SELF LEADERSHIP IN THE FORMATION OF SANTRI INDEPENDENCE IN PONDOK PESANTREN TAHFIDZ LEADERSHIP NUR AL RAHMAN

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Abstract

This study aims to explain the implementation of self-leadership training and follow-up training in establishing the independence of students. Self-leadership is very important to be had by students in order to have the habit of being independent in leading themselves before leading others. The research method used is descriptive qualitative with data collection techniques in the form of interviews, observation, and documentation. While the data analysis technique was carried out by data analysis techniques using interactive data analysis, namely data reduction, data presentation, and drawing conclusions and verification. The results showed that Nur Al Rahman's Tahfizh Leadership Islamic Boarding School was very committed and serious in educating the leadership of the students so that the students' independence was formed, especially the ability to enforce discipline over themselves. This is evidenced by the existence of clear and gradual phases to achieve it, namely; self-leadership training, personal behavior change, building an Islamic personality, and regular social action as a form of personality development. All stages are going well and can be seen in the formation of students' independence. Apart from that, it is also supported by a rote program whose success or not really depends on the independence of the students. So objectively, the students change their own behavior to be more positive, productive, and contributive. and regular social action as a form of personality development.

Keywords: Self Leadership,Independent, Students

Abstrak

Penelitian ini bertujuan untuk menjelaskan pelaksanaan pelatihan kepemimpinan diri dan pelatihan lanjutan dalam membentuk kemandirian siswa. Kepemimpinan diri sendiri sangat penting untuk dimiliki oleh siswa agar memiliki kebiasaan untuk mandiri dalam memimpin diri sendiri sebelum memimpin orang lain. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Sedangkan teknik analisis data dilakukan dengan teknik analisis data menggunakan analisis data interaktif yaitu reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa Pimpinan Pondok Pesantren Tahfizh Nur Al Rahman sangat berkomitmen dan serius dalam mendidik kepemimpinan santri sehingga terbentuk kemandirian santri, terutama kemampuan menegakkan disiplin terhadap diri sendiri. Hal ini dibuktikan dengan adanya tahapan yang jelas dan bertahap untuk mencapainya yaitu; pelatihan kepemimpinan diri, perubahan perilaku pribadi, membangun kepribadian islami, dan aksi sosial secara teratur sebagai bentuk pengembangan kepribadian. Semua tahapan berjalan dengan baik dan terlihat dari terbentuknya kemandirian siswa. Selain itu juga didukung dengan program hafalan yang sukses tidaknya sangat tergantung pada kemandirian siswa. Sehingga secara obyektif siswa mengubah perilakunya menjadi lebih positif, produktif, dan kontributif. dan aksi sosial reguler sebagai bentuk pengembangan kepribadian.

Kata kunci: Kepemimpinan Diri, Mandiri, Mahasiswa

INTRODUCTION

According to the National Education System Law No. 20 of 2003 article 26 explanation of paragraph 3, youth education is education that is organized to prepare cadres of national leaders, such as youth organizations, scouting education, sports, red cross, training, leadership, nature lovers, and entrepreneurship.

Leadership is one of the education pressure points for youth. Leadership training for santri is urgent because it is a potential leader. The progress or destruction of nations and states depends on young people as agents of change. Youth leadership development is essentially an effort to create competitive Indonesian youth, one of which is carried out through leadership development, namely activities to develop exemplary potential, influence, and youth movements. The Qur'an also talks about leadership, namely, "You are the best people who are born for mankind, call on those who are good and prevent those who are evil and who believe in Allah" (Surah Ali Imran: 110).

Likewise the Prophet Muhammad SAW clearly mentioned the matter of leadership in one of his words, "Every one of you is a leader and will be held responsible for his leadership". An imam is a leader and is held responsible for his leadership. A husband is a leader in the middle of his family and will be held responsible for his leadership. A wife is a leader and will be asked about her leadership. A servant / employee is also a leader in managing his employer's property and will be asked the responsibility for his leadership. (Antonio, 2008; 15-16).

According to Kadarusman (2012) leadership is divided into three, namely: (1) Self leadership, (2) team leadership, and (3) organizational leadership. What is meant by self-leadership is leading yourself so you don't fail to live your life. The rise of juvenile delinquency cases that occur in society is suspected of lack of good behavior and intensive supervision of the education ecosystem including parents, society, so that it is one of the causes of violence that is contrary to the values of one's own leadership character in particular and other general characters. The cases of delinquency committed by adolescents have occurred for a long time in various forms. According to data released by KPAI (2016), there are many cases of juvenile delinquency that are currently occurring, as stated in the following table:

Table 1. Delinquency Case Data Table

Case Form	2014	2015	2016	Total
The child of the student brawl	46	126	41	213
Children who use drugs (Narcotics, Liquor, Cigarettes)	63	74	64	201
Children as drug dealers (Narcotics, liquor, cigarettes)	48	31	17	96
Children as perpetrators of online sexual crimes	42	52	51	145
Children facing the law of perpetrators of sexual violence (sexual abuse, rape, sodomy / pedophilia, etc.)	561	157	86	804
Children face the law as acts of murder	66	36	31	133
Children face the law as the perpetrator of the act of theft	47	81	24	152

Source: 2016 KPAI data bank

Based on the data in the table above, the largest number of cases were children as perpetrators of sexual violence, as many as 804 cases. The number of cases is influenced by the spread of pornographic content and porno-action content in this era of global progress. Internet access that bursts in is not equipped with sufficient self-defense for children. This indicates that parental supervision is still weak in monitoring growth and development*self leadership*his son. Other cases that are very concerning are the number of perpetrators of school violence / bullying (253 cases) and children as the perpetrators of student brawl (213 cases). The high involvement of children in both cases indicates that schools have not been able to instill character in children.

The increase in juvenile delinquency cases is a form of inappropriate adolescent maturation process. This social adjustment is an ability to react quickly, accurately, healthily and satisfactorily to the socio-cultural reality and socio-cultural environment by changing habits in such a way that social demands can be accepted harmoniously and well.

Because a leader is something that is not born, therefore the education system will contribute greatly to answering the needs of a leader who understands every problem that occurs and can contribute to its resolution. So that a leader should be able to open his eyes and minds so that any problems that develop can be handled properly. To realize this, a leader is needed to be willing to learn not only in the sphere of formal / formal education but also non-formal ones.

Islamic boarding school as a non-formal institution is one of the solutions that provides life provisions for its students, one of which is Nur Al Rahman's leadership Tahfizh Islamic boarding school. This pesantren focuses on guiding its students in 2 things, namely Leadership and Tahfidz Qur'an. With these 2 programs, it is hoped that the students will become independent in life in the future

THEORITICAL REVIEW

Definition of Leadership in General
According to Kaswan, 2018 (441) leadership can mean many things to different people depending on experience, background, and level of development. In short what we can do is describe leadership as a process (not a position) that involves the leader, followers, and the situation.
Another aspect that must be noted, leadership is a multilevel phenomenon. Leadership involves individuals, groups and organizations. At the individual level, people adopt the roles of leader and follower. In groups and organizations, leadership appears in the context of social structures and processes. Without the context in which the interaction occurs, there may be no leadership. Therefore, leadership is not something that is added to individuals, groups or organizations, but is drawn from various entities.

Self Leadership
Neck and Houghton, 2006 revealed that self leadershipis an ability possessed by an individual to influence, direct, supervise and motivate himself (his mindset and behavior) to achieve the desired goals. According to Robbins (2006), self-leadership is a series of processes used to control one's own behavior. So that behind self-leadership there is a basic assumption that individuals are said to be responsible, when they can and are able to build and develop initiatives, if without pressure from above and from external parties, there will be awareness to do so. They can monitor and control their behavior.

Furthermore, Manz and Neck, 2004 (in Sahin, 2011) classify self-leadership into three categories, namely (1) Behavior focused strategies help facilitate behavior management in completing tasks by increasing self-awareness, (2) reward strategies natural (natural reward strategies) help individuals in shaping perceptions and build pleasant aspects of the task by increasing intrinsic motivation, self-determination and feelings of competence (3) Constructive thought pattern strategies create positive thinking patterns and replace self-dialogue. negative and destructive with optimistic self-dialogue.

Self-leadership that is good in a person, is able to lead himself, then achievement will be easier to achieve. Impact on increasing self-confidence to achieve goals (Garger & Jacques, 2007). Covey (2009) explains, with good self-leadership, individuals will be proactive and initiative, active and more responsible for all their lives. Fundamentally, individuals who are able to have self-leadership can have an impact on the emergence of self-confidence, have good knowledge of themselves and have the ability to be reflected in behavior. Furthermore, Rosiman (2008) states that individuals who have self-leadership are individuals who are able to understand themselves, reflect on self-portraits and understand their own weaknesses and strengths.

Ken Blanchard (2007), in Kaswan Self-leadership is the first because effective leadership starts from oneself. Before you hope to lead others, you have to know yourself and know what you need to be successful. Knowledge of yourself gives you a perspective. (Ken Blanchard, 2007). Finally, self-leadership is the discipline most neglected by leaders in this world. However, this is the basis, from which all success in business and in life radiates (Sharma in Kaswan, 2013: 83).

Several other leadership theories can also be found in the Prophet Muhammad SAW. For example, the four leadership functions (the 4 roles of leadership) were developed by Stephen Covey. This concept dictates that a leader must have four leadership functions, namely as a pioneer (pathfinding), aligning, empowering (empowering), and a role model (modeling). (Antonio, 2008; 20).

Success in leading an organization or society cannot just happen without having the ability to lead oneself (self leadership). A person's success will not be complete without having this competency. An expression says, "We will not be able to lead others if we ourselves are not able to lead ourselves,"

This is where leaders need the ability to lead themselves, which in essence is the ability of oneself to control lust. A wise man said, "Every enemy you treat politely, will become friends, except lust. The more lenient we treat lust, the more it will resist. Our only choices are 2, which is whether we control the lust or the passions that control us. So self leadership is the basis of all forms of leadership. Self leadership also means that self-discipline (enforcing discipline over oneself) is the most strenuous activity because it relates to oneself and does not involve other people. Another case with organizational or team leadership, where we will get correction if we make mistakes. In addition, in leading ourselves, we often do self-excuse (forgive ourselves) if we make mistakes and rarely do self-punishment (punish ourselves). When we lead others, it is easier for us to sanction others we lead. (Antonio, 2008,68)

Self leadershiprelating to trust and respect, self-quality / self-concept, self-control and integrity. According to Bob Whipple, an expert on the topic of trust in organizations, explains the definition of trust and respect very well. When we respect someone, it means that we see them as high status in a factor, so we really appreciate their views on that factor. So, there is a clear reason when someone gets respect. For example, because of his expertise, experience, wisdom, wealth, and other factors. (Cubic Leadership online). Meanwhile, according to Burns (1982), self-concept is the relationship between attitudes and beliefs about ourselves. Meanwhile, Pemily (in Atwater, 1984) defines self-concept as a dynamic and complex system of self-beliefs that a person has about himself, including the unique attitudes, feelings, perceptions, values and behavior of the individual. Meanwhile, Cawagas (in Pudjijogyanti, 1988, p. 2) explains that the self-concept includes all individual views of their physical dimensions, personal characteristics, motivations, weaknesses, strengths or abilities, failures, and so on.

Based on some of the definitions above, it can be concluded that self-concept is the idea of a self-concept that includes one's beliefs, views and assessments of himself. Self-concept consists of how we see self-concept as a person, how we feel about self-concept, and how a person's thinking ability. Once installed, the self-concept will enter the subconscious mind and will affect one's level of consciousness at one time. The better or positive a person's self-concept, the easier it will be to achieve success. Because, with a good / positive self-concept, someone will be optimistic, dare to try new things, dare to be successful and dare to fail, full of confidence, enthusiastic, feel valuable, have the courage to set life goals, and behave and think positively. Conversely, the worse or negative self-concept, the more difficult it will be for a person to succeed. Because,with a bad / negative self-concept will result in a growing sense of insecurity, fear of failure so that they do not dare to try new and challenging things, feel stupid, inferior, feel useless, pessimistic, and various other inferior feelings and behaviors.

The word integrity relates to leadership issues. There are many management experts who say that every successful leader is always based on high integrity. Without high integrity, the leadership they carry will not be successful or successful. According to Indah Nuraini in the Indonesian Dictionary, integrity is quality; or the nature of a situation that shows a complete unity so that it has the ability to radiate authority. Meanwhile, according to Henry Cloud, quoted by Panca Anang (2016), integrity is inseparable from efforts to become a whole and integrated person in every different part of the self, who works well and carries out its functions according to what has been previously designed.

Independence
Independence is one aspect of personality that is very important for individuals. Individuals who have high independence tend to easily reach the ladder of success. The word independent means autonomy, which is a state of self-regulation (Chaplin in Chaidir, 2009: 42). Langeveld, as quoted by Soelaiman (1983: 9), said that independence is the ability of a person to make decisions of his own will in carrying out an action. Steinberg (Nandang Budiman, 2006: 83) says that the term independence comes from the word independent which means independence or freedom. Conceptually, independence refers to an individual's capacity to treat oneself. The independence concept explains that children who have achieved the ability to carry out or perform life activities on their own regardless of the influence of other people's controls.

According to Susilowati. (Kurniawati, 2010), describes independent learning as follows: 1. Students try to increase responsibility in making various decisions. 2. Independence is seen as a trait that already exists in every person and learning situation. 3. Independence does not mean separating oneself from others. 4. Independent learning can transfer learning outcomes in the form of knowledge and skills in various situations. 5. Students who learn independently can involve a variety of resources and activities such as reading alone, study groups, exercises and correspondence activities. 6. The effective role of teachers in independent learning is still possible, such as dialogue with students, looking for resources, evaluating results and developing critical thinking. 7.

Meanwhile, according to Mohammad Ali and Mohammad Asrori (2014) independence is defined as an individual's internal strength and is obtained through a process of individuation, which is a process of self-realization and a process towards perfection. Other figures such as Hamzah B. Uno (2006; 77) define independence in thinking and acting, and not feeling emotionally dependent on others. In essence, an independent person is able to work alone, be responsible, confident, and not dependent on others.

According to Haris Mudjiman (2011; 1-2) independent learning is an active learning activity, which is driven by a motive to master a competency, and is built with the knowledge or competencies that you already have. In determining competence as a learning goal and how to achieve it, both the determination of study time, place of study, learning rhythm, learning tempo, learning method, learning resources, and evaluation of learning outcomes are carried out by themselves.

Meanwhile, the characteristics of independence according to Mohammad Ali and Mohammad Asrori (2014), namely having a view of life, being objective and realistic, integrating conflicting values, being able to resolve conflicts, having the awareness to respect and acknowledge interdependence on others, and having confidence. and cheerfulness to express feelings.

Students
According to Indah Nuraini in the Indonesian Dictionary, students are students in Islamic boarding schools. "Santri" is synonymous with someone who lives in a boarding school who daily studies the salaf book or yellow book, with a body wrapped in a sarong, cap, and santri-style clothing to complement and add to their own distinctive characteristics. According to DR. Nurcholish Madjid (1997) has at least two opinions which can be used as reference material. First, it comes from Sanskrit, namely "shastri", which means literate person. Second, it comes from the Javanese language, namely "cantrik", which means someone who follows a kyai wherever he goes and stays to master a particular skill.

METHOD

The research method used in this research is descriptive qualitative research. Descriptive research is a research method that is intended to describe existing phenomena, which are taking place now or in the past. This study does not manipulate or change the independent variables, but describes a condition as it is. Descriptions of conditions can be individual or use numbers. (Sukmadinata, 2006: 5).

Descriptive research can only describe a situation, but it can also describe a situation in its developmental stages, such research is called development studies. In this development

research, there are those that are longitudinal or over time and some are cross sectional or in time slices.

In this case, the research used is developmental studies, namely research that describes the situation in the stages of its development which is cross sectional or in a time slice. Because the self-leadership program is part of the overall leadership program stages at Nur Al Rahman Islamic Boarding School.

This research was conducted in December and February 2019/2020 at the Nur Al Rahman Leadership Islamic Boarding School, located on Jalan Pakuhaji 0 Km, Pasirhalang Village, Ngamprah District, West Bandung Regency. The data sample was the tahfidz students consisting of 8 people. There are not too many santri because it allows the supervision and guidance to be easier and more efficient. The number of research subjects was taken by 3 students and one student as guidance. The techniques used in collecting data are observation, interview and documentation techniques. While the data analysis technique was carried out by data analysis techniques using interactive data analysis, namely data reduction, data presentation, and drawing conclusions and verification.

RESULTS AND DISCUSSION

Based on the results of the study, it shows that the self-leadership of the students in shaping the independence of the students is well implemented. This can be seen from the existing data.

Training
The self-leadership program begins with Self Leadership Training which is held at LPMP DKI Jakarta which will be held on Saturday, October 5 2019 with all the students from all the Kubik Leadership assisted branches. In the training activities, materials about self-leadership are given , including about trust and respect, ideal self-quality, self-control and upholding integrity. The results of the interviews with the students after attending the training to understand that building trust and respect are necessary in their lives. How can they get used to respecting others and trusting others. Because most good relationships are built on trust and respect for each other. They get extraordinary material knowledge about leadership, especially in leading themselves, about upholding integrity, self-control, how to deal with a problem and know yourself. We learn a lot from leadership theories, which is actually simple, but has a tremendous impact. They also felt many changes in their perspective / mindset after participating in the training. The changes they get are changes in leadership thinking, namely the thought of being a leader which really reflects the thoughts of a leader. Other examples are being not blaming other people or circumstances, blaming yourself and being benevolent for mistakes and being more generous in responding to everything.

Follow Up Training
After the training is carried out, it is continued with Leadership mentoring every week with a curriculum that has been prepared in such a way as to strengthen the understanding and motivation of students in educating themselves to have good self-leadership so that in a short program of approximately 3 months the students have a good understanding of themselves.
The curriculum developed at Pondok Tahfihz Leadership is a curriculum that is cognitively given during mentoring which is carried out 9 times in the program. Mentoring is provided by the mentor (who provides guidance) to the mentee (who receives guidance), in this case the santri, which is designed to build students' self-leadership. Leadership mentoring is provided

by mentors who have been educated and trained from the Leadership Cubic. The things that were conveyed by the mentor during the mentoring were materials that strengthen the self-leadership of the students which are listed in the table.

Table 2. Material for Mentoring Leadership

No.	Theme	Theory
1	How to change behavior	Behavior cannot be changed by transfer of knowledge, behavior needs to be trained. Exercise needs awareness and awareness needs understanding.
2	Practicing a positive mindset	Positive mindset is one of the important factors shaping behavior that leads to contribution to society. The positive mindset is often hindered by other mindsets that are opposite. It takes radical efforts to dismantle the old mindset and build a positive mindset.
3	Review integrity behavior	Integrity is an important asset to build self-leadership. Integrity is a long process of investing in self-behavior. How do you build integrity step by step?
4	Review of internal locus control behavior	Locus control is also another important factor in self-leadership. Is your locus control internal or external? very influential on the self-worth of leadership in us.
5	Build productive habits	How often we see many people who waste or use their time and resources for things that are futile or simply to fulfill their desire for pleasure. Why is it difficult for them to escape from this habitual snare? This is the importance of building productive habits.
6	The concrete form of contributive action	Care, caring in the form of contributive actions, is not an easy thing. For some people, it needs stimulation or arousal
7	Overcoming barriers to consistency of behavior	Consistency is a condition that is indeed challenging in manifesting behavior. Because humans are not angels. So equipping ourselves to be consistent in realizing LCI (Internal Locus Control) and internal integrity, so as to be productive and contributive in society, needs to be prepared and developed.
8	Action plan	Develop a written plan of social action in the community
9	Preparation for execution	Planning action preparation as the final stage of the program.

Apart from Leadership mentoring, there is also Islamic mentoring which is held once a week for 3 months. Islamic mentoring was given by the cleric who was appointed by the Leadership Cubic. This Islamic guidance aims to broaden the Islamic insight of students and build an Islamic personality because self-leadership is also very close to an Islamic personality such as consistency, integrity and so on. The materials provided during Islamic

mentoring included Aqidah Islamiyah, Akhlakul Karimah, Sirah Nabawiyah and fiqh related
to muamalah in society.

The results of the interviews with the students showed the correspondence between what the
Santri felt with the objectives of the Leadership and Islamic mentoring activities, namely;
gain insights and lessons learned from the daily leadership practices carried out by the
participants, get enrichment in knowledge, concepts, insights and leadership experiences, get
supplies related to leadership projects.

Self leadership project
A project is a complex business activity, which is routine in nature, has limitations on time,
budget and resources and has its own specifications for the products to be produced or unique
services. In general, projects involve several people whose activities are interconnected. The
project-based learning process aims to build a positive personality in the participants,
increase social sensitivity, and build good relationships with the community.

Table 3. Self Leadership Project Activities

No.	Time	Activities	Target
1	Daily	Kultum	Train the courage to speak and self-confidence students
		Debate	Dare to argue in the forum
		Book Review	Get used to studying regularly according to the passion specified in the life vision and mission of the students
		Sharing reading results	Expanding knowledge in the team
2	Weekly	Social action	build a positive personality in the students increase social sensitivity
			build good relationships with the community
		Project product	Documents: short photos and videos
			Short report
			Regular improvement of the implementation of the action

The results of interviews with students after participating in this social action program
indicated a change in him. Namely, being more concerned with the environment, being able
to stay in touch with residents around the cottage and being able to contribute positive energy
to the residents. Apart from community service / social action, the students also teach TPA
every day at the pesantren. TPA students come from children around the pesantren.

With the self-leadership that they undergo for 3 months of coaching, they unconsciously
make the students become independent individuals in their lives. They are confident in their
future and know what to fight for in the future. Some will continue their studies, some will
continue their business and some will create teams for the training offered to schools.

There is a continuous evaluation.

Continuous evaluation is carried out in the form of treatment for students given according to the situation and condition of the students who are monitored by the supervisor. So treatment activities are very flexible according to the needs of the students. Treatment can be in the form of coaching, mentoring, directing (directing) or in the form of motivation. Treatment is given based on the results of daily and weekly evaluations. The following is an example of a recap of the development of a description of changes in the attitudes of students and measures of student self-leadership achievement as in the following table:

Table 4. Leadership Parameters Report

Name	Value Grow 3C **												Accompanied Actions to be Implemented
	Grow Mindset			Confidence			Collaborative			Communicative			
	1	2	3	1	2	3	1	2	3	1	2	3	
Santri 1	5	4	4	5	5	4	5	4	4	4	5	4	Appreciation, Non-formal Coaching (Chat)
Santri 2	5	4	4	5	4	4	5	4	5	4	3	4	Appreciation, Non-formal Coaching (Chat)
Santri 3	5	4	5	5	5	5	5	4	4	4	3	4	Appreciation, Non-formal Coaching (Chat)
Santri 4	5	4	5	5	5	5	5	5	4	4	5	4	Appreciation, Non-formal Coaching (Chat)
Santri 5	4	4	3	4	3	3	3	4	4	4	3	4	Appreciation, Non-formal Coaching (Chat)
Santri 6	5	4	4	5	4	4	5	4	4	4	4	4	Appreciation, Non-formal Coaching (Chat)
Santri 7	4	4	4	4	3	3	4	4	4	4	3	4	Appreciation, Non-formal Coaching (Chat)
Santri 8	4	4	3	5	4	3	5	4	4	4	4	4	Appreciation, Non-formal Coaching (Chat)

* 1: Terrible   4: Fine
 2: Bad   5: Very good
 3: Enough   6: Excellent

Tabel 5. Mindset Growth

No.	Grow Mindset	Confidence	Collaborative	Communicative
1	Always Think & Be positive about every incident	Know & able to show your strengths	Able to build good relationships in the interactions carried out	Able to be an active listener
2	Every decision taken has a long-term orientation	Dare to behave and make decisions independently	Always cooperation-oriented and always trying to give the best	Able to convey simple and systematic messages
3	Always oriented towards the best solution	Have good self-control	Open to ideas & ideas from other parties	Able to provide positive responses and bring progress.

Table 5. Leadership Parameter Description Report

Name	Parameters (descriptions of observed behavior) Self-confidence - Hard work / smart / sincere. Collaborative behavior - Activeness-Communication	Accompanied action taken
Santri 1	High determination, able to set an example and encouragement for others. Able to move for landfill epic.	Appreciated, feedback.
Santri 2	Already more in with the group. Hard work and high morale	Appreciated, feedback
Santri 3	Istiqomah ability is good, especially in terms of worship. Most concerned with time with on time	Appreciated, feedback
Students 4	Strong with personal accomplishments, using a lot of time outside the program for self-upgrading, such as reading, etc.	Appreciated, feedback
Santri 5	It has become increasingly daring to appear or express opinions during forums.	Appreciated, feedback
Santri 6	Hard work in reaching the target is quite high, good effort. Stick to personal choices, not easily influenced.	Appreciated, feedback
Santri 7	Already more confident when appearing and having opinions. The improvement in courage was quite significant	Appreciated, feedback
Santri 8	Willingness to appear high, good character. Likes to socialize and interact. Only sometimes there is still self-justification when in feedback.	Appreciated, feedback

Barriers and challenges in program implementation.
The internal barriers that were found were:

For the supervisor: the fluctuations in the spirit of the students who still fluctuate in practicing their knowledge. This situation makes the supervisor and management have to be responsive and quickly overcome the situation of the students so that the program runs smoothly. Santri did not drag on in a lazy state, returning to the old pattern before joining the program. But keep up the enthusiasm to always move on.

For students: From inside the students sometimes feel lazy / futuristic about running programs that demand more wisdom of responsibility to get used to positive things. Like getting used to night prayers, getting used to managing the time in an orderly manner so that there can be a balance between leadership and the Koran memorization program, which must be deposited every day. There is a time that should be allocated for memorizing and so on. So building self-leadership in order to build independence is really a process that requires practice with habituation, not just concepts on paper.

Meanwhile, the external obstacle felt by the management and students is more to adaptation to the weather / climate conditions around the boarding school. Because the location of the boarding school is in the highlands, it makes the atmosphere cool and cool. This makes the atmosphere easy to hungry and good sleep. So this is a trigger for students to be lazy about their activities. Apart from that, the diversity factor due to the different backgrounds and cultures of hometown of the students also made this weather an extra challenge for the santri who came from hot areas. There were students who came from Papua to be precise from Sorong, Samarinda, Tangerang and others.

CONCLUSIONS

Based on the results of data analysis in the discussion, it can be concluded as follows:
1. The self-leadership process is carried out in 4 stages, namely: self-leadership training, with personal behavior change, mentoring leadership and Islamic personality, and regular social action in the form of personality development implemented according to planning.
2. The independence of the students is established along with the increase in their self-leadership achievements. This can be observed and can be seen from the data obtained during the students' leadership programs. Santri feel a change in him starting from the way he views himself, the friends around him and the community around him. The students become reflected in the direction of life and the life goals they will achieve. So that the high self-discipline continues to experience changes for the better. The courage to take responsibility also began to change compared to when the initial days came to the cottage. The enthusiasm and hard work to continue the dream to higher education are also getting stronger.

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