Leadership Education Program in Higher Education According to Dr. (H.C) K.H. Abdullah Syukri Zakasyi, Lc., M.A.

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KEYWORDS	ABSTRACT
Leadership; Education; Program	Leadership education is an important element in shaping the character and competence of qualified college graduates. This research aims to develop a leadership education program in higher education based on the views of Dr. (H.C.) KH. Abdullah Syukri Zarkasyi, Lc., M.A. The method used in this research is library Research where researcher analyze the work of KH Abdullah Syukri Zarkasyi in the form of books, journals, and news, both what he wrote and what others wrote about him. This leadership education program includes various activities such as Cultivation Islamic Worldview, Tadabbur Tafsir Hadith Leadership, Contemporary Fiqh Learning, Conflict Management and Problem-solving Training, Public Speaking Training, And Community Service Program. Each program is designed to enrich students' leadership skills in accordance with Islamic values and respond to the challenges of the times.

Introduction

Educational institutions are institutions that not only focus on the cognitive development of students but also play a role in educating and fostering students from the affective and psychomotor sides. So that educational institutions not only give birth to academically intelligent scientists but also have the ability to produce quality leaders in the future. One of the institutions capable of giving birth to leaders in accordance with the tridharma of higher education. Therefore, universities have a role as pioneering agents and motivators of change in society from various aspects.

Today, universities face a variety of problems and challenges that differ from time to time. The rapid advancement of technology makes everything accessible easily and quickly. Therefore, universities are required to be able to face every problem and challenge that exists with a dynamic and comprehensive evaluation. One of the most basic problems in the world of education is the problem of relevance and quality which has not provided good news (Purwanto, Asbari, & Hadi, 2020). Whereas universities are expected to be able to be a solution to all types of problems that arise in society. One of the solutions offered by universities is to produce leaders who are able to become solutions for society.

Every leader has a unique and different attitude and character. These attitudes and characters will influence his behavior and leadership style with other leaders. Because leadership has the power of aspiration, passion and morale that is able to influence subordinates to change their attitudes, in accordance with the will and ideals of the leader. But even so, a leader is a figure who is an example for the people around him or his subordinates (Mulyono, 2018).

Islam views leadership as a very vital element, because in carrying out its leadership functions in various aspects it must respect very complex rules at the individual, community and national levels. Veithzal Rivai describes leadership as an effort to influence a group of people to move towards mutually agreed goals by encouraging or motivating members to do so without coercion. (Yani, 2021) Therefore, Islam has a role model in carrying out its leadership function, namely the Prophet Muhammad SAW. His leadership has become a standard that can be applied at various ages. Prophet Muhammad SAW shows, if leadership can be successful then Prophet Muhammad as an ideal figure he can be used as an example in many aspects. His appointment as an apostle is intended to guide humans and nature (Rahayuning Tyas, 2019).

One form of effort to improve the quality of leadership of college graduates is to hold a leadership education program in college. This program aims to provide a forum for students to gain experience, knowledge, and competencies needed to become a leader. This program can be in the form of courses, extracurricular and co-curricular activities, training (Basic Leadership Training), or other programs that are in accordance with the vision, mission, and goals of each university.

Minister of Political, Legal and Security Affairs Mahfud MD said that as many as 86% of corruptors in Indonesia are college graduates (Farasonalia, 2021), this statement was reinforced by Nurul Ghufron as deputy chairman of the Corruption Eradication Commission (KPK) (Gumay, 2021) and Budi Santoso as Head of the Task Force for Higher Education Cooperation & Session Records of the Indonesian KPK. Budi added that the perpetrators of corruption are not only under graduates, even above that (Fatimah, 2020). These various cases reflect that universities have not been fully successful in shaping the strong character and integrity needed in leaders.

The leadership education program seeks to equip and provide capital for students to be able to lead their families, even go into the community, government institutions, private sector, and even be able to become future leaders in the national scope. Therefore, this program is needed to be mentally strong, independent and disciplined (Santosa, Fauziah, & Tamami, 2017a).

Indeed, there have been many studies conducted on leadership in various educational institutions, from elementary school to university level. For example, research conducted by Rizqi Arifin et al (Rizqi Arifin, Nurul Aida, Saripudin, Yulisma, & Mulyanto, 2023) emphasizes the importance of producing quality leaders in the future. However, most of the existing research only focuses on certain groups or a small scope, such as student council administrators, student organizations, students in one or several universities, or on a local scale. Other studies focus on Islamic values in leadership, but are limited in their implementation (Rahayuning Tyas, 2019; Yani, 2021). In addition, there are findings that reveal the importance of a leader adapting to technology but are limited in combining modern approaches with Islamic values (Simbolom, 2023).

Given the importance of leadership education to improve the quality of college graduates in the future, researcher is interested in conducting research with the title "Leadership Education Programs in Higher Education According to Dr. (H.C.) KH. Abdullah Syukri Zarkasyi, Lc., M.A."

Definition of Leadership

In English, a leader is referred to as a leader from a Viking expression. Leadership is defined as a person's ability to motivate others to work together as a team to achieve a goal (Rivai & Arifin, 2009, p. 106). In terms of leadership is an influence exercised by a leader in order to achieve a goal, provide motivation to its members to help achieve the goals that have been made, motivate for the improvement of its members. (Hutahayan, 2020)   Konopaske and Matteson in explaining that leadership is a person's process of influencing others by facilitating them in order to achieve the goals of an organization. Then Wijono defines leadership as an effort that a person makes in order to be able to implement personal goals or goals of an organization. (Wijono, 2018)

Research conducted by Nesa Novrizal shows that there are significant differences between Muslim and Western scholars in defining leadership. These differences are born from deep differences in values, culture, and religion. This can be seen in how scientists define leadership. Muslim scientists emphasize more on the adab and ethical aspects of leading, so that there is no coercion from the leader towards his followers. While western scientists tend to emphasize the practical aspects and the transactional between the leader and his followers in order to achieve the goals that have been set. (Novrizal, Supraha, & Tamam, 2024).

Functions of Leadership

The leadership function is an effort to influence and direct its members to do their work as well as possible, with high fighting spirit, and strong motivation to achieve the goals of their work (Bashori, Yolanda, & Wulandari, 2020). The following leadership functions:

a.   As a Unifier or Mediator

In the Qur'an, Allah has commanded humans not to be hostile to each other. Therefore, the function of a leader is to unite them so that there is no conflict. Allah SWT. Says in QS. Al-Hujurat verse 9 which explains that if there are two groups of mu'min who are at odds then let them reconcile. Leaders in Islam have a role as unifiers of the people, who are tasked with regulating differences of opinion, conflict and diversity among members of the community he leads.

b.   As an advocate

The leadership function as an advocate is a leader who is able to inspire others. He has the ability to get along well and eloquent in speaking. In addition, the function of leadership in Islam is also not only limited to the administrative realm but also in the realm of spirituality (spiritual development).

c.   As an Advisor

Every Muslim has a role as an advisor among others. As the Word of Allah SWT. In QS. Al-'Ashr verse 3 explains that a Muslim should advise each other in truth and goodness. Therefore, as a leader he is expected to advise his members to always do good and leave reprehensible deeds (Sunarso, 2022).

Leadership Education Programm

In a study conducted by Sadiyah et al (2019), it was stated that there are five leadership education programs that can be followed by students. These programs include:

a. Outbound

Outbound includes activities such as swimming, flying fox, wall climbing, high roff or rope bridge installation, marine bridge or walking on spider webs, and kayaking. These activities are a way to teach leadership and management characteristics in an outdoor setting with a different and simple approach, which can be energizing and enhance students' creativity.

b. MABIT (Malam Bina Iman dan Taqwa)

Mabit is one of the activities in Islamic education that aims to nurture the Muslim soul so that it is able to become an individual who is not only intellectually and physically competent, but also has a strong spiritual intelligence in view of Allah SWT.

c. Outing

Outing is a leadership education program where learning is done through outings or recreation. The goal is that students do not feel bored in the learning process.

d. Creative Game

Creative Game is part of the leadership education program held on the independence-day of the Indonesian republic. This activity is carried out either individually or in groups, depending on the type of game chosen.

e. Night School

Night school is a leadership education program where the education process is carried out at night. Night school activities are similar to camps and are attended by all students.

The work of KH. Abdullah Syukri Zarkasyi, MA.

Dr. (HC). K.H. Abdullah Syukri Zarkasyi, M.A., or often known as Kiai Syukri, is the first son of K.H Imam Zarkasyi, one of the founders of Pondok Modern Darussalam Gontor. He grew up in a pesantren environment that is full of knowledge and strong Islamic values. His father was a charismatic figure who took part not only for Gontor but for the country. Some of his activities in government such as: Compilation of the Islamic Education Curriculum, Head of the Madiun Prefecture Religious Office, Head of the Planning Section for Religious Education in Elementary Schools, Chairman of the Advisory Council for Religious Education and Teaching (MP3A), Member of the National Drafting Council (Deppernas). His activities in community organizations, such as: Head of the Education and Teaching Section of Hizbullah, active in Masyumi, attended the Indonesian Muslim Congress, Chairman of the Indonesian Islamic Teachers Association (PGII), member of the MUI Advisory Board. In the international arena he was a member of the Indonesian delegation in the review of the Soviet Union countries, attending the Muktamat Majma' al-Buhus in Egypt (Penulis, 2016; Pondok Modern Darussalam Gontor, n.d.).

Until now, PM Gontor has 20 branches spread across various parts of Indonesia. The 20 branches consist of 12 male campuses, 6 female campuses, and 1 university. Each of these scattered branches still holds the values that have been instilled by the founders (Trimurti). In addition to having branches spread in various parts of Indonesia, Gontor now has 410 Gontor alumni pesantrens who are members of the Gontor Alumni Pesantren Forum (FPAG) (Fadlullah, 2023).

Kiai Syukri is known as a firm and authoritative figure, his work has contributed a lot to producing quality santri. In addition, the efforts he made in order to foster the community, especially in the Gontor area, such as building and fostering musholla, mosques, Islamic boarding schools and the like to fostering village heads and warok paguyuban in Ponorogo district. In the context of education, apart from being a leader of Pondok Modern Darussalam Gontor, he is also the founder of Pesantren Anak Sholeh Baitul Qur'an (PAS BQ), a center for educational activities and community da'wah located 1 KM from Pondok Modern Darussalam Gontor. This pesantren has three institutional units, including a play group unit, a kindergarten unit, and a madrasah ibtidaiyah unit. Of the three units, there are 3,039 santri and santriwati (Pesantren Anak Sholeh Baitul Qur'an, 2022).

Leadership Education according to Dr. (HC). K.H Abdulllah Syukri Zarkasyi, M.A

Education according to Dr. (H.C) KH. Abdullah Syukri Zarkasyi, Lc., M.A. is an effort to shape the experience and desired changes in the behavior of individuals and groups according to educational goals, will only succeed through the interaction of educators and the educated, as well as social interaction in the surrounding environment. This is based on the fact that from birth to death, every human being is obliged to learn and study, both in formal, informal and non-formal educational institutions (A. S. Zarkasyi, 2005, p. 22).

In his book "Bekal untuk Pemimpin", he defines education as an effort to change the mindset, attitudes and behavior of students, from negative to positive. These changes can be observed in everyday life, to what extent a person is able to think, behave and behave positively in solving life's problems, and his presence is able to provide benefits to as many people as possible. He not only lives, but lives, moves and moves, struggles and fights (A. S. Zarkasyi, 2020, p. 13). The definition of leadership in his view is an educator who directs, assigns, trains, oversees, sets an example and prays. In addition to being a motivator, supervisor, evaluator, even plunge directly and intervene in the whole system of life (A. S. Zarkasyi, 2020, pp. 22–24).

From the two definitions above regarding education and leadership, researchers conclude that leadership education in the view of KH. Abdullah Syukri Zarkasyi is a structured effort to shape and direct a person's experience, mindset, attitudes, and behavior through intense interaction between educators and students.

Research conducted by Angga Pramono also defines leadership education in the perspective of Dr. (K.H) Abdullah Syukri Zarkasyi, Lc., M.A. He concluded that leadership education is an effort made by someone to guide the personality and form a person's leadership spirit in him. Not just guidance and formation of leadership spirit, but can apply wisely and can be useful for him and others (Pramono, 2020).

Leadership education aims to familiarize and apply leadership traits among students. This program is a very important and useful educational design to develop and build a national civilization that has dignity, in an effort to educate the nation's life. The purpose of this program is to educate students to be independent, responsible, democratic, and foster leadership (Santosa, Fauziah, & Tamami, 2017b).

The implementation of leadership education programs can be implemented through the following six things. such as modeling, environment, curriculum, instruction, system, and tradition (Santosa et al., 2017b).

Method

This research uses library research, where researchers analyze the work of KH Abdullah Syukri Zarkasyi in the form of books, journals, and news, both what he wrote and what others wrote about him. Such works include the book "Bekal untuk Pemimpin", Manajemen Pesantren: Pengalaman Pondok Modern Gontor, Gontor & Pembaharuan Pendidikan Pesantren, and Manajemen Pendidikan Pesantren Dalam Perspektif Dr. KH. Abdullah Syukri Zarkasyi, M.A. These sources provide valuable insights into his thoughts and practices in managing Islamic education, particularly within the pesantren system. By examining these works, the study aims to uncover the principles and strategies applied by KH Abdullah Syukri Zarkasyi, which have contributed significantly to the development and modernization of pesantren education.

Furthermore, the analysis delves into how his approaches have shaped the pesantren as a sustainable model for Islamic education, balancing tradition and innovation. His leadership and educational philosophy are reflected in the curriculum design, teacher training, and management practices implemented at Pondok Modern Gontor, a pesantren renowned for its progressive outlook. By synthesizing the findings from these literary sources, this research seeks to provide a comprehensive understanding of KH Abdullah Syukri Zarkasyi's legacy and its relevance to contemporary Islamic education management, particularly in addressing the challenges of modern times.

Result

Leadership Education Program in Higher Education

To equip students to have the knowledge, attitudes and skills in accordance with the thoughts of Dr. (H.C) KH. Abdullah Syukri Zarkasyi, Lc., MA., the activities provided in the leadership education program in higher education consist of Cultivation Islamic Worldview, *Tadabbur Tafsir Hadith* Leadership, Learning Contemporary Fiqh, Conflict Management and Problem-Solving Training, and Service to the Community. To clarify the leadership education program in higher education can be seen from the following:

The Cultivation Islamic Worldview

The islamic worldview cultivation program for prospective leaders, as formulated by Dr. (H.C) K.H. Abdullah Syukri Zarkasyi, Lc., M.A., emphasizes the importance of integrating science and charity in all aspects of life. According to him, in an effort to produce a leader, there needs to be guidance and supervision in order to form a person's mindset, attitude, and behavior.

The Cultivation Islamic Worldview in the student's personality is an important first step in the leadership education program. This is because Islamic worldview is the main foundation for a person, especially a Muslim, who will make and take a policy for his group. The diversity of worldviews is due to the diversity of a person's experience and background, which will determine their mindset, attitudes and actions.

In the Islamic Worldview cultivation program, all students will get an in-depth understanding of various basic concepts of Islam. The speakers use the approach of lectures, questions and answers, and discussions. From this program, students are expected to be able to make Islamic values the main basis for their speech and actions. The materials that will be taught to students for one year include: Human Concept, Religion and Tolerance Concept, Life Concept, Happiness Concept, and Science Concept.

The objectives of this program are to equip students with a good and correct perspective in accordance with the Qur'an and al-Hadith, increase knowledge about themselves and their surroundings, help students know themselves and their God, instill an attitude of obedience to His commands and prohibitions, prepare prospective leaders with integrity, and increase understanding of diversity o The objectives of this program are multifaceted, aiming to develop students holistically in line with Islamic principles. First, it seeks to equip students with a sound and correct perspective rooted in the teachings of the Qur'an and al-Hadith, serving as a guiding framework for their thoughts and actions. Additionally, the program is designed to enhance students' knowledge of themselves and their surroundings, fostering self-awareness and a deeper connection to the world around them.

Another key goal is to help students recognize their relationship with themselves and their Creator, instilling a sense of devotion and an attitude of obedience to His commands and prohibitions. Moreover, the program emphasizes the preparation of future leaders with strong integrity, moral character, and the ability to lead responsibly. Lastly, it aims to broaden students' understanding of the diversity of views, cultivating a sense of tolerance and openness essential for navigating the complexities of modern society while upholding Islamic values. f views.

Tadabbur *Tafsir Hadist* Leadership

This program is a continuation of the leadership education program after the cultivation of *Islamic Worldview.* According to Dr. (H.C) Abdullah Syukri Zarkasyi, Lc., M.A., as quoted by Zulfahmi Syukri Zarkasyi (2018) explained that one of the goals of the leader regeneration program is to prepare a generation that has noble morals and is capable of various skills.

In line with this goal, the leadership hadith tadabbur program examines the verses of the Qur'an and hadiths related to the concept of leadership. Through the process of in-depth study of leadership verses and hadiths, students are expected to be able to internalize the values of Islamic leadership in making and making decisions or policies.

In line with this goal, the Leadership Hadith Tadabbur program focuses on examining verses of the Qur'an and hadiths that discuss the concept of leadership. This program provides students with the opportunity to engage in an in-depth study of leadership principles as outlined in Islamic teachings. By exploring the meanings, contexts, and applications of these verses and hadiths, students are encouraged to develop a comprehensive understanding of leadership from an Islamic perspective.

Through this reflective process, the program aims to help students internalize the values of Islamic leadership, such as justice, responsibility, humility, and sincerity. These values are intended to guide them in their personal and professional lives, particularly in decision-making and policy formulation. By embedding these principles, the program aspires to prepare students to become leaders who are not only effective but also grounded in strong moral and ethical foundations, ensuring their decisions benefit both the community and align with Islamic teachings.

Contemporary *Fiqh* Learning

After participants get a strong understanding of aqidah and the concept of leadership based on al-Qur'an and al-Hadith, then participants are equipped with Contemporary Fiqh learning. This is in accordance with the views of Dr. (H.C) K.H. Abdullah Syukri Zarkasyi, Lc., M.A., he said that a leader must master the problem and be able to solve it. Lack of understanding of the problem results in a lack of ability to make and decide a problem.

Some of the issues that occur today and will be studied in this program such as Women's Leadership in Islam, Non-Muslim Leaders in Muslim majority countries, Fiqh of Public Policy, Fiqh of Leadership and Human Rights, Islamic Government/State, and Fiqh of Political Leadership. The following is an ex Some of the pressing issues in contemporary society that are addressed in this program include Women's Leadership in Islam, Non-Muslim Leaders in Muslim-Majority Countries, Fiqh of Public Policy, Fiqh of Leadership and Human Rights, Islamic Government/State, and Fiqh of Political Leadership. Each of these topics is carefully studied to provide students with a deeper understanding of their relevance and implications in the modern world, while remaining rooted in Islamic principles.

For instance, the topic of Women's Leadership in Islam explores the role of women as leaders within various societal contexts, highlighting historical and contemporary perspectives. Non-Muslim Leaders in Muslim-Majority Countries examines the dynamics of leadership and governance in pluralistic societies, emphasizing coexistence and mutual respect. Similarly, the study of Fiqh of Public Policy delves into the principles of Islamic jurisprudence as they relate to policy-making and governance, while Fiqh of Leadership and Human Rights discusses the balance between upholding Islamic values and respecting universal human rights. Topics such as Islamic Government/State and Fiqh of Political Leadership provide critical insights into the foundations and functions of governance from an Islamic viewpoint, addressing challenges faced by Muslim societies today.

The program ensures that students engage in meaningful discussions and critical analysis of these topics, equipping them with the knowledge and skills needed to address complex leadership issues with wisdom and integrity. The following sections provide a detailed explanation of each topic planation of this material.

Conflict Management and Problem-solving Training

The conflict management and problem-solving training program is very relevant to the thoughts of Dr. (H.C) K.H. Abdullah Syukri Zarkasyi, Lc., M.A., according to him a leader must be able to master, solve problems, and find solutions. As a leader, mastering problems is a must. This is proof that he is responsible, mastering the problem, and there is a calling within himself. (A. S. Zarkasyi, 2020, p. 71) He also explained that a leader needs a leader must always take the initiative. By always trying to think fast and hard to find many alternatives in organizing and implementing existing programs so that activities are always dynamic and growing.

This training is conceptualized to equip students to manage and solve problems effectively and efficiently. This program includes material on understanding conflict management, conflict resolution in organizations or institutions, and problem-solving techniques that can be implemented in their daily lives. In this training, the resource person uses the approach of lectures, questions and answers, simulations, assignments, and discussions. The purpose of this program is to foster a critical attitude towards a problem, train a wise attitude in making decisions, and train communication and teamwork.

Public Speaking Training

Dr. (H.C) K.H. Abdullah Syukri Zarkasyi, L.C., M.A., explained that among the qualifications that must be possessed by a leader is the ability to communicate and bermuamalah, that is, being able to interact well with the interlocutor. This ability, according to him, can be developed through training. He emphasized that training has an important role in developing a person's ability to behave, to be wise in facing life's challenges, and to sharpen the mindset. Therefore, one form of training that is relevant in order to prepare prospective leaders is *public speaking* training. According to K.H. Abdullah Syukri Zarkasyi, whatever one's profession, the ability to communicate

is one of the main keys to success. Especially as a leader, the ability to communicate is an absolute requirement in running the wheels of his leadership (A. S. Zarkasyi, 2020, p. 102).

Community Service Program

In order to produce a leader, Dr. (H.C) K.H. Abdullah Syukri Zarkasyi, L.C., M.A., emphasized the importance of direction, training, assignment, habituation, supervision, uswah hasanah, and diverse approaches. He also argued that a leader must go directly and experience the pattern of life in the community. This is very much needed in order to produce leaders who are not only skilled in theory, but also skilled and wise in practice in social life.

In this regard, the community service program is the answer to all existing problems. This program is a representation of all the programs that have been passed before. As the culmination of all the materials and theories that have been given, studied, discussed, and presented. Through this program, participants are expected to be able to connect various theories in previous training into the reality of life in the field. In this program, participants dialogue, observe, and understand field objects.

Conclusion

Leadership Education according to Dr. (H.C) K.H. Abdullah Syukri Zarkasyi, Lc., M.A. is a structured guidance, direction, accompanied by supervision to shape the mindset, attitude, and behavior of students. From this definition, the researcher derived it into a leadership education program in higher education. So the leadership education program in higher education according to Dr. (H.C) K.H. Abdullah Syukri Zarkasyi, Lc., M.A., includes cultivation Islamic Worldview, understanding the verses and hadiths about leadership, exploring contemporary fiqh, technology-based leadership training, and conflict management and problem solving. In addition to theoretical activities, this program also includes practical activities. Such as public speaking training, writing scientific papers and community service.

Based on the results of the research, the leadership education program in higher education according to Dr. (K.H) Abdullah Syukri Zarkasyi, Lc., MA., the following suggestions and recommendations can be made:

1. Suggestions: the program that has been developed by researcher needs the involvement of various stakeholders in higher education and need to integrate the program with the academic curriculum, and this program needs to be evaluated regularly to answer the challenges and needs of the times.
2. Recommendations: researchers and policy makers are expected to develop a leadership education module so that it can be a reference for other lecture and students

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