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# QUALITY MANAGEMENT OF PESANTREN-BASED EDUCATION

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## Abstract

The purpose of this study is to analyze aspects of how planning, implementation and evaluation in quality improvement at Kebon Jambu al-Islamy Islamic Boarding School Babakan Ciwaringin Cirebon. The approach in this study is qualitative, with descriptive analytical methods. The object of research was carried out on the stake holders of ustad / ustadah at the Kebon Jambu al-Islamy Islamic Boarding School. Data collection techniques with interviews, observation, and documentation. While data analysis through data reduction, data display, and conclusions. The results showed that: 1) The planning in this boarding school begins with drafting, starting from planning, organizing, implementing and supervising to evaluating it. Furthermore, it is determined through a meeting mechanism 2) The implementation of education quality management in this pesantren has been carried out well through TQM techniques Focus on customers, Process improvement, TQM emphasizes self-evaluation, total involvement, the role of kiyai, the role of educators and education staff, the role of ortu, the role of students. 3) Evaluation by evaluating each activity in the implementation in the field regularly.

**Keywords:** management; quality; pesantren

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## INTRODUCTION

Fundamental because we are not only facing global cultural challenges coming from the west, but also faced with a reality that forces pesantren to worry about maintaining their centuries-old traditions (Buresh, 2002). Therefore, it is necessary to make positive efforts and movements to avoid the trap of global culture that deliberately wants to hit the pesantren education order.

In accordance with the distribution of the population in Indonesia, the highest number of Islamic Boarding Schools on the island of Java is 23,329 pieces of 28,839 Islamic Boarding Schools or 82.74% and the least in eastern Indonesia 641 Islamic Boarding Schools of 28,839 Islamic Boarding Schools or 2.75%. This number is a very strategic potential for the life of the Indonesian nation. There are at least three things that constitute the strategic forum of Islamic Boarding Schools, namely: (1) Religious Institutions, (2) Educational Institutions, and (3) Social Community

Institutions. The three platforms will develop and raise Islamic Boarding Schools in Indonesia in the future (Husna et al., 2021).

Human resources are achieved if inputs, processes, outputs, teachers, facilities and infrastructure and costs if all these components meet certain requirements (Mariyanah et al., 2021). However, based on the 2018 Indonesian Research report, according to *Cornell University, INSEAD and the World Intellectual Property Organization*, Singapore with a score of 59.8 is listed as the only Asian and ASEAN country that occupies the top five in the world. Other ASEAN countries included in the top 50 are Malaysia in 35th position and Thailand in 44th place. Meanwhile, Indonesia is in 85th place with a score of 29.8. In ASEAN, Indonesia ranks second bottom above Cambodia which has a score of 26.7. Above Indonesia are the Philippines (31.6), Brunei (32.8), and Vietnam (37.9). Here is a picture of the quality of Indonesian education in Asean (Ngasuko, 2015).



**Figure 1. Education Quality Ranking in ASEAN**

**Source: Research Results of Indonesia's Education Position in ASEAN (Ngasuko, 2015)**

One way to improve the quality of education is to optimize the existence of Islamic boarding schools. Pondok Pesantren is the oldest Islamic educational institution in Indonesia that still upholds the nation's traditions and culture. The pesantren movement is in line with the demands of the times; its presence in the framework of solving the problems faced by the community contextually. Pesantren as educational institutions with a dominance of religious education are able to make a crucial contribution in the process of transmitting Islamic sciences, reproduction of scholars, maintenance of Islamic knowledge, values and traditions. Pesantren is part of the community infrastructure that has made people aware to have idealism, intellectual abilities, and good behavior to organize, build, and strengthen the nation's character (Bavani, 2014; Siswanto, 2018).

One of the important issues in the implementation of education in Indonesia today is improving the quality of special education based on pesantren. Pesantren-based education is actually education that upholds Islamic values in every process. The implementation of

pesantren-based education that focuses more on the quantity aspect is an obstacle in improving quality (Edgerton et al., 2011).

Basically, improving the quality of education is a constitutional mandate, as the National Education Mission stated in the National Education System Law No. 20 of 2003 Article 5 Paragraph 1 clearly states: every citizen has the same right to obtain quality education. Furthermore, to realize quality education, the government through the National Education Standards Agency (BNSP) has issued Law No. 19 of 2005 concerning 8 National Education Standards (SNP) which include (Crouch, 2011) :

1. "Graduate Competency Standards; 2) Content Standards; 3) Process Standards; 4) Education Standards and Education Personnel; 5) Facilities and Infrastructure Standards; 6) Management Standards; 7) Education Financing Standards; and 8) Educational Assessment Standards. The functions and objectives of SNP are: a) As a basis for planning, implementing, and supervising education in order to realize quality national education; b) Ensuring the quality of national education in order to educate the nation's life and shape the character and civilization of a dignified nation; and c) SNPs are refined in a planned, directed and sustainable manner in accordance with the changing demands of local, national and global life" (Arifin, 2021).

In addition, the criteria for quality educational institutions can be seen from several indicators, including; (a) a large number of students; (b) have both academic and non-academic achievements, (c) graduates are relevant to the objectives of the educational institution (Pratiwi & Hengpiya, 2021).

Some of the indicators of quality schools above have not been fully described in pesantren-based educational institutions, so that the quality of pesantren education has not materialized as expected and even tends to experience a decline in terms of methodology that is not so efficient. In addition, the weaknesses of the general pattern of education in pesantren include several things:

"(a) Do not have a detailed plan for the course of the teaching and education process. (b) Does not have a directed curriculum. (c) Do not have specific standards that clearly distinguish what is and is not required at a level of education. Irregularity of management management (d) Not yet strong culture of democracy and discipline and Lack of environmental cleanliness" (Bell, 1978).

By looking at the problems above, it seems that various elements of the management of pesantren educational institutions seem to need a more in-depth study as part of efforts to improve the quality as well as evaluation of this government program. Management in education is a series of actions taken by the management of educational institutions to achieve the goals set in the form of vision and mission.

According to Rahawarin & Arikunto (2015) that the understanding of management is all joint efforts to utilize all resources or personal and material effectively and efficiently to support the achievement of educational goals. The definition shows the benefits of management in

supporting the achievement of educational goals. Management in terms of language is a direct translation of the word management which means management, management, or governance (Rahawarin & Arikunto, 2015).

In line with the above opinion, Edward Sallis, said that efforts to improve the quality of pesantren education are currently more suitable using the theory of Total Quality Management (TQM). Because quality in the context of TQM is a change planner and agenda organizer to deal with excessive external problems manifested in the form of implementation or process. The basic principle in TQM is that the customer and his interests should come first. Starting from the definition above, it is motivated to provide quality education by always making efforts to improve the quality of education by implementing pesantren-based education quality management through an integrated quality management system approach or commonly referred to as Rahawarin & Arikunto, (2015) *total quality management* (TQM).

Based on the results of initial research through researcher interviews with the Head of the Quality Assurance Unit. Kebon Jambu al-Islamy Babakan Ciwaringin Islamic Boarding School, Cirebon, is one of the Islamic boarding schools that has carried out internal quality assurance by including it in a separate work unit. Even though quality assurance units, in general, are found in universities and rarely there are Islamic boarding schools that include quality assurance units in the structural work of pesantren management. The implementation of quality management in Islamic boarding schools usually only includes *quality control* and *quality assurance*, while the Quality Assurance Unit at the Kebon Jambu al-Islamy Babakan Ciwaringin Islamic Boarding School in Cirebon in addition to carrying out these two activities also holds continuous evaluations.

However, in the development of its curriculum, the Kebon Jambu al-Islamy Babakan Ciwaringin Cirebon Islamic boarding school has obstacles, namely, *First*, Santri has a lot of burden because the Kebon Jambu al-Islamy Babakan Ciwaringin Cirebon Islamic boarding school combines two curricula comprehensively and integrally, namely the pesantren curriculum and the national curriculum. There are even students who leave or mutate, one of which is because there are some students who are not used to receiving so many lessons. *Second*, not all lodge administrators are jasmine alumni, but some come from Salafiyah ponpes in West Java. *Fourth*, Not all students come from Mathla but some are from outside.

With the existence of an internal quality assurance unit in this Islamic Boarding School, it has proven that the Islamic boarding school has begun to improve in maintaining the quality of its education which is expected to compete with other educational institutions.

However, in its realization that the implementation of pesantren-based education quality management at the boarding school institution is still not fully running as desired as the *essence of school-based management*, namely the autonomy of pesantren in making decisions to achieve the quality goals of pesantren. This is shown in the information obtained in the field which shows that these other things include: The participation of the community and pesantren residents in

implementing the quality management of pesantren-based education has not been maximized, The independence of pesantren in managing and taking care of the interests of pesantren residents in accordance with aspirations has not been fully carried out, It is not yet known the openness of pesantren management, both in terms of funds and programs, It is not yet known to what extent the level of independence of pesantren, in managing all components of pesantren.

Based on the description above, the author views that quality management of pesantren-based education is important to be implemented at the Kebon Jambu al-Islamy Islamic Boarding School, Babakan Ciwaringin, Cirebon, as a research locus. While the problems include the extent to which the goals that have been formulated, how the planning is, how it is implemented and how the evaluation is used for the pesantren. With this research, it is expected to be the answer to the problems presented above and is expected to be able to help management improve the quality of education in general and especially for the pesantren.

### **METHODS**

The approach in this study is qualitative. Qualitative approach is defined as a research method used to examine on objective conditions that are natural, develop as is, are not manipulated and the presence of researchers does not affect the dynamics of the object (Sukmadinata, 2000). The method used is the analytical descriptive method. According to Sugiyono, the definition of research method is a scientific way to obtain data with the aim of being described, proven, developed and found knowledge, theory, to understand, solve, and anticipate problems in human life (Sugiyono, 2018). Data sources in this study are primary and skunder. The source of this data can be respondents or research subjects from interviews or observations (Kriyantono & Mckenna, 2017). The object of research was carried out on the stake holders of ustad / ustadah at the Kebon Jambu al-Islamy Islamic Boarding School. Data collection techniques with interviews, observation, and documentation. While data analysis is a process carried out through recording, compiling, processing, and interpreting and connecting the meaning of existing data in relation to research problems (Sukmadinata, 2000). The data analysis is through data reduction, data display, and conclusions.

### **RESULTS AND DISCUSSION**

#### **1. Profile of Kebon Jambu al-Islamy Islamic Boarding School**

Profile Kebon Jambu al-Islamy Islamic Boarding School was founded by K.H. Muhammad (Alm) and Nyai Hj. Masriyah Amva on November 20, 1993 under the auspices of the Tunas Pertiwi Foundation. The current Islamic boarding school, 1440 H, has reached more than 1000 students, located in Babakan Village, Ciwaringin District, Cirebon Regency. In its history, Babakan is often referred to as the initial stage of the development of Islamic education in the Cirebon region in the XVI century with its first warrior figure Kyai Jatira.

Akang (nickname of KH Muhammad) decided to establish an Islamic boarding school in the southern village of Babakan in 1993. The Islamic boarding school, which was later named Kebon Jambu Al Islamy, was still nurtured and taught the classics or yellow books with the *bandongan* and *sorogan* methods.

The name Kebon Jambu was taken against the background of efforts to perpetuate aspects of its geographical history, where it was once a wilderness garden filled with guava trees. This name has historical similarities with an earlier Islamic boarding school named "Kebon Melati" from 1975 to 1993 which was located adjacent to MTsN 2 Cirebon. The name Kebon Melati changed to Kebon Melati Al Jadid continued by her eldest daughter Mrs. Mariatul Qibtiyah who is familiarly called Mrs. Yayah with Kiyai Safi'i Asmari her husband who was also one of the Ustadz from Akang while at the Kebon Melati Islamic Boarding School before 1993.

The names of the complexes in the Kebon Jambu Islamic Boarding School when it was first established used familiar terms in the Hajj, because when the beginning of the establishment of the Kebon Jambu Islamic Boarding School Akang had just returned from performing the Hajj.

Along with the rapid development of the Kebon Jambu Al Islamy Islamic Boarding School so that the old building when it was originally established, was restored and replaced into a building for the junior high school area, MA, Mah'had Aly. Since Akang's departure in 2006 facing power, the management of Kebon Jambu al Islamy Putera was taken care of by Kang Asror (the nickname of KH Asror Muhammad His eldest son, during the leadership of Kang Asror the Islamic Boarding School experienced rapid development and could even be said to be reached the golden peak.

However, Allah Almighty has the best plan for His servant, in June 2017 coinciding with the Holy Month of Ramadan 1438 H Kang Asror faced the creator. And now, the Islamic Boarding School Kebon Jambu Al Islamy Putera is led by the youngest son of Akang, Kiyai Hasan Rohmat Muhammad who is familiarly called Ang Omat.

Ponpes Kebon Jambu has a vision, "The realization of smart, skilled and charismatic people in order to become noble shaleh people, and do sincere charity." While the mission he built, producing knowledgeable people in the framework of national development, realizing people with national and religious insight, Berakhlaql karimah, Creating quality, comfortable and religious institutions.

This ponpes has the field of Education including: SMP, MA, MTAS, Ma'had Aly. The facilities owned are mosques, student dormitories, offices, nanny dormitories, kitchens, school buildings, fields, student cooperatives, libraries, computer laboratories, language laboratories, warehouses, bathrooms / toilets, health clinics. As an enrichment in insight, interest and talent, Ponpes Kebon Jambu has extracurricular activities for its students, including the Study of the yellow books (Kitab salaf), Tilawatil Qur'an Training Speech training in three languages (Indonesian, English and Arabic), Arabic and English everyday, Scientific Discussion and

Research, Scouting Sports Development, Drumband Art Development, Qashidah and Marawis, Martial Arts Development (Tapaksuci); Tahfidzul Qur'an, Journalistic and publicity development, Exacta (Lab Skill) development.

### **2. Pesantren-Based Education Quality Management Planning**

Based on the results of research in the field, the Pesantren-based Education Quality Management plan in Kebon Jambu al-Islamy Babakan Ciwaringin Cirebon, first compiles a draft, starting from planning, organizing, implementing and supervising to evaluating. Furthermore, planning is made and analyzed together, discussed and determined through a meeting mechanism with all heads of their respective fields of daily student activities with the principal.

### **3. Implementation**

The implementation of improving the quality of the Kebon Jambu al-Islamy Babakan Ciwaringin Islamic Boarding School in Cirebon is carried out by adjusting the ability of educators to carry out student creativity development in Islamic boarding schools. Organizing is carried out in accordance with organizational objectives as a reference in the process of structuring cooperation, unity of goals, goals of work units must boil down to organizational goals, unity of command: organizational structure must be able to describe the source of authority that has the right to determine policies. The implementation (actuating) at the Kebon Jambu al-Islamy Islamic Boarding School actually emphasizes more on activities that are directly related to people in the organization. This function is only implemented after planning, organizing and teaching staff exist. Actuating is the implementation of what is planned in the planning function by utilizing the preparations that have been carried out organizing.

### **4. Evaluation of Islamic Boarding Schools**

The evaluation of Kebon Jambu al-Islamy Islamic Boarding School in improving the quality of education includes having a realistic vision and mission, selectively recruiting adequately qualified ustadz, improving teaching methods, integration with the formal school curriculum, increasing the participation of every competition event. The evaluation of Ponpes Mathla'ul Huda is in improving the quality of education through improving services to students, improving learning and housing facilities and facilities, and increasing achievement through competition events, then evaluating each activity in the implementation in the field.

## **CONCLUSION**

This study aims to answer the question of how is the quality management of pesantren-based education in ponpes kebon Jambu Al-Islamy Babakan Ciwaringin Cirebon. The results showed that The planning in this boarding school begins with drafting, starting from planning, organizing, implementing and supervising to evaluating it. Furthermore, it is determined through a meeting mechanism. The implementation of education quality management in this pesantren has been carried out well through TQM techniques Focus on customers, Process improvement, TQM emphasizes self-evaluation, total involvement, the role of kiyai, the role of educators and

education staff, the role of ortu, the role of students. Evaluation by evaluating each activity in the implementation in the field regularly.

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