

Uswatun Hasanah Leadership Based on Santri Satlogi in Strengthening Santri Learning Motivation at Zainul Hasan Genggong Islamic Boarding School in Probolinggo

Nanang Qosim¹, Abu Siri²

¹ Universitas Islam Zainul Hasan Genggong Probolinggo, Indonesia

² Institut Bahri Asyiq Galis Bangkalan, Indonesia

¹ Email: qosimatik99@gmail.com

² Email: abusiri.lakar@gmail.com

Article history: Received: 01, 2025; Accepted: 04, 2025; Published: 06, 2025
DOI: <https://doi.org/10..../ajei.v3i1.67>

Abstract

This study aims to analyse the role of Uswatun Hasanah Leadership based on Satlogi Santri in strengthening the learning motivation of students at the Zainul Hasan Genggong Islamic Boarding School in Probolinggo. A qualitative approach was used, with data collection techniques including in-depth interviews, observation, and documentation. The research subjects included kiai, ustadz, and santri as representatives of the pesantren education ecosystem. The results showed that Uswatun Hasanah Leadership, which emphasises moral, spiritual, and Islamic ethical exemplary behaviour, has a significant influence on santri learning enthusiasm. The values of Satlogi Santri politeness, steadfastness (istiqamah), advice, Taqwallah, Ridhollah, and Ikhlās Lillāhi Ta'ala function as corporate values that shape a religious, disciplined, and spiritually oriented learning culture. The exemplary behaviour of kiai and ustadz in worship, patience, and sincerity becomes a source of intrinsic motivation for santri to study with full responsibility and intention to worship. The application of Uswatun Hasanah-based leadership and Satlogi Santri values not only increases learning motivation from cognitive, affective, and spiritual aspects but also strengthens the character, morality, and Islamic personality of santri. Thus, this study confirms that the exemplary leadership model based on pesantren values is effective in building sustainable and worship-oriented learning motivation.

Keywords

Uswatun Hasanah Leadership; Kiai; Ustadz; Satlogi Santri; Santri Learning Motivation

Copyright: © 2025. The Authors.

Licensee: ARBAS: Journal of Educational Innovation is licensed under the [Creative Commons Attribution License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

In the context of modern pesantren life, the concept of Uswatun Hasanah Leadership based on Satlogi Santri emerges as a concrete manifestation of ethical leadership based on local pesantren values (Ahmad Musaddad, 2022). This social phenomenon can be seen in how kiai, ustadz, and senior santri become inspirational figures (*uswah hasanah*) who not only provide verbal guidance but also demonstrate behaviour that can be emulated by other santri (Habibie, n.d.). The principles in Satlogi Santri, namely politeness, steadfastness (*istiqamah*), advice, *Taqwallah*, *Ridhollah*, and *Ikhlas Lillahi Ta'ala*, form the basis of social ethics that shape shared character in the pesantren environment (Saifouridzall, 1989); (Fauzi, 2018). These social characteristics are evident in the culture of discipline, unity, and social responsibility that exists in pesantren, so that leadership is not seen as power, but as an example that encourages change in behaviour and spirituality.

The existence of Uswatun Hasanah leadership based on Satlogi Santri also reflects how Islamic boarding schools face modern social challenges, especially in times of changing values and morals. In the communities surrounding Islamic boarding schools, santri who internalise Satlogi values act as agents of social change who demonstrate religious, polite, and consistent behaviour in applying Islamic values (Genggong, 2022). This social phenomenon illustrates how a leadership model based on pesantren values can strengthen social bonds, increase community solidarity, and reduce signs of moral decline among young people (Karti, Hamengkubuwono, & Fakhruddin, 2025). Thus, Uswatun Hasanah Leadership is not merely a normative ideal, but a social reality that affirms the function of pesantren as centres for the formation of national character and morality.

Literature related to religious education shows that students' motivation to learn is greatly influenced by the exemplary leadership (*uswah/uswatun hasanah*) of their guardians and senior students (Rifa'i, 2025). This example serves to strengthen religious identity and consistent learning norms (Sulistyo, 2025). Research on Islamic boarding schools underlines the importance of internalising values such as discipline, *istiqamah*, and sincerity in creating intrinsic motivation. When students view the purpose of learning as part of worship and character building, they tend to be more diligent and committed in the long term (Fitriani & Mahmudah, 2025). In addition, the effectiveness of teaching methods that include direct *halaqah*, individual mentoring, and practice-based learning contributes to increased motivation (Sumarto, 2025). Methods related to the daily lives of santri, such as the practice of rituals, *tafsir* studies, and *da'wah* activities, can increase the meaning of the learning process and their cognitive involvement.

Other studies emphasise the importance of the social-structural environment of Islamic boarding schools as a significant determining factor. The atmosphere of togetherness or *ukhuwah*, positive encouragement from fellow students, and social support from families and local communities can strengthen motivation through collective norms and social rewards (Pulungan, 2025). Learning management in Islamic boarding schools that sets clear goals, provides regular feedback, and appreciates progress has been proven to increase

motivation to achieve (Hasibuan, 2025). Finally, modern literature recommends the application of innovations such as mobile-based learning and short multimedia that support memorisation and understanding (Lumbu, Haryono, & Tumober, 2025). These innovations must be adapted to the culture of Islamic boarding schools and serve as motivational triggers if implemented in conjunction with traditional parenting practices. In other words, the use of technology should complement, not replace, the *uswatun hasanah* practices and personal guidance that have long been the distinctive strengths of the Zainul Hasan Genggong Islamic Boarding School.

Based on previous research on *Uswatun Hasanah Leadership Based on Santri Satlogi in Strengthening Santri Learning Motivation*, santri are classified into three tendencies. First, studying the *Uswatun Hasanah* leadership pattern in the pesantren environment in shaping the attitudes and character of santri (Chirzin, 2025); (Ramadhani, Mardiana, & Putra, 2025); (Barizi, 2025). Second, researching the tendency to apply Satlogi Santri values in increasing santri's enthusiasm for learning (Genggong, 2022). Third, examining the influence of the pesantren social environment and learning methods that support the relationship between leadership examples and the development of santri's learning motivation (Marzuki, 2025).

The above findings have not comprehensively discussed the desired topic. Thus, this study is expected to reinforce existing research results. Therefore, this study is formulated as follows: 1) How does the *uswatun hasanah* leadership of kiai and ustaz based on Satlogi Santri strengthen student learning motivation at the Zainul Hasan Genggong Islamic Boarding School in Probolinggo? 2) Why can *uswatun hasanah* leadership based on Satlogi strengthen student learning motivation at the Zainul Hasan Genggong Islamic Boarding School in Probolinggo? 3) What are the implications of *uswatun hasanah* leadership based on satlogi santri on the learning motivation of students at the Zainul Hasan Genggong Islamic Boarding School in Probolinggo?

Strengthening the spirit of learning among students at the Zainul Hasan Genggong Islamic Boarding School in Probolinggo is a tangible manifestation of the boarding school's success in combining spiritual values, leadership examples, and innovation in contemporary education. In the world of Islamic education, learning motivation is not only seen as a psychological stimulus, but also as a manifestation of faith and devotion to Allah SWT (Rosyad, 2025). The leadership exemplified by the kiai and teachers at the pesantren plays an important role in encouraging the students' enthusiasm for learning through concrete examples, not just verbal instructions (Sulistyo, 2025). These examples reinforce the motivation that arises from within the students, as they can directly witness how knowledge, morals, and devotion are united in the figures of their teachers. In addition, the management of learning that combines the values of Satlogi Santri with modern educational technology makes the learning process not only spiritually meaningful but also in line with the needs of the evolving times.

The novelty of this study lies in the combination of *Uswatun Hasanah Leadership based on Satlogi Santri* with relevant digital learning methods in the pesantren environment. Previously, research on learning motivation in Islamic

boarding schools often only looked at it from a religious perspective or learning management separately. However, a study at the Zainul Hasan Genggong Islamic Boarding School shows that the combination of moral exemplars and technological advances can produce a unique modern spiritual learning model. Thus, the novelty of this concept lies not only in the application of technology in the pesantren system, but also in the synergy between pesantren values, exemplary leadership, and digital approaches that together enhance santri learning motivation comprehensively, covering spiritual, intellectual, and social aspects.

RESEARCH METHOD

This study utilises a qualitative research paradigm (Pahleviannur et al., 2022), which aims to explore an in-depth understanding of the role of Uswatun Hasanah Leadership Based on Santri Satlogi in Strengthening Santri Learning Motivation. In this case, the researcher is the key instrument. The location of the research taken by the researcher is the Zainul Hasan Genggong Islamic Boarding School in Probolinggo, East Java. The subjects of this study are the Kiai, Ustadz, and male santri of the Zainul Hasan Genggong Islamic Boarding School in Probolinggo.

This research data refers to the following issues: 1) How does the Uswatun Hasanah leadership of the Kiai and Ustadz based on Satlogi Santri strengthen student motivation to learn at the Zainul Hasan Genggong Islamic boarding school in Probolinggo? 2) Why can Uswatun Hasanah leadership based on Satlogi strengthen student learning motivation at the Zainul Hasan Genggong Islamic Boarding School in Probolinggo? 3) What are the implications of Uswatun Hasanah leadership based on Satlogi Santri on student learning motivation at the Zainul Hasan Genggong Islamic Boarding School in Probolinggo? The data collection techniques used were in-depth interviews, observation, and documentation (Rahardjo, 2011); (Romdona, Junista, & Gunawan, 2025). The data analysis techniques in this study were data condensation, data display, and conclusion drawing (Miles and Huberman) (Miles, Huberman, Saldana, & Rohidi, 1996); (Hartono, Ilyasin, & Suratman, 2025).

RESEARCH RESULT AND DISCUSSION

Leadership Uswatun Hasanah of the Kiai and Ustadz

This interview was conducted with KH. Moh. Hasan Mutawakkil Alallah, SH, MM of the Zainul Hasan Genggong Islamic boarding school in Probolinggo, who stated that:

Leadership in Islamic boarding schools does not solely depend on position, but rather on moral and spiritual example. According to him, Uswatun Hasanah leadership means that leaders should be examples in all things, including worship, attitude, discipline, and sincerity. "Kiai do not only educate with words, but also through actions. Students do not only listen to what we teach, but also observe how we live our lives." Thus, exemplary behaviour is an important foundation in building the authority, trust, and enthusiasm for learning among students. (Interview results: August 2025).

Furthermore, he emphasised that:

The Uswatun Hasanah leadership of the kiai serves as a source of moral and spiritual motivation for the entire pesantren community. A kiai should be an example in maintaining manners, consistent in worship, and patient in guiding students from diverse backgrounds. According to him, this kind of leadership is not just about giving orders, but guiding with love and sincerity. He also added that ideal leadership must synergise with reforms in the education system, including the use of technology, as long as the values of sincerity and simplicity of the pesantren are upheld. 'Times may change, but the morals and example of a kiai must not be lost,' he said, concluding the interview. (Interview results: August 2025).

Results of an interview with Ustadz M. Syifauddin (Bogel) , M.Pd.I, one of the ustadz at the Zainul Hasan Genggong Islamic boarding school in Probolinggo, he explained that:

Leadership Uswatun Hasanah has made a significant contribution to developing the character and motivation of students. He stated that a teacher needs to set an example in their words, attitudes, and responsibilities, because students tend to imitate actions more easily than simply accepting advice. He emphasised that being a role model in discipline, simplicity, and sincerity in teaching is the key to successful education in Islamic boarding schools. "Students pay attention to how we worship, study, and interact. If they see that their ustadz is consistent, they will be motivated to follow in his footsteps," he said. He also added that exemplary leadership not only supports discipline, but also develops a sense of respect, responsibility, and love of knowledge in students, thereby creating a learning atmosphere full of spiritual nuances and inspiration. (Interview results: August 2025).

From the results of interviews with the Kiai and ustadz, it can be concluded that Uswatun Hasanah Leadership is central to the educational process in Islamic boarding schools, emphasising the importance of being a role model as a way of shaping character. The exemplary behaviour of the Kiai and ustadz in performing worship, discipline, and sincerity not only provides inspiration, but also instils deep moral and spiritual principles in the santri. This reflection shows that the success of education in Islamic boarding schools is not only determined by teaching methods, but also by the extent to which educators are able to set a real example for their santri. Leadership based on the value of exemplary behaviour creates a meaningful learning atmosphere, where students learn not because they are forced to, but because of a desire in their hearts to follow the behaviour of the teachers they admire.

Uswatun Hasanah Leadership Based on Santri Satlogi Strengthening

The interview was conducted with KH. Moh. Hasan Mutawakkil Alallah, SH, MM, Head of the Zainul Hasan Genggong Islamic Boarding School in Probolinggo. He stated that:

The Uswatun Hasanah leadership applied in this Islamic boarding school is not just a formal leadership concept, but a tangible manifestation of a role model

that is integrated with the values of Satlogi Santri. According to him, the Corporate Values with six values contained in Satlogi Santri, namely; Politeness, Steadfastness, Advice, Taqwallah, Ridhollah, and Ikhlas Lillahi Ta'ala, are the foundation for leadership behaviour that must be applied every day. The kiai and ustadz strive to demonstrate these values through concrete actions, such as discipline, sincerity, and patience in educating the santri. 'We don't just want to tell the santri to study hard, but we want to show them how to be steadfast and sincere. That way, they will study wholeheartedly,' he said. (Interview results: August 2025).

In the following explanation, he emphasised that Uswatun Hasanah Leadership is based on Satlogi Santri:

Contributing greatly to increasing the motivation of students to learn by creating an educational atmosphere full of love, exemplary behaviour, and spirituality. When students see kiai and ustadz who are consistent, sincere, and humble, they are motivated to emulate that spirit in the learning process. Satlogi values become moral guidelines that encourage students to learn not only for academic grades, but as a form of devotion to Allah SWT. "Their motivation grows from example, not through coercion," he added. From the interview, it can be understood that the integration of Leadership Uswatun Hasanah and Satlogi values becomes an effective strategy in strengthening students' learning motivation through a spiritual, moral, and practical approach that is alive within the boarding school environment. (Interview Results: August 2025).

Implications of Uswatun Hasanah Leadership Based on Santri Satlogi on Santri Learning Motivation

Based on an interview with Nasaikul Kilmi, S.Pd, a teacher at the Zainul Hasan Genggong Islamic boarding school in Probolinggo, explained that:

The implementation of Uswatun Hasanah leadership based on Satlogi Santri has had a significant effect on increasing the learning motivation of santri. The ustadz stated that leadership that emphasises exemplary moral, spiritual, and ethical values is key to inspiring santri to learn. 'Santri will be more easily motivated if they see their teachers as real examples of discipline, patience, and sincerity,' he said. The values of Satlogi Santri, such as politeness, steadfastness (istiqamah), advice, Taqwallah, Ridhollah, and Ikhlas Lillahi Ta'ala, have proven to be able to create a learning atmosphere filled with exemplary behaviour and compassion, so that santri feel comfortable and motivated to imitate the ustadz's attitude in learning and worship. (Interview Results: August 2025).

Furthermore, he emphasised that:

The effects of leadership based on Uswatun Hasanah and Satlogi Santri not only influence the improvement of individual learning motivation, but also shape a learning culture that prioritises spiritual and moral values. Santri become more disciplined, responsible, and internally motivated to learn in order to achieve Allah's pleasure, not just academic achievements. Leadership that sets an example in sincerity and consistency strengthens the relationship between teachers and santri, so that the learning process takes place with warmth and meaning. Thus, Uswatun Hasanah leadership based on Satlogi Santri has a major

influence on the character building, learning enthusiasm, and spirituality of santri in the pesantren environment. (Interview Results: August 2025).

The exemplary leadership of religious leaders and teachers as motivation for students to study

The Uswatun Hasanah leadership style practised by kiai and ustadz in Islamic boarding schools has a significant influence on the learning enthusiasm of santri (Udma, Chotimah, & Sirojudin, 2024). Kiai and ustadz function not only as teachers but also as living examples embodying Islamic principles, humility, and sincerity (Uswatun, 2022); (Ulya & Triyuliasari, 2024). Their examples in worship, discipline, patience, and consistency become a strong motivator for students to imitate and implement them in their daily lives, especially in the learning process (Nila, 2022). By witnessing direct examples from teachers with good morals, students feel inspired to improve themselves, cultivate a desire to learn, and strengthen their spiritual commitment in every step of their learning journey.

In addition, the exemplary leadership demonstrated by the kiai and ustadz creates an educational atmosphere full of love, togetherness, and blessings (Misbah, 2019); (Muqit, 2018). This exemplary leadership builds a harmonious learning environment, where students feel valued, cared for, and sincerely guided. The kiai and ustadz not only provide guidance but also instil moral and spiritual values through concrete actions. In this way, the students' enthusiasm for learning develops naturally, as they learn from examples rather than just words. Leadership that reflects the values of Uswatun Hasanah makes students more motivated, disciplined, and focused on the noble goal of seeking knowledge to attain the pleasure of Allah SWT.

Satlogi Santri as Corporate Values that Strengthen Motivation to Learn

Satlogi Santri, which consists of six main principles, namely Sopan-santun (politeness), Ajeg (istiqamah), Nasehat (advice), Taqwallah (piety), Ridhollah (contentment), and Ikhlas Lillahi Ta'ala (sincerity for Allah), can be considered as corporate values that form the foundation of the pesantren organisational culture (Aziz, 2020). In the world of education, these principles serve as moral and spiritual guidelines that regulate attitudes, work ethic, and interactions between kiai, ustadz, and santri (Bukhori, 2020). Like a professional organisation that has fundamental values such as integrity, discipline, and responsibility, Islamic boarding schools absorb Satlogi Santri to create a learning atmosphere that has character, is religious, and prioritises exemplary behaviour. These values build a strong social system, where each santri learns not only academically, but also morally and spiritually by following the example of their leaders and teachers.

As corporate values, Satlogi Santri also plays an important role in increasing santri's motivation to learn. When values such as politeness, steadfastness (istiqamah), advice, Taqwallah, Ridhollah, and Ikhlas Lillahi Ta'ala are used as the basis for behaviour, santri have internal motivation to learn with high enthusiasm and perseverance (Fauzi, 2018). They realise that the learning

process is not merely an academic task, but also a form of worship and devotion (RomlaH & Ikrom, 2023). The application of Satlogi Santri makes Islamic boarding schools not only a place for imparting knowledge, but also an arena for character building and spiritual motivation. Thus, Satlogi Santri as corporate values is able to build a sustainable, meaningful learning culture that is in line with the vision of Islamic education which emphasises a balance between knowledge, deeds, and morals.

Implications of Uswatun Hasanah Leadership Based on Santri Satlogi on Santri Learning Motivation

Uswatun Hasanah leadership based on Satlogi Santri has significant implications for improving santri learning enthusiasm, both cognitively, affectively, and spiritually (Fauzi, 2018). The results of interviews, observations, and literature reviews indicate that the leadership of kiai and ustadz who set an example (uswah hasanah) serves as a tangible model for santri in developing character and learning motivation. The principles of Satlogi Santri politeness, steadfastness, advice, Taqwallah, Ridhollah, and Ikhlas Lillahi Ta'ala serve as tools to shape intrinsic motivation in santri (Fauzi, 2017). When leaders demonstrate consistency, sincerity, and obedience in the educational process, santri tend to imitate these attitudes in their learning efforts (Siregar & Pulungan, 2025). Emotionally, santri feel close to their teachers; cognitively, they become more focused and work harder in their studies; spiritually, they understand that seeking knowledge is part of worship.

Furthermore, leadership that implements Uswatun Hasanah creates a supportive and educational learning environment (Ju'subaidi, 2021). The positive impact can be seen in the change in the attitudes of students, who become more disciplined, polite, and oriented towards religious goals (Mediawati, 2023). This leadership model builds a learning culture based on moral and spiritual values, making the pesantren not only a place to learn, but also a means to shape an Islamic personality (Shofiyyah, Komarudin, & Ulum, 2023). Analysis shows that when Satlogi Santri values are consistently applied by clerics and teachers, students have strong motivation to learn, which does not depend on external rewards but grows from spiritual awareness and the example set by teachers. Thus, the impact of Uswatun Hasanah Leadership based on Satlogi Santri on santri learning motivation is not limited to academic aspects but also involves moral, emotional, and spiritual dimensions, which are characteristic of pesantren education.

The Uswatun Hasanah leadership style practised by the kiai and ustadz in the pesantren environment has a significant impact on increasing the enthusiasm of the santri for learning. They act not only as teachers, but also as role models who reflect the values of Islam, humility, sincerity, and discipline in their daily lives. The examples they set in worship, patience, and consistency in teaching motivate students to build enthusiasm for learning and a strong spiritual commitment. With leadership that emphasises exemplary behaviour and compassion, a balanced, humane, and blessed educational atmosphere is created. Therefore, Uswatun Hasanah Leadership plays an important role in

shaping the character of students to be disciplined, enthusiastic, and focused on spiritual and moral goals, namely seeking knowledge as a form of devotion to Allah Swt.

Satlogi Santri, consisting of six core principles, namely Sopan-santun (politeness), Ajeg (istiqamah), Nasehat (advice), Taqwallah (piety), Ridhollah (contentment), and Ikhlas Lillahi Ta'ala (sincerity for Allah), serves as corporate values that form the foundation of the pesantren's organisational culture and strengthen the santri's enthusiasm for learning. These values serve as ethical and spiritual guidelines that develop work ethic, discipline, and a sense of responsibility in the learning process. By following the example of the kiai and ustadz who apply these values, santri are encouraged to study enthusiastically, steadfastly, and with sincere intentions. Learning activities are seen not only as an academic obligation but also as a form of devotion and worship to Allah SWT. Therefore, the implementation of Satlogi Santri results in a religious, moral, and sustainable learning culture, in line with the objectives of Islamic education that prioritises a balance between knowledge, action, and character.

Leadership based on Satlogi Santri has significant implications for increasing santri learning motivation from cognitive, affective, and spiritual aspects. The leadership of the kiai and ustadz, who exemplify the values of Satlogi Santri politeness, steadfastness, advice, Taqwallah, Ridhollah, and Ikhlas Lillahi Ta'ala encourages santri to develop intrinsic motivation in learning. When leaders demonstrate steadfastness, sincerity, and discipline, santri are encouraged to emulate and apply these qualities in the learning process. The educational atmosphere becomes more religious, harmonious, and inspiring, shaping santri who are disciplined, polite, and oriented towards spiritual values. Thus, the implications of Uswatun Hasanah Leadership based on Satlogi Santri not only strengthen santri's academic enthusiasm for learning but also build moral, emotional, and spiritual awareness, which are characteristic of pesantren education.

This study has several limitations, including that it was only conducted at one Islamic boarding school, so the results cannot be widely generalised, and it still focuses on a qualitative approach that is highly dependent on the researcher's subjectivity in interpreting data, interviews and observations. Furthermore, the Islamic boarding school is expected to continue strengthening the application of Satlogi Santri values in educational activities and daily role modelling so that Uswatun Hasanah leadership becomes more effective in building the santri's motivation to learn in a sustainable manner.

CONCLUSION

This study concludes that Uswatun Hasanah Leadership based on Satlogi Santri plays a significant role in strengthening the learning motivation of santri at Zainul Hasan Genggong Islamic Boarding School, Probolinggo, as demonstrated through the exemplary conduct of kiai and ustadz who consistently embody the values of politeness, steadfastness (istiqamah), advice, taqwallah, ridhollah, and ikhlas lillahi ta'ala in their daily educational practices. These exemplary behaviors foster intrinsic learning motivation by encouraging santri to perceive learning not

merely as an academic obligation but as an act of worship and moral responsibility. The study further reveals that the effectiveness of this leadership model lies in its integration of Satlogi Santri values as the pesantren's core organizational culture, creating a disciplined, ethical, and spiritually oriented learning environment. Consequently, the implementation of Uswatun Hasanah Leadership based on Satlogi Santri strengthens santri motivation across cognitive, affective, and spiritual dimensions while simultaneously fostering Islamic character, moral integrity, and lifelong commitment to learning, thereby confirming its relevance as a sustainable leadership model for contemporary Islamic boarding school education.

REFERENCE

- Ahmad Musaddad. (2022). *Manajemen Budaya Organisasi Pondok Pesantren (Studi Multisitus Di Pondok Pesantren Salafiyah Syafi'iyah Sukorejo Situbondo Dan Pondok Pesantren Zainul Hasan Genggong Probolinggo)*. 285–286.
- Aziz, A. (2020). *Filsafat Pesantren Genggong*. Deepublish.
- Barizi, A. (2025). Epistemologi Kepemimpinan Transformasional Dan Nilai-Nilai Tradisional Kiai Dalam Membentuk Karakter Santri Di Era Digital: Studi Kasus Pondok Pesantren Nurul Haramain Almaliki. *Irfani*, 21(2), 517–533.
- Bukhori, I. (2020). Satlogi Santri Pesantren Zainul Hasan Genggong Pajarakan Probolinggo: Local Genius Penguat Karakter Bangsa. *Humanistika: Jurnal Keislaman*, 6(1), 1–33. <https://doi.org/10.55210/Humanistika.V6i1.319>
- Chirzin, M. H. (2025). *Model Kepemimpinan Kh. Mahrus Amin Dan Kontribusinya Dalam Membentuk Karakter Santri Di Pondok Pesantren Darunnajah Jakarta Selatan*. Universitas Islam Sultan Agung Semarang.
- Fauzi, A. (2017). Core Values Satlogisantri Di Pesantren Zainul Hasan Genggong Dalam Tantangan Globalisasi. *Prosiding*, 1(2), 163–174. Retrieved From <https://ejournal.iainid.ac.id/index.php/proceeding/article/view/146/140>
- Fauzi, A. (2018). *Habitualisasi Nilai-Nilai Kepemimpinan Transformatif Perspektif Kiai Hasan Mutawakkil 'Alallah*. 3, 1–19.
- Fitriani, M. I., & Mahmudah, N. (2025). Internalisasi "Satlogi Santri" Dalam Membentuk Akhlak Santri-Mahasiswa Di Universitas Kh. Abdul Chalim Pacet, Mojokerto. *Al-Wasilah: Jurnal Studi Agama Islam*, 1(1), 28–39.
- Habibie, M. H. (N.D.). *Peran Kepemimpinan Kyai Dalam Pembentukan Karakter Santri Di Pondok Pesantren Cipasung Singaparna Kabupaten Tasikmalaya*. Jakarta: Fitk Uin Syarif Hidayatullah Jakarta.
- Haris Prayogi, M. (2022). *Internalisasi Nilai Satlogi Santri Di Smas 01 (Uinkhas Jember)*. Uinkhas Jember. Retrieved From http://digilib.uinkhas.ac.id/16217/1/Muhammad_Haris_Prayogi_T20161232.Pdf
- Hartono, I., Ilyasin, M., & Suratman, S. (2025). Gaya Kepemimpinan Kepala Madrasah Dalam Mengembangkan Budaya Kerja Guru. *Journal Of Instructional And Development Researches*, 5(1), 86–96.
- Hasibuan, S., & Pd, M. (2025). *Mutu Pendidikan Pesantren*. Edu Publisher.

- Ju'subaidi, J. (2021). *Kepemimpinan Pendidikan*. Nata Karya.
- Karti, A., Hamengkubuwono, H., & Fakhruddin, F. (2025). *Internalisasi Nilai-Nilai Toleransi Beragama Dan Implikasinya Terhadap Etika Sosial Santri Di Pondok Pesantren Annajiyah Lubuklinggau*. Institut Agama Islam Negeri Curup.
- Lumbu, A., Haryono, P., & Tumober, R. T. (2025). *Buku Referensi Strategi Pembelajaran Populer Abad-21*. Pt. Green Pustaka Indonesia.
- Marzuki, M. Z. (2025). Pengaruh Lingkungan Pesantren Terhadap Kemandirian Belajar Santri Usia 7-12 Tahun Di Pesantren Abdul Hadi. *Ihsan: Jurnal Pendidikan Islam*, 3(3), 769–775.
- Mediawati, B. T. E. (2023). Transformasi Nilai-Nilai Islam Melalui Pendidikan Pesantren: Implementasi Dalam Pembentukan Karakter Santri. *Journal Of International Multidisciplinary Research Vol*, 1(1).
- Miles, M. B., Huberman, A. M., Saldana, J., & Rohidi, T. R. (1996). F. Analisis Data. *Implementasi Kurikulum Merdeka Di Sekolah*, 61.
- Misbah, M. (2019). Relasi Patronase Kiai-Santri Dalam Pendidikan Karakter Di Pondok Pesantren Ma'hadutholabah Babakan Tegal. *Jurnal Smart (Studi Masyarakat, Religi, Dan Tradisi)*, 5(2), 213–227.
- Muqit, A. (2018). Profesionalisme Kiai Dalam Pengelolaan Pondok Pesantren Dalam Konteks Kemodernan. *Jurnal Pendidikan Islam Indonesia*, 2(2), 139–158.
- Nila, S. (2022). *Analisis Kompetensi Kepribadian Guru Dalam Kitab Taisirul Khalaq Karya Syaikh Hafidz Hasan Al-Mas'udi Dan Desain Implementasinya Dalam Pembelajaran*. Universitas Islam Negeri Prof. Kh Saifuddin Zuhri Purwokerto.
- Pahleviannur, M. R., De Grave, A., Saputra, D. N., Mardianto, D., Hafrida, L., Bano, V. O., ... Lisy, M. (2022). *Metodologi Penelitian Kualitatif*. Pradina Pustaka.
- Pulungan, K. (2025). Peran Pendidikan Agama Islam Dalam Membangun Sikap Sosial Dan Solidaritas Santri Pondok Pesantren Di Indonesia. *Ahsani Taqwim: Jurnal Pendidikan Dan Keguruan*, 2(2), 567–576.
- Rahardjo, M. (2011). *Metode Pengumpulan Data Penelitian Kualitatif*.
- Ramadhani, R., Mardiana, M., & Putra, A. E. (2025). Peran Ustadzah Sebagai Uswatun Hasanah Terhadap Kedisiplinan Santriwati Di Pondok Modern Darussalam Gontor Putri Kampus 8 Lampung Timur. *Jurnal Jendela Pendidikan*, 5(02), 279–284.
- Rifa'i, A. K. (2025). *Pengaruh Gaya Kepemimpinan Paternalistik Kiai Terhadap Kedisiplinan Santri: Penelitian Di Pondok Pesantren Dârul Mu'allamah Bekasi*. Uin Sunan Gunung Djati Bandung.
- Romdona, S., Junista, S. S., & Gunawan, A. (2025). Teknik Pengumpulan Data: Observasi, Wawancara Dan Kuesioner. *Jisosepol: Jurnal Ilmu Sosial Ekonomi Dan Politik*, 3(1), 39–47.
- Romlah, S., & Ikrom, M. Z. (2023). Satlogi Santri Sebagai Sistem Nilai, Etika Dan Falsafah Hidup Pesantren Zainul Hasan Genggong. *Jurnal Mahasiswa: Jurnal Ilmiah Penalaran Dan Penelitian Mahasiswa*, 5(1), 19–26.
- Rosyad, R. (2025). *Psikologi Pendidikan Islam*. Prodi S2 Studi Agama-Agama Uin

- Sunan Gunung Djati Bandung.
- Saifouridzall, K. H. (1989). *Buku 150 Tahun Menebar Ilmu Di Jalan Allah.Pdf* (2nd Ed.; A. Yudha, Ed.). Probolinggo: Pt Rakhmad Abadi Probolinggo. Retrieved From <https://drive.google.com/file/d/1t5fytcsi-Vehx6drruw8v5mkd8ipluok/view?usp=drivesdk>
- Shofiyyah, N. A., Komarudin, T. S., & Ulum, M. (2023). Integrasi Nilai-Nilai Islami Dalam Praktik Kepemimpinan Pendidikan: Membangun Lingkungan Pembelajaran Yang Berdaya Saing. *El-Idare: Journal Of Islamic Education Management*, 9(2), 66–77.
- Siregar, Y. R., & Pulungan, E. N. (2025). Character Building For Santri Leadership In Modern Islamic Boarding Schools: Pembentukan Karakter Kepemimpinan Santri Di Pesantren Modern. *Academia Open*, 10(2), 10–21070.
- Sulistiyo, S. (2025). *Keteladanan Guru Dalam Mendukung Keberhasilan Pendidikan Santri Di Pondok Pesantren Darunnajah* (Universitas Islam Sultan Agung Semarang). Universitas Islam Sultan Agung Semarang. Retrieved From <https://repository.unissula.ac.id/39555/>
- Sumarto, S. (2025). *Inovasi Pengembangan Pendidikan Islam*. Penerbit Buku Literasiologi.
- Udma, S., Chotimah, C., & Sirojudin, D. (2024). Gaya Kepemimpinan Kyai Pondok Pesantren Jannaturroichan Jombang Dalam Membentuk Kemandirian Santri. *Dinamika: Jurnal Kajian Pendidikan Dan Keislaman*, 9(1), 63–77.
- Ulya, J. N., & Triyuliasari, A. (2024). Peran Kyai Dalam Pengelolaan Pesantren Di Era Global. *Jurnal Pendidikan Nusantara*, 3(1), 31–43.
- Uswatun, K., & Hasanah, U. (2022). Pengaruh Motivasi Ustadz Terhadap Etos Belajar Santri Di Pondok Pesantren. *Idea: Jurnal Psikologi*, 6(1), 64–76.