MANAGEMENT OF STUDENT INDEPENDENCE DEVELOPMENT IN PESANTREN

M. Sirojut Tholibin

Pondok Pesantren Daruttauhid Al-Alawi

Corresponding author: zyroeth08@gmail.com

ABSTRACT

This research is a field research with a qualitative approach. Data collection techniques using observation, documentation and interviews. Data analysis using induction and deduction models. After the data is grouped by type, the researcher re-checks the data, so that the data has no errors and can be presented in writing in the form of a research report. The results showed that the management of developing the independence of students at the Daruttauhid Al-Alawi Islamic Boarding School was carried out in three stages, namely (1) Planning was in place before the independence program was implemented such as holding meetings, selecting independence programs, and others. The planning stage includes: curriculum planning, teaching materials, personnel, facilities and infrastructure, and program planning; (2) The implementation of the program is carried out in several stages including carrying out teaching and learning activities, organization, routine compulsory Islamic boarding school activities, daily student activities, supporting activities, and boarding school discipline rules; (3) Supervision and evaluation of the program, caregivers and administrators as well as the community participate in evaluating these activities. If there are weaknesses, then input will be given for improvements in the future.

Introduction

Management is the art of always managing and utilizing human resources to be active and effective so that these human resources become as efficient as possible to achieve common goals.[1] This country's lousy stigma about managing Islamic boarding schools (pesantren) does not seem to have disappeared entirely. The poor management of Islamic boarding schools causes this non-formal educational institution to be considered an educational institution that continues to perpetuate its status quo as a traditional, conservative, and backward educational institution. As stated by Mujamil Qomar, pesantren is the oldest form of Islamic educational institution in Indonesia. However, the age of pesantren, which is so old, does not

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[1] Melayu SP. Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: Bumi Aksara, 2014), 9.

have a significant correlation with the strength or progress of its management. The condition of the management of traditional pesantren to date is very concerning, a situation that requires an immediate solution to avoid protracted management uncertainty.[2]

Prayitno stated that self-reliance is a personal condition that has been able to develop humanity's potential for upholding human nature itself within the framework of the human dimension. The development of independence is an important issue throughout the span of human life. The development of independence is strongly influenced by physical changes, which in turn can encourage emotional changes, cognitive changes that provide logical thinking about the way of thinking that underlies behavior, as well as changes in values in social roles through parenting and individual activities. Independent students are students who can realize their will or self-realization without depending on others.[3]

The role of Islamic boarding schools in shaping the attitude of independence of students emphasizes the creative, innovative and disciplined attitudes of students. At this Islamic boarding school studying Islamic religious sciences, the students study and live Islamic boarding schools with the guidance and care of the kyai. Changes and development of Islamic boarding schools continue to be carried out, including implementing professional and applicable management in their development because the term management has blended into all sectors of human life.[4]

Pesantren is the oldest educational institution in Indonesia. The existence of pesantren as an Islamic educational institution in the country dramatically contributes to the formation of the character of the Indonesian nation. Furthermore, the existence of pesantren from time to time has made a concrete contribution in the course of the nation's history. In the era of the Javanese kingdom, for example, pesantren became the center of da'wah for the spread of Islam. In the Dutch East

[2] Mujamil Qomar, *Manajemen Pendidikan Islam: Strategi Baru Pengelolaan Lembaga Pendidikan Islam* (Jakarta: Erlangga, 2007), 58.

[3] Prayitno dan Erman Amti, *Dasar-dasar Bimbingan dan Konseling* (Jakarta: Rineka Cipta, 2004), 26.

[4] Syamsudduha, *Manajemen Pesantren: Teori dan Praktek* (Yogyakarta: Graha Guru, 2004), 15-16.

Indies colonial era, pesantren became a field of heroism for the people's resistance movement. In the independence era, pesantren were involved in formulating the form and ideology of the nation and were involved in the physical revolution to defend independence.[5]

Islamic boarding schools with various hopes and predicates attached to them lead to three main functions that they always carry out: first, as a center for a cadre of religious thinkers (center of excellence). Second, as an institution that prints human resources. Third, as an institution that has the power to empower the community (agent of development).[6]

This is where the pesantren plays its role as a social institution that serves the fields of education and da'wah, has become part of the community that contributes significantly to the formation and development of the community to educate and form the attitude of independence of students. In this case, the pesantren play themselves as agents of change in society. Institutionally, pesantren and kyai as individuals become role models and references for the pesantren community.[7]

Based on this background, the author wants to focus his research on the management of pesantren education programs in addressing and managing Islamic boarding schools, which must be able to balance the needs of the values of the boarding school. This study is intended to find out how the management system process applied by Daruttauhid Al-Alawi Islamic Boarding School and components related to pesantren, especially in the field of pesantren programs as support for pesantren in strengthening education that is beneficial for all students.

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[5] Sauqi Futaqi, "Dekolonisasi Pendidikan Islam Di Indonesia," in *PROCEEDING: The 3rd Annual International Conference on Islamic Education*, vol. 3, 2018, 232–42; Sauqi Futaqi, *Kapital Multikultural Pesantren* (Yogyakarta: Deepublish, 2019). Lihat Juga Abdul Mukti Fatah, et al., *Rekontruksi Pesantren Masa Depan* (Jakarta: Lista Fariska Putra, 2005), 34

[6] Futaqi, "Dekolonisasi Pendidikan Islam Di Indonesia." Lihat juga Suhartini, "*Problem Kelembagaan Pengembangan Ekonomi Pondok Pesantren*", dalam A. Halim, et. al., *Manajemen Pesantren* (Yogyakarta: Pustaka Pesantren, 2005), 233.

[7] Sauqi Futaqi, "Pesantren Menembus Batas (Studi Kapital Spiritual-Multikultural Pesantren Al-Qodir Dalam Membentuk Santri Multikulturalis)," *PENDIDIKAN MULTIKULTURAL* 4, no. 1 (2020): 45–64.

Research Method

The type of research used is qualitative field research. This research aims to understand phenomena about what is experienced by research subjects, such as behavior, perception, motivation, action, etc., holistically and utilizing description in the form of words and language in a particular context that is natural and by utilizing various natural methods. Qualitative research must be carried out reasonably, and the data collected is generally qualitative.[8]

The data used in this study are qualitative and quantitative: Qualitative data, namely data presented in the form of spoken words, not numbers. Quantitative data can be measured or calculated directly, in the form of information or explanation expressed in numbers or in the form of numbers.[9]

Data collection techniques used in this study are observation, interviews and documentation. In data analysis, two analyses were used: induction analysis and deduction analysis. Induction analysis, namely drawing conclusions, begins by stating statements with a specific and limited scope in compiling arguments that end with general statements. At the same time, deduction analysis is a conclusion from a general statement into a unique statement at the end.[10]

Results and Discussions

Researchers obtained the research findings through in-depth interviews with several relevant informants, field observations and documentation studies regarding the management of students' independence development. This section, the research findings are discussed further and analyzed based on conceptual and theoretical studies. These theories and concepts are about the management of developing students' independence at the Daruttauhid Al-Alawi Islamic Boarding School, Sendang Senori, Tuban. As for this discussion, there are three main topics which include: 1) planning for the independence of students at the Daruttauhid Al-Alawi Islamic boarding school, 2) the implementation of developing the

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[8] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 2007), 3.
[9] Sugiyono, *Statistik untuk Pendidikan,* (Bandung : Alfabeta, 2010), 15.
[10] Nana Sudjana, *Tuntutan Penyusunan Karya Ilmiah,* (Bandung : Sinar Baru, 1998), 76.

independence of students in the Daruttauhid Al-Alawi Islamic boarding school, 3) monitoring and evaluating the development of independence in the Daruttauhid Al-Alawi Islamic boarding school.

1. **Analysis of Santri Independence Planning at Daruttauhid Al-Alawi Islamic Boarding School**

   Stoner explained that planning is the process of determining what should be achieved and how to make it happen in reality. Planning is the initial action in managerial activities in every organization. Therefore, planning will determine the difference in performance (performance) of one organization with another organization in implementing plans to achieve goals. This means that planning will determine what will be achieved by making plans to achieve the goals set by managers at each level of management.[11]

   This is to the results of the researcher's observations which show that the existence of the Daruttauhid Al-Alawi Islamic Boarding School was established to fulfil its primary goal, namely to produce graduates who are complete, as the results of interviews indicate that the initial ideals of the realization of this pesantren were maximum efforts to develop the personality of the santri as a Muslim. Good character, namely children with personalities who believe and fear God, have a noble character, benefit society by becoming subjects or servants of the community like apostles, namely being public servants as the personality of the Prophet Muhammad (following the sunnah of the Prophet), able to stand alone, free and firm in personality, spread religion or uphold Islam and the glory of Muslims during society ("Izzul Islam wal Muslimin), and love science in order to develop the Indonesian personality. Ideally, the personality development you want to aim for is the personality of Muhsin, not just a Muslim.

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[11] James A. F. Stoner and Edward R. Freeman, *Management* (New Jersey: Prestice Hall, 1992), 25.

This planning is closely related to the goals (means) and targets carried out (ends) by the Daruttauhid Al-Alawi Islamic Boarding School. Without planning, the system is immutable and cannot adapt to different environmental forces. In open systems, changes in the system occur when environmental forces require or demand that a new balance needs to be created in the organization, depending on the rationality of decision makers. The human decision-making and planning process is the only vehicle for innovation, change and adaptability for social systems.

In planning, there are specific goals. These goals are written down and can be obtained by all members of the organization. Moreover, planning covers a certain period of the year. There are specific program actions to achieve this goal because management clearly understands what part they want. Therefore, whether the planning carried out by Daruttauhid Al-Alawi Islamic Boarding School in preparing the plan can answer four main questions: what will be done, how to do it, what must be done and who will do it?[12]

Ultimately, these four questions must be answered and at the same time become the concern of the pesantren whether the planning has been implemented correctly or not. The ideals in the pesantren management planning process are excellent and ideal, but with the emergence of these five questions, at least the strength of the planning can be measured. Therefore, in the view of the researcher, the long observation that the researcher has made is that by looking at the planning function, which includes managerial activities that determine the goals and the right reasons to achieve these goals, the researcher assumes that the education management of the Daruttauhid Al-Islamic Boarding School Alawi to develop the independence of students, has not fully reached the ideal level. The researcher's reason for this is based on the evaluation of observations which show that the planning process has not found a clear direction with the change of the reference system in learning from the Ministry of Religion to the Ministry of National Education. This is based on the

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[12] AH Kahar Ustman dan Nadhirin, *Perencanaan Pendidikan* (Kudus: Stain Kudus, 2008), 1.

researcher that the planning elements are at least appropriate in referring to goals, actions, resources, and implementation.

According to the existing theory, innovation and renewal in curriculum arrangement need to be realized by designing a curriculum that refers to the demands of today's society by not leaving the characteristics of the existing pesantren. Because if not, its students will likely abandon the pesantren.

Personnel planning prepares the personnel needed by an educational institution to support top management. Human resource is a source of personnel who have their distribution plan in placing the person in the job description that has been planned. In the existing theory, personnel management is a technique or procedure related to managing human resources within the organization. Effective and efficient management and utilization of personnel in an institution, both educative and administrative staff, depends on the ability of the head of madrasah/other educational institutions, both as manager and head of the educational institution.[13]

In the observations of researchers, the targets that Daruttauhid Al-Alawi Islamic Boarding School has carried out are only philosophical goals, namely maintaining and developing the nature of students (santri) to obey and obey Allah SWT, preparing them to have a Muslim personality, equipping them with various pieces of knowledge. To achieve a perfect life, to be a good and happy member of society physically and mentally, in this world and the hereafter.

2. **Analysis of the Implementation of Student Independence at Daruttauhid Al-Alawi Islamic Boarding School**

In the implementation of educational management at the Daruttauhid Al-Alawi Islamic Boarding School in the formation of an attitude of independence of students, the content of the mobilization carried out at the Daruttauhid Al-

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[13] Suryosubroto, *Manajemen Pendidikan Sekolah* (Jakarta: Rineka Cipta, 2004), 86.

Alawi Islamic Boarding School includes: implementing the goals of the pesantren with pesantren programs and the management process, implementing work and so on. Before the boarding school goes too far in implementing the work plan in carrying out its duties as a non-formal educational institution, the caretakers of the boarding school hold a meeting with the asatidz board and the board of directors. In this mobilization stage, the caregivers and administrators of the Daruttauhid Al-Alawi Islamic Boarding School always encourage the asatidz council so that the operationalization of program planning follows what was previously set.

Based on the results of interviews with the caregivers of the Daruttauhid Al-Alawi Islamic Boarding School, he explained that related to the innovation programs carried out by the pesantren, apart from the programs in Islamic boarding schools in general, there are also: (1) other Islamic studies programs that include the program to be able to read the Qur'an quickly, the Qur'an reading art program (Qiro" at), the dialogical program, (2), the productive business program/self-development (skills), (3) the Social Program.

From the explanation above, according to the existing theory, the forms of pesantren programs or activities are included in the management contained therein. In this case, the pesantren program is included in curriculum development, including those related to the pesantren skills program. This program is implemented as a curricular activity, intended to provide a means of acquiring the skills needed to live on one's own feet after leaving the pesantren. Related to this in the theory of pesantren and its role in development, it can be identified that this pesantren is included in pattern IV pesantren that in addition to the five elements in the pesantren and the existence of madrasas and classical system studies, there are also skill units such as animal husbandry, crafts, cooperatives, rice fields. , fields and others.[14]

Factors that shape students' independence in the field include religious teachings, simple kyai figures, simple life tools and facilities, the establishment

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[14] Ahmad Tafsir, *Ilmu Pendidikan Dalam Perspektif Islam* (Bandung: Remaja Rosdakarya, 2005), 193.

of Islamic boarding schools that do not rely on other parties, and the peer teaching process. The flow of the process carried out by the Islamic boarding school studied to form the independence of students begins with the management of daily life such as eating and washing; some students are entrusted with the responsibility to manage an activity; adult students guide young students; adult santri are given the task of managing several activities in the pesantren; and adult santri are given responsibility for managing agricultural land, poultry and fish farming activities, and are seconded in the activities of constructing pesantren buildings and facilities. The process is carried out in stages according to the level of development of the santri in the pesantren. The activities assigned to the management of the students eventually form a work ethic and the students' entrepreneurial spirit. The two values that become the habits of students at this pesantren become their provision in society.

3. **Analysis of Monitoring and Evaluation of Student Independence at Pesantren Daruttauhid Al-Alawi**

Supervision is one of the most significant functions in achieving organizational or institutional management and managing potential related to production and existing resources. In the context of the pesantren program, the supervision concept occupies a very strategic position. The reason is that no matter how good a pesantren program planning is, if a good monitoring process does not accompany it, then all previously planned programs will not measure the level of success. Deviations that occur in it may be challenging to detect. That is why the concept of program supervision is an essential part and cannot be ignored entirely; its role and function in achieving the goals of a program are realized through the learning process.

The personnel who need to carry out supervision: First, supervision from the manager or leader of the cottage. The control carried out by the leader of the

boarding school is very varied, which in essence is the supervision of all programs in the pesantren and how to advance the pesantren with satisfactory achievements and with continuous supervision and guidance for educators and education staff. Second, the asatidz council. The asatidz council also needs to supervise the development of each of their students in the pesantren. With the supervision of the development of students, it is hoped that the students at the Daruttauhid Al-Alawi Islamic Boarding School can become the generation expected by all parties, especially in the community. In addition, with the supervision of students carried out by teachers, teachers or educators can find out various kinds of difficulties or problems experienced by students.

Evaluation is a step that must be taken to improve programs that have not good results and various types of pesantren activities that are considered not conducive, and with this evaluation program, an improvement will be realized in various parties' policies and pesantren programs. In the existing theory, this evaluation plays an essential role in the series of educational processes. The role and purpose of evaluation here are to provide information that is used as a basis for (a) Making policies and decisions; (b) Assessing student outcomes; (c) Assessing curriculum; (d) Giving trust to the school; (e) Controlling the funds that have been disbursed; (f) Improving educational materials and programs.[15]

Based on the description of the research findings, it is found that the education management at the Daruttauhid Al-Alawi Islamic Boarding School can develop students' independence. In this study, students are an input component in the education system, which is then processed in the pesantren education process, so they become qualified human beings following educational goals. As a component of education, santri can be viewed from various approaches, including social, psychological, and educative/pedagogical approaches. Its existence becomes central to a person

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[15] Farida Yusuf Tayibnapis, *Evaluasi Program & Instrumen Evaluasi Untuk Program Pendidikan & Penelitian* (Jakarta: Rineka Cipta, 2008), 2-3.

who plays an active social role. Therefore, santri, as members of society, are being prepared to become better members of society. As a community member, he is in the pesantren family environment, the surrounding community and the wider community. Santri needs to be prepared so that, in time, they can carry out their role in the world of work and can adapt to society.

In this context, students interact with their peers, teachers, and the community around the pesantren. It is in this situation that the best social values can be instilled gradually through a process of learning and direct experience. In addition, students are prepared as organisms that are growing and developing. Santri has various human potentials, such as talents, interests, needs, social-emotional-personal, and physical abilities. These potentials need to be developed through education and learning in Islamic boarding schools so that there is a complete development into a complete human being. Development describes changes in the quality and capabilities of a person, namely changes in structure, capacity, function, and efficiency. The development is overall, for example, the development of intelligence, social, emotional, and spiritual, which are interconnected.

At least the Daruttauhid Al-Alawi Islamic Boarding School has tried to do serious management towards the pesantren which is in demand by many people and prospective students who will enter the pesantren. In implementing this management, the authors found that the kiai's role was central and robust, although delegation was very effective. At least the researchers found three facts about the data: good planning in the process of educational activities, efforts to actualize management and inherent supervision.

The concept of thinking and operationalizing integrated education management in Daruttauhid Al-Alawi Islamic Boarding School will be primarily determined by the goals and directions of integration, which states that the direction of education in Islamic Boarding Schools today is to foster IMTAQ, science and technology and functional skills based on needs. The

integration will be emphasized in managing management and implementation, which for now must be owned by Islamic boarding schools with educational development strategies that have been formulated.

Referring to the macro and micro demands of Indonesian National Education, Islamic boarding school education must combine the goals of national education with the goals of Islamic boarding school education in order to produce a figure of santri who has several graduate competencies, as stated by M.M Billah as quoted by Pupuh Faturrahman, namely creating a figure of santri who has:

1. Religious Skillful People, namely human beings who will become skilled, sincere, intelligent, independent workers, but at the same time have a firm and complete faith so that they are religious in attitude and behavior, which will fill the needs of human resources in various development sectors.

2. Religious Community Leaders, namely Indonesian people who are sincere, intelligent and independent and will become dynamic drivers in socio-cultural (civil) transformation and, at the same time, become a bulwark against the harmful excesses of development and can bring people's aspirations and exercise social control.

3. Religious Intellectual who has strong integrity and is capable of carrying out scientific analysis, and is concerned with social problems. In its social dimension, Islamic boarding schools can place their position in community learning activity institutions that function to deliver new technologies that are suitable for the surrounding community and provide social and religious services, as well as function as a social laboratory, where Islamic boarding schools conduct experimentation on community development, to create integrated relationships, between Islamic boarding schools and the community in a good and harmonious, mutually beneficial and complementary way. Finally, the purpose of Islamic boarding school education can be defined as; maintaining and developing the nature of students (santri) to be obedient and obedient to Allah SWT, preparing them

to have a Muslim personality, equip them with various knowledge to achieve a perfect life, become good and happy members of society physically and mentally, in this world and the hereafter.

Simpulan

The management of the development of students' independence at the Daruttauhid Al-Alawi Islamic boarding school is carried out through management functions, namely planning, implementing, monitoring and evaluating programs to form students' independence attitudes. Planning programs for forming students' independence attitudes at the Daruttauhid Al-Alawi Islamic Boarding School already existed before the independence program was implemented, such as holding meetings, selecting independence programs, etc. In addition, several plans were carried out, namely curriculum planning, teaching materials, personnel, facilities and infrastructure, and planning programs for forming students' independence attitudes. The curriculum and learning run according to the schedule of the initiative of the kyai and the ustadz council.

The program's implementation for forming the attitude of students' independence at the Daruttauhid Al-Alawi Islamic Boarding School is carried out in several stages, including carrying out teaching and learning activities, organization, routine compulsory boarding activities, individual daily activities of students, supporting activities, and boarding discipline rules. Students' independence in the field starts from simple daily life management behaviours, such as eating, washing, etc. Even though it is simple, it will produce a steady independence behaviour if done repeatedly and lived as it is. The minimum characteristic that will be formed is that students do not rely on others in simple matters. This is an essential indicator of independence.

Supervised and evaluated the program to form an independent attitude of students at the Daruttauhid Al-Alawi Islamic Boarding School. The Islamic boarding school's caregivers, administrators, and community evaluated these

activities. If there are weaknesses in the activity, then the input will be given for improvements in the future. The limitations of the caregivers and administrators of Islamic boarding schools and a large number of students make supervision need extra attention so that this activity, in addition to providing maximum opportunities for students, also instils maximum confidence for students to be ready to enter the community after leaving the Islamic boarding school.

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