Education Management of Modern Pesantren Gontor 10 Sabak

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ABSTRACT

This study aims to evaluate the education management of the Gontor 10 Islamic Boarding School in Saba' as a consideration for the proposal to establish the Student Islamic Boarding School of the Center for Islamic Studies, Jambi University. The research method used is a qualitative descriptive approach with a field research approach and literature study. Primary data were obtained through observation and interviews, while secondary data was in the form of a SWOT analysis to evaluate the advantages, weaknesses, opportunities, and challenges in the education management of Gontor 10 Islamic Boarding School. The population of this study was Pondok Pesantren Gontor 10 Saba', with a research sample consisting of the head of the Islamic boarding school caregivers, teachers (ustadz), administrators, and students. The data analysis technique used is descriptive analysis to describe questionnaire and interview data findings. The results showed that the education management of Gontor 10 Islamic Boarding School has advantages in maintaining the values of modern boarding schools and improving the quality of education and teaching. However, there are weaknesses, especially in the availability of facilities and infrastructure and funding independence. Therefore, it is recommended that investment in the construction of facilities and infrastructure be increased, as well as diversification of funding sources to ensure the sustainability of superior programs.

Keywords: Education Management, Modern Pesantren

A. INTRODUCTION

Islamic educational institutions, especially pesantren, play a vital role in shaping the character and morality of the younger generation in Indonesia (Silfiyasari & Zhafi, 2020). For centuries, pesantren have been centres of deep religious learning, emphasizing the teaching of the Quran, Hadith, and various Islamic disciplines. In addition, pesantren is also a place for moral formation, making its graduates not only intellectually intelligent but also mature spiritually and morally (Yuslih & Hafiz, 2022). Pesantren make a major contribution to maintaining and preserving the strong Islamic tradition in Indonesia (Maknun et al., 2022).

In recent decades, significant social changes have occurred in Indonesian society. Modernization, globalization, and the development of information technology have affected various aspects of life, including the world of education (Rizqi, 2023). Parents and students now want an education that is not only limited to religious science but also includes general knowledge relevant to the times' needs. Therefore, modern pesantren emerged as an answer to this need, harmonizing the general curriculum with the religious curriculum. These pesantren focus on in-depth religious teaching, adopt innovative learning methods, and use advanced technology. Thus, modern pesantren can produce graduates who are competent in religious sciences and ready to face the challenges of the contemporary world.

Pesantren play an important role in shaping students' character, religious values, and academic knowledge through a unique and holistic educational approach. In pesantren, learning focuses on mastering religious knowledge such as the Quran and hadith and emphasizes the formation of strong morals and morality. Values such as discipline, honesty, and responsibility are instilled in students' daily lives, forming individuals with integrity and ethics. In addition, modern pesantren also integrate a general curriculum covering science, mathematics, and language subjects so that students gain comprehensive academic knowledge. This combination makes Pesantren an educational institution that not only produces religious and moral individuals but is also knowledgeable and ready to face the challenges of the times.

Pesantren have an important role in achieving educational goals, and managing pesantren requires good management to achieve the ideal alternative education goals (Muis, 2020). The effectiveness of guidance in increasing the graduation rate of new students entering pesantren is also the focus of relevant research (Azizah et al., 2023). In addition, information management and education systems are also developing in pesantren, such as Pondok Modern Darussalam Gontor, to improve the educational process (Muchlasin, 2020).

The modern management approach in pesantren has changed from charismatic to collective leadership (Aisiah & Mutaqin, 2023). Student character formation is carried out

through various aspects such as the environment, pesantren culture, and the role of educational figures in pesantren (Triyono & Mediawati, 2023). Pesantren also play a role in giving birth to leadership in religious organizations, showing the positive impact of pesantren on society (Silfiyasari & Zhafi, 2020).

Pesantren Modern Gontor 10 Sabak is an Islamic educational institution established to combine strong Islamic traditions with modern learning approaches. Established as part of the renowned Gontor pesantren network, it has built a reputation as an educational centre that produces quality graduates with balanced religious and academic knowledge. Its solid reputation in adopting innovative learning methods and efficient education management makes Pesantren Modern Gontor 10 Sabak an ideal subject for those interested in studying pesantren-based education management.

Research on Pesantren Modern Gontor 10 Sabak aims to understand the education management system applied in this pesantren and identify innovative learning methods used in integrating religious and general curricula. In addition, this study also aims to evaluate the effectiveness of the holistic approach of pesantren in shaping students' character, spiritual values, and academic competence, as well as assess the impact of the pesantren education system on students' readiness to face the challenges of the modern world. The benefits of this research include providing deep insight into education management practices in modern pesantren, providing empirical data on the advantages of integrating religious and general curricula, assisting policymakers in designing more effective education strategies and encouraging the development of other pesantren to improve the overall quality of education in Indonesia.

B. LITERATURE REVIEW

In the context of modern pesantren, education management plays an important role in managing the learning process and student development (Prasetyo, 2022). This concept includes curriculum planning, teaching and learning activities regulation, and evaluation of learning outcomes. By applying the principles of effective education management, Pesantren Modern Gontor 10 Sabak can improve the quality of education and teaching for its students.

Pesantren education has characteristics that combine tradition with modernity (Al Asyari, 2022). In Pesantren Modern Gontor 10 Sabak, strong Islamic boarding school traditions are combined with educational approaches relevant to the times' demands. It includes strong religious learning juxtaposed with character building and practical skills development, thus forming students who have a spiritual foundation and real-world skills.

The organizational structure of pesantren significantly impacts the effectiveness of education management (Abdullah et al., 2023). With a good understanding of the organizational structure, Pesantren Modern Gontor 10 Sabak can improve coordination between sections. It makes it possible to facilitate effective communication among all relevant parties. In addition, a strong understanding of organizational structure can also strengthen the organizational culture that supports the overall mission of pesantren education.

SWOT analysis is used to evaluate internal and external factors that affect education management performance. By identifying strengths, weaknesses, opportunities, and threats, Pesantren Modern Gontor 10 Sabak can formulate the right strategy to improve the quality of education and face existing challenges. The quality of education is influenced by various factors such as curriculum, teaching methods, learning environment, and quality of human resources. By paying attention to these factors, Pesantren Modern Gontor 10 Sabak can increase the effectiveness of the learning process and achieve the desired educational goals.

C. METHOD

This research methodology adopts a qualitative descriptive approach using field research approaches and library research that refers to theory (Creswell, 2010). Primary data were obtained through observation and interviews. In contrast, secondary data in the form of SWOT analysis was used to evaluate the management of Gontor 10 Saba Islamic boarding school education and for consideration in applying for the establishment of a student boarding school at the Islamic Studies Centre of Jambi University. The literature study approach collects information from sources such as reference books, previous research results, articles, and journals relevant to the problem. In addition, this study also used data collection techniques in the form of questionnaires to determine student needs for student boarding schools at Jambi University.

The data collection instruments used include observation guidelines, interview guidelines, and documentation validated through expert instrument material validators. The population of this study was Pondok Pesantren Gontor 10 Saba', with a research sample consisting of the head of the Islamic boarding school caregivers, teachers (*ustadz*), administrators, and students. The data analysis technique used is descriptive analysis to describe needs, advantages, weaknesses, opportunities, and challenges (SWOT analysis) based on data obtained from questionnaires and interviews. SWOT analysis by Robert Franklin Stewart in 1965 (Sadik, 2023) was used to evaluate the conditions of strengths, weaknesses, opportunities, and threats in the education management of the Gontor 10 Islamic boarding

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school as a consideration in the proposal for the establishment of a student boarding school at the Islamic Studies Center of Jambi University.

D. RESULTS AND DISCUSSION

1. Education Management of Modern Pesantren Gontor 10 in Saba'

a. Planning

The curriculum becomes an important foundation before the implementation of learning (Soleman, 2020). The modern Islamic boarding school Gontor 10 saba 'Jambi applies the Kulliyatul Muallimin Al-Islamiyyah (KMI) learning system, which was established on Saturday, five Shawwal 1335 or coincided with December 19, 1936, by K.H Imam Zarkasyi as the first director. Based on the researcher's interview with the main resource person in this case as the caretaker guardian of the modern Islamic boarding school Gontor 10 saba', namely Ustadz Salis Masruhin "the learning system of *Kulliyatul Muallimin Al-Islamiyyah* (KMI) at the Modern Islamic boarding school Darussalam Gontor combines religious and general subject matter which aims to print and give birth to a generation of intellectual scholars, so not only intellectuals who understand religion. History was created when the founders of the Modern Islamic Boarding School Darussalam Gontor called Tri Murti, including K.H. Ahmad Sahal, K.H. Zainuddin Fannanie, and K.H. Imam zarkasy at that time were having difficulty finding someone who understood religion as well as experts in international languages both English and Arabic because it was needed at international events" (Salis Masruhin, personal communication, September 15, 2023). So the *Kulliyatul Muallimin Al-Islamiyyah* (KMI) learning system created at the Darussalam Gontor Modern Islamic Boarding School is expected to give birth to a generation that understands religion and is also an expert in international languages, namely English and Arabic.

The curriculum implementation stage consists of the planning stage, namely planning and making an agenda for effective day schedules and effective class hours, holidays, days for tests and ineffective days. The organizing and coordination stage is the distribution of teaching tasks of the teacher council, preparation of learning schedules, and joint preparation of activity schedules. The implementation stage is the task of the leader, in this case, the principal or caregiver of the Islamic boarding school, in conducting supervision to find out obstacles and problems in the field, then find solutions to solve these problems with the teacher council. In the control stage, an evaluation is carried out, which aims to determine the achievement of the learning objectives and the difficulties and obstacles experienced and felt by students.

This research aligns with several studies that emphasize the importance of these stages in curriculum implementation. For example, according to (Morrison et al., 2019), careful planning and good organization are the keys to successful curriculum implementation. Morrison et al. also emphasize the importance of constant supervision and evaluation in adapting teaching strategies to the dynamic needs of students. In addition, research by (Setaningsih & AMP Suchidi, 2021) Demonstrate that effective organization and coordination can improve collaboration among teachers and streamline the learning process. Their research emphasizes that well-shared teaching tasks and regular scheduling can reduce uneven workloads among teachers.

Further, research by (Castro & Solidify, 2021) Support the importance of the control stage, especially evaluation, as a tool to improve the quality of education. Continuous evaluation can help teachers understand students' difficulties and develop more effective learning strategies. Thus, the results of this study show that the stages in the implementation of the curriculum are very important to achieving learning objectives and overcoming obstacles that arise during the learning process.

b. Organizing

The organizing aspect highlights the division of duties and responsibilities of functionaries at KMI, which consists of several main parts, namely the Teaching and Learning Process Section, Teacher Career Development Section, Curriculum Research and Development Section, Facilities and Infrastructure Section, Laboratory Section, Library Section, Administration Section and Data Collection Section, and Diploma Section. Each section has a specific role and responsibility in supporting the operation and quality of education at KMI. Here's a detailed description of each section:

1. Teaching and Learning Process: In charge of checking the preparation of teaching (I'dad) teachers, supervising and controlling the teaching and learning activities.
2. Teacher Career Development Section: In charge of conducting upgrades for new KMI teachers every year as well as deepening several KMI subject materials for teachers, such as Islamic Dates, Balaghah, Khat, Ushul Fiqh, Insha', Dinul Islam, Chemistry, Tarikh Adab Lughah, and Muthala'ah.
3. Curriculum Research and Development Section: Responsible for deepening the study of KMI subject matter and forming a team for drafting or revising textbooks. In 2022, this team succeeded in compiling several KMI textbooks, namely State Science grade

5, Physics grade 1, Grammar grades 3, 4, 5, and 6, Mahfuzhat grade 5, Tawhid grade 2, 4, 5, and 6, Geography grade 2, and Educational Psychology grade 6.

4. Facilities and Infrastructure Section: Responsible for providing facilities that support the teaching and learning process, updating the paint of all rooms and blackboards regularly, providing special benches and tables, and renovating learning support facilities such as Nadil Mudarrisin, Saudi Building Hall, and auxiliary branch offices.

5. Laboratory Section: Responsible for maximizing laboratory utilization for practicum subjects in Physics, Chemistry, and Biology, as well as guiding extracurricular activities "Exact Club".

6. Library Section: Responsible for updating the data of books in the KMI library and classifying them.

7. Administration and Data Collection Section: Responsible for updating student data, numbering students, and reporting student and teacher data changes to the KMI director weekly. This section also collaborates with the Ministry of Religious Affairs to input monthly operational needs, data, archives, and documentation related to KMI.

8. Diploma Section: In charge of managing grade data collection and matters related to the management of KMI alumni diplomas.

This finding is supported by several previous studies that emphasize the importance of a clear and specific division of tasks in educational institutions to improve operational efficiency, effectiveness, and quality of education. For example (Murtiningsih et al., 2019) Highlight that good task distribution and effective supervision are very important in improving the teaching and learning process quality. In addition, research (Budiharso & Tarman, 2020) shows that good organization within an educational institution can improve collaboration between staff and teachers, improving the overall quality of education. Research by (Schildkamp, 2019) also supports the importance of regular evaluation and updating of data to improve the quality of education and overcome obstacles that arise during the learning process. Thus, the results of this study provide valuable insights into how good organizational structure and division of tasks can contribute to the success of an educational institution.

c. **Implementation**

Implementing various activities at KMI (*Kulliyatul Mu'allimin Al-Islamiyah*) consists of daily, weekly, semi-yearly, and annual activities. Based on observations, daily activities at KMI include Teaching and Learning Activities, which is the main axis in building the character of students and teachers. The activity begins after the morning prayer in the congregation, both in the mosque and each room, followed by the deposit of vocabulary in English and Arabic.

Formal learning takes place from 07:00 to noon, and afternoon activities under the supervision of the Afternoon Lesson Advisory Council (ALAC) are now considered as important as formal lessons in the morning. In the evening, students continue learning independently with the guidance of teachers in their respective classes, where they can repeat the material or discuss if they experience difficulties.

Semiannual activities include the opening of the new school year, distribution of teaching schedules, and reporting of Semester Learning Plans by teachers. Every morning before effective learning begins, teachers are asked to report on daily teaching preparation or I'dad, which, if not done, will result in the teacher not being allowed to teach that day. In addition, each semester, students are checked for the completeness of their textbooks and take a general test in the middle of the year to assess their learning achievement.

The results of interviews with students and administrators of the modern Islamic boarding school Gontor 10 Saba' revealed that weekly activities, which are held on Thursdays during the fifth and sixth class hours, aim to renew teachers' intentions and motivation in teaching. This activity was led by the leaders of Islamic boarding schools and attended by all elements of teachers, both new and senior teachers, for coaching and increasing understanding of learning materials. In addition, on Thursday afternoon evening and Sunday evening, speech activities are held in English, Arabic, and Indonesian to improve students' speech skills.

KMI's annual activities include Kasyful Mu'jam and Al Mu'jam Al Mufahras, which are activities for grade 6 students to master using Arabic dictionaries and the Qur'an. Fathul Kupolar, aimed at grade 5 students and KMI final students, involves the study of the yellow books with the teacher's guidance, covering *aqidah*, fiqh, hadith, and tafsir. The first-semester exam lasts one month, consisting of an oral exam for ten days and a written exam for 11 days. KMI's final exam covers 12 subjects. In addition, smart activities were held to foster the spirit of competing in kindness, quarantine of KMI final students to create a conducive learning atmosphere, and *tarbiyah 'amaliyah* as the end of the effective learning period before the teaching practice exam, where sixth-grade students reviewed the material.

The results of this study show that the organizational structure and organized division of tasks in KMI significantly impact the educational process's effectiveness and efficiency. A clear division of functions helps maintain the quality of education and ensures that every aspect of operations runs smoothly. It supports previous research emphasizing the importance of organizational structure in educational institutions.

Research (Lee & Branch, 2018) highlights that a well-structured educational environment strongly influences students' character development. At KMI, daily activities such

as vocabulary deposit and self-study in the evenings under teachers' guidance demonstrate this principle's application. Moreover (Özgenel & Mert, 2019) shows that educational success depends largely on the quality of preparation and evaluation carried out by teachers. In the context of KMI, this can be seen from the obligation of teachers to report I'dad and follow weekly coaching led by Islamic boarding school leaders. These findings confirm that a good organizational structure, clear division of tasks, continuous evaluation, and effective feedback are key elements in creating a conducive educational environment and improving the quality of learning at KMI.

d. Supervision

Based on an interview with the management of KMI's modern Islamic boarding school Gontor 10 saba', namely Fauzi, part of KMI's task is to conduct monitoring starting with students and teachers directly. Before the semester begins, students check their books according to their grade level to make it easier for students to participate in teaching and learning activities. Daily monitoring after dawn prayers is also required to deposit vocabulary, and before going to bed, vocabulary must be deposited back. As for tracking for teachers, before entering learning in the morning, teachers are asked to report *I'dad* daily learning on that day to check whether it has been made, planned learning on that day.

This finding is supported by various studies emphasizing the importance of monitoring in education. (Suardipa &; Primayana, 2020) Effective monitoring and feedback can improve student engagement and achievement, as reflected in KMI's daily monitoring system. (Irons & Elkington, 2021) highlights the importance of continuous assessment (assessment for learning) that helps students understand their learning goals and how to achieve them, which aligns with the daily I'dad checks for teachers at KMI. (Ramani et al., 2019; Efendi & Sholeh, 2023) It also emphasizes the importance of timely and specific feedback in improving learning, as seen in daily vocabulary deposits and teaching preparation checks at KMI.

The results of this study show that the monitoring system at KMI plays an important role in ensuring the readiness and effectiveness of the teaching and learning process. Monitoring students through book checking and daily vocabulary deposits helps improve vocabulary mastery and active involvement in learning. Meanwhile, teacher monitoring through daily I'dad checks ensures that lesson plans are always ready and structured, enhancing the quality of teaching. Overall, these findings confirm that consistent and continuous monitoring, for both students and teachers, is key to creating an effective and quality learning environment, thus helping to achieve the expected educational goals.

e. Evaluation

Ustadz Salis Masruhin, M.Pd, deputy caretaker of Pondok Pesantren Modern Darussalam Gontor Saba', explained that evaluations are carried out periodically at the institution. Weekly evaluations are usually conducted every Thursday on the central campus, according to direct directions from the centre. Furthermore, the evaluation was carried out at Pondok Pesantren Modern Darussalam Gontor 10 Saba' Jambi on the following Thursday, based on the direction from the previous evaluation. The semiannual evaluation is conducted through the Semester Exam, which aims to measure students' understanding of the material taught during the semester.

This finding is supported by previous findings emphasizing the importance of continuous evaluation in the educational process. According to (Aziz et al., 2018), Evaluations conducted regularly and systematically can provide valuable information for teachers and students to improve learning. In the context of Modern Islamic Boarding Schools, weekly and semiannual evaluations help measure student progress and provide feedback needed for further improvement.

These findings show that the evaluation system carried out regularly at the Darussalam Gontor Saba Modern Islamic Boarding School plays an important role in monitoring student progress and improving the quality of learning. Weekly evaluations conducted every Thursday allow teachers and students to evaluate their achievements regularly, while semiannual evaluations through Semester Exams provide a more comprehensive picture of students' understanding of the material that has been taught. Thus, this structured evaluation system helps create a responsive and effective learning environment at Pondok Pesantren Modern Darussalam Gontor Saba'.

2. Advantages and disadvantages of modern pesantren education management gontor 10 in saba'

Education Management at Pondok Pesantren Modern Gontor 10 Saba' shows several advantages and disadvantages that need attention. In carrying out education management, Pondok Pesantren Modern Gontor always upholds the values of modern boarding schools in every aspect. With the further refinement of the five terms that became the management guidelines of the Gontor Modern Islamic Boarding School, efforts to go in a more intensive and efficient direction were well realized. These five terms include education and teaching, regeneration, building, funding, and family welfare. In the aspect of education and teaching, Pondok Pesantren Modern Gontor offers a variety of academic and non-academic activities under the supervision of Kulliyatu-l-Muallimin al-Islamiyah (KMI), with a focus on improving

the quality of human resources (HR) lecturers. One of its excellent programs is implementing Islamic boarding school-based education that combines the life system and values of UNIDA Gontor.

In addition, Gontor Modern Islamic Boarding School is also active in developing English and Arabic language skills through the Directorate of Language Development. In the regeneration aspect, Pondok Pesantren Modern Gontor emphasizes the quality of the cadres with a series of coaching, delegation, control, and escort to ensure a strong heritage of cottage values. Facilities and infrastructure are also the main focus of the Gontor Modern Islamic Boarding School, which has various development projects to improve the quality and support educational programs. The principle of independence of the Gontor Modern Islamic Boarding School is based on the development of waqf and the expansion of existing business units. Finally, Pondok Pesantren Modern Gontor also pays attention to family welfare by providing various facility programs for teachers and cadres, including housing, continuing studies, and opportunities for Hajj and Umrah.

This finding is supported by previous research highlighting the importance of effective education management in improving the quality of educational institutions. According to (Madani, 2019), Good education management enables educational institutions to achieve educational goals effectively and efficiently. In the context of Pondok Pesantren Modern Gontor, efforts to improve the quality of education and teaching through the development of lecturer human resources and the implementation of an Islamic boarding school-based education system are in line with the principles of education management that have been proven effective. In addition, research by (Fajarani et al., 2021; Suranto et al., 2022) shows that adequate facilities and infrastructure are very important in supporting the learning process in educational institutions. With a focus on infrastructure development and business unit expansion, Pondok Pesantren Modern Gontor strives to improve the quality of educational services it offers.

The results of this study illustrate that education management at Pondok Pesantren Modern Gontor has advantages in upholding the values of modern boarding schools and focusing on developing human resources and adequate infrastructure. However, challenges such as ensuring optimal regeneration quality and financial independence remain a concern. Thus, Pondok Pesantren Modern Gontor needs to continue to evaluate and improve continuously to ensure that their education management can make a maximum contribution to achieving the desired educational goals.

E. CONCLUSION

This study concludes that it aims to evaluate the management of Gontor 10 Islamic Boarding School Education in Saba 'as a consideration for the proposal to establish a Student Islamic Boarding School of Jambi University Islamic Studies Center. The main findings show that education management in Gontor 10 Islamic Boarding School shows excellence in maintaining modern cottage values and improving the quality of education and teaching through various excellent programs and human resource development. However, there are weaknesses, especially in the availability of facilities and infrastructure and funding independence. Therefore, recommendations that can be given are the need for increased investment in the construction of facilities and infrastructure, as well as diversification of funding sources to ensure the sustainability of superior programs. The contribution of this research lies in providing relevant input for decision-makers regarding the proposal for the establishment of the Student Islamic Boarding School of the Center for Islamic Studies, Jambi University, as well as providing deeper insight into the management of Islamic boarding school education in the context of education development in Indonesia.

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