



MANAGEMENT OF HIGH EDUCATION BASED ON ISLAMIC BOARDING SCHOOL

(Case study at University of Ibrahimy Sukorejo, Situbondo)

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Abstract

High education based on Islamic boarding house (pesantren) can be an alternative for educational development. As the oldest educational institution in Indonesia, Islamic boarding schools are the basis for the development of education, including the development of higher education. Pesantren was considered very successful in developing the mission of character education. So it was necessary to examine in more depth how government policies are related to the pesantren-based higher education model. University of Ibrahimy Sukorejo, Situbondo is one of the models of a pesantren-based university. A case study with a qualitative approach was used to discuss this research. The results showed that the management of pesantren-based university must apply the principles of accountable management. This means that all parties involved must play an active role, and do not carry personal interests. The holders of power, especially the kyai as managers and controllers must also understand the governance of higher education.

Key words: Management, High education, University of Ibrahimiy.

INTRODUCTION

Universities as providers of higher education have an ideal position in order to realize the ideals of state development. These ideals are stated in the preamble of the 1945 Constitution, namely 'promoting public welfare, educating the nation's life and participating in carrying out world order based on peace and social justice' (UUD 1945). Universities have a big role in creating a generation that is superior and able to compete in the global world and has the character of an eastern nation that upholds human values.

History records that superior, victorious, and prosperous humans are people who have superior human resources. For example, can be seen from the development of Singapore, Japan, Germany, or other countries that have superior human resources. The community will excel in its resources when it excels in education. Education will be superior if the educational institution is managed professionally. To be able to manage professionally, of course, supporting factors are needed. One of them is the professional management of higher education institutions.

On the other hand, universities as higher education institutions are considered to only carry out the task of developing the cognitive aspects of their

students so that it seems that their affective and spiritual development is not given much attention especially in non-Islamic private universities. Not to mention the amount of single tuition fees (UKT) which only favors the middle and upper class. Tuition fees that increase every year are like mushrooms that grow after being splashed by rain.

In the macro area, society needs education not only at the elementary and secondary levels but also to higher education. Higher education for the community will be a balanced nutritional intake. However, the people's wishes have not been in line with government policies that have not been able to provide access to higher education for the entire community. So, there must be an alternative to choose from. One of them is by developing pesantren-based universities.

Pesantren-based universities can be an alternative for educational development. Because considering that pesantren is the oldest educational institution in Indonesia. The Islamic boarding school which is the basis of higher education has the same task towards the nation's generation. Pesantren is considered very successful in developing the mission of character education. Pesantren alumni have very high character values.

One of the pesantren that develops higher education is the Salafiyah Syafi'iyah Islamic Boarding School Sukorejo Situbondo. This Islamic boarding school developed the Ibrahimy University. Therefore, a more in-depth study of government policies related to this pesantren-based higher education model is needed.

METHOD

The research used case study to investigate the problems. K. Yin said that case study tried to investigate phenomena in the context of real life (K. Yin, 2008: 18). The researcher used case study because he wanted to answer the question how and why. Data was collected by depth interview, observation, and documentation. More over, books, articles, newspaper, media, both *on-line* and *off-line* and others needed sources also used to support the collecting data. Then, data analysed by using Miles and Hubberman method.

RESULT AND DISCUSSION

A. *Definition of Higher Education Based on Pesantren*

High education or University means institution for advance teaching and research (Oxford University: 480). While, college means institution for higher education; part of university; organized group of professional people. In Indonesia context, it means a number of faculties that provide scientific and/or

professional education in a number of specific disciplines (<http://kbbi.web.id//universitas>). Previously, the word university was derived from the word magistrorum et scholarium, because it was too long, so it was only used as a university (Wijatno, 2009: 18). Meanwhile, pesantren is not only defined as a dormitory where students study but also an institution that develops various kinds of formal education, one of which is a university.

The government through Law No. 20 of 2003 on National Education System Part IV (four) article 19 states that higher education is a continuation of secondary education organized to prepare students to become members of the community who have academic and or professional abilities who can apply, develop, and or create science and technology and or the arts. Higher education is an institution that has three main missions, namely education and teaching, research and community service (UU Sisdikna, 2003: Article 19).

PP No. 60/1999 also states that it is a unit that has an autonomous and independent region that has the right to manage its own institution as a center for the implementation of higher education, scientific research, and community service. The aims and objectives of the granting of autonomy are given in the context of developing science and technology, self-development of the academic community, as well as being guided by the norms and rules of science itself. In other words, to accelerate the development of science and technology, the development of the potential of the academic community requires autonomy for the implementation of effective and quality management services in a higher education environment based on the norms and principles of science itself (Wijatno:17).

Thus, it can be said that a pesantren-based tertiary institution is an institution that provides higher education in accordance with legislation whose implementation process or implementation is based on wisdom or is in a boarding school / in an educational institution where students live with community management.

B. Policies of Higher Education Based on Pesantren

Regarding pesantren-based universities, a more in-depth study is needed, because it involves two institutions that are merged into one, namely universities and pesantren. In the management of pesantren-based universities, of course, it requires a forum within the pesantren itself. This container is called the foundation.

Before reviewing the foundation's policies, it is necessary to first state the policies related to the form of pesantren-based universities. If you look closely, the form of PT in Islamic boarding schools must be private universities (PU). PU according to government regulation Number 4 of 2014 concerning the management of higher education chapter 1 point 6, PTS is a university that was established and or organized by the community (PP Number 4 of 2014). PU can take the form of universities, institutes, high schools, polytechnics, academies, and community colleges. Its implementation is regulated in Article 8 of PP Number 4 of 2014 point 2, namely PU is established by the community by forming an organizing body with a non-profit principle and must obtain permission from the minister.

Meanwhile, the organizational form of higher education is explained in Article 35 of PP Number 60 of 1999 concerning higher education, namely (PP Number 60: 1999).

1. Elements of the Chancellor's leadership and the Vice Chancellor
2. University Senate
3. Academic implementing elements (faculties, research institutes, and community service institutions).
4. Elements of administrative implementation
5. Supporting elements; technical implementation Unit
6. Other elements deemed necessary

The university/institute conducting the postgraduate study program is headed by a director of the postgraduate program for a term of four years and may be reappointed for two terms. The director is appointed and can be dismissed by the rector based on the considerations of the senate board as referred to in Article 54 paragraphs (1) and (2) of PP-PT.

Universities based in Islamic boarding schools must also have an educational legal entity (ELE). The BHP of a pesantren-based PT can be affiliated with Article I of the 2001 Foundation Law. In general, a pesantren that has a PT must have a foundation as its BHP. It is the foundation that will oversee the higher education institution.

Article 1 point 1 of the foundation in 2001 explains that a foundation is a legal entity consisting of assets that are separated to achieve certain goals in the social, religious and humanitarian fields that do not have members. With this statement, the foundation is legal to become a legal entity because of the law and no longer because of customs, doctrine, or supported by jurisprudence (UU Foundation: 2001).

In addition, in order for a foundation to be officially recognized as a legal entity, the deed of establishment of the foundation must first obtain approval from the minister of justice as stipulated in article 11 paragraph (1) of the 2001 Foundation Law.) The 2004 Foundation Law adds a stipulation that in order to obtain legal approval of the legal entity status of a foundation, the founder or his proxies submit an application to the minister through the notary who made the deed of establishment. The contents of the deed of establishment include the number of founders consisting of one or more founders by separating the assets of the founders as initial assets, and including the articles of association of the foundation (Wijatno: 41).

So, it can be said that the pesantren-based University takes shelter in the BHP which comes from the foundation. This foundation was formed by the pesantren as the organizer of PT. Furthermore, the Islamic boarding school developed its own PT with autonomous rights owned by the foundation.

C. Management of Higher Education Based on Pesantren

Islamic boarding schools are included in the category of private universities. In terms of quantity, PU is much more than state university. The data shows that there are around 4000 private universities in Indonesia, which is only compared to around 120 state universities. However, with this number, the position of private universities in the national higher education system is not yet peripheral (touching its main goal). This number of PU, makes the number of students a lot. The number of PU students reaches around two million compared to around 700,000 state university students. This shows how vital the future management of private universities is. If the number of students is getting bigger, then the management must be serious (Zahro, 2016: 7).

Based on the results of interviews with the caretakers of the Salafiyah Syafi'iyah Islamic boarding school, said that the management of higher education in this pesantren must apply the principles of accountable management. In the sense that all parties involved must play an active role and not carry personal interests. The holders of power, especially the kyai as managers and controllers must also understand the governance of higher education.

The Chancellor of Unib also added a detailed description of the management flow of a pesantren-based higher education institution that can be grouped into the following management flow.

1. Leaders of Islamic boarding schools

Leadership in tertiary institutions based in Islamic boarding schools is usually colored by the following things.

- a. Trapping elements of foundation leadership in higher education leadership.
- b. The leadership's academic and managerial insight is not very qualified because of the management knowledge factor.
- c. The initial convergence versus the divergence that appears in the future regarding the interests that develop within the foundation, for example in dealing with generation transfer.

From the problems above, it can be said that the management or management of higher education follows the flow of an "all mono" pesantren, both mono management and mono administration so that there is no delegation of authority to other work units in the organization (Sulthon Masyhud, 2013:114). So when the Islamic boarding school has a university, its management must change. From monomanagement to polymangement.

Mudjamil said that a manager at a boarding school must implement the following strategies in developing higher education.

- a) Strengthen the professional-inclusive leadership pattern by reducing the dominance of individual or family leadership.
- b) Displacing pragmatic tendencies and practices, then replacing them with idealistic tendencies and practices.
- c) Tighten the learning and graduation process
- d) Strengthening the heart of Islamic education (educators, libraries, laboratories), both qualitatively and quantitatively
- e) Creating learning based on epistemology and research that leads to the discovery of scientific works.
- f) Facilitating the publication of scientific works from the academic community
- g) Actively explore financial sources that are permanent in addition to routine funds from student tuition fees.
- h) Cooperating with advanced universities and related institutions for academic strengthening (Mudjamil, 2007: 411).

With the above strategy, it is hoped that leadership problems in pesantren-based universities can be overcome, although not comprehensively, but at least they can be minimized.

2. *Foundation Existence*

The foundation as a ELE of a pesantren-based university must become an institutional unit with the campus that reflects the defense and resilience of the campus, carrying out the mission of providing higher education with efforts to grow and develop the universities it cares for.

The function of the foundation is oriented towards financial management policies, physical development, and human resources. Therefore, the foundation seeks supporting resources so that the private universities it cares for can carry out the functions it carries out. These efforts are carried out through a variety of businesses so as to be able to provide the assets needed to complete the lack of resources obtained from students.

The effectiveness of the foundation's existence in PU management can be seen from its role, namely doing the right thing in the right place and time. Ahmad Zahro stated that the effectiveness here implies the reliability of the output of the management function carried out by the foundation in an effort to foster the PU it cares for. This reliability is reflected in the growth and relevance of PU which is supported by the good relationship that exists between the foundation and PU. This also means that the foundation as top management understands its managerial knowledge and is responsible for the way it is taken to achieve the planned goals. Therefore, decision making should be drawn from various appropriate ways, so that the decision is actually useful. The intended management function is primarily in financial policy, physical development and human resources (Zahro: 4).

3. *Curriculum*

The curriculum of Islamic boarding schools must be designed as effectively as possible. The curriculum when referring to pesantren looks so fat. This curriculum is fat because there are too many to get. However, on the contrary, there are too many students who can't do anything to prepare themselves for life. In other words, many students after graduating from college do not have life skills. So the curriculum of Islamic boarding schools must be lean, there is no deposit outside the goals and interests of students. In the sense of focusing on the curriculum needed by students with the addition of a skills curriculum.

In addition, coordination between levels is also needed, so that there is no excessive repetition as happened. For example, thaharoh lessons are given at all levels from elementary to college. This is less efficient so that it seems that the fiqh chapters are repeated.

To increase research, it is also necessary to develop research that focuses on religious studies; for example, the study of interpretation, hadith, fiqh, Sufism, and morality. However, not only dwelling on the theoretical realm, but more on the area of action or application so that the existence of pesantren-based universities can be felt by the community not only at the level of religious law, but also in social areas.

4. Method

As a proverb says '*at-thoriqotu ahammu min al-madaah*', it is also necessary to develop methods for pesantren-based universities. Given that a good curriculum may not guarantee the fulfillment of student needs and the achievement of the educational mission, if it is not supported by appropriate methods.

In general, the learning system applied in pesantren-based tertiary institutions still follows the pesantren-style learning method. The methods used are still *traditional*, such as the *sorogan*, *wetonan*, *muhawarah*, *mudzakarah*, and *majlis taklim* methods. The *wetonan* method as stated by Dlofir is the same as *bandongan* (Efendi, 2017:132). Then considering the development, the methods were switched due to friction from the *kyai* who were members of the *Rabitah Ma'ahid Islamiyah*. The *kyai* use the question and answer method, discussion, *imla* ', *muthala'ah*, projects, dialogues, field trips, memorization, sociodrama, problem solving, stimulus response, and so on.

According to the Vice Chancellor I, it is also necessary to adopt the methods used in public higher education institutions, for example, it is necessary to consider the possibility of using Quantum Learning and Quantum Teaching methods adaptively.

5. Lecturer and Students

Pesantren as a santri base has its own advantages in terms of supplying students to higher education. Of course, there are also universities

that have orders. Thus it will be very easy to recruit students and choose quality students.

For this reason, all students can easily and quickly get to the goals they want to achieve, they must pioneer a path that is not tortuous and convoluted to their goals by classifying them on the basis of talents and interests and not on the basis of cognitive written tests. Of course, it takes precise tools and accurate instruments from experts to capture talent and interest. Therefore, wherever and regardless of the type of educational institution, it must be adjusted and submitted to the talents of the students themselves, lest there be coercion on them from any party.

Educators who in this case are lecturers must be professional. No matter how modern human civilization is and no matter how sophisticated technological advances are, lecturers are still needed and even play an important role in educational interactions. For future lecturers, they can't just point out and want to, but must be professional in the sense of mastering certain fields of study and understanding learning methodologies according to their fields of study. Because the requirements to become a boarding school lecturer must be tightened, including the level of education that must comply with scientific and educational standards. As a consequence of the heavy requirements to become a lecturer, the salary must be adequate according to economic law, so that there are no longer lecturers who have multiple professions for economic reasons.

In its student management, Unib applies that all students must be in a boarding school or stay there. The management of the students is left entirely to the kyai and pesantren administrators. Initially, it was started with the establishment of the *Salafiyah Syafi'iyah Ibrahimiyyah* Islamic Boarding School on March 14, 1968. Then from that cottage, Ibrahimi University was founded which only has one faculty, namely the *Syari'ah* faculty on February 1, 1972 with a Ministerial Decree. RI. Number 10 of 1972. In its development on July 25, 1988, Ibrahimi University changed its name to the Ibrahimi Islamic Institute based on a circular from the Director General of Islamic Guidance, Ministry of Religion of the Republic of Indonesia Number E. III/PP.009/A.2/3041/88, concerning PTAIS name change and major determination. Currently, the Ibrahimi Islamic Institute has three faculties, namely; Faculty of *Sharia*, Faculty of *Tarbiyah*, Faculty of *Da'wah* and Postgraduate Programs, all of which have been accredited by BAN PT DEPDIKNAS (www.ibrahimy.ac.id).

6. *Challenges and Opportunities of Islamic Boarding School-Based Higher Education*

Pesantren-based universities have extraordinary opportunities. Because as a higher education institution located in Islamic boarding schools and included in private universities.

Among the opportunities from pesantren-based universities are; first, by referring to the Law on the Higher Education System, the opportunity to develop management becomes more effective. This is because PTS is owned by the foundation, so it has the absolute right to develop its own PT without being bound by government regulations as a whole. Second, private universities have a wider opportunity to determine the organizational structure of higher education, which according to the circumstances and community service institutions combined into one unit is considered more appropriate and efficient. Can the assistant Chancellor/Dean/Chairman I, II, and III simplify? The term partnership needs to be translated into operational management language, so as not to cause a misinterpretation as if the partnership sends private universities into a bureaucratic cycle, which may not be suitable to be fully implemented in private universities. Third, private universities have the opportunity to be more dynamic so as to encourage creativity in adjusting curriculum menus that anticipate meeting community needs. Thus the study program is used as the backbone of the expansion of the study program concentration, with a pattern similar to that applied to the management master's study program.

The challenges faced by PTS as expressed by Zahro are as follows.

- 1) The welfare of lecturers has not been maximally considered, so that their work spirit has not been stimulated and their dedication has not been wholehearted.
- 2) Learning facilities have not been fulfilled relatively maximally, so the learning process has not been able to take place better
- 3) The selection of potential students has not been carried out because generally those who are interested in Islamic boarding schools are those who, in addition to being materially deficient, also have poor educational backgrounds and achievements.
- 4) Image as a boarding school in psycho-learning is not yet a powerful driver for student activity and creativity.

- 5) Inadequate funds have not contributed to the fulfillment of curriculum innovation needs and the creation and dynamics of learning (Zahro; 10).

In another view, Islamic boarding schools have records that need to be followed up. These notes include the following.

- a. Impressive as a community group that was formed due to the gathering of middle to lower economic groups
- b. Many Islamic boarding schools have not succeeded in educating intellectual, cognitive and skills, because the learning process is more focused on emphasizing affective potential.
- c. Islamic boarding schools can only become educational institutions for the community/people whose majority are of medium economic level.

CONCLUSION

Pesantren-based universities need to be established. This is because in addition to facing the era of globalization, it can also be used as an alternative university that has extraordinary potential. In order not to cause social problems, Islamic boarding schools must improve and adapt to the times and demands of society. PTS must be able to adapt to the dynamics of community needs. PTS must also be sensitive to internal and external problems.

The most urgent problem or the first to find a solution immediately is the problem of funding. Although the funding has more or less come from UKT students, for development it is deemed necessary to explore other sources. This other source can be obtained through donor associations. Besides that, it can also implement waqf culture among Muslims, special education infaq and promote zakat.

The second problem is the effectiveness of the foundation in PTS management. How the foundation achieves added value. According to the author, this added value will be closer to being achieved if; responsive and concerned with changes and developments in circumstances, has an instinct for performance and harmony structure, realizes that foundations and private universities as learning organizations that are together because of the trust of the government and society thanks to institutional strength, understand and follow developments in laws, have insight into translating opportunities and opportunities into reality useful in the development of higher education.

The third problem is the functionalization of the foundation in order to achieve the efficiency of PTS management. This function is based on the elements or factors that support the existence of the foundation, namely, the legal status of the foundation must be clear and firm, the organization and work procedures of the foundation are arranged as neatly and accurately as possible (in this connection the foundation, especially the management, is able to think, behave, and act). as a servant (serve) do not be a regulator and ruler, also do not behave as the owner of PTS). Foundations, especially their leaders, must have the determination to work hard, be planned, and programmed to give life and life to their private universities, not to ask private universities to live in all kinds of ways Foundation management must stay away from the attitude and mentality of bureaucratic officials, asking to be served by private universities, the organizational structure of the foundation must be functional, lean and neat, and the foundation's work program is purely oriented to academic development and as a whole all resources and funds are used to improve the quality and scientific academic achievement. PTS.

The foundation management personnel must consist of selected and reliable people who have high integrity and are tough, authoritative and influential; have serious attention to the development of science, technology and art; understand and live up to the principles of "the university administration and management", not having a bossy mentality, not having a corrupt mentality, and not being egocentric, willing and able to stay away from nepotism; consists of people who do not make PTS as a place to find work and make a living for their families.

The next problem is; Islamic boarding school-based tertiary institutions must develop a work pattern between the foundation and the elements of the PTS leadership based on the following principles, togetherness and equality, cooperative and accommodating, objective rationale, honesty and openness, the existence and interests of PTS above all and developmental. This pattern of cooperation can still be added with other elements, with the aim of preventing the possibility of developing inefficiency in PTS management.

In addition to the problems that have been described, it is necessary to make recommendations for the development of private Islamic boarding schools in the future. The recommendations can be in the form of the following;

1. In the process of building a college campus, campus health needs to be maintained by focusing more on the application of communicative linkage mechanisms as a preventive measure.

2. Environmental concern for the function and effectiveness of the existence of foundations in the management of private universities needs to be considered because it reflects the desire for the image of the existence of private universities in the future development of the nation and state.
3. Rejuvenation and improvement of the quality of human resources in the era of long-term development needs to be translated into a reality that is beneficial for universities.
4. Challenges to changes in laws and regulations and guidance on input, process and output of universities need to be balanced with new approaches and habits in foundation management.
5. Creativity and managerial innovation of foundations and universities need to be explored and developed.
6. The future of PTS can rest on small but qualified or bigger is better or if it is not better, be different.
7. The added value of the function and effectiveness of the foundation is developed by relying on aspects of improving the quality of lecturers and lecture infrastructure, as well as developing extracting resources and funds from outside the university.

Thus, if these problems can be overcome, an Islamic boarding school institution will be formed which can become an icon in the development of science.

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