



Madrasa Management at Darul Amanah Islamic Boarding School, Kendal Regency, Central Java, Indonesia

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Abstract

In Indonesia, both modern and traditional Islamic boarding schools, especially large ones, generally have educational institutions ranging from elementary to university levels. This study aims to describe the management of madrasas in the Darul Amanah Islamic Boarding School, Kendal Regency, Indonesia. The method used in this research is qualitative descriptive. The sources of research data consist of informants and events, with data collection techniques involving interviews and observations. The results indicate that the management of madrasas at the Darul Amanah Kendal Islamic Boarding School, when viewed from the organizational aspect, already has an organizational structure from the highest to the lowest level, along with a clear delegation of authority and responsibility. Management based on the implementation of the development of curricular programs has gone well, because the curriculum of madrasas and the curriculum of pesantren has been systematized in accordance with the basic framework of pesantren development since its inception. Then reviewed from the aspect of supervision, the Darul Amanah Kendal Islamic boarding school can easily control and supervise all the activities of its students, because the activities of the pesantren and the madrasah have been well structured, according to the level and time.

Keywords: *Management, Madrasa, Islamic Boarding School*

Introduction

In Indonesia, both modern and traditional Islamic boarding schools, especially large ones, generally have educational institutions ranging from elementary to university levels. The educational institutions in the pesantren can be in the form of madrasas or public schools.

The advantage of the pesantren plus madrasa education system is that in addition to obtaining religious sciences through the exploration of classical Islamic treasures such as the study of the yellow book, they also get general sciences and applied technology systems. So that the students do not feel inferior and stutter in dialoguing with the changing times (Dawam & Ta'arifin, 2008).

The best religious teaching and education system in Indonesia is the madrasa model and the pesantren model education system. Obviously, madrasah in pesantren is the best system of teaching and religious education. So it can be expected that madrasah education in pesantren will gather art, science

and religion, which are the three components of education that must be collected in a person, both individually and as a community group (Setyaningsih, 2016). Thus, pesantrens that combine religious teaching and general knowledge will exist more, because they are considered to have the ability of social adaptability (Sulaiman, 2010).

Based on Government Regulation no. 19 of 2005 article 49 paragraph 1, it is stated that the management of educational units at the primary and secondary education levels implements independent management of schools as shown by independence, partnership, participation, openness and accountability. From this point of view, madrasas in the guidance of Islamic boarding schools, without exception, must also implement School-Based Management (MBS) with the benchmarks set in Government Regulation No. 19 of 2005 (Saha & Haedari, 20008).

So far, the response of the madrasah and pesantren practitioner community has not really questioned the issue of the implementation of MBS. Because since the beginning of its development, educational institutions that have long been rooted in Islamic traditions, its main strength is indeed supported by the community. In popular terms, we know the motto "From society, by society and for society".

Regarding the contact between the two systems of pesantren and madrasah, in this case the Ministry of Religious Affairs, divided the form of Islamic boarding schools into four forms contained in the Regulation of the Minister of Religion Number 3 of 1979 concerning assistance for Islamic boarding schools into: 1) Type A boarding schools are boarding schools that are entirely carried out traditionally; 2) Type B boarding schools are cottages that organize classical teaching (madrasi); 3) Type C boarding schools are cottages that are only dormitories, while the students study outside; 4) Type D boarding schools are boarding schools that organize the boarding school system as well as the school and madrasah system.

Related to this, the author will discuss Islamic boarding schools with type D, namely boarding schools that organize the Islamic boarding school system as well as the school or madrasah system, namely the Darul Amanah Kendal Islamic boarding school. This boarding school is based on formal educational institutions accompanied by religious education with one of the goals of forming students with moral character who can live in the midst of the rapid development of science and technology.

The Darul Amanah Kendal Islamic Boarding School is one of the educational institutions that actively plays a role in assisting the government in efforts to realize the goals of education in this country. The management of madrasas at the Darul Amanah Kendal Islamic Boarding School is managed integrally or between madrasas and pesantren in their management as a single managerial system. In its journey, this Islamic boarding school tends to succeed in managing its education. The indicators that can be seen are; (1) The number of students is stable, (2) student achievement and graduation are in the average category, and sometimes increase, (3) learning support facilities and facilities are increasing, (4) teachers' teaching skills and strategies are increasing, because in recent years the average teacher who has not been educated in a bachelor's degree has completed the level of undergraduate education according to their qualifications, and (5) the welfare of teachers and staff has increased.

With this background of thought, the author is interested in conducting a study on the management of madrasas in Islamic boarding schools in the Darul Amanah Kendal Islamic boarding school by reviewing the aspects of organizing, organizing education and curricular programs as well as supervision or control (Stoner & Wankel, 1988). Management is an effort to achieve a certain goal through the activities of others through planning, organizing, placement, mobilization, and control (Kontz & O'Donnel, 1990). Then according to (Terry, 1986) management is a typical process consisting of planning, organizing, and controlling mobilization actions carried out to determine and achieve predetermined goals for the use of other resources.

Research related to madrasas has been conducted by (Zaini, 2016) entitled Management of Madrasah-Based Education Quality Improvement (Multicase Study at MAN 2 and MA Syafi'iyah

Situbondo Regency) The results of the study show; (1) The concept of improving the quality of madrasah-based education, emphasizing the strengthening of independence and the spirit of community participation to achieve the quality of madrasas, namely the integration of the moral/moral-spiritual academic quality of graduates. The research similarity lies in the discussion of management in madrasas. The difference in research lies in the object and focus of the research. The research focuses on quality improvement management in madrasas in general, while this study examines the management of pesantren-based madrasas at the Darul Amanah Kendal Islamic Boarding School.

Based on this presentation, this study aims to describe the management of madrasas at the Darul Amanah Kendal Islamic Boarding School. The Darul Amanah Ngadiwarno Sukorejo Kendal Islamic Boarding School is a subsidiary of the Darunnajah Islamic Boarding School in Jakarta. Because the Darunnajah Islamic Boarding School Jakarta opened 28 branches and the Darul Amanah Islamic Boarding School is the 10th branch. The Islamic Boarding School located in Ngadiwarno Sukorejo Kendal was established on February 24, 1990 which was initiated by: H. Jamhari Abdul Jalal, LC, KH. Mas'ud Abdul Qodir, Slamet Pawiro, Ust. Junaidi Abdul Jalal.

Method

This research uses a qualitative descriptive method. Qualitative research aims to gain insight into the construction of reality that occurs to be interpreted (Cropley, 2019: 10). According to (Creswell, 2009: 173) qualitative research is a method that uses text and images with interesting steps in analyzing data and using diverse inquiry strategies. The choice of this type of research is based on the research objectives, namely, describing the management of madrasas at Darul Amanah Islamic Boarding School in Kendal.

The data collection technique in this research is to use in-depth interview techniques, and observation (Creswell, 2017:4). Sources of research data are informants and events at Darul Amanah Islamic Boarding School in Kendal. The data analysis technique uses an interactive model. The interactive model is a qualitative data analysis with three flows (data reduction, data presentation, and verification) (Miles & Huberman, 1994: 16)

Finding and Discussion

Technically, in the official teaching-learning process in Indonesia, madrasah is not only understood as a school. Rather, it is given a more specialized connotation, namely "Religious School". A place where students receive religious education and religion (Islam).

As a type D Islamic boarding school that organizes the Islamic boarding school system as well as the school and madrasah system, Darul Amanah combines the curriculum of Pondok Modern Gontor, the Ministry of Religious Affairs and salafiyah Islamic boarding schools to manage Madrasah Aliyah (MA) which has Science and Social Sciences Education Programs, accredited A.

Standing on an area of 3.3 hectares, Madrasah Aliyah Darul Amanah which is part of the Darul Amanah Islamic Boarding School has 24 study groups (rombel) with 36 educators or teachers and 2 education personnel or administrative staff and 680 students from class X to class XII. In addition to classrooms, the madrasah also has a library, biology, physics, chemistry, computer and language laboratories to support the academic abilities of its students. Not to forget the place of worship, School Health Unit room, counseling and student organization activities are also well facilitated.

Madrasah Management at Darul Amanah Islamic Boarding School Kendal Regency Based on Organizing Aspects

Judging from its status, the organization of Pondok Pesantren Darul Amanah Kendal does not fully embrace the family system like pesantren in general which are owned by individuals (kiai). However, its institutional status is in the form of a foundation. According to (Mastuki, 2008), the two types of

pesantren status have different implications for the pesantren organizational structure. Privately owned pesantren (kiai) have a simpler organizational structure compared to pesantren managed by foundations. The first type of pesantren emphasizes the responsibility to preserve the absolute value of the pesantren with kiai as the source of obedience, spiritual leader, and key figure of the pesantren, while the second one shows more management, some of the tasks of the pesantren have been delegated by kiai according to the agreed job description. According to (Qomar, 2006) in contrast to individual leadership (kiai), in collective leadership (foundation) there is a clear and equitable distribution of tasks. All parties work according to their respective tasks that have hierarchical and functional links so as to form a systemic mechanism. This means that one task with another cannot be released or separated at all, because everything supports each other and is interrelated.

Similarly, at Darul Amanah Kendal Islamic Boarding School there is also a management hierarchy. The hierarchy in question includes top management (al-idarah al-ulya) which is controlled by the Chairman of the Foundation Board, the caregiver kiai and the management operational organization (al-idarah al-jama'iyah) which consists of elements of the management (mudir), coordinator, madrasah head, pesantren educators (al- asatidz), board of teachers, rais / dormitory / room management and santri / students. So there are levels of leadership under the top leadership, each of which has clear duties and authority. The authority and duties are made in the form of clear duties and responsibilities and very few changes so as to make it easier for its members, coordinate as well as make it clear to whom they must be responsible. Thus, basically the division of labor must be accompanied by a clear delegation of authority and responsibility so that each member can work efficiently.

Even though some of the foundation administrators (al-idarah al-ulya) are parties who are still actively involved in pesantren activities, their position is like directors who actively manage the institutions they lead with the assistance of the board elements (al-idarah al-jama'iyah) mudir, the coordinators of each level of diniyyah education, and the madrasah heads of each madrasah education unit. Each coordinator and madrasah head functions as a manager who works to produce the production set by the board of directors. However, the production referred to here is the santri and students who are educated and have noble character.

Thus, when viewed from the aspect of institutional management, the position of the madrasah head is a tool owned by the kiai as a party who develops the mandate to accept the delegation of kiai decisions. Hence, the head of the madrasa in Darul Amanah Islamic Boarding School is not elected by the teachers' assembly but they are elected by the kiai (mudir). Nevertheless, the madrasa institution led by the head of the madrasa does not necessarily have to be fully carried out in accordance with the wishes of the kiai. This means that the principle of delegation is carried out properly in order to help the leader carry out his main task. The main purpose of delegation is so that the organization can use its resources efficiently. As said by Nanang Fattah, delegation is the formal delegation of authority and responsibility to someone for the implementation of certain activities. Usually delegation is supported by elements of motivation and good communication to help leaders carry out their main tasks. The main purpose of delegation is so that the organization can use its resources efficiently.

Pesantren Darul Amanah in learning management organizes Tarbiyatul Mu'alimin Al-Islamiyah not MTs or MAs so that the terms used are grades I to 6 TMI. There are 2 types of report cards and STTB for students, namely State and TMI. The lessons are a combination of the Gontor curriculum, the Ministry of Religious Affairs and salafiyah pesantren, which can be classified as follows: 1) Tarbiyatul Mu'alimin Al-Islamiyah (TMI), with a length of education of 6 (six) years, in the 3rd year taking the National Exam (UN) at the Junior High Level (MTs / SMP), in the 6th year taking the National Exam (UN) at the Senior High Level (MA / SMA / SMK); 2) Madrasah Aliyah (MA), Science and Social Sciences Education Program, accredited A; 3) Madrasah Tsanawiyah (MTs), Accredited A; 4) Vocational High School (SMK), Boutique Fashion (BB) and Computer Network Engineering (TKJ) Expertise Programs.

The freedom given by the madrasah head to manage the education unit he leads can generally develop well. Two madrasahs in Darul Amanah Islamic Boarding School have been well accredited. Madrasah Tsanawiyah (MTs) is accredited A while Madrasah Aliyah is accredited A.

Other indicators are; (1) The number of students is stable, (2) student achievement and graduation means in the average category, and sometimes increases, (3) Facilities and infrastructure / learning support facilities are increasing, (4) the skills and teaching strategies of teachers are increasing along with the entry of new teaching staff and in recent years the average teacher who has not had a Bachelor's degree has completed a bachelor's degree according to his qualifications, and (5) The welfare of teachers and staff has increased.

In addition, Darul Amanah Islamic Boarding School already has a good name and reputation in the community, the purpose of parents sending their children to pesantren is also due to the existence of madrasah in it. This situation is strengthened by the *himmah* and *ghirah* of the ranks of the Pondok Pesantren Darul Amanah organization to preserve the pesantren that has been inherited by the predecessor (*muassis*). This also seems to be able to maintain the existence of madrasah institutions at Pondok Pesantren Darul Amanah Kendal. Thus, in terms of the organizing aspect of madrasah management in pesantren, Darul Amanah Islamic Boarding School already has an organizational structure starting from the top to the bottom level accompanied by a clear delegation of authority and responsibility so that each member can work efficiently. Likewise, delegation has gone well.

Madrasah Management in Pesantren at Pondok Darul Amanah Kendal Based on the Implementation of Education and Curricular Programs

Education and curricular programs are basically an inseparable part of madrasah institutional management. In this case, the madrasah principal as the key holder of the success of madrasah management, has an important role in order to improve the quality and standard of passing the madrasah.

In general, the implementation of education and curricular programs held in madrasah at Darul Amanah Kendal Islamic Boarding School is the responsibility of the madrasah head and his staff. The head of the pesantren almost does not interfere with the educational issues and curricular programs of the madrasah, except in areas related to boarding school education and other religious activities, such as congregational prayers, Islamic holidays, etc. Nevertheless, in practice, the head of the madrasah must consider the development of education based on the direction of the pesantren.

The majority of students at the Darul Amanah Kendal Islamic boarding school follow formal education, but in this pesantren the implementation of madrasahs is categorized as part of pesantren activities. Pesantren were developed as a major standard that was used as a barometer for the implementation of education, including madrasahs. Students who study at this Islamic boarding school are usually called "Nyantri while school". It is called so because the content of the pesantren curriculum is more dominant or prioritized than the madrasah curriculum. According to (Saha & Haedari, 2008) if viewed from the form of management of this pesantren is an integral-deductive form or one-stop management model, but the implementation of madrasahs is categorized as part of pesantren activities. Pesantren in this model are developed as a major standard unit that is used as a barometer for the implementation of education, and madrasahs are located in it.

In the morning, students carry out learning the yellow book in accordance with the pesantren curriculum, while in the afternoon until evening they carry out learning in accordance with the madrasah curriculum. Even so, the weight of the pesantren learning curriculum is more and more prioritized. In accordance with the purpose of establishing the pesantren to prepare cadres of Islamic scholars and leaders who master religious knowledge, (*fardhu 'ain* and *kifayah*), the Darul Amanah Islamic boarding school in its educational activities emphasizes more on the mastery of the yellow book in its learning activities. The curriculum in a modern view is not only limited to the content or subjects/subject matter that must be mastered by students, but also contains other things that are considered to affect the process of achieving educational goals or forming students according to the desires. Thus, the main mission and goals of Islamic education aspired to by the Darul Amanah Kendal Islamic Boarding School can still run, so that concerns about distortion of the purpose of Islamic boarding school education due to contact with modern education can still be avoided.

Not a few pesantren have lost their own identity as religious-based educational institutions, when they come into contact with modern (formal) education. The main mission and goals of Islamic education aspired to by Islamic boarding schools are distorted by the interests of the national education system and curriculum.

Judging from the implementation of the curriculum, the development of the curricular program in this pesantren has gone well, because the madrasah curriculum and the pesantren curriculum have been systematized in accordance with the basic framework of pesantren development since its inception. The implementation of pesantren learning activities is carried out in the morning, starting at 07.45 – 12.30 WIB, while madrasah learning activities are carried out in the afternoon, from 14.00 – 18.00 WIB. With the systematization of every activity carried out related to the curricular program between madrasahs and pesantren becomes easy to synchronize. This will minimize the occurrence of small frictions, which can lead to conflicts between caregivers/coordinators and madrasah leaders or Islamic boarding school leaders.

The occurrence of minor frictions can even escalate into conflicts between institutional leaders in Islamic boarding schools can occur, as a result of the lack of integrated time management. This has certainly been predicted in advance by the pesantren manager and has become a separate record in order to develop curricular programs in the Islamic boarding school environment. For example, pesantren activities and madrasah activities are arranged in such an elastic way, so that there is no "collision" between the madrasah curriculum and the pesantren curriculum. An example of this arrangement is clearly seen, for example, in the implementation of the Try Out of the National Exam, the National-Based Madrasah Final Exam (UAMBN). Similarly, in the case of important pesantren activities such as Hafalah Sanawiyah (Islamic boarding school art and sports competition) of the Darul Amanah Kendal Putera Islamic Boarding School are carried out from noon to evening.

Thus, in this pesantren the development of curricular programs has gone well, because the madrasah curriculum and the pesantren curriculum have been systematized in accordance with the basic framework for pesantren development since its inception. By systematizing every activity carried out regarding the curricular program between madrasahs and pesantren becomes easy to synchronize, so that it can minimize conflicts that can disrupt the work climate and the organization of the pesantren.

Madrasah Management at Islamic Boarding Schools at Darul Amanah Kendal Islamic Boarding School Based on Supervision Aspects

Judging from the aspect of supervision, the Darul Amanah Islamic boarding school can easily control and supervise all the activities of its students, because the activities of the pesantren and the madrasah have been well structured, according to the level and time. For example, students from waking up until going back to sleep are organized and supervised to participate in the "mandatory" and "recommended" activities that have been determined by Islamic boarding schools and madrasahs. Mandatory activities are activities that are basic and fundamental for the development of students' intelligence and personality. Meanwhile, the recommended activities are supporting activities for students so that they are able to be independent and socialize, both intellectually and socially.

Students who take part in Islamic boarding school learning (Tajhizi, Wustha and 'Ulya) are required to take part in learning activities determined based on class level. This learning is from 07.45 WIB to 12.30 WIB, they are active in face-to-face learning activities arranged based on classical. Their presence is monitored by the existence of student activity reports which are carried out regularly every month. As for students who take part in madrasah learning (MTs and MA) are required to take part in learning from noon to evening, from 14.00 WIB to 18.00 WIB, they are active in face-to-face teaching and learning activities and tutorials arranged based on classical. In the afternoon between Maghrib and Isha prayers, all students are required to take part in recitation activities held in bandongan at the mosque given by kiyai or ustaz.

At night after the Isha prayer until 22.00 they are free to choose to participate in activities according to the wishes and interests of their respective students. In addition, on certain days (Friday,

Saturday, Sunday) designated as sports days, the determination of the day is intended to make it easier to carry out supervision and control.

There are many extracurricular activities developed both by madrassas and by Islamic boarding schools, in the field of sports for example there are basketball, sepak takraw, table tennis, badminton, volleyball, football, and futsal, complete with clubs. In the field of art, there are calligraphy studios, pencak silat, maulid groups, Rudat, Senoman and Hadrah. In the field of literacy, the Islamic Boarding School Pen Forum was formed. In the field of language, an Arabic and English Club was formed, besides that there was also tahfizh of the Qur'an.

All of these activities have been well organized and systematic, making it easier for the authorities to carry out supervision and control. There are four elements that supervise for the smooth running of learning activities in this pesantren, the four elements are; caregivers, coordinators/principals, ustadz/teachers, and senior students/students. This is because success in learning must involve the participation of ustadz/teacher to be able to make students learn. However, the role of ustadz/teacher will not make students learn if the leaders of the pesantren or the coordinators/principals cannot mobilize the ustadz/teacher so that the students learn. In addition, in the learning process outside the classroom, the role of senior students who play a role in helping the ustadz/teachers in coordinating and supervising student activities has also smoothed the learning activity process.

By involving all elements from the bottom to the top leadership in the process of supervision and control, learning activities can be carried out according to what has been planned and at the same time can avoid irregularities. As mentioned by (Pidarta, 2014) by quoting Komaruddin that every organization carries out supervision and control activities. This activity is carried out with the intention that: (1) the behavior of the organization's personnel leads to the organization's goals, not solely to their individual goals, and (2) so that there are no significant deviations between the plan and the implementation.

Supervision is very important in an organization, especially in educational institutions. Supervision is needed to ensure that the management functions that have been conceptualized run properly, so that there are no irregularities, even if there are irregularities, it is tried to be no more than can be tolerated. Supervision and control are the main tasks and are the responsibility of the leadership, but because it is impossible for the leadership to do everything, supervision is delegated to the supervisory units, and this has been implemented in this pesantren.

Thus, when viewed from the aspect of supervision, the Darul Amanah Islamic boarding school can easily control and supervise all the activities of its students, because the activities of the pesantren and the madrasah have been well structured, according to the level and time. There are four elements that supervise the smooth running of learning activities in this pesantren, the four elements are; caregivers, coordinators/principals, ustadz/teachers, senior students/students.

Conclusion

Based on the description of the findings of the research and discussion, it can be concluded that the management of madrasas in Islamic boarding schools at the Darul Amanah Kendal Islamic Boarding School is reviewed from the organizational aspect, this pesantren already has an organizational structure starting from the top to the lowest level accompanied by a clear delegation of authority and responsibility so that each member can work efficiently. Likewise, delegation has gone well so that the organization can use its resources efficiently.

The management of madrasas in Islamic boarding schools at the Darul Amanah Islamic Boarding School is reviewed from the implementation of curricula, in this pesantren the development of curricular programs has gone well, because the madrasah curriculum and the pesantren curriculum have been systematized in accordance with the basic framework of pesantren development since its inception. By systematizing every activity carried out regarding the curricular program between madrassas and pesantren becomes easy to synchronize, so that it can minimize conflicts that can disrupt the work climate and the organization of the pesantren.

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