MANAGEMENT OF EDUCATION BOARDING SCHOOLS

Gamal Abdul Nasir Zakaria[1], Desfa Yusmaliana[2*]
[1]Universiti Brunei Darussalam (SHIBE), Brunei Darussalam
[2]Universitas Muhammadiyah Bangka Belitung, Indonesia
*dyusmalianaumb@gmail.com

A R T I C L E   I N F O

ABSTRACT

Management is an important factor in managing an institution, one of which is educational institutions, namely Islamic boarding schools. Islamic boarding school education management has characteristics that are in accordance with Islamic religious teachings and aims to instill Islamic religious values. Islamic boarding schools, as Islamic educational institutions, face challenges in the development of society and students. This challenge will be easy to face with pesantren education management. This article aims to describe pesantren education management. The method used in this research is the library research method. Data was collected using documentation techniques from scientific journal article literature published online. Data analysis techniques using content analysis techniques, or content analysis, Islamic boarding school education management is management that examines the management and planning of Islamic boarding schools in implementation with the aim of empowering students and the community. Islamic boarding school education management also examines related actions or a system related to the change and development of Islamic boarding schools. Changes and developments occur due to environmental factors.

1. INTRODUCTION

Islamic educational institutions exist in the form of Islamic boarding schools, madrasas, and other educational models, which are the basic capital and an integral part of Indonesia's national education. Education in Islamic boarding schools is one of the educational models found in Indonesia, with systems and management according to the character and culture of Islamic boarding schools (Syaiful, 2015a). Quoted from the Islamic boarding school education management book, according to Hadi Purnomo (2017), Islamic boarding schools or Islamic boarding schools are Islamic educational institutions and the oldest tradition in Indonesia. Islamic boarding schools are institutions that can be said to be a manifestation of the development process of the national education system.

The success of an educational institution in carrying out all learning activities, including Islamic educational institutions, is determined by several supporting factors. One of them is the management carried out by these educational institutions, in this case, especially in Islamic boarding schools (Susiyani, 2017). Islamic boarding school education management is management in which it examines the management and planning of Islamic boarding schools in

implementation with the aim of empowering students and the community (Ariani, 2022). There are still Islamic boarding schools whose management and planning are not well organized; therefore, the management of Islamic boarding schools is needed.

Thus, it appears that the management of Islamic boarding schools is faced with internal and external problems. This is a challenge for the leadership of Islamic boarding schools in the hope that they will be able to produce prominent scholars again (Syaiful, 2015b). The high and low quality of the educational process at Islamic boarding schools can be seen from how management is controlled by the leadership of Islamic boarding schools as Islamic educational institutions (Kurniawan, 2022). From an administrative perspective, the various Islamic boarding schools are unique educational institutions and organizations. Islamic boarding schools, among others, have religious leaders with special roles and powers who are often contradictory from a business standpoint and not in line with the code of ethics (Asifudin, 2016). However, there are also Islamic boarding schools that have successfully implemented modern management.

At present, the Islamic Boarding School has developed into an institution that combines the Pondok and Islamic Boarding School systems, offering Islamic education and teaching with the non-classical and classical systems expected by future scholars. On the other hand, students can live in the provided huts, which makes learning more frequent and interaction more intense with students' enthusiasm for learning. Islamic boarding schools, as a model of Islamic educational institutions in Indonesia, have succeeded in overcoming various internal and external challenges. Thus, many Islamic boarding schools have produced academics, national struggle figures, politicians, journalists, businessmen, lawyers, and various other professions. Previous studies that have been conducted by (Susiyani, 2017); (Rahman, 2016); (musolin, 2018); (Wangsadanureja, 2018); and (Khoiri, 2017) are related to Islamic boarding school education management. No one has yet conducted research related to how the management of education in Islamic boarding schools is related to the planning, organizing, and supervising carried out by the leaders of these schools. So what is new in this research is the management of Islamic boarding schools with the library research method.

Based on the background that has been presented, this article aims to describe the educational management of Islamic boarding schools using the literary method. The description of pesantren education management will help academics understand pesantren management. In addition, pesantren managers will be helped to map the problems of pesantren management.

2. METHODS

The research method used in this research is library research (Evanirosa & et al., 2022). Literature study is one of the research methods that involves understanding and studying various theories originating from library materials. The library materials are then critically and in depth

analyzed so that they can be used as research results. The library material in question can be in the form of books, journals, or scientific articles. This research utilizes these library sources to obtain data (Adlini, 2022).

The data collection technique used in this research is documentation. This is done by searching for relevant data sources, then reading critically and recording findings, then codifying or grouping the findings, then analyzing the data, and finally compiling a report. The steps taken before collecting data were preparing the tools and various equipment needed, recording bibliographies, organizing time, and finally carrying out reading activities and recording research material. The data analysis technique used in this study is descriptive-qualitative by reducing data, collecting data (Rukin, 2019), presenting data, and drawing conclusions (Helaluddin & Wijaya, 2019). To prevent disinformation or misunderstanding, content analysis must be checked and the theory and data used reviewed (Putri, 2019)
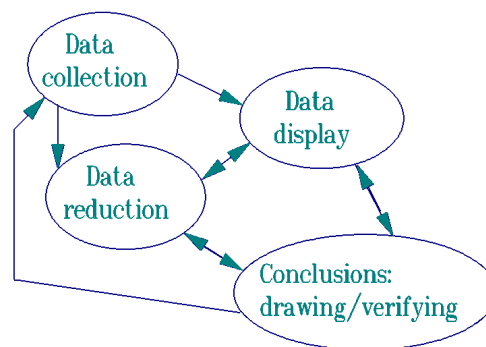
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Figure 1 Analysis Method Qualitative

3. RESULTS AND DISCUSSION

3.1 Islamic Boarding School Management

Management which means management, management, or governance. Management can be said to manage, organize, and implement. As in the word of Allah SWT, which means "He arranges (yudabbiru) affairs from heaven to earth, then (affairs) go up to Him in one day, whose level (length) is a thousand years according to your calculations". (Q.S. Al-Sajdah: 05) (Rodliyah, 2014).

From the verse above, it can be seen that Allah is the ruler of nature, the universe is proof of the greatness of Allah SWT, and Allah created humans as caliphs on earth, so humans regulate and manage the earth as well as possible. Talking about management, Islamic boarding schools certainly cannot be separated from implementing management patterns, with the aim of being oriented towards instilling a spirit of sincerity, which is usually known by the special term "lillahi ta'ala". Thus, although the concept of lillahi ta'ala is practiced in almost all activities at Islamic boarding schools,

the concept of lillahi ta'ala has weaknesses because it is not balanced with adequate ability and professionalism, so that the implementation of management at Islamic boarding schools has not been running effectively. This idealism of lillahi ta'ala is a characteristic of pesantren management (Khori, 2017). In management, many experts define various opinions, namely that management is planning, organizing, compiling, and directing to achieve the goals that have been set. Management is also said to be a process of organizing the business of a group of people toward achieving certain goals. Management can be interpreted as a science that is used to manage human resources in carrying out planning, organizing, implementing, and supervising activities. This is done so that activities can run effectively and efficiently (Mai Dhuhani, 2018).

The following briefly discusses the functions of pesantren management (Aziz, 2020): (1) planning, namely the design of activities to be carried out in achieving goals in the future. For Islamic boarding schools, the plans that have been determined are very important in achieving the vision and mission as well as goals, with the form of medium-term or long-term programs being given more attention in their preparation and involving the extended family, so that they can get broad support and produce a strategic plan as a reference in preparing programs. year from the pesantren. (2) Organizing is a place for a group of people who have the will to achieve a common goal related to organizing in Islamic boarding schools to reconstruct their management so that it can be implemented as it should be, namely in accordance with knowledge and the usual management code of ethics. (3) Direction and Mobilization, which are synonymous with motivating, actualizing, action, moderating, mobilizing, and so on. Generally, they moved tightly and non-meetingly. In managed pesantren, almost all of the mobilization methods mentioned above can be applied, of course, with many possible adjustments due to cultural considerations.(4) Controlling or controlling Monitoring includes all activities carried out by managers to ensure that actual results are consistent with planned results.

From the description above, it can be concluded that most management science, as an objective and scientific science of management, is very well applied in the world of Islamic education, including Islamic boarding schools. However, there may be some theories that need to be criticized and refined. The ideal manager for a kiai who leads a pesantren is a visionary. A pesantren run by such a leader is sure to enlighten and motivate people to set clear long-term goals and plans. For example, the concept of the best Islamic education system in the world, namely the most ideal Islamic boarding school system (Asifudin, 2016).

3.2 Islamic Boarding School Education System

Islamic boarding schools are educational institutions where Islamic boarding schools instill the values of Islamic religious teachings. Education in Islamic boarding schools has different characteristics from education in public schools. At Islamic boarding schools, students learn to live

with care away from their parents, eat modestly, learn to socialize in the environment, learn religious knowledge, and memorize after every prayer. This is a step to being able to lead students to be successful in the future (Yunus, 2019).

The education system in Islamic boarding schools is part of the internal structure of Islamic education in Indonesia, which is carried out in a traditional way that has made Islam a way of life. As part of the internal structure of Indonesian Islamic education, especially in its use as a learning institution as well as a da'wah, community, and struggle institution. There are 3 types of Islamic boarding schools in Indonesia, namely: first, traditional (or salafiyah) Islamic boarding schools. Students at traditional Islamic boarding schools study a lot of books. Second, modern Islamic boarding schools, modern Islamic boarding schools evolve in accordance with the times. Third, mixed Islamic boarding schools offer a mix of traditional and modern student activities (Mansir, 2020).

Abdurrohman identified some of the universal patterns of traditional Islamic learning as follows: (1) There is an intimate bond between the kyai and the santri; (2) the tradition of submission and obedience of a santri to the kyai; (3) a simple lifestyle (zuhud); (4) independence or independence; (5) the development of an atmosphere and traditions of mutual help and an atmosphere of brotherhood; (6) strict discipline; (7) the willingness to suffer to achieve goals; and (8) life with a high level of religiosity (Junaidi, 2016).

Likewise, Mastuhu wrote that, as a traditional Islamic learning institution, pesantren have four special characteristics that make them stand out. Starting from distributing religious lessons of the type found in classical Islamic books in Arabic, having a unique teaching technique that is commonly known by the sorogan and bandongan or wetonan procedures, prioritizing memorization, and using the halaqah system" (Rodliyah, 2014).

The halaqah procedure is a bandongan system class. Halaqah means a student roundabout, or a group of students studying with an ustadz in one place. In practice, halaqah is a discussion to understand the contents of the book, not to question whether what the book teaches is right or wrong. In line with that, as stated by Mahmud Yunus, halaqah is considered only suitable for the intellectual development of a class of students who are smart, enterprising, and are willing to risk a lot of time to study. However, in principle, it is broken down into two early classical groups and a second non-classical group (Ahmad Saifuddin, 2017).

Classical system

The classical education system is a formalistic education model. The learning orientation and teaching are formulated in an orderly and procedural manner, both covering the period, curriculum,

levels, and activities. The madrasah learning level in Islamic boarding schools is divided into 4 levels, with the level determined based on the expertise of the students in understanding the lessons that have been set. The division of the classical levels is as follows: 1) Madrasah Ibtidaiyah (MI) level takes 6 years, 2) Tsanawiyah level (Mts) level takes 3 years, 3) Aliyah level (MA) level takes 3 years, and 4) Idadiyyah level (SP) level takes 1 year (Khamid, 2019).

Madrasah Idadiyyah is devoted to students who register after the start of the school year (the month of Shawwal). Idadiyah is a preparatory madrasah for new students who, later in the new academic year (next year for new students), will shift to another level of learning, and these new students may register for ibtidayyah, tsanawwiyah, or aliyah levels, depending on their expertise. The classical system applied to education must be adapted to the expertise of each student in absorbing and mastering the knowledge given. It is mandatory for students to take subjects that have been standardized as levels of education. Each year, from the middle of the month of Shawwal to the end of the month of Rajab, With a holiday period of two times a year, namely 10 days in the month of Mawlid and 30 days in the month of Ramadan.

Non-Classical System

Non-classical education in Islamic boarding schools uses the weton, or bandongan, and sorogan procedures. The weton or bandongan procedure is a model of recitation in which a kyai or ustadz reads and describes the contents of the yellow book while students or santri observe and give meaning. Bandongan is a teaching system in the pesantren area that is attended by more than five students. In teaching this system, students will observe a kyai or ustadz who is reading, translating, explaining, and discussing books in Arabic. Each student in this case examines his own book and makes notes (both translations and explanations). There is also a sorogan system, in which the student reads the other way around while the kyai or ustadz observe while making corrections. opinion or guidance needed (Dinata, 2018).

In the presence of a teacher (usually called Penyorog), a student reads the yellow book and its meaning, generally using Javanese with the "utawi iku" method of meaning. On the other hand, the supervisor listens to the text, reminds them of mistakes, and occasionally corrects their reading. With this kind of "utawi iku" meaning procedure, as follows: a) the correct vowel, both the mufradat vowel (one by one word) and the vowel related to i'rab; b) the correctness of tarkib (word position in a sentence, similar to S-P O-K (Subject- Predicate- Object- Description) in Indonesian language structure; and c) the truth of the meaning of mufradat (vocabulary).

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In the discussion section, there is a link between the results obtained and the basic concepts and/or hypotheses, and there is a match or conflict with the research results of other researchers. It can also be written the implications of the research results from both in theory and implementation.

Islamic boarding school education management is a form of management in which it examines the management and planning of Islamic boarding schools in their implementation with the aim of empowering students and the community. What determines the future of an Islamic boarding school is the management factor. Conversely, if the management of an Islamic boarding school is not going well, it will be difficult for the school to develop (Hadi Purnomo, 2017).

Islamic boarding school education management is also related to actions or a system related to the changes and development of Islamic boarding schools. Changes and developments occur due to environmental factors. Where changes and developments have an impact on the attitudes and actions of students in Islamic boarding schools. The change is intended so that students can adapt to Islamic boarding schools. This change occurred because of one of the factors, namely how leaders in Islamic boarding schools lead Islamic boarding schools and good management (Yakin, 2017). Islamic boarding schools play an important role in creating a dignified generation for the nation. By changing the people's mindset that life is not only pursuing the world but also the afterlife and creating an intelligent and moral generation (Muliawanto, 2018).

Along with the development of the times, Islamic boarding schools are now following the times in developing knowledge, namely in the field of science and in the field of religion. In religious learning, it must be in accordance with the Islamic thought that has developed. Islamic boarding schools do not only focus on the sources of classical teachings but must also be more advanced, complemented by contemporary Islamic philosophy or discussion. With this curriculum, Islamic boarding schools can develop, but they have weaknesses, namely that they cannot accommodate general knowledge with technological systems (Azhari, 2018). So that in the future they are not left behind, Islamic boarding schools must be able to create a strategic system, namely by opening up strategic insights, visions, and missions to achieve goals, strengthening Islamic boarding schools, and having management that is well managed (Nurmadiansyah, 2016).

4. CONCLUSION

Based on the explanation that has been prepared, it can be concluded that Islamic boarding school education management is a management that examines the management and planning of Islamic boarding schools in implementation with the aim of empowering students and the community. There are still Islamic boarding schools whose management and planning are not well organized; therefore, boarding school management is needed. If Islamic boarding schools are well managed and the management is good, they can develop well. Conversely, if the management of an Islamic boarding school is not going well, it will be difficult for the school to develop.

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