of spiritual, moral and institutional authority, the Kiai occupies a central role: his vision and strategic judgment determine whether adaptation is purposeful or reactive. Charged with planning, guidance, and holistic student development, the Kiai must cultivate intellectual, emotional, and social growth in balanced harmony with spiritual formation (Hamid, 2025). Research on digital transformation in pesantren further indicates that technology can improve learning and educational services, but its contribution depends on leadership that can connect technological adoption with institutional needs and the readiness of educators and administrators (Bahri et al., 2024).

Empirical evidence across many pesantren reveals a persistent gap between technological aspirations and operational readiness. While digital tools offer flexibility, expanded resources and broader access, institutions continue to face systemic barriers including limited digital literacy, inadequate infrastructure, and cultural resistance toward technology adoption ('Izza et al., 2025). When implementation occurs as an external mandate rather than a deliberate institutional strategy, these disparities deepen. Furthermore, valid concerns remain regarding unregulated technology use and its potential erosion of core pesantren values: discipline, communal fellowship, and face-to-face mentorship (Ali et al., 2026). These challenges underscore that technological potential remains unrealized without coherent Kiai's leadership strategies bridging capability gaps and ethical considerations. In the wider educational context, digital leadership is increasingly understood as the capacity to mobilize people, resources, and organizational processes around a clear digital direction rather than merely the ability to use technological tools (Ofita et al., 2024).

Existing literature establishes that Kiai's leadership within pesantren operates distinctly from conventional educational management frameworks, grounded primarily in personal integrity, communal trust and collective consultation rather than formal bureaucratic authority. Transformational leadership approaches have proven instrumental in fostering inclusive environments where Islamic values remain both preserved and adaptable to contemporary contexts (Widodo, 2025). However, critical gaps remain: prior studies predominantly address broad challenges or general leadership functions, without sufficiently unpacking the specific strategic pathways through which Kiai's leadership strategies operationalize Islamic principles across five interconnected domains-vision formulation, administrative digitalization, human resource development, digital-based learning and communication systems, and partnership building-to build sustainable institutional competitiveness. Notably, there is a scarcity of research examining these comprehensive, value-aligned strategies within the regional context of Lampung Province, specifically at Dar Al Hikmah Islamic Boarding School, Pisang Baru, where the interplay of

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foundation governance, community expectations, and educational innovation remains empirically underexamined. Furthermore, within the literature reviewed for this study, a unified, context-specific framework explicitly integrating all five strategic dimensions observed in this institution has not been identified, demonstrating how technological advancement and traditional identity may coexist through deliberate, value-infused leadership action.

However, empirically it remains insufficiently clear how the Kiai specifically formulates and implements leadership strategies to build institutional competitiveness through digital transformation, and which observable outcomes demonstrate such competitiveness within a pesantren context. Existing literature has broadly addressed challenges of technological adaptation, yet it has not sufficiently unpacked the concrete strategic mechanisms through which Kiai leadership harmonizes digital advancement with enduring pesantren values to achieve measurable institutional competitiveness. This specific empirical problem constitutes the central focus of this case study.

Against this backdrop, this study examines Kiai's leadership strategies implemented by the Kiai at Dar Al Hikmah Islamic Boarding School, Pisang Baru, in building institutional competitiveness through value-centered digital transformation. Specifically, it investigates how leadership articulates a vision harmonizing Islamic teachings with technological progress, modernizes administrative and educational systems, strengthens professional capacity among educators and staff, optimizes digital-based learning and communication, and establishes strategic partnerships to support continuous improvement. Drawing on qualitative case study evidence, this research advances a five-pillar value-based transformational leadership framework for pesantren. The study makes three distinct contributions. Theoretically, it extends the literature by integrating value-based leadership and pesantren institutional identity, demonstrating how traditional values provide the moral compass for digital transformation. Empirically, it unpacks five interconnected strategic pathways through which the Kiai translates vision into measurable institutional improvements, offering concrete evidence of how tradition and progress may coexist. Practically, it provides actionable guidance for pesantren leaders worldwide seeking to preserve institutional mission while maintaining relevance in an increasingly digital age.

For clarity, this study distinguishes among three related but distinct concepts: digitization, technology adoption, and digital transformation. Digitization refers to the technical conversion of analog information and processes into digital form. Technology adoption describes the acceptance and use of digital tools and systems. Digital transformation, the central concept of this study, is defined operationally as the deliberate, organization-wide reorientation of institutional vision, governance, culture, and practice toward enhanced performance and purpose-whereby digital systems are integrated holistically to improve administrative efficiency, educational quality, human resource capacity, internal communication, and external partnerships, all while preserving the pesantren's foundational Islamic identity and traditional values. In this framework, technology serves as an enabling means rather than an end; transformation is achieved only when digital tools

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are embedded within and aligned to the institution's enduring mission, not merely when devices or systems are introduced.

2. RESEARCH METHODS

This study employs a qualitative approach with a case study design grounded in the interpretive paradigm. This design was selected to comprehensively and in-depth examine how Kiai's leadership strategies are formulated and implemented to strengthen the competitiveness of Dar Al Hikmah Islamic Boarding School, Pisang Baru, amid digitalization, while preserving the pesantren's core identity and traditional values. Within the pesantren context, the Kiai holds a distinctive position: his leadership authority derives not solely from the organizational structure, but also from religious knowledge, exemplary conduct, experience, and the trust placed in him by the community and students (Aisyah,et al., 2022). A single-case study design is deemed most appropriate, as it enables the researcher to elaborate in detail on the unique characteristics and dynamics of the research setting, carrying both empirical and theoretical significance for similar educational institutions. A qualitative case study is particularly useful when the phenomenon under study is closely tied to its institutional setting, because it allows the researcher to examine leadership practices, interactions, and change processes as they occur in their natural context (Dacholfany et al., 2024).

This research was conducted entirely at Dar Al Hikmah Boarding School, Pisang Baru. Location selection was carried out purposively, based on the consideration that the institution has demonstrated notable capacity to adapt to advances in information and communication technology while steadfastly upholding its scholarly traditions. Analytically, this case is significant because Dar Al Hikmah represents a rare instance where comprehensive digital transformation across governance, administration, human resource development, learning systems, and external partnerships has been pursued systematically, yet always within a value-centered framework that explicitly preserves pesantren identity. It is precisely this deliberate balancing of technological advancement and traditional preservation—two dimensions often treated as mutually exclusive in the literature—that renders this case uniquely informative and theoretically revelatory. The institution thus serves as an exemplary case that clarifies how value-based leadership may reconcile competing institutional demands, offering insights that extend beyond its immediate setting to inform similar educational institutions.

Participants in this study were 15 informants selected purposively based on role and relevance to the research objectives. They include: the Kiai/Chairman of the Board of Trustees (1), Foundation Board members (2), senior teaching staff (4), administrative personnel (3), and senior student and alumni representatives (5) who have resided and studied at Dar Al Hikmah Islamic Boarding School, Pisang Baru, for at least two years. Individuals were chosen based on the relevance of their roles and information to the research objectives rather than selected at random (Niam et al., 2024). This sample size was determined based on the principle of information power and thematic saturation. Throughout data collection, interviews continued until no new themes, properties, or

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relationships emerged from the additional accounts. By the fifteenth informant, all five strategic dimensions had been fully represented across multiple respondents, and further interviews yielded only redundant information without adding new insights. Accordingly, 15 informants were deemed sufficient to capture the full range of leadership perspectives, practices, and experiences relevant to the study's objectives, ensuring depth and comprehensiveness without unnecessary repetition.

In qualitative inquiry, the researcher serves as the primary instrument responsible for planning, executing, and interpreting the entire research process. Supplementary instruments include: interview guides, observation guides, and various relevant documents and written records pertaining to Dar Al Hikmah Islamic Boarding School, Pisang Baru. Reflexivity was maintained throughout the study to address potential positionality bias. The researcher holds institutional affiliation with the parent educational foundation and has maintained a collaborative, non-supervisory relationship with the institution, but exercises no administrative authority over its personnel or operations. This relationship afforded open access and contextual understanding, while also requiring deliberate methodological safeguards: prolonged engagement, independent triangulation across multiple informant groups, and transparent documentation of all analytical decisions. Interpretations were continuously cross-checked against diverse data sources and discussed with independent peers to ensure that findings represent the perspectives of participants rather than the researcher’s institutional standpoint.

Data were gathered concurrently through three primary channels: in-depth semi-structured interviews, participatory observation, and documentary and literature review. A total of 15 interviews were conducted, each lasting approximately 45 to 90 minutes. All interviews were audio-recorded with prior consent and subsequently transcribed verbatim to ensure accuracy and completeness of the record. Field observations were carried out continuously over an approximate period of three months, encompassing daily administrative routines, educational activities, and institutional meetings. Reviewed documents include institutional strategic plans, annual activity reports, organizational charts, standard operating procedures, digital adoption progress records, and official institutional communications. Interviews focused on understanding the perspectives, considerations and experiences of stakeholders regarding Kiai’s leadership strategies and ongoing institutional change processes. Observations were conducted to obtain firsthand accounts of digital systems implementation and prevailing governance dynamics within Dar Al Hikmah Islamic Boarding School, Pisang Baru. Participatory observation involved the researcher joining selected institutional activities-including administrative coordination meetings, information technology training sessions, and periodic program evaluations-rather than merely observing from a distance. In this capacity, the researcher participated as an observer-participant: present and involved in the activity but not holding decision-making authority or assuming operational duties. This mode differs from direct observation, in which the researcher remains entirely external and unobtrusive; here, limited, structured participation allowed deeper understanding of internal processes, while maintaining clear boundaries to prevent influencing institutional outcomes. Regarding participant recruitment and interview procedures: all informants were selected through a direct, independent

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invitation process extended individually to each prospective participant. No recommendation, instruction, or presence from institutional superiors was involved in the selection or invitation stage. Furthermore, interviews were conducted privately and separately with each informant, without the presence of individuals in positions of authority within the institution. This procedure was deliberately implemented to minimize potential influence stemming from hierarchical power relations, thereby encouraging candid, independent, and critical responses unconstrained by institutional rank or supervisory oversight. Every informant was explicitly assured of confidentiality and informed that their responses would be reported collectively without personal attribution, further mitigating reluctance to provide frank accounts. Meanwhile, documents such as program plans, activity reports, and institutional data were reviewed to complement and verify the accuracy of information obtained. A total of 21 institutional documents were analyzed, covering the period from 2022 to 2026. These comprise: (1) institutional strategic plans and annual work programs; (2) administrative standard operating procedures and organizational charts; (3) quarterly and annual implementation progress reports; (4) information technology training schedules and attendance records; (5) institutional circulars, official communications, and public announcements; and (6) partnership agreements and memoranda of understanding with external institutions. All documents were cataloged by type, date, and issuing unit, forming a verifiable audit trail linking every documentary claim to its specific source record (‘Izza et al., 2025).

The data were analyzed using a thematic analysis approach conducted through an inductive coding pathway, meaning that initial codes and subsequent themes were derived directly from the raw data rather than applied from pre-existing theory or a predetermined list. The analysis was conducted iteratively throughout the research process, beginning with data collection and continuing through the interpretation stage. The process involved four interconnected stages: data familiarization, coding, theme development, and interpretation and verification. First, all interview transcripts, field notes, and documentary records were read repeatedly to achieve familiarity with the full dataset. Second, open coding was conducted line-by-line, generating initial labels directly from the data rather than applying pre-established categories. Third, codes sharing similar meaning were grouped, and through iterative review and constant comparison across data sources, five coherent clusters gradually emerged. Fourth, each candidate cluster was verified against the full dataset to ensure internal consistency and distinct boundaries. Finally, the five verified clusters were named and conceptualized as strategic pillars, each representing a distinct dimension of the Kiai’s leadership approach. Accordingly, the five pillars were not assumed or defined in advance; they were induced from recurring patterns consistently observed across interview, observation, and institutional documents. Related codes were then grouped into five themes: vision formulation, administrative digitalization, human resource development, digital-based learning and communication, and collaborative partnerships. The themes were compared across data sources to identify patterns and ensure the credibility of the findings (Braun & Clarke, 2021). Crucially, the five thematic dimensions were not aligned to any pre-existing list or anticipated structure prior to analysis. Rather, each theme emerged organically as the most consistent and frequently mentioned dimension of leadership practice across the dataset. The close correspondence between the five

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resulting themes and the five strategic pillars is therefore an empirical outcome of the data—not a predetermined design. The themes were named only after the patterns had fully emerged and stabilized, ensuring that the framework reflects what the data revealed rather than what was expected in advance. To verify credibility and identify convergence, each theme was systematically cross-refeenced across the three primary data sources. The matrix below summarizes the extent of support observed:

2.7 Data Validity Verification

The source describes source and method triangulation, prolonged engagement, peer debriefing, and an audit trail. Interviews were compared with observation and institutional records for the five themes. These procedures support a transparent case interpretation, although the supplied manuscript does not provide the interview transcripts, underlying documentary evidence, or a separate ethics approval identifier for independent review. The study therefore reports participants' accounts and observed practices, without inferring a causal effect of leadership on performance.

3. RESULTS AND FINDINGS

The Kiai of Dar Al Hikmah Islamic Boarding School, Pisang Baru, approaches the digital era not as a threat to tradition, but as a reality that must be met with wisdom and readiness. His vision is clear and balanced: "Realizing a pesantren that excels in preserving Islamic values and is competitive in mastering science and technology." This stance reflects a profound understanding that faithfulness to one's roots and openness to progress are not opposites, but rather complementary dimensions of a resilient institution. As the Kiai affirmed: "Technology is merely a tool to facilitate our worship and propagation of faith, never a replacement for character. If we master technology yet lose our courtesy and faith, that advancement becomes a loss rather than a benefit." (Personal Interview, 2026).

The value-centered vision was communicated through institutional meetings, daily guidance, and the kiai's participation in staff technology training. The source describes its appearance in a mission statement and planning documents. These multiple settings matter because leadership is visible in repeated choices as well as in the formal declaration of a vision. The evidence describes organizational practice in this case; it does not establish how uniformly the vision was understood by every member.

The Kiai oversees the steady digitization of administrative systems, student records, financial reporting, and public information services across Dar Al Hikmah Islamic Boarding School, Pisang Baru, and all educational units under Al Hikmah Islamic Educational Foundation. What began as manual processes are becoming more efficient, transparent, and accessible through integrated databases, an official institutional website, and curated social media channels. An administrative staff member described the tangible shift in daily operations: "Preparing monthly reports once required days of work across many handwritten ledgers. Now data is entered once and appears

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automatically. Parents can view payments and attendance directly. Trust has grown because information is open and verifiable." (Personal Interview, 2026).

Foundation and administrative participants linked integrated records and standardized digital reports with easier oversight. The manuscript reports that parents could obtain information about attendance and payments. These are accounts of improved accessibility and perceived transparency; the source supplies no before-and-after time measurements, independently audited financial figures, or quantified parent satisfaction data.

Digital literacy is nurtured gradually and inclusively through tiered training and ongoing mentorship. The Kiai understands that meaningful change cannot be rushed; therefore, capacity building begins with foundational digital literacy skills and progresses systematically toward more advanced applications in teaching, administration, and public outreach. Regular, scheduled information technology training is provided continuously for educators and staff, ensuring that competence grows alongside infrastructure. A senior teaching staff member shared how the approach was experienced within the institution: "We were never asked to adopt everything at once. We began with basic computer use, typing, and correspondence, then moved toward educational applications. Those who progressed more slowly were assisted by those who were more proficient. Notably, the Kiai himself often joined the sessions, learning alongside us, so we felt supported rather than commanded." (Personal Interview, 2026).

Aligned with the overarching vision, the Kiai promotes the thoughtful integration of digital tools to enrich educational delivery and internal communication without replacing face-to-face instruction-a core characteristic of pesantren education. Digital platforms are used to distribute learning materials, organize assignments, and facilitate consultation between teachers and students outside formal hours, while internal communication systems streamline coordination across departments and educational units. A senior student representative described how technology complements rather than replaces traditional learning: "We still sit together in circles, read the classical texts directly from our teachers, and maintain the guidance that has always defined pesantren life. That will never change. Yet today we also receive summaries, recordings, and assignments through our devices. When something remains unclear after class, we may respectfully seek guidance at a convenient time. Technology strengthens our bond; it does not separate us." (Personal Interview, 2026).

The Kiai expands the institution's capacity and influence through purposeful, mutually beneficial partnerships. He builds collaborative bridges with universities, professional bodies, other pesantren and alumni networks, creating opportunities for shared learning, broader access to resources, and improved career pathways for students. Digital tools make these connections easier to maintain across distances, helping the institution grow without losing its character. An alumni representative involved in these collaborative initiatives summarized the underlying principle: "The Kiai does not ask partners to reshape our pesantren according to external models. His guidance is clear: 'Share what you have learned beyond these walls, and we shall preserve and

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teach what has been entrusted to us here'. Through partnership, we become stronger not by becoming someone else, but by enriching who we already are." (Personal Interview, 2026).

Taken together, the interviews, observations, and documentary review support five connected themes: vision, administration, capacity development, learning and communication, and partnerships. Their connection is organizational: a stated purpose guides the choice of tools, training makes those tools usable, and collaboration contributes expertise and access. The reported convergence across sources strengthens the interpretation while remaining dependent on the record of one institution.

4. DISCUSSION

The five themes suggest that digital change in this pesantren is organized through leadership decisions rather than a collection of disconnected applications. The kiai states a religious and educational purpose for adoption and returns to it while staff change routines. This interpretation is consistent with research on educational leadership that connects shared direction with organizational practice (Robinson et al., 2008; Leithwood & Jantzi, 2006). It remains an interpretation of one case, not evidence that the same sequence will yield equal results elsewhere.

The vision theme helps explain why digitalization was presented to participants as a means of service rather than a replacement for Islamic learning. Institutional identity may guide which technologies are selected, what information is shared, and which pedagogical relationships should remain personal. The reported quotations illustrate this framing, but the leader's account should be read alongside teachers' and students' experience. A convincing claim of cultural preservation requires continued attention to what changes in everyday instruction and communal life.

Administrative digitization can make records available sooner and enable staff to review payments, attendance, and reporting more consistently. The accounts from administrators and foundation members support a perceived improvement in access and transparency. They do not provide an independent audit of data quality, information security, workload, or efficiency. Clear responsibilities for entering and correcting records would therefore matter if the institution intends to sustain the benefits described by participants.

Gradual technology training addresses a practical constraint: staff begin with different skills and opportunities to practice. The source describes staged instruction and continuing mentorship rather than a single workshop. Research on professional development suggests that sustained learning and relevant feedback are more useful than attendance alone (Desimone, 2009; Timperley, 2011). Future evaluation at Dar Al Hikmah could examine staff proficiency, confidence, and actual use over time instead of relying on training participation counts.

Digital materials broaden access to learning resources and communication, while the case retains direct guidance, classical text study, and communal teaching. That balance depends on decisions within lessons: which digital resource adds value, whether learners can use it, and how a teacher checks understanding. The interviews express a preference for complementarity; the supplied

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evidence does not quantify changes in student achievement. Observing lessons and gathering learner feedback would help test whether the chosen balance supports learning.

Partnerships may provide expertise, connectivity, or institutional reach that a single pesantren cannot readily create alone. In the case account, leaders emphasize preserving their authority to select initiatives that fit the school's mission. This creates a useful question for partnership governance: who sets goals, reviews outcomes, and can decline a resource that conflicts with educational priorities? The current data describe collaborative arrangements but do not compare costs, long-term sustainability, or differences among partners.

Competitiveness is described here through service quality, public trust, institutional reach, and capacity to adapt. These aspects are more precise than treating technology use itself as competitive success. The manuscript presents informant perceptions and examples of organizational change but lacks a baseline and comparable institutions. Claims about increased enrollment, retention, learning outcomes, or financial resilience would require direct measures and a suitable comparative design.

The study's single-site design allows detailed interpretation of leadership practices but limits transferability. Its 15 purposively chosen informants reflect several institutional roles, although social hierarchy may influence how freely they describe the kiai's decisions. The reported convergence of interviews, observations, and documents is useful, yet dissenting perspectives and source records should remain available in a fuller research report. Comparative studies across pesantren with different resources could test which of the five practices travel well and under what conditions.

5. CONCLUSION AND SUGGESTIONS

The case identifies five interdependent leadership strategies at Dar Al Hikmah Islamic Boarding School: a vision grounded in Islamic values, digital administrative systems, gradual staff development, digitally supported learning and communication, and collaborative partnerships. Together they describe how the kiai and the institution understood digital transformation in relation to identity and service.

Participants reported easier access to information and more transparent administrative routines while continuing to value direct religious teaching. These findings document perceived changes within one school. They do not demonstrate a quantified gain in competitiveness or establish that technology caused improved student outcomes.

For practice, leaders can define the educational purpose of each system, support staff learning, review data quality, and ask whether technologies strengthen instruction and institutional trust. Further research should compare several institutions and measure outcomes over time, including learner experience and the costs of maintaining digital systems.

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