

The Performance of Pesantren as Islamic Education A Case Study

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ABSTRACT

The article aims to describe and analyze the performance of Pesantren as Islamic educational institution. The research conducted at Pesantren Darunnajah 2 Cipining. The method used by researchers for answering the research question is a case study method with qualitative approach. The data collection technique was the interview, observation, and documentation. Then the analysis technique used through stages, they are data collection, data reduction, data classification, and conclusion withdrawal. Pesantren performance is a process and the result as cumulative process of the performance of teachers and administrators, as individuals and the units. Teacher' performance was the process and result of teachers' works related to teaching, self-learning, and managing the boarding units. Unit performance is the process and the result of teachers' jobs according to the functions and objectives of the units, to achieve the vision and mission of Pesantren. Pesantren performance indicators were known by it relation to the performance of education and instruction, facilities and infrastructure development, internalization of values, and Pesantren philosophy. The acquaintance of the performance of Pesantren had an impact on the improvement and sustainable development of Pesantren. to be guidelines for assessment and development Based on findings, the performance of pesantren as Islamic education is contain of the performance of units, teachers, and administrator. To measure the performance of the pesantren can be done by indicators; the teaching and learning process, teachers self learning, and managing units of pesantren. The performance of pesantren is shown by improving teaching and learning processes and outcomes, developing facilities and infrastructure, and internalizing the values and philosophy of pesantren.

Keywords: *Organizational performance, Pesantren performance, Teacher performance, Unit performance, Pesantren*

A. INTRODUCTION

A Pesantren's performance still becomes a severe matter theoretically and practically for education observers. As an educational institution oriented to academic service, Pesantren still does not have theoretical fundamentals to construct the concept of Pesantren performance. In practice, most of Pesantren has built but, on another side the, performance of the Pesantren is unsustainable after the death of the founders (Dhofier 2011; Mastuhu 1994; Zarkasyi 2005). The death of Pesantren founders has affected the decrease of Pesantren performance that is indicated by the decline in the number of students and Pesantren development remaining stagnant. Ineligibility of the cadres to manage Pesantren is caused by the lack of acquaintance of Pesantren performance achievement and growth.

The researcher used the concept of organizational performance from the managerial perspective to accentuate Pesantren performance. The performance of the educational institution, like schools and universities, is developed from an organizational performance theory. Corporate performance accumulated the result of activities carried out by organizations (Robbins and Coulter 2012). Robbins and Coulter added that the relevancy of the organizational performance is organization productivity, organization effectiveness, and rank. Organizational performance becomes a focus for researchers to measure the success of the organization (Handayani 2011; Abubakar et al. 2019; Kurniawan 2013; Nahrifah and Imelda 2019; Nosratabadi et al. 2020; Princy and Rebeka 2019; Schuldt and Gomes 2020; Julianry, Syarif, and Affandi 2017). The study related to school performance is tools for performance assessment and the features that affect it has been mainly carried out (Marks and Printy 2003; Susanto 2005; Jaedun 2010; Yusmina and Ar 2014; Rohmatika 2016; Hidayat and Wulandari 2020; Wahyuddin 2020; Sunarsi et al. 2020; Sitthisomjin, Somprach, and Phuseeorn 2020; Sun, Kennedy, and Anderson 2020). The organizational performance is also analysis means for university performance (Sudaryo 2015; Sutanto, Widodo, and Bidayati 2018; Sutapa et al. 2018; Dužević, Mikulić, and Baković 2018; Azis and Tatminah 2019; Purwanto, Noor, and Kusumawati 2020; Yaakub and Mohamed 2020; Camilleri 2021). From many kinds of literature and studies conducted, the researchers discuss Pesantren performance is still limited.

Currently, Pesantren has recognized by the government of the Republic of Indonesia. This recognition is stated in Law Number 18 of 2019 concerning Pesantren, Presidential Decree Number 82 of 2021 concerning the funding of Pesantren. The recognition of Pesantren as formal education is by the quality of Pesantren educational system with other

equal formal educational institutions. In other words, Pesantren graduates have the equal opportunity to have the educational access service and academic development.

This study contributes to develop a clearer acquaintance about pesantren performance and its assessment. The development is created theoretical and practical knowledge to manage Pesantren oriented to Pesantren performance. Besides, the acquaintance of Pesantren performance basis contributed to maintaining Pesantren quality and the sustainability to optimize a quality service and become the instrument of evaluation performance. Therefore, this study constructed Pesantren's education management science-based Islamic educational institutions.

Many studies have discussed the importance of organizational performance regarding the indicators and ways of the assessments. However, there are still flaws in the concept literature and organizational performance theory related to Pesantren performance. In these flaws, the researcher tried to analyze also describe Pesantren performance.

B. LITERATURE STUDY

Pesantren is a formal educational institution that organizes teaching and learning activities. Pesantren has elements attached to the institution. Dhofier suggests the five elements of pesantren, namely: Kiai, Santri, Kitab Kuning, Santri, and Mosque (Dhofier 2011). Mastuhu suggests three elements, they are; 1) actors consisting of kiai, ustadz, students and administrators; 2) hardware consisting of mosques, kiai's houses, ustadz houses, huts, and others; and 3) software, consisting of the purpose of the pesantren, curriculum, learning resources, books, learning methods, and learning evaluation (Mastuhu 1994).

As an institution or organization, pesantren produces performance, or pesantren performance. The previous researchers focused more on the performance of the teacher or the performance of the ustadz as the object and subject of research. Therefore, this study seeks to describe the performance of pesantren as an organization or institution using an analysis of the concept of organizational performance.

Daft suggests that organizational performance or institutional performance is the ability of the institution to achieve the goals to be achieved by using its resources effectively and efficiently. Effective is intended as the institution's achievement of its goals, while efficient is intended to use existing resources optimally to produce the desired output (Daft 2010). Wibowo states that performance can be known through indicators: productivity, quality, timeliness, cycle time, resource utilization, and cost. Furthermore, organizational

performance has a different appearance with various models; 1) Balance scorecard, measuring organizational performance based on aspects of customer perspective, internal perspective, innovation and learning perspective, and financial perspective; 2) The European Foundation for Quality Management Model, known through; leadership, policies and strategies, human resource management, resources, processes, customer satisfaction, employee satisfaction, impact on society, and business results (Wibowo 2017)

Tonich (2021) quotes Tomal and Jones (2015) defining organizational performance as the actual outcomes of an organization in comparison to its desired outcomes (Tonich 2021). In educational institutions, the performance is identical to the effectiveness of the institution, namely the ability to achieve the planned goals. Hoy and Miskel suggested organizational effectiveness, the level of goal achievement. Goals provide direction, motivation, goals to reduce uncertainty for participants and represent standards for assessing organizations (Hoy and Miskel 2014).

The performance of pesantren will be understood in this study with the theory of organizational performance. Organizational performance used as an analysis of the performance of pesantren is the performance of educational institutions or schools. The concept of school performance is used as initial information that is used to analyze the performance of pesantren.

C. RESEARCH METHOD

This study was conducted in Pesantren Darunnajah 2 of Cipining, Bogor, West Java, pictured in figure 1. The development of Pesantren, built about 38 years old since its establishment in 1988, considered the selection of the study location. The number of students increases and the development of education facilities showed the significant development of this Pesantren. Also, it showed the high performance of Pesantren. This study focused on Pesantren performance, in which Pesantren performance is seen to be constructed especially regarding the description of Pesantren performance so that it can become the reference for managing and measuring the achievement of Pesantren objectives.

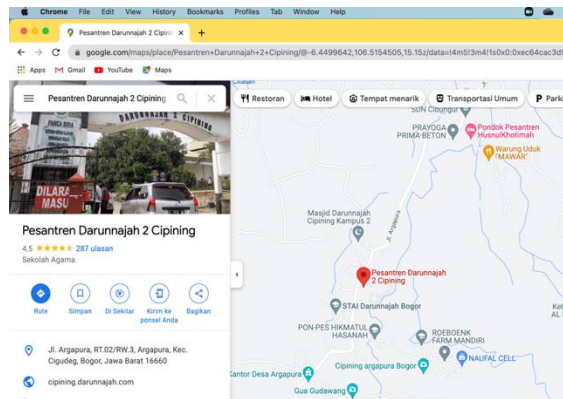


Figure 1. Location map of Pesantren Darunnajah 2 of Cipining

This study used qualitative research with a study case to understand, explore, and find out Pesantren performance for managers, teachers, and units. A qualitative approach is research used to study the phenomenon, find out the meaning, and describe Pesantren performance reality. The data collection technique used in this study interviewed informants, the participants' observation, and documentation. The informants were chosen by *snowball sampling*; the researcher searched the *key person* concerning the research focus, then asked them open questions to answer and describe. The data analysis throughout the study was through four stages; 1) the researcher collected the data of interviews, observation, and documentation, 2) the researcher grouped the data by the data triangulation, 3) the researcher described the data of the study assessing to become information, and 4) the researcher withdrew the conclusion.

D. RESULT AND DISCUSSION

Pesantren Darunnajah 2 of Cipining has a vision “*Imam, Muttaqin, Alim, Muballigh, dan Amil*”. That vision is strengthened with Pancajiwa (Pesantren Principal), Pesantren Motto, Panca Darma (five rules of truth), and Panca Jangka (Manual Program). Pancajiwa or Pesantren Principal includes sincerity, simplicity, Islamic brotherhood, independence, and liberty. Pesantren’s motto, known as Pancabina, includes a virtuous personality, healthy, knowledgeable, independent thinking, creativity, and skilled. Additionally, Pancadarma is worship, helpful knowledge, cadres, Da’wah in Islam, nationalism, insight of Archipelago. Panca Jangka is the improving instructional and educational quality, physical development, fundraising, being a cadre, and community development (Amin 2017; Sekretaris Pesantren Darunnajah 2 Cipining 2021).

Achieving vision, mission, and goals are the idealistic dimension requiring practical actions. The practical actions are Pancajiwa, Motto, Panca Dharma, dan Panca Jangka,

including practical dimensions. The combination of the idealistic and practical dimensions is the unity from the focus of Pesantren performance. In conclusion, Pesantren performance is result-oriented and process-oriented related to activity programs with values and the philosophy of Pesantren.

Through the interview, UI said that Pesantren performance inspires the message of K.H. Abdullah Syukri and K.H. Hasan Abdullah Sahal as *Dewan Nazir Yayasan Darunnajah (Darunnajah Nazir Board)*. According to K.H. Abdullah Syukri, measuring Pesantren development is easy and not complicated, as shown by students and Pesantren building. UJ said that Pesantren performance is measured with student quantity and Pesantren asset addition. This inspiration is obtained from K.H. Abdullah Syukri Zarkasyi, as used to be called Pak Syukri. As told by UJ, he asked, “Kyai Syukri, how is the advanced Pesantren?” then Kyai Syukri answered, “there were many students and buildings”. The book written by Manaf and Islam said that “Pesantren progressed if many students were in, buildings and the facilities were decently supported teaching, and learning process, also a student and teacher creativity improves” (Manaf and Islam 2016). While K.H. Hasan Abdullah Sahal said that the values of Pesantren are also pivotal, in consequence, the values must be preserved. From both initial statements, UI said that building including facilities and infrastructure must be advanced, the number of students increases, and Pesantren values are preserved. The first one can be measured as quantitative, but the values are also considered qualitative, which is shown by students’ character, culture, virtuous personality, discipline actions, and militancy. The performance indicators must be in accordance with the Pesantren vision, the vision of education, including cadre education, leadership training, educators, and not being limited to a specific profession.

As the focus of Pesantren, Pesantren performance is the result of three key performance components; individual performance involving teachers and organizers; group performance including the performance of department, units, divisions, and committee; and the accumulation of both individual and group performance as well. It seemed that teachers disciplined teaching from one class to another through field observation. Students neatly stay in class during learning hours and are disciplined to participate in the many Pesantren programs. UF, as an informant, said that teachers and unit performance resulted in Pesantren’s condition as pictured in the informants’ statements. UF had been being interviewed in several things as follows:

1. Teacher performance resulted from teachers’ effort in teaching and conducting in-class learning.

2. The unit performance had resulted from teachers' effort in managing departments and divisions, that is, being responsible and trust given by Pesantren builders.
3. Pesantren performance was an accumulation for teachers' performance and unit performance.

The education department measured teacher performance in Darunnajah 2 of Cipining through monitoring teachers in teaching. Teachers in Pesantren taught six days a week, of which the teaching hours were in accordance with the subjects. Teachers who were not present at class would be recorded as absent, and *ihsan* – teacher's salary – would be reduced, otherwise, teachers who were not absent would receive salary or *ihsan* fully. This is what UF informed in the interview while conducting field research. UI was also in line with UF, which informed that teacher performance was assessed by in-class teaching activity – did not leaving the class empty while teaching - in Pesantren term it is called no-leaving empty class.

Teachers conducted unit performance assessments according to managed department and division. The head of the department was supposed to make weekly and monthly written reports to be reported to Kyai as head of Pesantren. A weekly report was conveyed to Pesantren organizers every Tuesday at 10.00 A.M – until finished, then the results were reported to teacher meeting every Wednesday. In addition, the organizers are always open to receiving the report or communicating with teachers. On the other hand, a monthly report was reported at the end of the month, in which the report informed the achievement of the programs and performances carried out, with 5W1H questions (what, where, when, who, why, and how), including finance and budget. In other words, the report can be called a performance assessment process. Teachers who had reported unit performance progress could take *Ihsan* or salary as their right under their efforts, of which these were UB informed that was in line with UF.

The participants in the weekly report observed several activities; teachers reported to the organizers, bringing a map of the activity report and the activities' budget. The researcher also paid attention to the teacher's arrival at the supervisory meeting with the heads of the department on Tuesday. The meeting report with the head of the department was conveyed to the teacher's routine meeting on Wednesday.

The appraisal of Pesantren performance was reported by units annually. The annual meeting was organized roughly in June at the end of the annual meeting. In the annual meeting, the work meeting was conducted by dividing the head of the department and divisions into several specific commissions. In the deciding commissions, every department

presented their performance during one year of learning, presented programs that have been implemented and have not been implemented, and the upcoming programs targeted. Internal evaluation of departments and divisions is conveyed in the forum, while the external evaluation outside departments and divisions was also conveyed. Teacher performance evaluations are also submitted at the annual meeting, which is written for individual and joint corrections. Therefore, it was informed by UB and was allowed by UF.

Pesantren performance could be understood as the process and result of teacher performance and unit performance, which was used to achieve Pesantren's goals, vision, and mission, followed by values and philosophy associated with Pesantren. The teacher performance is the process of teaching and learning by the teacher, self-learning, and running the function and responsibility to manage the units of the Pesantren. The unit performance is the process of teacher performance according to the function and purpose of the pesantren units. To ensure the pesantren's performance, the pesantren board conducts supervision and assessment of the teacher's performance and the unit's performance.

Teacher performance was built with the specific relevant qualification required by Pesantren Darunnajah 2 of Cipining. Initially, the Pesantren graduates, known as devotional teachers, were to fulfil teacher needs. UG described how Kyai travelled to Javanese - Madura Pesantren to ask for teachers. This information aligns with what UE informed of which teachers came from Pareduan, Pabelan, Gontor, and Darunnajah centre and branches. The existence of devotional teachers contributed to running the teaching and learning process and unit management, but also had problems related to performance that had not optimal and caused several problems. The resources obtained from the problem identification were 1) the process asked for teachers to Pesantren implicated to teacher quality that has optimal and has not optimal; 2) heterogeneity of devotional teacher's background has not associated with the culture of Pesantren organization (from interviewing UG, UJ, and UI).

Then, the attempt to improve Pesantren teacher's input by improving Pesantren educational system was educational reorientation on educational function by empowering students' work and learning the activities of managing units, teaching at class, working with departments and organizational fields. With this, the output of Pesantren is expected to be useful for Pesantren to be teachers and to be a part of Pesantren organizational field. The improvement has been made by organizing a lecture, namely STAI Darunnajah of Bogor (UF, UG, and UI, as informants).

The improvement of the quality of graduates has also implicated teacher performance, especially to be organizers and a part of organization structure. The understanding of vision,

mission, values, philosophy, and organization structure was also a primary modal for cooperating with Kyai and organizers of Pesantren. This way, it helped the performance of Pesantren graduates to be better and structured, also was affected the performance of managing departments and divisions (informed by UG and UI).

Individual and unit performance was associated with Pesantren organizational structure. UB said that Kyai, as Pesantren organizational structure, was mandated by the chief of the foundation to manage Pesantren. In addition, three supervisors and three organizers were structured under Kyai, followed by ten departments.

Pesantren profile document showed Pesantren organizational structure that includes several divisions, namely head of Pesantren, Pesantren caregiver, Pesantren supervisor, secretary of the department, department of education, supervising department, finance department, department of facilitated and utilities, department of business, department of Dakwah and public relation, cadre department, department of human resources, and Sekolah Tinggi Agama Islam Darunnajah of Bogor, and department of Wakaf (Endowment) (Secretary of Darunnajah 2 Cipining, 2021). UF said that the chief of school, department, and division had a job desk, which became his responsibility, but was not officially confirmed in writing. The acquaintance possessed by these heads is hereditary and, in some cases, refers to government regulations, for example, school principals and teachers. UB said that Pesantren had an application system that teachers could access related to teacher performance in teaching from their smartphones. UG said the aspect of teacher and unit performance management and monitoring was accessed by Darunnajah smart system, abbreviated to DNS, which teacher called SS. This application encompassed several elements, such as student and teacher presence, financial performance, also report of student health, discipline, and permit. In contrast, its data could be accessed monthly, semester, and yearly.

In Pesantren performance, there were several unique and unwritten things, namely *dhomir*. *Dhomir* is the energy that moves or directs to goodness (UF, as an informant, 2021). Supervising was implemented to manage teacher and unit performance, which UF informed that supervising must be done more than the demand. Compared to other companies or institutions, when the target has not been achieved, the employee would be warned; however, in the Pesantren was otherwise. If teachers could not finish the task, they would be taught and supervised until they could accomplish it.

Training, conducted by Pesantren, has been carried out to improve the performance of teachers and students as organizers (by UF). Training organized had two forms: trainers and

speakers coming to Pesantren and organizers going out for learning (by UG). Department of human resources conducts training by providing materials for new teachers and teachers that require upgrading for knowledge and experience. Department of human resources also functioned to develop pesantren cadres with education at a higher level to prepare to fill unit posts needed by pesantren (informed by UB, UF, UG, and UL).

Having performance is the representation of worship and carries out religious orders. In Al-Qur'an letter An-Najm: 39-41 that "human obtains nothing except what he earns; indeed, the effort will later be shown to him, then will be given the perfect reply." Shihab in the Tafsir of Al-Misbah mentioned the meaning of *Sa'a*, which means walk fast or sincerely doing good and bad actions. Also, it has conveyed that the good actions will be rewarded Allah SWT. by doubling it, then Allah SWT. Will give the perfect reply (Shihab 2002). The researcher understood the mean of *Sa'a* as the effort achieved; in the management term, it is called performance. Individual performance and the result achieved are the accumulation of work that has been done. In apparent, work produces performance, and performance is also given the appraisal and award.

High-performing Islamic boarding schools realize the function of education, and social functions utilize the Pesantren's resources. The researcher considered Pesantren performance along with organizational performance. Pesantren as an organization must be managed well to achieve an expected high performance encompassing the combination of clarity of vision, mission, goal, values, and philosophy of Pesantren, socializing and understanding by residences of Pesantren (Perawironegoro 2019b). Organizational performance is the accumulation of results from activities carried out by the organization through managerial skills to achieve goals effectively and efficiently (Daft 2010; Robbins and Coulter 2012).

The head of Pesantren mobilizes teachers and organizers by socializing vision, mission, goal and supporting features such as Pancajiwa, Panca Dharma, and Panca Jangka. Drucker mentioned the necessity for institutions to perform optimally (Drucker 2008). Teachers and Pesantren organizers carried out the task and functioned as individuals and other sides for Pesantren units. Usman said that teacher performance is born from the ability and competency of teachers (Usman 2011). Therefore, selecting teachers were considered to maintain performance sustainability (Mardiyah 2012; Wahid 2011). Human resources contribute to Pesantren performance. Efforts to mobilize such resources can be a strategic approach to increasing productivity and good results (Perawironegoro 2018).

The division of work for teachers and pesantren organizers for units clarifies functions and roles. Pesantren organizational structure plays a role in managing and achieving purposes and unit function, then also contributed to Pesantren performance. The organizational structure affects the performance of teachers, units, and Pesantren (Perawironegoro 2019a; 2018).

The performance measurement focuses on: the implementation of organized programs, the financial aspect, capturing the customer's perspective, with the internal customers included teachers, pesantren organizers and external customers included students and pesantren stakeholders. Pesantren organizers monitor and supervise activity planning, implementation, and evaluation (Daft 2010; Robbins and Coulter 2012).

From the above presentation, it can be understood that Pesantren performance can be achieved by seeking teachers and administrators to perform optimally. In addition, the existence of vision, mission, and objectives accompanied by the organization's culture and organizational structure play a role in maintaining Pesantren performance. There are several ways to conduct the assessment of Pesantren performance; supervising before, on-site, and after the activities, financial assessment, customer perspectives, and using information technology. All of the performance measurement tools used as instruments in assessing Pesantren performance had proved to play a role in maintaining Pesantren performance.

E. CONCLUSION

Performing some performances as worship and sincerity in doing good is the order of religion embraced. Pesantren performance is the process and results of teacher performance also organizers, as individual and Pesantren unit performance. Teacher performance is a process and the result of works organized by teachers related to teaching, self-learning, and taking responsibilities to manage Pesantren units. Unit performance is the process and result of teachers' works, which is according to the functions and objectives of the units to achieve the vision and mission of a Pesantren. Indicators of Pesantren performance included the performance of instruction and education, the development of facilities and infrastructure, the internalization of values, and Pesantren Philosophy. The concept of organizational performance in management science is relevant in constructing pesantren's performance. This study gives future research opportunities related to factors affecting Pesantren performance that used qualitative and quantitative research approaches.

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