

Management of Modernization in Pondok Pesantren

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Abstract—This study aims to describe the management of modernization in pondok pesantren education. This research uses a qualitative approach with the type of case study at Pondok Pesantren Sabiilunnaja. Interviews, observation, and documentation were used to gather the information for this study. Data analysis in the form of data reduction, data presentation and drawing conclusions. The results showed that the pesantren stick to the main principle, namely *al-muhafazotu 'ala al-qodiiimi ash-shaalih wa al-akhdu bi al-jadid al-ashlah* which means maintaining good old traditions, and accommodating new, better traditions. The management of modernization in pondok pesantren can be formulated in: 1) Planning is carried out by pesantren since 2013 through the founding junior and senior high schools by integrated management. 2) Organizing modernization of pesantren has done by forming organizational structure since its establishment and the organizational integrated curriculum, national and pesantren. 3) Actuating modernization in pondok pesantren is carried out by effectiveness of kyai's leadership and integrating program in developing student's competencies intellectually and spiritually, 4) Controlling the modernization of pesantren through the evaluation periodically for every human sources of education. This results tell us that pesantren is striving to improve the its quality by many programs held during the process of education. This research is hoped to develop the quality of managing pesantren as professional educational system to face modernization

Keywords— *management, modernization, pondok pesantren*

INTRODUCTION

The Pesantren, as the oldest Islamic Education Institution in Indonesia, continues to show its existence. Pesantren, which have a distinctive classical education, have provided answers to the community for the challenges they face. From a historical point of view, Pesantren stand against the background that are rooted in Islamic tradition, and the Pesantren model education system is purely from Indonesia. It cannot be denied, with the spread of Pesantren in Indonesia, many have given birth to the nation's successors, the nation's teachers in the

past, present, and in the future. This provides evidence of the active participation of pesantren in national development.

Together with the rhythm of time, the world of pesantren has experienced a shift because it is facing very fast changing times, namely towards better development, both structurally and culturally, which includes the pattern of the relationship between students and leaders, ways of making decisions, patterns of leadership, patterns of communication or others, which are more prioritizing scientific management principles that have basic Islamic values. The dynamics of this development continue to encourage Pondok pesantren to be dynamic, effective, innovative, or productive as a form of anticipation of increasingly developing technological advances. The future of Pondok Pesantren depends greatly depends on how the educational institution weather the rapidly-occurring challenges and changes of the age [1]. Pesantren should be open to think out of inner circle in facing the globalization.

Pesantren which are exclusive, see that the influence of globalization is no exception. Modernization is a movement of western that were born from and come from very far of guidance of Islamic culture. So, it's entirely possible that a shift in values and culture can take place within the pesantren world itself. Meanwhile, for pesantren that accept modernization, they believe that in the face of globalization, they must adapt to these developments. For them, modernization is a means of countering this influence. Because according to them the concept of modernization does not contradict the values of Islamic culture, if you want to see Islam universally and *rahmatan lil 'alamiin* Because Islam is very supportive and even requires Muslims to have a firm grasp of science and technology, which characterizes today's global life. However, it is still based on the doctrinal values of Islam itself

Modernization of pesantren education system is an effort to adapt the life of pesantren to the times, which is oriented towards improving the quality, potential and skills as well as mastery of science and technology for

students based on the values of Islamic teachings without having to abandon everything that is traditional if it is still relevant. So that it gives birth to graduates who have broad Islamic insight and morals that can lead them to compete in the era of globalization.

We can find some cases about modernization of Pondok pesantren. Some of them are exclusive and another is inclusive. Firadus Wajdi and Rihlah Nur Aulia [3] said that Pondok Pesantren Darus Sunnah currently rejects modernization because it reduces the authority and traditional identity of the pesantren. Pondok Pesantren Darus Sunnah prefers to keep the traditional pesantren in line with the advice of the charismatic founder of the pesantren. In the other hand, research conducted by Fani Farida [4] shows that some pesantren in Salatiga practice modernization the practices of modernization among others modernization of the curriculum; dynamic punishment; as well as the utilization of information technology and transformation to support boarding activities. Those are shown that modernization can become accepted or rejected by pesantren through their principal in developing institution.

With the various researches of pesantren in facing modernization, the Pondok Pesantren Sabiilunnaja commit to start the modernization. Based on that, researcher intend to research how management of modernization in Pondok Pesantren Sabiilunnaja is implemented. The novelty of this research is the scope in this research. Focus of this research is about the management in modernization of Pondok Pesantren Sabiilunnaja. Which is something new in scope of pesantren.

LITERATURE REVIEW

A. Management

Etimologically, management is formed by Latin, which comes from word manus means hand and agree means to do; combined into verb managere means handling; then translated into English to manage, and the noun is management [5]. Management is a process that distinguishes planning, organizing, actuating, and controlling by utilizing both science and art to achieve the goals that have been set [6]. It can be concluded that management has four aspects principal, there are planning, organizing, actuating, and controlling.

B. Modernization

Modernization is the process of shifting attitudes and mentality as citizens of the community to be able to live in accordance with today's guidelines. Modernization based on Oxford Dictionary is the process of making a system, methods, etc. more modern and more suitable for use at the present time. Therefore, it can be summarized that modernization can be formed as a attitude to continue a life in accordance with development of modern era.

On the other hand, the term modernization itself includes concepts of thought, school, movement, and effort to change patterns, understandings, institutions, and habits in order to adapt to the new atmosphere brought about by technological progress. It is included. Meanwhile, Nurcholish Majid as quoted by Ahmad Asse [7] argues that the concept of modernization is almost the same as the concept of rationalization. That is, the process of overhauling old irrational thinking patterns and work processes and replacing them with new rational thinking patterns and work processes. This is done using the latest human discoveries in the scientific field. Therefore, something can be called modern if it is rational, scientific and complies with the laws in force in nature.

Azyumardi Azra argues that the modernization or renewal of Islam is an effort to actualize Islamic teachings so that they are in accordance with the social developments that are taking place. the modernization of Islamic education initiated by Azyumardi Azra is a modernization based on Islamic teachings which are in principle very modern. For that he said "Science experience on the basis of being responsible to God and society. Humans are the next characteristic of Islamic education. The knowledge is not only to be known and developed, but to be applied in real life.

C. Pesantren

Hans Webr in his dictionary A Dictionary of Modern Written Arabicas quoted by Abuddin Natta explains that linguistically the word "Pesantren" comes from the word "Santri" which gets the prefix "pe" and the suffix "an" so that it becomes the word "Pesantrian" which means dormitory and a place for students to study the Qur'an". [8]. According to the Kamus Besar Bahasa Indonesia, "pesantren" means a dormitory where santri or a place for students to study the Qur'an, also known as Pondok. While the word "santri" means people who are steeped in Islam, people who worship seriously, or pious people. Meanwhile Abdurrahman Wahid classifies pesantren as a "subculture". It has a very unique system with elements that can fulfill the formation of a subculture [2].

There are more or less three important elements according to Gus Dur for a pesantren that makes it a subculture, namely first, the pattern of leadership of pesantren that are independent and not coopted by the state; second, the reference books (yellow books) that are always used from various centuries; and third, the value system used is part of the wider community [9].

Based on definition above, we conclude that Pesantren is an educational system which held a full guidance of education by the several elements which are kyai (educators), santri (students), Kitab kuning (learning materials), mosques (places of learning) and dormitories/cottages (places to live learners), in order to learn and deepen the Islamic values based on education.

D. Management of Modernization in Pesantren

Azyumardi Azra explained that the modernization of pesantren education system could include four things are first, modernizing the substance or content of pesantren education by including general and vocational subjects. Second, the modernization of the methodology, such as the classical system and grading. Third, institutional reform, such as the organizational leadership structure of pesantren, is verified by educational institutions. Fourth, modernization of functions, from educational functions to those that include socio-economic functions [10].

Mujamil Qomar in his research results explains that at least there are some elements of pesantren that can be transformed as an effort to modernize the body of pesantren [11]. These elements are the transformation of the leadership of the pesantren, the transformation of the educational goals of the pesantren, the transformation of the pesantren education system, the transformation of the pesantren curriculum, the transformation of institutions in the pesantren and the last one is the transformation of the methods of pesantren education.

Management of modernization in pesantren means a process of planning, organizing, organizing, and controlling by utilizing resources of pesantren in achieving goals effectively and efficiently.

METHODOLOGY

This research uses a qualitative approach with the type of case study at Pondok Pesantren Sabiilunnaja. Interviews Kyai, santri and teacher, observation, and documentation of some pesantren data were used to gather the information for this study. Data analysis in the

form of data reduction, data presentation and drawing conclusions.

FINDING AND DISCUSSION

Generally, pesantren have one main goal, namely to produce cadres of scholars who are experts in religious knowledge. However, every pesantren has a certain model or type. The difference can be seen from the typology. The differences in the typology of pesantren can be seen through the learning methods applied by the pesantren. The typology of pesantren can be broadly grouped into two groups, namely salafi (traditional) and khalafi (modern) pesantren. However, the government through the Ministry of Religion divides the typology into three, namely salafiyah pesantren, khalafiyah pesantren, and mixed/combination pesantren.

As the result of modernization, Pondok Pesantren Sabiilunnaja used the mixed pesantren which include salafiyah and khalafiyah system in pesantren. This means that in this type of pesantren studies of classical books which are not tiered are still carried out as the original form of pesantren, and also use a modern system with the establishment of schools. Usually learning in a pesantren environment like this is divided into two parts, during the day learning about general knowledge at school, and at night about religious knowledge at the pesantren. This pesantren aims to form students who are ready to face demands with scientific competence in general knowledge and in-depth religious knowledge.

Although pesantren has change from salafy to to the combined one, pesantren has a main principle which is hold to modernize the system which is *al-muhafazotu 'ala al-qodiimi ash-shaalih wa al-akhdu bi al-jadid al-ashlah* means maintaining good old traditions, and accommodating new, better traditions.

Pondok Pesantren Sabiilunnaja has modernized some aspects which are explained by Azyumardi Azra above, there are modernizing the substance of pesantren by including general and vocational subjects as integrated curriculum, modernizing of methodology by classical system and grading class, institutional reform by founding the educational institution which are Junior High School (SMP) and Senior High School (SMA) An Naja Boarding School.

In this case, pesantren had manage the modernization since 2013 by planning, organizing, actuating, and controlling, there are:

A. Planning

Planning is selecting and associating facts by arranging assumptions for the future by describing and formulating the activities needed to achieve the desired results [12]. Planning is one of the most important management functions. Without any planning, the organization could not manage as well. There is a word says that "Who fails to plan is planning to fail". Therefore, planning for the modernization of Pondok Pesantren Sabilunnaja is the main concern of *Kyai* in organizing better education.

It was the effort of pesantren to change the form of pesantren to face the globalization. Pondok Pesantren Sabilunnaja founded in 1998. The planning of modernization began since 2012 by founding the madrasa. It was MTs Sabilunnaja, but changing into Junior High School (SMP) An Naja Boarding School in 2013. In 2014, pesantren founded Senior High School (SMA) An Naja Boarding School.

B. Organizing

Organizing is an activity in compiling and establishing working relationships between personnel [13]. The obligations, authorities, and responsibilities of each section or personnel included in the organization are structured and determined into patterns of activity aimed at achieving the goals that have been set. In organizing Pondok Pesantren, there are several things that need attention that are having clear aim, unity of direction, unity of command, and a balance between authority and responsibility [14]. Those are should be understood by all stakeholder of pesantren in order to organizing as well as they can.

The organizational structure of pesantren has been formed since its establishment, and by the time is developing in order to accommodate every single aspect of pesantren caused by change. Here the structure organization of Pondok Pesantren Sabilunnaja:

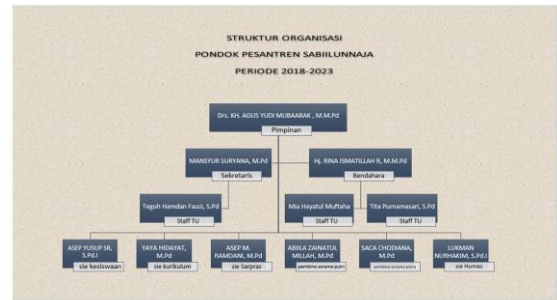


Figure 1 Structure of Organization

From this figure, we can know that the organization has unity of direction, command, and also balancing between responsibility and authorities. So, the organizing are going to managed as well together with the effective leadership of *Kyai* itself.

The organizing of modernization of pesantren is not only by organizational structure, but also including the organizational curriculum. Which is integrated between National Curriculum and Pesantren Curriculum. The curriculum organization includes an integration model in one subject (within single disciplines), especially the fragmented model. This model is a model that explicitly separates subjects as entities themselves. School subjects and pesantren subjects are separate from each other but are grouped into scientific clusters and supported by supporting materials provided at the pesantren [15]. The integrated curriculum between national and pesantren aims to equips abilities of santri in facing the globalization. So, santri is not only able in religion field, but also in sciences field.

C. Actuating

Actuating is a manager's activity in ordering, assigning, directing, and guiding subordinates in carrying out tasks. In this case, managers must stimulate each member to be able to carry out tasks with enthusiasm and good will [16]. In this case, the *Kyai* mobilizes all educational resources in carrying out effective education. Of course, this is driven by an effective leadership style as well.

The leadership of *Kyai* is very important in organizing pesantren. Amalia said that leadership of *Kyai* in Pondok Pesantren Sabilunnaja is effective by some strategies and programs in developing competencies of santri [17]. The strategies are the introduction of rububiyah characteristics, good habituation with fellow students, increasing spiritual and intellectual competence through several programs. The programs include guidance on reading the al-Quran, guidance on kitab turats, guidance on foreign languages, formal learning at schools, the

habit of praying tahajjud, dhuha, and other sunnahs. All programs are carried out jointly with the asatidz and musyrif of the Pondok Pesantren Sabiilunnaja.

In order to implement the modernization of pondok pesantren, Sabiilunnaja carry out learning method by *sorogan*, *balagan*, *tahfiz*, grading the class of pesantren, daily guidance, habituation of goodness, developing vocational skill of santri, and enhancing the facilities of pesantren. Those all organized as well to equip them facing the globalization.

D. Controlling

According to Sauri & Harahap in Rouf [13] controlling is the whole system, technique, possible way for activities carried out within the organization to actually apply the principle of efficiency and lead to efforts to achieve the overall goals of the organization. This function is carried out to control the implementation of activities according to plan. Therefore, supervision is an important process in managing the modernization of Pondok Pesantren in the way of developing the quality of pesantren.

In order to control the modernization of pesantren through the evaluation, Pondok Pesantren Sabiilunnaja hold supervision for every single of human being in pesantren. The supervision is not only for intellectual competencies, but also for spiritual competence. To supervise intellectually, pesantren organize the examinations, that are *Last Term Examination* in November and May. And also, Hafilah Akhir Tirmin (HAT) to deepen their understanding about lesson.

And to supervise the daily habit of santri, pesantren organize the agenda called as "*ishlah*" to admit that they have broken the rule. Beside that, supervision also done for teacher. Every month, pesantren organize evaluation with all unit. And the last, is for parents. Pesantren organize the evaluation with them once in three months to make sure everything is going well.

CONCLUSION AND RECOMMENDATION

The conclusion that can be drawn from the research is that an ideal leadership is a leadership that can adapt to the development of the existing era and from various types of existing leadership styles, the appropriate leadership style used in the digital era is democratic leadership style by using a democratic leadership style can create a sense of comfortable between subordinates and superiors so that it will be very easy for the principal to influence, encourage, guide, direct, and move his subordinates in efforts to develop education in the digital

era. management of modernization in Pondok Pesantren Sabiilunnaja has a big role in developing the quality of pesantren. It has a main principle which is *al-muhafazotu 'ala al-qodiimi ash-shaalih wa al-akhdu bi al-jadid al-ashlah* which means maintaining good old traditions, and accommodating new, better traditions. The management of modernization had actually occurred since the pesantren found the formal school (SMP-SMA) by integrating management of institution. Then, formed the organizational structure and integrated curriculum, national and pesantren, to manage all aspect of pesantren. Actuating of modernization is carried out by effective leadership of Kyai and implemented by many programs and strategies for santri in developing intellectual and spiritual competencies. And the management are controlled by evaluating periodically with santri, teachers, and parents to build hand in hand in achieving the goals.

Researcher recommend some solutions to develop the management of modernization of Pondok Pesantren Sabiilunnaja, are Pondok Pesantren should improving the quality thorough using some digital equipments during learning in order to give experience for them in facing globalization era, manage document of institution as well, so it will help pesantren to manage as well and can reach the aim effectively, and held the more programmes in order to improve vocational skill of santri.

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