

ISLAMIC BOARDING SCHOOL MANAGEMENT IN IMPROVING TEACHER COMPETENCE AT MODERN BOARDING SCHOOL AL - MUSYADDAD KLATEN

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Abstract

Pesantren management is a series of systems, rules, and governance of educational institutions structured within the framework of values in pesantren. Activities or functions in pesantren management include planning, organizing, directing, and supervising. Teachers or ustad have a central role in pesantren. Ustad also acts as a mentor and role model for the students. There are four competencies that must be possessed by a teacher, namely pedagogical, social, professional, and personality competencies. In this study focuses on the teacher's personality competence, where ustad is expected to have attitudes and behaviors that can be emulated by the students. Pondok Modern Al-Musyaddad is a modern cottage that emphasizes Arabic and English in its daily conversation, and uses a curriculum using the term KMI (Kulliyatul Mu'alimin Al-Islamiyah) in its learning. This study aims to analyze how management at Pondok Modern Al-Musyaddad and how pesantren management in improving teacher competence at Pondok Modern Al-Musyaddad. The method used is qualitative research with data collection techniques through observation, interviews, and documentation. The results showed that pesantren management at Pondok Modern Al-Musyaddad Klaten has been running well in improving the personality competence of teachers/ustad.

Keywords : Management, Pesantren, Teacher Personality Competence

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Pesantren management is a series of systems, rules, and governance of educational institutions that are structured within the framework of values in pesantren. Activities or functions in pesantren management include planning, organizing, directing, and supervising. Teachers or ustad have a central role in pesantren. Ustad also plays a role as a guide and role model for the students. There are four competencies that must be possessed by a teacher, namely pedagogic, social, professional, and personality competencies. This study focuses on the personality competence of teachers, where ustad is expected to have attitudes and behaviors that can be emulated by students. Al-Musyaddad Modern Boarding School is a modern boarding school that excels in Arabic and English in daily conversation, and uses a curriculum using the term KMI (Kulliyatul Mu'alimin Al-Islamiyah) in its learning. This study aims to analyze how management in Al-Musyaddad Modern Boarding School and how pesantren management in improving teacher competence in Al-Musyaddad

Modern Boarding School. The method used is qualitative research with data collection techniques through observation, interviews, and documentation. The results of the study show that the management of the pesantren at Al-Musyaddad Klaten Modern Boarding School has been running well in improving the personality competence of teachers/ustad.

Keywords: Management, Islamic Boarding School, Teacher Personality Competency

1. INTRODUCTION

In the scope of Islamic boarding schools, the role of teachers is very central. Teachers also play a role as a guide and role model for students. Teacher competence is one of the main factors in determining the quality of education in Islamic boarding schools. Competence is defined as several abilities, skills, expertise with all their authority in order to achieve the expected goals. According to the Indonesian Law article 8 no. 14 of 2005 concerning teachers and lecturers, there are four competencies that must be possessed by teachers, namely pedagogical competence, social competence, personality competence, and professional competence. Pedagogic competence refers to the teacher's ability to facilitate learning, personality competence refers to noble morals, arid, wisdom, can be an example for students and society, social competence refers to the ability of teachers to be part of society, and professional competence refers to the ability and obligation of teachers to carry out their profession well.

Pesantren management plays a strategic role in improving teacher competence, which can later have a positive impact on improving the quality of teachers in pesantren. Pesantren-based management is a series of systems, rules, and governance of educational institutions that are well structured within the framework of pesantren values. These values are reflected in the culture and traditions of Islamic boarding schools that are part of daily life, aiming to form the character of students who have faith and devotion to Allah SWT, as well as have strategic abilities based on the Qur'an and Sunnah to achieve the set goals.¹ Management is one of the steps to simplify a goal of an organization, has four main functions, namely: planning, organizing, actuating, and controlling.

Management in improving teacher competence is very important to pay attention to because the competence of qualified teachers will affect the intelligence of students or students and the competence of teachers will also affect the morals and manners of students or students in their daily activities. A management strategy to improve teacher competence is very important to implement, with an organized strategy that will produce the output or results expected by educational institutions.

2. RESEARCH METHODS

The research method used is qualitative research with a field research approach or field research through observation, interviews, and documentation. The data sources used are primary data obtained directly without intermediaries through observation, documentation and interview questions to the resource persons. While secondary data is data that comes from a second source through documents related to the data or such as previous literature studies, books, scientific works related to the research being conducted. The data analysis process carried out was Milles and Huberman analysis, namely direct interaction with informants as research subjects, namely the Pondok Leader, Director of KMI, Ustad, and Santri Pondok Modern Al-Musyaddad Klaten.

3. RESULTS AND DISCUSSION

Management comes from Latin which comes from the word manus which means hand, and agere which means to carry out. The combination of the two words becomes managere, which is a handle. In English, it translates to "to manage", with the noun management which means to manage and manage. George R. Terry and Leslie W. Rue describe management as a framework that involves guiding a group of people to achieve clear operational goals or targets.²

J. Paylakim and Tanzil stated that management is an art that prioritizes business efficiency to achieve maximum results with minimal effort, in order to achieve welfare and happiness, and provide

the best service to the public.³ According to M. Manullang, management can be understood in three meanings: first, management as a process. Second, as a group of individuals who carry out management functions. Third, management as an art and science.⁴

Joseph L. Massie described management as a group of people who have a jobdesk or the task of directing other people's activities towards a common goal. Management is the process of coordinating the steps of a group of people with certain techniques to achieve the same goal.⁵ According to Handoko, management is a collaborative process with others to set, understand, and achieve organizational goals through the implementation of work programs for planning, organizing, managing staff, directing, and leadership.⁶

Islamic boarding school management means an institutional management process that includes planning, organizing, implementing, and supervising that involves the optimal contribution of people, funds, physical, and other sources effectively and efficiently.⁷ A kyai or leader in an Islamic boarding school is not able to move the Islamic boarding school without the support of the ustad who works professionally and does not expect anything in return.⁸

Kyai as the most important manager must be able to delegate tasks to managers according to their competence. The management structure is based on the goals and strategies of the institution, thus creating solid relationships and practical implementation.⁹ The management of Islamic boarding schools at Al-Musyaddad Modern Boarding School is basically carried out through the activities of the Islamic education management function, namely planning, organizing, actuating, and controlling (POAC).

Planning

The planning carried out by Al-Musyaddad Modern Boarding School in improving teacher competence with regular meetings and in-depth studies designed by the Pondok or Kyai Leadership is a form of improving the teacher's personality in the spiritual aspect which is in line with the vision of Al-Musyaddad Klaten Modern Boarding School. Other spiritual strengthening such as tausiyah, lectures, and several activities that are carried out consistently that are tailored to the needs of the ustad to become an example for students and the community.

Deepening or training activities for ustad are programs planned by Pondok Modern Al-Musyaddad to improve the competence of ustad both in teaching and personality. So that ustad can become a better person if they conduct continuous training. And the training is better in terms of how to teach students, foster students, be a role model for students, and be better in making I'dad before teaching.

Al-Musyaddad Modern Boarding School implements rules for ustad that must be obeyed. Ustad has a commitment to uphold a positive culture of discipline and ethics at the Pondok. The regulation is useful for upholding the ustad code of ethics.

Organizing

Organizing at Al-Musyaddad Modern Boarding School is carried out by dividing duties or responsibilities in accordance with their respective fields, with the division of duties or responsibilities in accordance with their fields, the ustad can carry out their duties optimally. And these duties or responsibilities are directly supervised by the Pondok Leader. The leadership of the Pondok provides guidance to the ustad so that they are always on the right path. Leaders are also active in fostering ustad who are wrong or violate the rules of the Pondok.

In addition to giving tasks and responsibilities, Al-Musyaddad Modern Boarding School also provides internet facilities, such as wifi to facilitate access to communication effectively and efficiently. With the internet, ustad is easier and faster in providing and receiving information. The leadership of the Pondok also provides advice related to the formation of the personality of the ustad which is in line with the values of the Al-Musyaddad Modern Pond.

Organizing in terms of learning with daily pickets that have been scheduled every month. This shows the responsibility of the ustad in carrying out their duties. This daily picket is carried out every day with alternating ustad schedules, so that the organization in terms of learning goes well. Organizing in terms of upholding the code of ethics of the teacher profession at Al-Musyaddad Modern Boarding School by going through regular meetings which is used as a means to convey and direct the ustad regarding the code of ethics. The leadership gives directions both verbally and in writing in the nyantri book.

Briefing

Briefings are carried out through regular meetings involving all ustad to obey the regulations in the Pondok, as well as special personal briefings by the Pondok or Kyai Leadership to ustad who need more attention, if there is no change, the Leadership has the authority to remove the ustad. The routine meetings that are carried out not only ensure that the ustad obey the regulations in the Pondok but the Pondok Leadership also provides directions related to the assignment of duties and responsibilities. The briefing supports the ustad to become more mature and responsible in carrying out their duties.

The Pondok leadership gave directions to the asatidz that the ustad not only plays a role as a teacher, but also as a parent figure for the students. The leadership of the Pondok also provided a briefing by setting ethical standards that must be followed, such as dressing modestly, and encouraging the ustad to carry out the norms and rules that apply in daily life for students.

Supervision

Supervision at Al-Musyaddad Modern Boarding School for all ustad is directly supervised by the Leadership and Director of the Pondok which is carried out every day, in addition to that there are regular meetings to evaluate the performance of the ustad as well as advice and direction from the Leadership to ustad and students. Direct supervision by the Pondok Leadership to ensure that the objectives of the cottage can be achieved in accordance with the desired standards. The existence of the amaliyah tadrīs or microteaching program as a form of preparation and introduction to the ustad about how to teach well and in line with the standards of the Al-Musyaddad Modern Boarding School as well as routine training held on Monday and Wednesday nights to improve the teaching skills of the ustad. This is also a form of continuous supervision carried out by Al-Musyaddad Modern Pond.

Supervision at Al-Musyaddad Modern Boarding School has an important role in improving the personality of teachers. Supervision is carried out daily on ustad and students, as well as periodic supervision through evaluations carried out to monitor the academic competence of ustad and form the character of ustad. supervision is also carried out as a form of monitoring by the Pondok Leadership on the standards of behavior that have been set at Al-Musyaddad Modern Pond. The supervision process is carried out in a structured and comprehensive manner to ensure the responsibility of the ustad, good behavior, and maintain the values and culture of the Al-Musyaddad Modern Boarding School.

4. CONCLUSION

The management of Islamic boarding schools has an important role in improving teacher competence, especially the personality competence of teachers in Al-Musyaddad Modern Boarding School with the indicators listed in Permendiknas Number 16 of 2007. Pesantren management includes planning, organizing, directing, and supervising. Management at Al-Musyaddad Modern Boarding School with the KMI curriculum in improving teacher competence has shown that there is a change in the attitude or personality of teachers who become better in their daily lives and when teaching and interacting directly with students. Ustad is an example for students, with an honest, steady, stable, mature, wise, authoritative, and noble personality. Ustad shows an attitude of having high responsibility, having a

work ethic, confident, and proud to be a teacher. Ustad is also able to apply and behave in accordance with the code of ethics of the teacher profession.

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