

Management of LPM Islamic Boarding Schools in Improving Quality of Community Education Case Study of Wahid Hasyim Islamic Boarding School, Sleman Yogyakarta

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Abstract: The pesantren research related to the LPM in it is certainly very unique because Islamic boarding schools are very synonymous with activities that do not directly intersect with community education, especially in controlling and improving the quality of community education. This study aims to implement existing LPM management in Islamic boarding schools whose existence is very much needed by pesantren even though its implementation is expected from post-high school students by implementing management functions, both planning, organizing, actuating, and controlling. This research methodology uses a qualitative research approach. The data in this study were collected using observation and interviews with primary and secondary sources. The research results showed that the management of LPM in improving the quality of public education by management functions: (1) LPM in planning its activities involved community leaders of the assisted villages, either in monthly or annual meetings including in determining the planning of their religious activities; (2) LPM in organizing has prepared its members in the distribution of job descriptions, also involving ordinary members of LPM as encouragement in realizing the activities of the assisted villages; (3) LPM in connection with the actuating of village activities under its guidance grouping students or core LPM administrators in one room, developing human resources for teachers as well as a preacher so that they are ready to be deployed to their fostered community; and (4) LPM controlling the performance of the management as well as community activities that have been agreed with community leaders.

Keywords: *Islamic Boarding School LPM Management, Quality Improvement, Community Education*

the challenges of boarding schools are getting more and more difficult because the development of an all-sophisticated era makes it increasingly difficult for students to stay in boarding schools. Most of the students are not staying based on their own will but because of the needs of their parents so that parents have to force their children to want to stay this demand for parents is a natural thing because of situations and conditions that make parents feel afraid or worried about miscommunication or concerns that children are addicted to existing technological conditions. Due to the condition of existing technology, if it is not accompanied by the strength of faith and parental assistance, it will be very dangerous for the child. Therefore, the existence of Islamic boarding school educational institutions is the choice of parents, especially in boarding schools that are equipped with the moral and intellectual development of students. Even boarding schools are not allowed to bring cellphones, so parents will be more confident and calm if their children are in boarding schools. This condition can be felt by parents so that the stability of the lodge is the right choice for parents. In addition, pesantren is understood as an increasing agent of change and community development. Meanwhile, the steps were taken by pesantren in realizing agents of change and community development are based on fiqhiyah principles which read: "*al-muhafazah ala al-qodim al-shalih wa al-akhdzu bi al-jadid al-ashlah*", means maintaining the value of the old tradition that is already good and adopting a new, better tradition.

This rule is also what makes the current pesantren begin to improve themselves from the aspect of management. Part of the weakness of the pesantren world is from the management aspect. This is not without reason, but because pesantren is indeed difficult to regulate which is too complicated. This foundation is due to the element of charity instilled in the world of Islamic boarding schools is *lillahi ta'ala*. Everything that is done must be sincere so that when pesantren are regulated by management or procedures, they feel lazy, it has even become a claim that something that has been done so far is sincere without expecting anything. Of course, there are two contradictory issues, in which a common understanding must be found in order for the same meaning to be successful. Due to one side of the reason, both are equally good as planting that acting or doing something must be based on selfless sincerity, because selflessness is a noble value that must be maintained and preserved. One side that is set to be more disciplined through management to be transparent and orderly is everyone's hope. Therefore, it is hoped that the Ministry of Religion, both central and district, can provide socialization and also an understanding to the world of Islamic boarding schools that to be more transparent and accountable in management, it is very necessary to avoid irresponsible people. For the management of Islamic boarding schools to achieve their goals effectively and efficiently, serious handling is needed through the implementation of correct and appropriate management functions. Meanwhile, according to Terry, management functions are divided into four, namely planning, organizing, actuating, and controlling or abbreviated as (POAC). The management function is expected to be able to manage the organization or institution so that it can run more optimally. Including one of the functions of management in improving the quality of public education.

The meaning of quality itself is actually when drawn into the context of public education, there is no concrete measure. This is because people from one society to another tend to have different experiences and cultures. These differences can be in the form of language, religion, social, and culture. For this reason, the author needs to explain the meaning of quality. Meanwhile, according to Tampubolon (2001: 108) quality is a combination of product properties that show its ability to meet customer needs directly or indirectly, both real and implied needs, present, and future. Tampubolon emphasizes that the most important thing is that the quality or the quality of something depends on direct or indirect customer satisfaction now or in the future.

While Arcaro (2006: 75) defines quality as a structured process to improve the resulting output. In contrast to Sallis (2006: 51--53) that quality consists of two kinds, namely absolute quality and relative quality. In absolute connotation, quality is the highest standard that cannot be surpassed. While quality in a relative sense is a way of determining whether the final product is following the standard or not.

The understanding of public education is different from the opinion of Hasbullah (2005: 57) which emphasizes more on parents. According to him, public education is education aimed at adults, including youth beyond the highest age limit for learning obligations, and is carried out outside the official school environment and system. Thus, this community education emphasizes more parents who carry out education outside of official schools, such as recitation, *ta'lim majlis*, TPQ, and others. In its realization, there are still a few Islamic boarding schools in Indonesia that can go directly to the community in improving the quality of their education, especially Islamic boarding schools that have special institutions for community service. Of course, it is unique if there is a pesantren that has an institution that has community service. Because the existence of an institution like this only exists for students who are in the same class as university students, they are more experienced in understanding the flow of quality improvement in society.

METHODS

This study uses a naturalistic qualitative research approach whose empirical description can be described in more detail, clearly, and accurately, regarding the application of PPWH LPM management in improving the quality of public education. Wahid Hasyim Islamic Boarding School, which stands for LPM PPWH, is located in Gaten Condongcatur, Depok, Sleman, Yogyakarta. While the data collection technique in this research is to use interviews and interviews.

RESULTS AND DISCUSSION

The results of the study were carried out using interview and observation techniques, while the results of the study will be described as follows:

PPWH LPM Planning in Improving the Quality of Community Education

Quality public education planning is to determine the activities that will be carried out by the community and functions to manage resources so that the results achieved are following the expectations desired by all members of the organization. Through observations, it is shown that LPM PPWH in planning its goals always tries to involve local community leaders to discuss community activities that will be held so that community leaders as representatives of the community know what activities LPM PPWH will provide to the community in improving the quality of their religious education. This is in line with what was conveyed by Jejen Musfah (2018: 71) who said that every activity certainly requires careful planning so that the activity runs smoothly and according to what has been planned.

The results of research interviews also show that even though community leaders are involved in making planning activities, this does not mean that they (community leaders) must always follow the activities that have been planned, but they at least feel they have and are responsible for the decisions they have agreed to. The results of the interview are also supported by the opinion of Jamal Ma'mur Asmuni (2012: 49) quoting from Indriyo Gito Sudarmo and Agus Mulyono stating the main steps in planning, namely: 1) Determining goals by meeting the following requirements: a) using the word -said simply. b) has flexibility and stability. c) is in the balance of resources, and e) includes all necessary actions. 2) A good definition of the combined situation, which includes elements of human resources, natural resources, and capital resources.

The condition of community leaders who were involved by LPM PPWH was not only involved when holding LPM PPWH meetings, but also when large LPM PPWH activities took place, such as a mobile takbir activity (lively Eid al-Adha) which was attended by all village children assisted by LPM. PPWH and Silastra (Silaturahmi Between TPQ Students). Even at the meeting, they were also allowed to offer all community activities related to LPM PPWH activities, both about existing materials and other issues. This expression is in line with the opinion of Lunenburg & Ornstein (2000: 6) that planning is "the activity attempts to forecast future actions and directions of the organization". Planning requires activities or activities that try to predict future actions and direction in the organization. The opinion of Lunenburg & Ornstein provides an understanding that LPM as an organization that represents pesantren concerning planning to improve the quality of public education has given important attention to community leaders as representatives as partners in improving the quality of community religious education.

LPM PPWH also holds an internal meeting once a month, this is carried out to see the progress of the institution's activities. Meanwhile, the LPM PPWH external meeting is a meeting that involves community leaders and they are also given the authority to make decisions. The external meeting held by LPM PPWH is usually held every three months, which is held at the end of the month. The purpose of LPM PPWH is to involve community leaders in making decisions so that they also help LPM PPWH in carrying out da'wah to the community so that the programs that will be implemented by LPM PPWH can run optimally. The PPWH LPM work program can be detailed in the form of activities that can be categorized into four types, namely daily, weekly, monthly, and annual activities. This shows that LPM PPWH has prioritized planning to improve the quality of public education by involving community leaders to be involved in determining the program of activities that have been made together.

Organizing LPM PPWH in Improving the Quality of Public Education

This organization serves to regulate the system of cooperation by involving everyone in the organization through division of tasks and assigning responsibility for whom, and focusing resources on achieving goals. Organizing requires the placement of people following the abilities already possessed by the students so that activities can be carried out according to what has been planned by LPM PPWH. The results of the study through observations and interviews showed that the head of LPM PPWH had prepared its administrators who were ready to carry out the tasks they had been assigned. This is so that the programs that have been organized are under the PPWH LPM plan and the need of improving the education of the community. The results of the interview show that the membership in LPM PPWH is divided into two members, namely special members and can members. So, the members of the PPWH LPM, and almost all the students of the Wahid Hasyim Islamic Boarding School were involved, either directly or indirectly. The special members have so far been collected in one PPWH room, this is done to make it easier for the PPWH LPM chairman to coordinate or communicate with the core management or special members. Meanwhile, regular members or PPWH students were placed in rooms. According to Barnard As quoted by Hoy & Miskel (2014: 613-614) said several factors that must be considered in developing and using a communication system are: 1) The communication channel must be known. 2) The channel must connect all members of the organization. 3) The lines of communication should be as short and straightforward as possible. 4) The complete communication network should be used. 5) Every communication must be identified as really coming from the right person who occupies his position and is under his authority to issue the message in question. Even so, the PPWH LPM management and PPWH students, still always communicate and cooperate. In other words, this communication line is not only to the core management of LPM PPWH, but also to the management of other institutions that are still under the auspices of PPWH. This is in line with the opinion of Sudjana, D. (2000: 114) who defines organizing as an activity to determine the human resources involved in an activity, determine the duties of each person involved in the activity, and formulate the rules of activities contained in the provisions of the institution.

Because all activities that are to the community must go through LPM PPWH. LPM PPWH is the spearhead of community activities, such as hadrah activities, seeking permanent donors for orphans, and the formation of foster parents. Although this is not directly handled by LPM PPWH, in realizing its activities, other institutions under the auspices of PPWH are always involved and communicate with LPM PPWH. This LPM is a forum for PPWH's aspirations with the community. As Chotimah and Fathurrohman (2014: 98) argue that communication must always be managed properly, at least to avoid failure. Friendly relations can turn into hostility and will become even more fatal, if one party does not realize his mistake so that there is no attempt to make approaches that lead to reconciliation (ishlâh).

Mobilization of LPM PPWH in Improving the Quality of Public Education

In relation to the mobilization function, each institutional board at the Wahid Hasyim Islamic Boarding School is placed in a separate room, and each of the core administrators in YPPWH is gathered in one room, as is the PPWH LPM. This is done to make it easier for the chairman to communicate with the management so that carrying out the movement of the PPWH LPM management is relatively easier. The purpose of placing all LPM PPWH administrators in one room or room is to make it easier for each chairman to communicate and monitor the activities of the institution. In addition, to make it easier for each LPM PWH chairperson to direct, motivate and solve problems together. The benefits of placing administrators in one room are indeed quite large. This was felt right by the researcher, when the researcher was chatting with one of the PPWH LPM administrators in his room, suddenly another PPWH LPM administrator gave a problem in planning the PHBI activity (Islamic Day Commemoration) which will be held on the eve of Eid al-Adha. , other administrators also motivate and help provide activity solutions. The efforts of the head of LPM PPWH to mobilize the management, namely by increasing the human resources of LPM PPWH, the chairman trying to conduct comparative studies to various larger institutions, this is done so that the administrators not only get an overview of LPM PPWH, but also can describe the institutions that bigger with the hope that the management's future planning is of

higher quality because LPM PPWH itself also continues to implement training for Ustaz/ah or dai/ah. Through the results of observations and interviews, it shows that the technique used by LPM PPWH in mobilizing its administrators is by sending Ustaz/ah to the target village which consists of only a few students, whose specifications are to give lectures to the community so that there is a very good relationship between students. -Santri sent with the local community. However, now the technique has changed, namely that all senior administrators and students are involved in filling out recitations to the community so that the relationship between PPWH LPM and the community is getting closer.

The results of research interviews showed that the administrators who were familiar with the community were the administrators who frequently surveyed their target villages, while the lecturers themselves were sometimes less familiar with the community. People expect only a few speakers. As long as the speaker is really serious in dealing with the community the community has a high emotional bond with LPM PPWH. Because the closeness of LPM PPWH with the community will make it easier for LPM PPWH in transmitting its da'wah to the community fostered by the pesantren. The results of the researchers' observations while attending daily, weekly, monthly, and annual events of LPM pesantren, such as recitation of TPQ in Widoro, Primgolayan, and other target villages, recitation of mothers in Kaliwaru, recitation of fathers in Ngropoh, jama'ah bahjatul ummahad, training activities for Ustaz/ah or dai/ah to develop their human resources, and Takbir Mobile which was attended by all TPQ in the assisted village areas in Widoro on the night of Eid al-Adha. As the opinion of Zubaedi (2005: 182) defines public education as lifelong learning and plays an important role in fighting for social improvement. According to him, public education has no limits, education must be carried out continuously to equip oneself as a necessity of life and also to fight for social society.

Supervision of LPM PPWH in Improving the Quality of Public Education

LPM PPWH supervision functions to monitor the extent to which LPM activities can go towards the goals and work results that have been set from the planning aspect to the implementation of the mutually agreed program. The monitoring process is also used to evaluate the success of the planned activities. The results of the researcher's interview that the person who supervises the activities of LPM PPWH is the head of LPM PPWH and is assisted by other administrators. So, in this LPM supervision activity, the chairman does not find fault with its members, but the LPM PPWH chairman only seeks truth and responsibility for the duties of its members so that efforts to achieve goals are truly a shared responsibility.

To maximize the results of the LPM PPWH activities, the head of LPM PPWH conducts supervision by checking into the target village area with the LPM PPWH management to find out more about the condition of the LPM PPWH fostered village community, whether the community is progressing or regressing to ensure this information, the management asks directly to community leaders.

From the interview results, community leaders as LPM PPWH partners also help in monitoring the road and whether or not LPM PPWH activities are carried out. This collaboration with community leaders will make it easier for PPWH LPM to find valid information. From the information of community leaders, it is then made to identify whether the process of achieving goals through the PPWH LPM management process has been going well or if there have been deviations from the previously agreed plan. The results of research observations indicate that the supervision of TPQ in the LPM PPWH assisted villages is carried out once a week which is called a TPQ safari. Syaiful Sagala (2005: 59) explains that supervision includes checking whether everything goes according to the plans made, the instructions issued, and the principles set.

In this activity, the administrators supervise the TPQ of the assisted villages, this is done to obtain information and know accurately about the activities of the assisted villages and to see to what extent the planning and implementation can be carried out in the field. Supervision of this TPQ safari also involves the mosque takmir to make it easier to get information. According to Sukanto Reksohadiprodo (1998: 64-65) that there are at least three factors that must be considered in supervision, namely: a) Changes that always occur both outside and within the organization require planning and of course supervision. b) Organizational cohesiveness requires formal oversight because of the decentralization of power. c) Errors or deviations made by members of the organization require supervision and improvement.

The results of the researcher's observation that these competitions were participated by all TPQ in the target village area. These competitions can also test children's abilities during one year of study at TPQ. The materials tested include all subjects that have been taught in all TPQ villages assisted by LPM PPWH. However, each village under LPM PPWH also has its evaluation which is conducted twice a year. Through exams held as a semester model. According to Nanang Fattah (2004: 107), supervision should refer to problem-solving procedures through finding problems, finding causes, making countermeasures, making improvements, checking the results of repairs, and preventing problems from changing. The existence of the results of the examination carried out by LPM PPWH to its target villages is to find out the extent of the results of a plan.

Supervision or evaluation of women and men is indeed difficult because the method provided by LPM PPWH to the community often uses the lecture method. After the lecture was over, a question and answer session was opened. So, the evaluation that can be carried out by LPM PPWH to parents is only limited to two domains, namely the psychomotor and affective domains, while the cognitive domain is difficult to evaluate. In the past, the PPWH LPM ustadz used the recitation method by rote so that it was relatively easier to test the cognitive domain of the people who took part in the recitation, that is, simply by observing and observing the extent to which they memorized the prayers that had been taught.

LPM PPWH's efforts in conducting supervision to avoid planned deviations. Therefore, Terry (1977: 481) says that "controlling is determining what is being accomplished, that is, evaluating the performance and, if necessary, applying, corrective measures so that performance takes place according to plans". Terry's expression shows that controlling or supervision can evaluate existing performance and correct the results that have been carried out whether it is following what has been planned or not. By having an initial standard, any deviations can be corrected immediately to realize the goals of the organization.

CONCLUSION

The Management of Islamic Boarding Schools in Improving the Quality of Public Education can be concluded as follows: The function of planning LPM Pesantren activities always involves village community leaders, both in monthly or annual meetings related to large or small activities, including in determining the goals of their religious activities, as well as in making decisions.

The organizing function of LPM Pesantren has prepared its members in the distribution of job descriptions, also involving special members and ordinary members of LPM PPWH as encouragement in realizing the activities of the assisted villages.

The function of mobilizing LPM Pesantrens with their fostered village activities is carried out by grouping students or core LPM administrators in one room and developing human resources for ustadz or ustadzah and developing dai or daiyah so that they are ready to be deployed to the fostered community.

The supervisory function of LPM Pesantren supervises and evaluates the performance of the management as well as community activities that have been agreed upon with community leaders.

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