

ADOPTING PESANTREN-BASED JUNIOR HIGH SCHOOL PROGRAMS: THE PESANTREN CHANGE ITS EDUCATIONAL SYSTEM WITHOUT CONFLICT

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Abstract

Some Islamic Boarding Schools (Pesantren) have integrated school education into its education system to generate excellent Muslims in science and technology. However, in practice, pesantren usually consider the school education as the second. Due to that, the santri are less motivated to learn science and technology, then results in them being unqualified. Responding to this problem, the government of Indonesia has made a policy to implement school education in pesantren, known as the pesantren-based junior high schools program (SMP-BP). This study examines the strategy of pesantren in managing junior high schools and explains the approach to adopting the SMP-BP. Our exploration utilizes a qualitative research design with a survey approach. Data were collected and analyzed using an analytical approach. The results showed that the SMP-BP program was carried out through problem analysis and strategic management. Problem analysis comprises human resources problems (santris and teachers) and evaluation methods. Furthermore, strategic management consists of: (1) curriculum development and integrated learning, (2) governance policy, (3) human recourses, (4) infrastructure and facilities, (5) finance, and (6) educational output. Our finding confirms that pesantren has changed its system to implement the SMP-BP program without any conflicts. This study can assist educational practitioners in their efforts to improve the quality of Islamic education in science and technology.

Keywords: *Analysis; management; pesantren; SMP-BP; science and technology*

Abstrak

Beberapa Pesantren telah mengintegrasikan pendidikan sekolah ke dalam sistem pendidikannya untuk menghasilkan umat Islam yang unggul dalam ilmu pengetahuan dan teknologi. Namun dalam praktiknya, pesantren biasanya menganggap pendidikan sekolah sebagai yang kedua. Oleh karena itu, santri kurang termotivasi untuk mempelajari ilmu pengetahuan dan teknologi, sehingga

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mengakibatkan mereka tidak berkualitas. Menyikapi permasalahan tersebut, pemerintah Indonesia telah membuat kebijakan untuk melaksanakan pendidikan sekolah di pesantren, yang dikenal dengan program sekolah menengah pertama berbasis pesantren (SMP-BP). Penelitian ini mengkaji tentang strategi pesantren dalam mengelola SMP dan menjelaskan pendekatan mengadopsi SMP-BP. Eksplorasi kami menggunakan desain penelitian kualitatif dengan pendekatan survei. Data dikumpulkan dan dianalisis menggunakan pendekatan analitis. Hasil penelitian menunjukkan bahwa program SMP-BP dilakukan melalui analisis masalah dan manajemen strategis. Analisis masalah terdiri dari masalah sumber daya manusia (santri dan guru) dan metode evaluasi. Selanjutnya, manajemen strategis terdiri dari (1) pengembangan kurikulum dan pembelajaran terpadu, (2) kebijakan tata kelola, (3) sumber daya manusia, (4) prasarana dan sarana, (5) keuangan, dan (6) keluaran pendidikan. Temuan kami menegaskan bahwa pesantren telah mengubah sistemnya untuk melaksanakan program SMP-BP tanpa menimbulkan konflik. Kajian ini dapat membantu para praktisi pendidikan dalam upaya meningkatkan kualitas pendidikan Islam di bidang sains dan teknologi.

Kata kunci: Analisis; manajemen; pesantren; SMP-BP; ilmu dan teknologi

مستخلص

بدأت عدة المعاهد (البيسانتين) في تمزيج المدارس في منهجها لإنتاج الجيل المسلمة المسيطرة على العلوم التكنولوجية. ولكن في الواقع وضعت المعاهد المدارس في المركز الثاني في منهجها التعليمي وأدى هذا إلى ضعف دوافع الطلبة على تعلم العلوم والتكنولوجيا فلا يصلون إلى الجودة المرجوة. بناء على هذه الظاهرة أخذت الحكومة بإقامة المدارس في المعاهد وسمي هذا بالمشروع المدارس المتوسطة المؤسسة بالمعاهد (SMP-BP). يركز البحث في إستراتيجيات المعاهد في إدارة المدارس ومدخلها، ويستخدم الباحث منهجاً وصفيًا تحليليًا. جمع الباحث البيانات وحللها بالمدخل التحليلي. دلت نتائج البحث على أن مشروع SMP-BP طبق عن طريق تحليل المشكلات والإدارة الإستراتيجية. المشاكل المحللة تحتوي في الموارد البشرية (المدرسون والطلبة) و منهج التقويم. وأما الإدارة الإستراتيجية تتكون من (1) تطوير المناهج والتعليم المتكامل، (2) منهج الإدارة (3) والموارد البشرية، (4) الوسائط والوسائل، (5) والتمويل، (6) والحاصلات التعليمية. هذه الإكتشافات تؤكد أن المعاهد غيرت مناهجها في إدارة المشروع SMP-BP بدون ظهور التعارضات. تعين هذه الدراسة مزاوالتعاليم في ترقية جودة التعليم الإسلامي في مجال العلوم التكنولوجية

الكلمات الرئيسية: التحليلات ؛ المعهد؛ SMP-BP العلوم والتكنولوجيا

A. INTRODUCTION

Educational institutions are subjected to change to ensure the progress and sustainability of human civilization.¹ Nelson Mandela, the late President of South Africa, and

¹Alexander Egorychev, Lev Mardakhaev, and Anna Ahtyan, "Education in Globalizing World: Basic Institution Determining Development of World Civilization," *Economic and Social Development: Book of Proceedings*, 2017, 777-84; Vasyly Kremen, "Education in the Structure of Civilization Changes," 2013.

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a world-renowned peace activist, stated that education is the most powerful weapon to make social change without violence.² In Indonesia, education can play an important role in the de-radicalization process among students through character-based education radicalization lessons, namely history, religion, citizenship, and counseling³. In addition, pesantren as an Islamic educational institution is also perceived useful to de-radicalize radicalism with institutional strengthening to empower *santris* (students) by religious knowledge. The pesantren and their teachers have been the guardian of values providing moral and character education to our youth, solving social problems and communal ills in our societies, and safeguarding our national character and societal interests. If *santris* are more empowered with science and technology, the role of pesantren in overcoming the nation's problems will be more complete, including unemployment which causes violence in society.⁴ In short, pesantren (Islamic boarding schools) can be used as sources and facilities for peace education.⁵

In spite of the above strengths, pesantren also suffers from certain shortcomings. Thick curriculum contents have prevented the Islamic boarding schools from adopting science education which is an important ingredient for progress. Many factors compromise the quality of science education in pesantren including qualified teachers and commitment, low student inputs, and limited infrastructure, placing the highest value on pesantren in producing output⁶, authoritarian leadership, the conservative understanding of the pesantren management, transactional management, the support of human resources, and institutional financial

²J.A. Abongdia, G. Galloway, and K.J. Mammen, "An Analysis of A Sample of South African University Students' Reflections on Nelson Mandela as a Motivator of Learning," *Mediterranean Journal of Social Sciences* 5, no. 14 (July 2014), <https://doi.org/10.5901/mjss.2014.v5n14p304>; Stephen J Perkins and Raisa Arvinen-Muondo, *Organizational Behaviour: People, Process, Work and Human Resource Management* (Kogan Page Publishers, 2013).

³Putri Hergianasari, "Konsep Deradikalisasi Pada Pendidikan Berbasis Pembelajaran Terpadu," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 9, no. 3 (2019), <https://doi.org/10.24246/j.js.2019.v9.i3.p239-244>.

⁴Puji Handayati et al., "The University Students Enterprises Development: Lesson from Indonesia," ed. May Cheng, *Cogent Education* 8, no. 1 (January 2021), <https://doi.org/10.1080/2331186X.2021.1973286>; Slawomir Jan Magala and Francisco Liñán, "Recognizing Patterns of Organizational Change after Flexible Individualization," *Journal of Organizational Change Management* 28, no. 2 (April 2015), <https://doi.org/10.1108/JOCM-01-2015-0010>.

⁵Jeanne Francoise, "Pesantren as the Source of Peace Education," *Walisongo: Jurnal Penelitian Sosial Keagamaan* 25, no. 1 (2017), <https://doi.org/10.21580/ws.25.1.1161>; | Syamsul Ma'Arif, "Education as a Foundation of Humanity: Learning from the Pedagogy of Pesantren in Indonesia," *Journal of Social Studies Education Research* 9, no. 2 (2018), <https://doi.org/10.17499/jsser.58854>; | Abdul Rohman, "Pesantren as a Basis for Internalization of Pluralistic Values for Preparing a Democratic Citizens in a Diverse Society," *Walisongo: Jurnal Penelitian Sosial Keagamaan* 25, no. 2 (2017), <https://doi.org/10.21580/ws.25.2.1324>.

⁶Muhammad Anggung Manumanoso Prasetyo and Zulkhairi Zulkhairi, "Design of Aceh Government's Dayah (Study of Conflict Interaction and Effectiveness in Organizations)," *Al-Hayat: Journal of Islamic Education* 6, no. 1 (2022): 87–103, <https://doi.org/10.35723/ajie.v6i1.220>.

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support.⁷ These obstacles are coupled with the expectation of the market. The industrial world requires pesantren to change the direction and adopt a new curriculum policy that accommodates science and technology.⁸

The Government of Indonesia, the collaboration between the Ministry of National Education and the Ministry of Religious Affairs, rightly responded to this problem. Jakarta introduced the Pesantren-Based Schools (SBP) initiative, which aims at integrating Islamic knowledge and science education as a prerequisite for good Islamic boarding schools.⁹ The Ministry of National Education defines Pesantren-Based Schools (SBP) as a form of integration comprising multiple intelligence models (multiple intelligence) and life skills to strengthen the national and spiritual-religious characters of Indonesia.¹⁰

In realizing the SBP education model, the Ministry of National Education, Ministry of Religious Affairs, Center for Educational Development (CERDEV) UIN Syarif Hidayatullah Jakarta, and some Islamic Boarding School Managers - the representative of the pesantren communities have designed pesantren-based junior high schools' program (SMP-BP) to generate religious scientists, then they can contribute fully to the social system.¹¹ Consequently, the pesantren system has to change and ready to adopt the pesantren-based junior school program (SMP-BP). It is not only a right step to improve the quality of *santris* (students), but also to equip them with the necessary knowledge about science and technology. It is relevant to the modernization of Islamic boarding schools in terms of integrating science and Islamic curriculum¹² to goal sustainable development.¹³ However, this system is not a new one in Indonesia, for there already exist the Modern Islamic Boarding Schools which adopted the madrasah system of the Ministry of Religion as its formal educational system.

⁷Hamid Fahmy Zarkasyi, *Sistem Pendidikan dan Pengkajian Islam di Pesantren Dalam Kontek Dinamika Studi Islam Internasional*, EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan, vol. 13 (Jakarta: Puslitbang Pendidikan Agama Islam dan Keagamaan, 2016).

⁸Salmi Wati and Suriani Suriani, "Pesantren: The Origins And Institutional Growth," 2019. <https://eudl.eu/doi/10.4108/eai.17-10-2019.2289750>

⁹Sajidin Sajidin, "Manajemen Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di SMP BP Amanatul Ummah Pacet Mojokerto" (INSTITUT PESANTREN KH ABDUL CHALIM, 2020).

¹⁰Kemendiknas, "Direktorat Jenderal Pendidikan Dasar Dan Menengah, Direktorat Pembinaan SMP," *Laporan Monitoring Dan Evaluasi Program Sekolah Berbasis Pesantren*, 2016.

¹¹Nurochim Nurochim, "Sekolah Berbasis Pesantren Sebagai Salah Satu Model Pendidikan Islam Dalam Konsepsi Perubahan Sosial," *Al-Tahrir: Jurnal Pemikiran Islam* 16, no. 1 (2016), <https://doi.org/10.21154/al-tahrir.v16i1.320>.

¹²Amir Syafruddin, "The Modernization of Education in Islamic Boarding Schools and The Shift of Santris's (Islamic Boarding Student) Politics," *International Journal of Educational* 9, no. 2 (2019): 33-42.

¹³Sapia Moalam Abdulrachman, "Integrating Spiritual Dimension in Sustainable Development Strategy an Islamic Perspective," *OIDA International Journal of Sustainable Development* 2, no. 11 (2011): 51-64.

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Inspiring that, amongst the traditional pesantren in Aceh have adopted the SMP-BP program by setting up junior high schools in pesantren are Al-Mujaddid in Sabang and the Darul Amin in Central Aceh. These pesantren can be considered successful in implementing the SMP-BP program because their students got good National Examination results and win science olympiad championships such as mathematics, physics, and biology at their regional level. In addition, the students/*santris* who have competence in science and technology that of regular schools will be able to compete and collaborate with others in seeking jobs and sustenance. The questions are how the pesantren can implement the SMP-BP program successfully and what their strategies are to ensure the progress.

Many studies have described the management strategy to improve the general quality of pesantren and public schools independently. However, the efforts of Islamic boarding schools to integrate science and technology into their curriculum are still lack the attention of scholars. Our study concentrates on the two pesantren above. Al Mujaddid - SMP represents a reflection of Acehnese culture from the west, and Darul Amin - SMP represents the socio-cultural community of Aceh from the central region. These schools were considered to represent social entities of the Acehnese community: Our qualitative research approach aspires to provide an in-depth understanding of the data which has a substantial impact on the research's substance.¹⁴

This study does not aim to test hypotheses but rather to describe data, facts, existing conditions, and trends, and to analyze and predict what must be done to achieve the desired future. We utilized the survey analysis method to describe and interpret data and objects as they are.¹⁵ We as researchers functioned as instruments in data collection and in determining data sources with the purposive sampling procedure allowing us to act as the key instrument. Our primary research tools in data collection were in-depth interviews, observation, and the study of documentation, while the validity checks used are extended participation, observation persistence, and data triangulation techniques. The data was analyzed with the interactive model, which consists of three stages: first, all data was reduced (transcripts of data were categorized, then coded and keywords were taken), second, data was displayed in tabulation,

¹⁴Sugiyono, *Metode Penelitian & Pengembangan, Untuk Bidang Pendidikan, Manajemen, Sosial, & Teknik*, 1st ed. (Bandung: Alfabeta, 2015); Marilyn Lichtman, *Qualitative Research in Education: A User's Guide* (Sage publications, 2012).

¹⁵Bungin Burhan, *Metodologi Penelitian Kualitatif: Aktualisasi Metodologi Ke Arah Ragam Varian Kontemporer*, *METODOLOGI PENELITIAN KUALITATIF AKTUALISASI METODOLOGIS KE ARAH RAGAM VARIAN KONTEMPORER*, 2019; J Miles, M.B. Huberman, A.M. dan Saldana, *Qualitative Data Analysis, A Methods Sourcebook* (Terjemahan Tjetjep Rohindi Rohidi, UI-Press.), 3rd ed. (USA: Sage Publications, 2014).

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and the last, data was interpreted to have the meanings, and then concluded it. These process was done during and after all data was collected.

This study found that the pesantren (Al-Mujaddid and Darul Amin) implemented the SMP-BP to improve the quality of science education in two ways, problem analysis and strategic management. The problem analysis includes analyzing problems with students and teachers, and evaluation methods. The strategic management comprises such as curriculum development, human resources, infrastructure and facilities, and so forth. The two ways lead the management side to make changes to certain elements in an effort to find solutions and effective strategies for the implementation of the SMP-BP program. However, these changes do not lead to dualism in education and organizational conflict.

Our study expects to have positive implications for pesantren managers (Kyai or Abuya) in policymaking, especially in their efforts to improve the quality of their pesantren. As for the social implications, we hope that pesantren can reach a competitive level in the field of science to be able to contribute positively to the development of this human field. Thus, the findings of this study can refute the public assumption that often views Islamic boarding schools as low in the quality of science education.

B. DISCUSSION

1. Analysis of problems hindering the implementation of SMP-BP and its solutions

The main elements that determine the success of an educational institution are students and teachers. Even without these two elements, schools and pesantren will disband by themselves. Meanwhile, the facilities serve as a support means and will change according to the development of science and technology. Therefore, this study does not address the facilities issue in this section, and the problems elaborated are limited to the following aspects:

Problems with santris

Pesantren is one of the oldest learning institutions in Indonesia, with a few other names including *dayah* (from *zawiyah*) in Aceh and *surau* in West Sumatra and *pondok* in other parts of Southeast Asia.¹⁶ Its long history and continuing spiritual-intellectual

¹⁶Kevin W. Fogg, "State and Islamic Education Growing into Each Other in Indonesia," in *Southeast Asian Education in Modern History*, ed. Pia Maria Jolliffe and Thomas Richard Bruce (Abingdon, Oxon ; New York, NY : Routledge, 2019. | Series: Routledge studies in the modern history of Asia ; 133 | Includes bibliographical references and index.: Routledge, 2018), <https://doi.org/10.4324/9781315161211>; Dimas Ramdan Nanto, "Pesantren Dan Radikalisme: Kajian Khusus Pondok Pesantren Al-Hamid, Jakarta Timur Dalam Rangka Mencegah Paham Radikalisme," 2019, 1–85.

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engagements make pesantren an important cultural mark of the archipelago.¹⁷ The basic principle of its establishment is that it comes from the community and returns to the community.¹⁸

Pesantren as educational institutions are excellent in Islamic moral formation yet are required to transform into corporate nonreligious subjects, especially science and technology. This is necessary for the ever-changing digital age in order to create broadly skilled graduates and superior human resources capable of adapting and overcoming various life problems due to technological developments. For this reason, the urgency of mastering science and technology by all education stakeholders, especially teachers and students, must be supported by a formal policy to realize an effective learning process. Such a policy is certainly very relevant to the Indonesian Government's policy regarding the Pesantren-based Junior School Program (SMP-BP). So that pesantren will not experience regulatory conflicts or obstacles. Instead, it will be fully supported by the Government.

In addition, such a program is needed in the digital age; science competency is an important ingredient for any educational institution including pesantren. Thus, the SMP-BP program combining the subjects initially taught at the formal education system of SMP and those of Islamic boarding schools has become a priority for pesantren managers. This program demands the harmonization between the two sets of subjects in an integrated manner complementary to each other. As indicated earlier the SMP-BP initiative was developed to improve the quality of pesantren graduates inducing them to become reliable Indonesian human resources. In other words, they are expected to possess good inner faith and divine awareness, known in the local term as *iman dan taqwa* (*imtak*, or faith and divine consciousness) as well as knowledge and science and technology.

By the SMP-BP, pesantren hopes santris (graduates) are competent, skilled, and adaptive to face the challenges of the times. Such important goals can only be achieved if the pesantren performs concrete actions and follows the government guidelines and standards of practice. Nevertheless, not all santris with the status of school students from SMP-BP have adequate basic knowledge about science and technology. This is because not all students are interested in the science program, so strengthening science cannot be applied to all students. In addition, the learning process for formal education (in this case, a junior high school) takes no less than 12 hours a day, and the learning process of pesantren education lasts up to 24

¹⁷Noorhaidi Hasan, "The Salafi Madrasas of Indonesia," in *The Madrasa in Asia* (Amsterdam University Press, 2009), 247–74, <https://doi.org/10.1515/9789048501380-011>.

¹⁸Abdullah Syukri Zarkasyi, *Bekal Untuk Pemimpin, Pengalaman Memimpin Gontor*, 1st ed. (Ponorogo: Trimurti Press, 2011).

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hours. Thus, integrating school education into pesantren is certainly very burdensome for the santri to participate in the learning process. In this situation, pesantren formates the section for developing the interests and talents of students which function is to select and sort out students to study science and technology according to their interests and talents. Pesantren organizes a science class through two steps. The first is to recruit santri with strong grades in mathematics, other sciences, and social studies. The second, appoint a supervisor or program coordinator for each subject. To support this way of reaching the goal, pesantren works with the principal to provide a budget as a reward for supervisors who accomplish success. This way differs from Rahmatih and Rahani, which recommend changing a balanced system between general (science) education and religious education.¹⁹ Hence, learning science is not considered as an addition or a complement, and then it is taught optimally.²⁰

Problems with teachers

In addition to the student's problems, this study found several problems in teachers affecting science teaching quality; (1) Teachers' lack of qualifications and competency, particularly in terms of optimizing technology-based learning media; (2) Teachers' lack of motivation. It is caused by an unclear division of tasks, many teachers holding multiple positions, and (3) Another shortcoming is an unclear reward system and career path.

In response to the problems, the SMP-BP initiative assigns trained individuals to supervise classes and teaching-learning activities to provide feedback on how to strengthen teachers' performance. Then, the SMP-BP program provides a good opportunity for teachers to improve their qualifications and skills through training. It hopes teachers can contribute to the advancement of their professionalism and class effectiveness. Besides, to improve teachers' skills, pesantren develops an evaluation system in the form of an independent competency test that is administered at the beginning of every new academic year. The competencies tested are Islamic insight, reading and writing the Qur'an, and teaching competence. Further, pesantren collaborate with outside parties to carry out education and training for teachers to increase their competencies, such as inquiry teaching methodology and evaluation skills through training and workshops. For instance, Pesantren Darul Amin works

¹⁹Aisa Nikmah Rahmatih, Mohammad Archi Maulyda, and Muhammad Syazali, "Refleksi Nilai Kearifan Lokal (Local Wisdom) Dalam Pembelajaran Sains Sekolah Dasar: Literature Review," *Jurnal Pijar Mipa* 15, no. 2 (March 2020): 151–56, <https://doi.org/10.29303/jpm.v15i2.1663>; Raihani, "Report on Multicultural Education in Pesantren," *Compare: A Journal of Comparative and International Education* 42, no. 4 (2012): 585–605.

²⁰Syamsul Ma'arif, Achmad Dardiri, and Djoko Suryo, "Inklusivitas Pesantren Tebuireng: Menatap Globalisasi Dengan Wajah Tradisionalisme," *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi* 3, no. 1 (2015): 81–94.

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in collaboration with the Raudhah Hasanah Islamic Boarding School (North Sumatra) to provide subject training, and Darul Amin also participates in activities organized by the Dayah Education Office every year by recommending teachers to join the training, such as computer and curriculum training. Meanwhile, to motivate teachers to do the learning process effectively, the pesantren serves as a facilitator through effective communication and intellectual stimulation, “If you win a competition, the prize money is given to the pesantren, divided to the participating teachers”. As a result, even though the supervising teacher did not win, he was compensated.

Furthermore, solving problems with teachers in the long term was done by an analysis of weaknesses and opportunities, as shown in the table follows.

Table 1: Analysis of Problems with Teachers

Aspect	Weakness	Opportunities
Human Resources: Teachers	The lack of interest of science teachers to teach in Islamic boarding schools	Pesantren has a system of fostering ulama cadres through alumni institutions
	Institutional status with private status does not have a clear career path for teachers	The Aceh government has a special agency for the development of pesantren, known as the Dayah Agency
	Most of the science teachers do not have a pesantren education background. In teaching, they prioritize obtaining material rather than sincerity	The Education and Sports Agency is responsible for the success of school education in Islamic boarding schools

The description of table 1 can be explained the pesantren after adopting the school education curriculum into the pesantren curriculum. The pesantren face problems with teachers. The pesantren do not have teaching staff and have to recruit teachers from outside the pesantren to teach general subjects (school subjects), but they are less interested to teach in pesantren. Among the reasons; have no time, paying little, career development is unclear, and the rules are strict. This will be overcome by utilizing the pattern of developing its alumni cadre. The cadres are students (santris) and teachers who have good capability and loyalty. Pesantren has an independent recruitment system of cadres. The alumni who have good competence in science and technology can be given scholarships to continue their education in the fields, and loyal teachers also can be used as cadres to obtain academic scholarships in mastering sciences such as mathematics, sociology, business administration, and computer engineering.

In addition, teachers of general education (schools) often see career paths as one of the motivations to work. Islamic boarding schools as private educational institutions do not have

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a clear employee career development system, causing general education teachers to leave the pesantren when they see better career development opportunities in state educational institutions. In this case, the Dayah Agency can be used as a resource for teacher career development, at least through developing their capacity and competence by providing scholarships to continue their education to a higher level.

Finally, regarding human resources (school education teachers) who do not have a pesantren background. Pesantren can cooperate and consult with the education and sports office to provide profiles of teachers who will be recruited or placed in pesantren. Thus, school education teachers who teach in pesantren have a pesantren background and understand the culture of pesantren.

Evaluation methods

The success or failure of the program is known through the evaluation of the data obtained either by qualitative or quantitative mechanisms. The qualitative process includes assessment and observation during the learning process. Besides, teacher assessment activities are evaluated by formal meetings to measure program implementation. This assessment is evaluated and monitored by senior teachers and curriculum representatives, who also serve as program coordinators. Meanwhile, the quantitative process involves measuring the achievements of the students both individually and institutionally. The students in science classes are evaluated through the administration of competency tests. Besides, competition of sciences between junior high schools and accomplishments in Science Competition Events hosted by the Education Office are also used as an indicator and empirical evidence of the efficacy of the SMP-BP program.

This method is contra to Shelby Cosner, who states that the evaluation related to learning is carried out by (a) developing a visual model of science learning, in this case, learning is carried out in a physics laboratory; (b) excavation and developing of materials related to natural knowledge with digital visual models, in special sessions students watch films related to teaching materials; (c) developing project-based learning methods, students are assigned to conduct experiments, especially science subject matter; (d) developing curriculum activities to increase understanding of science.²¹ However, pesantren evaluation method resulted in santris advanced in the sciences, they gave the evidence by various achievements. For example, SMP Al-Mujaddid won the overall champion of the Sabang Science Olympiad organized by the Local Education Agency in 2019.

²¹Shelby Cosner, "Building Organizational Capacity through Trust," *Educational Administration Quarterly*, 2009, <https://doi.org/10.1177/0013161X08330502>.

2. Strategic Management of SMP - BP

Strategic management is a managerial approach used in formulating strategies and implementing them by coordinating important decisions across levels and functions within an organization and across organizations. It usually includes strategic planning to formulate strategies, how to implement strategies and continuous strategic learning.²² Strategic management in educational organizations is related to total management.²³ According to Poister²⁴, strategic management consists of (a) strategic planning; (b) budgeting, performance measurement, and management and evaluation of its implementation; and (c) feedback from these elements to improve the achievement of the mission, mandate, and sustainable public value creation. However, in practice, generally, strategic management starts from minimizing the opportunity for the emergence of uncertainty to analyzing opportunities and threats based on the analysis of strengths, weaknesses, opportunities, and treatments (SWOT).²⁵

The concepts above imply that strategic planning must be followed by action planning. In the context of education, action planning can be used to; explain some objectives and strategies related to education policy, programs or activities, and time; discover the necessary resources; distribute institutional and administrative responsibilities; prepare a budget, and so forth²⁶. This study found that the pesantren have made action planning to succeed in the pesantren-based junior high school program (SMP-BP) as shown in the table below:

Table 2: The Action Planning of Pesantren

Components	Plannings	Programs
Achievements	Strengthening the vision and mission of the institution	Winning city and district science competitions
The person in charge of the program (<i>Rais Aam</i>)	Changing leadership style of <i>Rais Aam</i> or the general chairman of the pesantren	Creating participatory and transformative leadership
Period	Implementing the program of SMP-BP in long term	Providing scholarships to students and teachers (cadres) to increase their competence
Process	Strategic formulation of SMP-BP,	Selecting potential students for

²²John Bryson and Bert George, “Strategic Management in Public Administration,” in *Oxford Research Encyclopedia of Politics*, 2020, <https://doi.org/10.1093/acrefore/9780190228637.013.1396>.

²³Jeanne Liedtka and Saul Kaplan, “How Design Thinking Opens New Frontiers for Strategy Development,” *Strategy & Leadership*, 2019; Muhammad Fadhli, “Sistem Penjaminan Mutu Internal Dan Eksternal Pada Lembaga Pendidikan Tinggi,” *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (September 2020): 53–65, <https://doi.org/10.33650/al-tanzim.v4i2.1148>.

²⁴Theodore H. Poister, David W. Pitts, and Lauren Hamilton Edwards, “Strategic Management Research in the Public Sector: A Review, Synthesis, and Future Directions,” *American Review of Public Administration* 40, no. 5 (2010), <https://doi.org/10.1177/0275074010370617>.

²⁵Muhammad Anggung Manumanoso Prasetyo et al., “Dimensional Analysis of School Based Pesantren Design Development” 7, no. 1 (2022): 1–13, <https://doi.org/10.25217/ji.v7i1.1636>.

²⁶Mohd Faiz Mohd Yaacob et al., “Strategic Management and Strategic Planning in School: Is It Worth for Teachers?,” *Academy of Strategic Management Journal* 18, no. 3 (2019).

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	implementation, and evaluation	science class and integrating school curriculum into pesantren curriculum
Main beneficiary	Students (Santris) and teachers	Improving the competence of students and teachers in the sciences is adjusted to their potential
Distribution of responsibilities	Establishing leaders and section coordinators for SMP-BP	Giving the authority and autonomy to the director of teaching and the principal to manage the SMP-BP Program
Networks	Building institutional networks	Establishing a close relationship with the pesantren alumni forum and the Gontor pesantren alumni forum
Planning	Developing strategic planning based on SWOT analysis	Conducting periodic internal and external analysis with referring to pesantren's blueprint, statutes, and bylaws

Table 2 explains that Islamic boarding schools have planned their actions for the implementation of the SMP-BP program through 7 aspects. To ensure the planning and programs achieve the goals of the SMP-BP program maximally - creating excellent Muslim generations in sciences and technologies, the Pesantren carried out six aspects of strategic management to improve science education quality in pesantren, as shown in the figure follows.



Figure 1: Strategic Management of SMP-BP

Firstly, curriculum development and integration of the official curriculum (Ministry of Education and Culture) into the pesantren curriculum. This curriculum is student-oriented and focuses on student’s active participation and empowerment. This is motivated by the idea that learning is a two-way mechanism emphasizing student learning activities, rather than teacher-teaching engagements. Meanwhile, the pesantren curriculum is based on teacher

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center learning (activities) that emphasizes increasing religious understanding, language capacity, leadership, and life skills.

Secondly, it is related to the pesantren governance policy. Pesantren adopts the boarding system whereby students are living in a hostel in the pesantren. This allows the management to focus on providing students with good services and coaches them 24 hours daily as they participate in all kinds of learning activities. The system as such also offers students an opportunity to strengthen their life skills and essential values necessary to succeed in life, such as the development of the ability to apply foreign languages, leadership competencies through organizations, expertise programs, and entrepreneurial competencies programs.

Thirdly, the management of educators and education staff by optimizing their professional engagements with clear performance indicators, specific institutional vision, and mission achievements. In addition, Darul Amin and Al Mujaddid, also created a conducive work environment to develop professional pesantren resources by implementing governance rules for teachers and employees following official government regulations and developing the competence of Islamic boarding school teachers corresponding to their respective educational backgrounds.

Fourthly, the management of facilities and infrastructure is assessed from several aspects ranging from procurement and maintenance to repair and development. Facilities and infrastructure in Islamic boarding schools cannot be separated from government assistance. Therefore, the management also involves the government. For example, the Dayah Education Office oversees the management of facilities and infrastructure at the Pesantren Darul Amin, while the Sabang City Education Office oversees the management of facilities and infrastructure at the Pesantren Al-Mujaddid. Among the facilities that involve government assistance are classrooms, principal's or director's offices, teachers' rooms, administrative staff rooms, computers, science, language laboratories, libraries, sports facilities, and so forth.

Fifthly, finance management is another important strategy to improve the quality of pesantren education. Finance is necessary for every activity, and therefore they must find ways to generate income either through government grants or other income-generating activities. SMP's financial sources are not limited to one source; include donations from society, parental donations, and financial assistance from local government and local parliament institutions, and all financial donations sourced from students/santris, such as food costs and school fees, may be used to fund school needs.

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Finally, the last point on the issue of strategic management is related to the education output. The SMP-BP guidelines indicate that the graduates of this program possess a more balanced competency in Islamic sciences and general non-religious subjects and skills. Therefore, the outputs of the SMP-BP program are classified into academic achievements and non-academic attainments. Academic achievement is defined as excellence in school lessons (scientific field); students got good national examination results and won various championships such as mathematics, physics, and biology Olympiad Championships. Meanwhile, non-academic achievement refers to success in extracurricular activities. Students of SMP-BP won scouting, silat, and Musabaqoh Tilawatil Qur'an (MTQ) championships at the district/city, provincial and national levels.

Based on these findings, this research has implications on the development of several concepts related to the organization; (1) planned changes to an organization can be made through policies of the highest organization related to it; (2) organizational change also includes structural changes by adding certain aspects/section without changing the basic characteristics of an organization; and (3) strategic management also includes the strategy of forming a particular department or section to carry out the intended strategy. Thus, this study confirms that strategic management is a series of managerial activities that include planning, formulating, and implementing by establishing or not certain departments, and coordinating important decisions across levels and functions within an organization and across organizations.

In addition, the findings of this study has strengthened the concepts and theories of functional structural and social systems - society is organized as a complex system consisting of interrelated and interdependent parts, and each part influences the other parts. In certain cases, however, these parts have their own system (subsystem), and they can stand alone. The system is structured to maintain its sustainability and is in harmony with other systems in order to get support from other systems²⁷.

In sum, the findings also show that implementation of SMP-BP as a formal education in pesantren does not cause any organizational conflict and dualism of education because it is carried out under one leadership, the director of pesantren. What is more, the principal of schools are aware that school education is an integral part of the pesantren education: physically, school is amid the pesantren, and students are santri whose primary intention is to study religion, and to improve the quality of integrated pesantren education, outside

²⁷Akhmad Rizqi Turama, "Formulasi Teori Fungsionalisme Struktural Talcott Parsons," *Eufoni* 02, no. 02 (2018).

educational stakeholders - individuals and organizations such government institutions, their participation is indispensable.

C. CONCLUSION

This initiative of SMP-BP was designed by both the Ministry of Education and Culture and the Ministry of Religious Affairs. It is urgent to be implemented in traditional pesantren to improve the quality of science education in order to create Muslim religious scientists. Our study showed that the SMP-BP concept was carried out by a series of strategies, conducted by analyzing the internal problems including human resources and evaluation methods, and managing the strategies in six aspects which were preceded by strategic planning and preparing action planning. There are management of curriculum development, boarding governance policy, educators and education personnel, infrastructure and facilities, as well as finance management. These strategies require structural changes of pesantren, but the changes do not bring about the dualism of the educational system and organizational conflict. Thus, this study confirms that the policy of higher environmental organizations implies changing the lower organization in planning, and by utilizing the right strategies to implement the policy/program, the changes made do not cause dualism and any organizational conflict.

In addition, this study reveals that strategic management cannot neglect a series of change management activities to ensure the changes made do not emerge in any conflict that challenges the implementation of policy or program. Eventually, we admitted that this study has several limitations. First, this study only focused on two cases of Pesantren and SMP-BP in Aceh. Second, research on strategic management in pesantren education is new, and especially from a sociological perspective, research on strategic management is very rare so the literature is still few. We recommend further research on strategic management that is implemented by traditional pesantren will be conducted by selecting many more pesantren and using different approaches and methods. Thus, an effort to improve the quality of science and technology education becomes the rule model.

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