ISLAMIC BOARDING SCHOOL MANAGEMENT IN IMPROVING STUDENT QUALITY

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Abstract

The background of this research is that the management of Islamic boarding schools in Indonesia still use traditional management systems. by only doing learning without good management. Good boarding school management is expected to produce high-quality students. The research objective is the management of Islamic boarding schools in improving the quality of students. The theoretical basis used is management theory, boarding school theory, student theory. Methods research use interviewing techniques and observation with qualitative descriptive methods to obtain information from sources. The sample in this study was chosen randomly on the grounds that the sample chosen was an influential person in the study as well as many people who were directly involved in the process whose information the researchers needed. The sample chosen was one manager of the Islamic boarding school, one teaching staff, and five people student location of the study was conducted at Pondok pesantren tahfidzul Qur'an miftahul huda Karawang West Java. The results of this study are changes in management that occur in boarding schools have a very big influence on changes in the quality of students. The conclusion of this study is that Islamic boarding school as a traditional Islamic education system that has been transformed into a modern system has played a significant role in shaping the quality of Indonesian human resources..
Keywords: Management, Islamic boarding school and quality of students

Abstrak

Latar belakang dilakukannya penelitian ini adalah manajemen pondok pesantren di Indonesia masih ada yang menggunakan sistem manajemen tradisional. dengan hanya melakukan pembelajaran tanpa manajemen yang baik. Manajemen pondok pesantren yang baik diharapkan dapat mencetak santri yang berkualitas. Tujuan penelitian adalah manajemen pondok pesantren dalam meningkatkan kualitas santri. Landasan teori yang digunakan adalah teori manajemen, teori pondok pesantren dan teori santri. Metode penelitian menggunakan teknik wawancara dan observasi dengan metode diskriptif kualitatif untuk mendapatkan informasi dari narasumber. Sampel dalam penelitian ini dipilih dengan cara random dengan alasan bahwa sampel yang dipilih merupakan orang yang berpengaruh dalam penelitiaan serta orang yang banyak terlibat langsung dalam proses yang informasinya peneliti butuhkan sampel yang dipilih adalah satu orang pengelola pondok pesantren, satu orang tenaga pengajar, dan lima orang santri lokasi penelitian ini dilakukan pada pondok pesantren tahfidzul qur'an miftahul huda Karawang Jawa Barat. Hasil penelitian ini perubahan manajemen yang terjadi pada pondok pesantren memiliki pengaruh yang sangat besar terhadap perubahan kualitas santri. Kesimpulan penelitian ini adalah pondok pesantren sebagai sistem pendidikan Islam tradisional yang telah berubah menjadi sistem modern telah memainkan peran cukup penting dalam membentuk kualitas sumber daya manusia Indonesia.
Kata Kunci: Manajemen, Pondok Pesantren dan Kualitas santri.

INTRODUCTION

A management originally developed in Kalanga n the world of industry and the military. But when the next development turned out to be very useful and needed. one of them is in the development of education. Indonesia has three education channels namely informal, formal and non-formal education. These three lines of education have their own role. In the revolutionary era of 4.0 the development of the world of education was very rapid. This is a challenge for the world of education to carry out their roles accordingly.

One non-formal education tries to carry out its role in accordance with its purpose of facilitating a community that cannot be served by formal education. Non-formal education has a variety of units and programs. Through one of the programs, Islamic boarding school. Islamic boarding school is the oldest educational institution in Indonesia. In a boarding school management is given directly or led by a Kiai. For the learning system in Islamic boarding schools there are still many conventional or traditional ones that are centered all on the Kiai.

In addition to the strength possessed by a kiai's leadership, the pesantren boarding school also has an independence that is derived from the strength of the participation of the surrounding community. Where the community is always helping boarding schools or indirectly boarding schools supported by community self-management. Another strength possessed by pesantren is persistence, where if a Kiai has good potential he will establish his own boarding school.

Based on the above categories, education management experts categorize the two boarding school management as a traditional management system. Where the process is based on the natural selection process. This is different from the current phenomenon, where Islamic boarding schools are starting to incorporate new things into their managerial processes. In this phenomenon, the Kiai begins to play a less managerial role.

Management according to Mohamad Mustari (2014, p . 1) is a process in planning to achieve certain goals. So in accordance with this opinion, explain that if you want to achieve your goals, then you need an appropriate management. The achievement to be achieved in boarding schools is to create quality graduates or students.

In the current development, qualified students or students who are appropriate and balanced between values and attitudes, knowledge, intelligence, skills, communication skills and interactions with the environment. In this regard, management is an important aspect. Management shows effective and efficient ways to carry out the work. Management can integrate educational resources so that they are centralized in achieving their educational goals, one of which is producing high-quality students.

LITERATURE REVIEW
Management
According to Mulyani A. Nurhadi (Mustari, 2014, p . 5) states that management is an activity in the form of a process of managing the cooperation of human groups who are members of an organization, to achieve the goals that have been set beforehand to be effective and efficient. According to Prof. Dr. Sondang P Siagian, MA (Syamsuddin, 2017) management functions include: 1) planning; 2) organizing; 3) mobilization; 4) supervision; 5) assessment.

Islamic boarding school
Islamic boarding school (Noor, 2015) is an institution that organizes a religious education as regulated in RI Law no. 20 of 200 concerning national education system article 30 paragraph

(4) is religious education in the form of diniyah education, pesantren, pasraman, samanera pabhaja, and other similar forms.

The function and role of Islamic boarding schools can be measured from the teaching materials that are served to the students. Because teaching material is a part that can shape the mindset and behavior of students in the community. There are six knowledge that must be given to students, namely, sharia, empirical science, science that makes critical thinking skills and broad insight, science of character development, social skills training, and mental and character development (Sudarnoto, 2008; 27).

The purpose of Islamic boarding school education is to create and develop Muslim personalities, that is, personalities that believe and devote to God, have good morals, be useful for people to serve the community. (Susanto & Muzakki, 2016)

Students (Santri)

Student (Santri) is a person who studies Islam and studies Islam in a pesantren which is a place of learning for students (Hidayat, 2016) . According to Hasbullah (Zulhimma, 2013) Student is an important element in a boarding school, usually grouped in two parts, namely: 1) santri mukim are students who come from distant areas and settle in boarding schools; 2) santri kalong are student from the area around the pesantren and usually they do not settle in the pesantren, they return to their homes after completing the pesantren lessons.

METHOD

The method used in this study is a qualitative research method with a qualitative approach. In the opinion of Sugiyono (2017, p. 9) qualitative research methods are research methods based on the philosophy of post-positivism, which are used to examine natural objects, (as opposed to experiments) wherein this study, researchers as key instruments. Data collection techniques using combined techniques or triangulation. As for the data analysis technique in accordance with the opinion of Mules and Humberman (Sugiyono 2017 p. 246), the activity in qualitative data analysis is carried out interactively and continues continuously until completion, so that the data is already saturated. Activities in data analysis are data reduction, data display and data conclusions or verification.

The source of data collected by the informants is done purposively, with certain considerations and objectives (Sugiyono, 2017, p . 216). Determination of the sample is done by researchers randomly or randomly on the grounds that the sample chosen is an influential person in research as well as many people who are directly involved in the process for which the information researchers need. The sample in this study was one boarding school manager, one educator, and five students. Researchers conducted data collection with interview and observation techniques. The sample selection above is expected that the researcher wants to describe or describe the facts or conditions or symptoms that appear in the management of Islamic boarding schools in improving the quality of students. The place of this research was conducted at the Tahfidzul Qur'an boarding school Mifahul Huda Karawang.

RESULTS AND DISCUSSION

Results

In this study, researchers conducted interviews with Managers, Educators and students in Islamic boarding schools about strategies to improve the quality of students. Following are the results of researchers' interviews with the manager of Islamic boarding school with the initials AB: "the beginning of the establishment of the Islamic Boarding School Tahfidzul Qur'an

Miftahul Huda only specializes in the students memorizing the Qur'an. So for the students who follow the learning boarding schools do not follow the formal education that is held by the government. As a result, in 2014 the boarding schools that we managed ran out of students. Evaluating the activities of Islamic boarding schools that can cause a decrease in the number of students, the manager made a change in management in order to improve the quality of students. In 2017, changes were made to students who initially did not get formal education can attend school at the school that has been provided by the foundation. This was done so that there was a balance of the world and the afterlife. We are also aware of the changing times like today that every student must be prepared to face the development of the times. So that the strategy that we do is that every student can memorize the Qur'an, they are also equipped with the ability of lifeskill in boarding schools and can go to school".

Subsequent interviews regarding inhibiting and supporting factors in improving the quality of students "with the ability of lifeskill and schools to be given to students resulted in students often experiencing delays in memorizing the Qur'an but each student who completed his education at the boarding school was equipped with skills for his life. later. This program received support from religious leaders, community leaders and even from the village government. This was evidenced by community participation in the Lifeskill program organized by the Islamic boarding school.

Subsequent interviews were conducted with teachers at boarding schools, with this initial MN about the management of Islamic boarding schools in improving the quality of students about the learning process of students "the learning system of students on a daily basis students are required to make a memorized deposit after dawn prayer in congregation then continued with learning at school until 14.30 WIB. After the Asr prayer the students carry out their respective duties in the chosen field of lifeskill. At night it is continued with the study of the Qur'an and the study of the yellow book".

The next interview about whether there is an increase in the quality of students "increase in the quality of students of course there is in our boarding school this is because our boarding school initially only focused on memorizing the Qur'an and the book but now we provide additional learning about life skills for students through waqf bodies. by utilizing the existing waqf in the boarding school".

The next interview about improving the quality of students addressed to five samples with the following interview conclusions: how the learning process in class with students "the latest learning process in our hut about extra activities in the form of life skills that give us a lot of knowledge about social life". Then proceed with the question of what encourages students to be interested in participating in the extra learning "of course we are very enthusiastic about participating in these extra activities because we did not get this material at school. We were divided into groups to get direct material on how to cultivate freshwater fish, mango gardening, farming and so on. And each group will take turns getting knowledge about the existing skills in boarding schools ". The next interview regarding the students' response to the boarding school program "the students were very enthusiastic about the programs offered, especially the Lifeskill program"

Discussion
Through the explanation above about the Islamic Boarding School Tahfidzul Qur'an miftahul huda that the management changes that occur in boarding schools have a very big influence on changes in the quality of students. A boarding school institution that initially only focused on

religious education in the form of learning the yellow book and memorization of the Qur'an, causing the reduction and even depletion of students. This incident made the manager of the Islamic boarding school think tap and make some changes in the management of the boarding school. With some of the solutions offered by the management now the students not only get religious knowledge but also get formal education and life skills so that it can be applied after being in the middle of the community. According to Mahmud Arif (2008) A There are certain factors that can affect the quality of students in which between one another are interrelated, namely: (1) the environment, (2) occupants/students, (3) curriculum, (4) leadership, (5) alumni, and (6) simplicity.

The activities provided in the boarding school form an independent student who is ready to engage in the midst of the community. The teaching and education system both public and religious education should prioritize intellectual development rather than prioritizing the development of studentpersonalities. So that the critical power, the tradition of criticism, the spirit of research, and caring offer a scientific concept that can develop well in Islamic boarding schools. In other words education and teaching can be integrated into a unified and harmonious whole. The teaching method should also take a mixture of religious and general curriculum. This mixed curriculum arises from the demand to develop general knowledge which is a real need that must be met by graduates of Islamic boarding schools. For this reason, Islamic boarding schools need to recruit university graduates, to become teaching staff in schools established by Islamic boarding school administrators.

Mujamil Qomar (2007) explained that there are several alternatives that can be sought by modern pondok in improving the quality of students, including (1) adopting modern management, (2) neat organization management, (3) education and teaching systems, (4) curriculum modern cottage, (5) provide various skills for students.

In addition, an Islamic boarding school manager carries out his function as a manager or manager. According to Prof. Dr. Sondang P Siagian, MA (Syamsuddin, 2017) management functions include: 1) planning; 2) organizing; 3) mobilization; 4) supervision; 5) assessment. Planning here the manager of the cottage to make a program or activity for students with the aim that students can receive learning other than religious knowledge. For organizing the manager gives the task or authority to all elements in the boarding school. As for mobilization, managers provide support to teaching staff so that they are willing to work sincerely. Supervision is carried out by the management of the Islamic boarding school so that all learning activities as one of the processes to improve the quality of students run well according to the initial plan. Finally, the assessment or evaluation is carried out by the manager by comparing the results of real work achieved with the results that should be achieved by educators and also students.

CONCLUSION

From the research that has been presented, it can be concluded that the history of Islamic education in Indonesia, Islamic boarding schools as a traditional Islamic education system that has changed into a modern system has played a significant role in shaping the quality of Indonesian human resources. Islamic boarding schools as the oldest Islamic educational institutions in Indonesia, lately it is interesting to be re-examined so that they can be upgraded in the future as Islamic and quality educational institutions.

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