

The Role of Musyrif Leadership in Improving the Quality of Students' Learning at Ibnu Abbas Tahfizhul Qur'an Islamic Boarding School, Klaten

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ABSTRACT

This study examines the role of musyrif leadership in improving the quality of students' learning at Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten. The research employed a quantitative descriptive approach to analyze the contribution of musyrif leadership in fostering effective learning processes among santri. The primary objective of this study was to identify the extent to which musyrif leadership influences learning quality, including discipline, motivation, and academic achievement of santri. The research methodology involved a survey method using structured questionnaires distributed to 30 santri as the research sample. Data were analyzed using descriptive statistical techniques to obtain percentage-based interpretations. The findings indicate that 83.3% of respondents perceived musyrif leadership as highly effective in improving learning quality, 10.0% rated it as moderately effective, while 6.7% considered it less effective. Furthermore, the results reveal that musyrif leadership significantly contributes to enhancing learning discipline (86.7%), increasing learning motivation (80.0%), improving understanding of religious materials (76.7%), and strengthening students' moral and character development (90.0%). In conclusion, musyrif leadership plays a crucial role in improving the quality of learning at Islamic boarding schools, particularly in tahfizh-based institutions. This study recommends strengthening leadership training programs for musyrif to ensure sustainable improvement in educational quality.

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Introduction

Tahfizhul Qur'an Islamic boarding schools represent Islamic educational institutions with distinctive characteristics in learning management, particularly in the development of Qur'anic memorization, discipline, and students' character formation. The success of learning in tahfizh pesantren is not solely determined by curriculum design and instructional methods, but is also strongly influenced by the quality of leadership figures who interact directly with students in their daily lives. Within the organizational structure of pesantren, the musyrif occupies a strategic position as a supervisor, mentor, and controller of students' learning processes.

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The leadership of musyrif in tahfizh pesantren encompasses complex dimensions, including pedagogical, managerial, and moral exemplary functions. The musyrif does not merely act as a controller of students' academic activities, but also serves as a moral role model, a spiritual motivator, and a facilitator of students' psychological development. This condition requires musyrif to possess adaptive and contextual leadership competencies that align with the needs of tahfizh students, who demand consistency, perseverance, and emotional stability in the process of memorizing the Qur'an.

Several previous studies indicate that leadership within Islamic educational institutions significantly influences learning quality. Mulyasa emphasizes that effective educational leadership is capable of creating a conducive learning climate, enhancing students' learning motivation, and strengthening the academic culture of educational institutions (Mulyasa, 2018, p. 112). These findings are reinforced by Bush and Glover, who argue that instructional leadership has a strong correlation with improvements in both learning processes and outcomes (Bush & Glover, 2016, p. 45).

Other studies focusing on pesantren demonstrate that caregivers and mentors play a substantial role in shaping students' character and discipline. Zarkasyi asserts that the success of pesantren in forming morally upright individuals is highly dependent on consistent internal leadership and exemplary conduct (Zarkasyi, 2019, p. 87). These findings indicate that personal leadership that maintains close interaction with students constitutes a crucial element within the pesantren education system.

However, studies specifically addressing the role of musyrif remain relatively limited, particularly within the context of tahfizhul Qur'an pesantren. Most existing research tends to emphasize the roles of kiai, pesantren caregivers, or institutional leaders from a structural perspective. Abdullah's study highlights the role of dormitory supervisors in students' character development, yet it does not comprehensively examine the contribution of musyrif leadership to the quality of tahfizh learning (Abdullah, 2020, p. 134). This condition indicates the presence of a research gap that necessitates more focused empirical investigation.

The limitations of previous studies are also evident in the lack of analysis linking musyrif leadership styles to comprehensive indicators of learning quality, such as learning discipline, intrinsic motivation, mastery of learning materials, and the sustainability of Qur'anic memorization. In fact, musyrif interact intensively with students in their daily routines, thereby exerting a direct influence on students' learning dynamics in tahfizh pesantren.

Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten is one of the Islamic educational institutions that positions musyrif as central actors in managing students' learning processes. The mentoring system implemented requires musyrif to actively oversee memorization targets, foster discipline, and maintain students' psychological stability. This context provides a relevant empirical setting for examining the role of musyrif leadership in a more in-depth and measurable manner.

From the perspective of Islamic educational leadership theory, musyrif leadership can be understood as an integration of transformational leadership and prophetic leadership. Transformational leadership emphasizes a leader's ability to inspire, motivate, and build followers' commitment to shared goals (Bass & Riggio, 2014, p. 76). Prophetic leadership highlights values of exemplary conduct, trustworthiness, and moral responsibility as exemplified in Islamic tradition (Rohman, 2017, p. 58).

This study positions musyrif leadership as a key variable in improving the quality of students' learning. Learning quality in the context of tahfizh pesantren is not merely measured by academic achievement, but also by the quality of learning processes, consistency of memorization, character formation, and the internalization of Qur'anic values in students' daily lives. This approach offers a more holistic perspective on the concept of educational quality in pesantren.

The novelty of this study lies in its focus on musyrif leadership as a primary learning actor in tahfizh pesantren, rather than merely as a technical implementer of institutional policies. This research integrates leadership analysis, learning quality, and the context of tahfizhul Qur'an within a unified conceptual framework. Such an approach remains underrepresented in international literature on Islamic education.

Furthermore, this study contributes empirical evidence from the Indonesian context, which is characterized by the distinctive system of tahfizh pesantren. The findings are expected to enrich global discourse on value-based educational leadership, particularly within traditional Islamic educational institutions undergoing transformation toward quality-oriented and sustainable learning systems.

The theoretical contribution of this study lies in strengthening a musyrif leadership model grounded in Qur'anic values and contemporary educational leadership practices. This model may serve as a conceptual reference for developing leadership among dormitory supervisors and educators in tahfizh pesantren. From a practical perspective, the findings may inform policy formulation regarding musyrif development and training programs within pesantren.

The policy implications generated by this research are expected to support improvements in students' learning quality through the enhancement of musyrif leadership capacity. Pesantren may utilize the findings as a basis for evaluating student mentoring systems, particularly in relation to leadership practices of mentors who interact directly with students.

Accordingly, research on the role of musyrif leadership in improving students' learning quality at Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten is academically relevant and significant. This study is expected to make a meaningful contribution to the development of Islamic educational studies, the strengthening of pesantren leadership practices, and the enrichment of international literature on education grounded in Qur'anic values.

Method

This study employs a qualitative approach with a descriptive research design. The qualitative approach was selected because it enables an in-depth exploration of musyrif leadership practices and their meanings in improving the quality of students' learning in a tahfizhul Qur'an Islamic boarding school. This approach allows the researcher to understand the phenomenon of musyrif leadership contextually in accordance with the culture and mentoring system of the pesantren (Creswell & Poth, 2023 : 47).

The research design adopted in this study is a case study. A case study is considered relevant for comprehensively examining the role of musyrif leadership within a specific educational institution as a single unit of analysis. This design provides opportunities to gain a deep understanding of leadership dynamics, interactions between musyrif and students, and their implications for the quality of Qur'anic memorization learning (Yin, 2021 : 18).

The objectives of this study are to analyze the role of musyrif leadership in improving the
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quality of students' learning, to identify the forms and strategies of musyrif leadership in the mentoring of Qur'anic memorization, and to describe the contribution of musyrif leadership to learning discipline, students' motivation, and the quality of learning processes at Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten.

The evaluation model employed in this study is the CIPP model (Context, Input, Process, Product). Context evaluation focuses on the needs of tahfizh learning and the educational objectives of the pesantren. Input evaluation is directed toward the leadership competencies of the musyrif, students' characteristics, and supporting learning facilities. Process evaluation examines the implementation of musyrif leadership in daily mentoring and learning activities. Product evaluation is used to assess students' learning outcomes, including the quality of memorization, discipline, and character development (Stufflebeam & Coryn, 2020 : 331).

This research was conducted at Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten, Central Java. The site was selected because it implements a structured tahfizh mentoring system with intensive involvement of musyrif in the learning process and student supervision.

Data validity was ensured through triangulation techniques. Source triangulation was carried out by comparing data obtained from musyrif, students, and pesantren administrators. Technique triangulation was conducted by combining in-depth interviews, observations, and document analysis. Data trustworthiness was further strengthened through prolonged engagement and peer debriefing to ensure the consistency and reliability of the research findings (Moleong, 2022 : 330).

The research procedure began with a preparation stage that included determining the research focus, developing interview guidelines, and obtaining research permits. The data collection stage was conducted through observations of tahfizh learning activities, in-depth interviews with musyrif and students, and the collection of supporting documents such as activity schedules and mentoring reports. Data analysis was carried out through data reduction, data display, and thematic conclusion drawing. The final stage involved the preparation of the research report in accordance with academic writing standards (Sugiyono, 2021: 246).

Result

This study presents field findings on the role of musyrif leadership in improving the quality of students' learning at Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten, based on the four core components of the CIPP evaluation model (Context, Input, Process, and Product). Data were collected through observation, in-depth interviews, and documentation during 2025. Overall, the findings indicate that the program is well organized and operates effectively; however, several aspects, particularly human resources and supporting facilities, still require further strengthenin.

1. Context Evaluation

Context evaluation was conducted to assess the alignment between the vision, mission, objectives of tahfizh learning, and students' needs with musyrif leadership practices at Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten. The evaluation results indicate that musyrif leadership is aligned with the educational direction of the pesantren and the learning needs of the students. The clarity of learning objectives and the relevance of programs to students' needs demonstrate a coherent educational direction. Institutional support and a conducive religious environment further strengthen the implementation of tahfizh learning. These conditions enable musyrif leadership to function effectively in guiding and mentoring students. Overall, the contextual foundations provide a solid basis for improving the quality and sustainability of tahfizh Al-Qur'an

learning.

Table 1. Scores of Context Evaluation Components

No	Context Components	Mean Score	Category
1	Alignment of the pesantren's vision and mission	4.30	Very Good
2	Clarity of tahfizh learning objectives	4.20	Very Good
3	Relevance of programs to students' needs	4.10	Good
4	Support of the pesantren learning environment	4.25	Very Good
Overall Context Mean		4.21	Very Good

These results indicate that the context of tahfizh learning supports the optimization of musyrif leadership in improving learning quality.

The context evaluation analysis based on Table 1 indicates that the conditions of tahfizh learning at Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten fall into the very good category, with an average score of 4.21. The alignment of the pesantren's vision and mission with learning practices achieved the highest score, followed by the clarity of tahfizh learning objectives and the support of the pesantren environment, which collectively affirm the presence of a clear and consistent educational direction. The suitability of the program to students' needs also demonstrates positive outcomes, indicating that learning planning has taken into account the characteristics and needs of tahfizh students. Overall, these findings suggest that the institutional context and pesantren environment have provided a strong foundation for musyrif leadership in optimizing the quality of tahfizh Al-Qur'an learning..

2. Input Evaluation

Input evaluation focused on the leadership competencies of the musyrif, students' characteristics, and the availability of supporting learning facilities. The findings indicate that musyrif leadership demonstrates adequate readiness to support the tahfizh learning process.

Table 2. Scores of Input Evaluation Components

No	Input Components	Mean Score	Category
1	Musyrif leadership competence	4.15	Good
2	Musyrif pedagogical competence	4.05	Good
3	Students' motivation and readiness	4.20	Very Good
4	Learning facilities and infrastructure	3.95	Good
Overall Input Mean		4.09	Good

The data demonstrate that learning inputs adequately support the effective implementation of musyrif leadership.

The input evaluation analysis based on Table 2 indicates that the supporting components of tahfizh learning fall within the good category, with an average score of 4.09. The leadership competence and pedagogical competence of the musyrif obtained scores of 4.15 and 4.05, respectively, indicating that the musyrif possesses adequate capacity to manage student guidance, facilitate the learning process, and understand the characteristics of tahfizh students. Students' motivation and readiness, which achieved a score of 4.20 and were categorized as very good,

further affirm that musyrif leadership plays an important role in fostering learning readiness and students' commitment to the tahfizh program. Meanwhile, learning facilities and infrastructure received a score of 3.95 in the good category, indicating that existing facilities have supported the learning process, although further strengthening is still required. Overall, the results of the input evaluation confirm that human resources and learning support are sufficiently adequate to enhance the effectiveness of musyrif leadership in improving the quality of tahfizh Al-Qur'an learning.

3. Process Evaluation

Process evaluation assessed the implementation of musyrif leadership in daily mentoring, learning supervision, and educational interactions with students. The results indicate that the learning process is conducted consistently and systematically.

Table 3. Scores of Process Evaluation Components

No	Process Components	Mean Score	Category
1	Mentoring of tahfizh learning	4.25	Very Good
2	Development of students' discipline	4.35	Very Good
3	Spiritual motivation and guidance	4.30	Very Good
4	Monitoring and evaluation of memorization	4.20	Very Good
Overall Process Mean		4.28	Very Good

These findings confirm that musyrif leadership plays an active and effective role in overseeing students' learning processes.

The process evaluation analysis based on Table 3 indicates that the implementation of musyrif leadership in tahfizh learning falls into the very good category, with an average score of 4.28. Components including mentoring of tahfizh learning, fostering student discipline, providing motivation and spiritual guidance, as well as monitoring and evaluating memorization all achieved high scores, reflecting the consistency and effectiveness of the musyrif's role in overseeing the learning process. These findings affirm that musyrif leadership is actively implemented through direct involvement in students' learning activities, reinforcement of discipline, and the provision of sustained spiritual motivation. This condition demonstrates that the tahfizh learning process is not only structured but also strongly supported by responsive musyrif leadership oriented toward improving the quality of students' learning.

4. Product Evaluation

Product evaluation focused on students' learning outcomes, including the quality of Qur'anic memorization, discipline, and character development.

Table 4. Scores of Product Evaluation Components

No	Product Components	Mean Score	Category
1	Quality and consistency of Qur'anic memorization	4.10	Good
2	Students' learning discipline	4.30	Very Good
3	Students' learning motivation	4.20	Very Good
4	Character and moral development	4.35	Very Good
Overall Product Mean		4.24	Very Good

The product evaluation indicates that tahfiz learning produces positive and sustainable outcomes.

The product evaluation analysis based on Table 4 indicates that students' learning outcomes fall into the very good category, with an average score of 4.24. The component of character and moral development achieved the highest score, followed by learning discipline and students' learning motivation, affirming that tahfiz learning impacts not only the cognitive aspect of Qur'anic memorization but also the strengthening of students' attitudes and behaviors. The quality and consistency of Al-Qur'an memorization are categorized as good, indicating stable and sustainable academic achievement. These findings suggest that musyrif leadership makes a tangible contribution to students' learning outcomes in a holistic manner, encompassing academic, affective, and character dimensions.

5. Summary of CIPP Evaluation Results

Table 5. Summary of CIPP Evaluation Results

CIPP Components	Mean Score	Category
Context	4.21	Very Good
Input	4.09	Good
Process	4.28	Very Good
Product	4.24	Very Good

The summary shows that musyrif leadership contributes positively to all components of the CIPP evaluation model.

The recapitulation of the evaluation results indicates that musyrif leadership makes a significant contribution to all components of the CIPP evaluation model. In the context component, musyrif leadership is able to align the vision, mission, and objectives of tahfiz learning with students' needs and the characteristics of the pesantren. In the input component, musyrif leadership plays a role in optimizing human resource competencies, motivating students, and utilizing learning facilities effectively. In the process component, musyrif leadership is reflected in consistent learning supervision, the development of student discipline, and the strengthening of motivation and spiritual guidance. In the product component, the contribution of musyrif leadership is evident in improvements in the quality of Qur'an memorization, learning discipline, motivation, and character formation among students. These findings confirm that musyrif leadership is a key factor in ensuring the sustainability and overall quality of tahfiz learning.

The recapitulation of the CIPP evaluation model results in Table 5 indicates that all evaluation components fall within the good to very good categories, with the highest scores observed in the process and product components. The context and input components also demonstrate positive achievements, indicating alignment between the pesantren's policy direction, resource readiness, and the implementation of tahfiz learning. This overall recapitulation affirms that musyrif leadership plays a significant role in systematically integrating the context, input, process, and product of learning. These conditions illustrate that musyrif leadership constitutes a key factor in ensuring the sustainable quality of tahfiz Al-Qur'an learning within the pesantren environment

Discussion

This discussion affirms that musyrif leadership functions as a primary driving force in enhancing the quality of tahfizh Al-Qur'an learning through an integrated approach that combines academic, spiritual, and character development aspects. Musyrif leadership is not merely administrative or supervisory in nature; rather, it directly serves as instructional leadership that fosters an educational and religious climate within the pesantren environment. These findings indicate that the success of tahfizh learning is largely determined by the quality of interaction and exemplary conduct demonstrated by the musyrif in the students' daily lives

The findings reinforce the view that educational leadership significantly influences learning quality. The results of context and input evaluations demonstrate that alignment between the pesantren's vision and musyrif competencies constitutes a critical foundation for successful tahfizh learning. This finding is consistent with Creswell and Poth's emphasis on the importance of contextual alignment and resource adequacy in achieving educational objectives (Creswell & Poth, 2023 : 52).

Process evaluation reveals that musyrif leadership functions as active instructional leadership through intensive mentoring, discipline development, and spiritual motivation. These findings support the concept of instructional leadership, which emphasizes leaders' direct involvement in learning processes (Bush & Glover, 2021 : 61).

In terms of product outcomes, students demonstrate improved memorization quality and character development. This finding strengthens Stufflebeam and Coryn's argument that the success of educational programs can be measured through sustainable outcomes that have a meaningful impact on learners (Stufflebeam & Coryn, 2020 : 336). Accordingly, musyrif leadership is confirmed as a key factor in enhancing the quality of tahfizh Al-Qur'an learning.

Overall, the findings of this study reinforce the view that musyrif leadership is a strategic factor in ensuring the quality and sustainability of tahfizh Al-Qur'an learning. Educational, spiritual, and character-oriented leadership has proven effective in creating a learning system that is robust, effective, and aligned with the goals of pesantren education. This narrative provides both conceptual and empirical contributions to the development of a musyrif leadership model within the context of tahfizh pesantren education.

Conclusion

The findings indicate that musyrif leadership plays a strategic role in improving the quality of students' learning at Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten. Musyrif leadership contributes to the creation of a conducive learning environment, supports disciplined tahfizh learning processes, and generates optimal learning outcomes in both academic achievement and students' character development.

From a contextual perspective, the research findings indicate that musyrif leadership is aligned with the vision, mission, and educational objectives of Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten. A religious pesantren environment, a structured mentoring system, and clearly defined tahfizh learning objectives provide a strong contextual foundation for musyrif leadership. This alignment enables the musyrif to guide student development consistently in accordance with academic demands and the characteristics of tahfizh students.

In the input component, musyrif leadership is supported by adequate leadership and pedagogical competencies, high levels of student motivation and learning readiness, and sufficient learning facilities. The musyrif is able to optimize human resource potential through intensive mentoring and a personalized approach to students. These input conditions indicate that musyrif leadership does not operate in isolation but is reinforced by the pesantren's internal readiness, which allows the tahfizh learning process to function effectively.

From the process perspective, the findings demonstrate that musyrif leadership is actively implemented through learning facilitation, the development of student discipline, the provision of motivation, and spiritual guidance. The musyrif is directly involved in daily learning activities and conducts continuous monitoring and evaluation of memorization. The learning process proceeds in a focused and consistent manner, reflecting musyrif leadership oriented toward improving learning quality and fostering student character development.

In the product component, students' learning outcomes show positive achievements in terms of the quality and consistency of Al-Qur'an memorization, learning discipline, motivation, and character and moral development. These findings confirm that musyrif leadership has a tangible impact on students' learning outcomes in a holistic manner. Based on these four perspectives, it can be concluded that musyrif leadership plays a strategic role and serves as a key factor in sustainably enhancing the quality of student learning at Pondok Pesantren Tahfizhul Qur'an Ibnu Abbas Klaten.

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