



Development on educational management and cultural integration of *pesantren* based school in Indonesia context

Nurochim, State Islamic University (UIN) Syarif Hidayatullah Jakarta, Indonesia, nurochim@uinjkt.ac.id

Endin Mujahidin, University of Ibnu Khaldun (UIKA), Bogor, Indonesia, endin.mujahidin@uika-bogor.ac.id

Dwi Purwoko, The Indonesian Institute of Science (LIPI), Jakarta, Indonesia, d_purwoko2003@yahoo.com

Hasyim Asy'Ari, State Islamic University (UIN) Syarif Hidayatullah Jakarta, Indonesia,

hasyari34@yahoo.co.id

Muksin, State Polytechnic of Jember, East Java muksin@polije.ac.id

Abstract. This research aims to explore the trial implementation of education management in *Pesantren* Based Junior High Schools (PB-JHS); and to describe the integration of *pesantren* culture into the education management process. The research focuses on several *pesantren* in *Jabodetabek* (Jakarta, Bogor, Depok, Tangerang, and Bekasi), Indonesia. The informants are *Kyai*, *Ustadz*, Headmaster, Teacher, Librarian, front officer, and laboratory assistant. For data analysis, the author adopted a qualitative ethnography approach in which the data is gained by interactive and sustainable process. The findings show that the cultural integration of *pesantren* is in the development of Islamic education management implementation and teaching-learning processes. The implementation of educational management is appropriate with all of Indonesia national education standard; and the *pesantren* culture is integrated into every scope of management innovatively to create human resources who have knowledge, piety, and have special character based on fluency of qur'anic and Arabic-Classical reading.

Keywords: Educational Management, Cultural Integration, *Pesantren* Based School.

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INTRODUCTION

As part of the national education system, *Pesantren* Based Junior High Schools (PB-JHS) are directed to be able to implement education towards the achievement of eight Indonesian education standards. The standards consist of eight indicators: 1) graduates competency; 2) content; 3) process; 4) educator and education staff; 5) facilities and infrastructure; 6) management; 7) financing; and 8) educational assessment. The implementation of these standards is inseparable from the management of Islamic *pesantren* in which it is an integrated education system based on the aim of religious awareness development (Kosim, 2015, p.222). In line with this purpose, the education management is used to obtain current and up-to-date information technologies (Polat & Arabaci, 2015). The management of *pesantren* is also demanded to be in accordance with applicable regulations or laws. In accordance with article 5 that Islamic boarding schools are required to have Islamic boarding school elements consisting of: 1) clerics or other similar designations; 2) *santri* (*pesantren* students); 3) boarding school; 4) *musholla*, and 5) study and learning of the yellow book (*dirasah Islamiyah*) with the pattern of education *mu'allimin* in the institution itself (Azzahra, 2020).

The national education standards are needed because they are the basis for planning, implementing and supervising education in realizing the quality of education and to guarantee the quality of national education in the context of developing a dignified national life on the stage of educational institution of PB-JHS (Torar & Wahono, 2016). In order to fulfill the requirements of national education standards, the educational institutions need to apply the principles and functions of management. The functions and objectives of the national education standards is to plan, implement, and supervise education to realize the quality of national education (Surya, 2011). Seeing the historical urgency of Islamic educational institutions, from the beginning of the development of Islam to the present day, the understanding is very complex. One of the factors that Islam can develop widely is thanks to the services of scholars and government support in developing Islam through *pesantren* (Hardianto, 2019).

The realization of the modernization of education management is the integration between schools and *pesantren* into one education system. The educational institutions as a system consist of several components, and each component consists of several factors (Maksudin, 2018). The application of the integration paradigm in the Islamic sciences is still important to discuss considering the practice of

religious education institutions, and it has a great influence in shaping religious perspectives (Abdullah, 2014). The revitalization of the fundamentally needed school system and boarding schools is a strategic policy towards improving the quality of schools and boarding schools. The benefit of this research is useful for the development of science, especially in this case the science of Management Education. Practically, this research is useful to provide information about the choice of educational institutions that are in line with national education standards, plus there is the integration of *pesantren* culture in the implementation of school management. So that it can find new formulations about the shape of educational institutions that not only have broad knowledge but also have good morals.

THEORETICAL REVIEW

Management can be seen as an art, a science, a field of study, or an academic discipline, and a profession. It is seen as an art because administrators can achieve goals effectively if they have managerial skills (ingenuity, experience, hunches, and applying knowledge systematically), in a collaborative activity to achieve desired goals. Based on a science perspective, management is a field of knowledge that systematically understands, why and how people work together. Based on a field of study, management is an academic discipline to develop managerial abilities and expertise. Viewed as a profession, management is a type of employment requires administrative expertise obtained through education and training, and has a work ethic.

School is a formal educational organization system, which is a social institution that is planned to achieve educational goals. School is a unique social system with a variety of different individual cultures fused into one school system. Therefore, schools cannot be separated from the beliefs and values of the surrounding community. School as a social system always maintains boundaries that separate and distinguish it from the environment, and maintain a balance of activities that enable it to continue to survive and operate (Lawang, 1995). Schools as a social system can be understood that the interests held by personnel differ from those of the organization. From this difference, school will later produce interactions between needs of individuals and organizations. Throughout the history of national school curriculum in Indonesia, the content of knowledge is generally 93% and religious knowledge is merely 7% (Wardhani, 2008). This shows that school educational institutions will realize graduates who are scientists who will work in the scientific field, but lack in piety.

The functions of education management include planning, organizing, monitoring and evaluation. The function of education planning is a very important for administration because this function does indeed play a lot in terms of giving guidance on the implementation of education, a reference to monitor the progress and implementation of educational programs criteria in the assessment to find out whether there are obstacles or even deviations and can be a medium of innovation. The planning itself will answer the question what to do, how to do, where and who is doing the task. In the planning function there are activities to set goals, make decisions about forecasting, and initiate an implementation strategy. Then it can be stated that planning is to determine the objectives to be achieved and the tools to achieve the goals set.

The second function of education management is organizing, which means efforts to foster and strengthen relationships between activities and physical factors that must be carried out and necessary, coordinate existing resources, leaders design formal structures for tasks and authority relationships that will ensure effectiveness in achieving goals. Organizing deals with the division of tasks and roles that must be done, the establishment of work groups, and the distribution of responsibilities in work. The principle adopted in organizing is the division of labor, obstacles, departmentalization and authority. The next education management is supervision which can be interpreted as testing, checking, and inspecting everything that happens is in accordance with the plan, instructions, and principles. This supervision comes from the organization's plans and objectives. While the assessment means the process of monitoring activities, includes measurement, comparison and improvement.

The areas of educational management are curriculum management, student management, and management of facilities and infrastructure, the management of educators and education staff, funding management, environmental management and school relations with the community, and institutional management (Mustari, 2014).

The curriculum management is the entire process of planned and deliberate and earnest activities and continuous coaching of the teaching and learning situation effectively and efficiently to achieve the educational goals. At any school level, the main task of the leader of an educational institution is to ensure a good teaching program. This seems clear that in essence all efforts and activities carried out in educational institutions are always directed at the success of teaching and learning process. The implementation of curriculum management in Indonesia is based on *Permendiknas* (Regulation of

Ministry of National Education) number 23/2006 regarding Graduates Competency Standards, *Permendiknas* number 22/2006 concerning Content Standards, *Permendiknas* no 41/2007 concerning process standards, *Permendiknas* number 27 of 2007 concerning assessment standards toward each educational institution.

Operationally, the curriculum administration activities can be identified into three main activities: (1) Activities related to the task of the teacher, (2) related to students, and (3) related to the entire academic community (Gunawan, 1996). Various curriculum designs, the success is very dependent on the teacher. For this reason, the teacher must should have: (1) the understanding the essence of the objectives to be achieved in the curriculum, (2) the ability to translate the curriculum goals into more specific goals, and, (3) the ability to translate specific goals into learning activities (Sukmadinata, 2007). In addition, according to Asnawir, a teacher must also have ten competencies, including: (1) Mastering material, (2) Managing teaching and learning programs, (3) Managing classes, (4) Using media or learning resources, (5) Mastering educational foundation, (6) Managing teaching-learning interactions, (7) Assessing teaching-learning achievements, (8) Knowing guidance and counseling functions and services, (9) Knowing and organizing school administration, and (10) Understanding and interpreting results research for teaching purposes (Asnawir, 2004). Thus teachers must be able to master the subject matter, knowledge of teaching methods and knowledge of individual behavior. Citing Asnawir's statement, in implementing the curriculum there are three stages of activities that must be carried out, namely: (1) Preparation, (2) Implementation of teaching, and (3) Closing. The three activities are as follows: (1) Preparation, this stage is carried out by the teacher before the teaching activities begin namely when opening the lesson (Azzahra, 2020).

Student management is an arrangement of the activities of students ranging from entering school to graduating school. The purpose of organizing the activities of students starting from entering school to graduating school is directed at improving the quality of teaching and learning activities both intra and extra-curricular, so that it contributes to the achievement of the vision, mission, and goals of the school as well as overall educational goals.

Management of educators and education staff begins with personnel recruitment planning covering the needs and requirements of personnel, expertise and educational background, payroll and career development and utilization, as well as personnel mutation. Funding management can be simply stated as an effort or process of planning, organizing, directing, coordinating, supervising and reporting financial sector activities. The basis for managing funds includes six definitions, namely: (1) accurate and accurate bookkeeping; (2) flexible liability; (3) exchange of expenses; (4) ease of spending money; (4) financial policies; (5) proper allocation of funds (Suhardan, 2012).

Environmental Management and Public Relations is the relationship between the school and the community is essentially a means that has a decisive role in the framework of efforts to foster the growth and development of students in the school. In general, people can say if there is contact, meetings and other things between the school and people outside the school, it is the activity of the school's relationship with the community. This relationships are more needed and function more, because there is a tendency for changes in education that emphasizes the personal and social development of children through children's experiences under the guidance of teachers. The relationship between the school and the community is "the reciprocal relationship between the school and the community members (Suryosubroto, 2012).

Institutional management in accordance with Ministry of Education number 19 of 2007 concerning the management standards of primary and secondary education, including the formulation of the vision, mission, goals, RKS (Planning of School Works), RKAS (Planning of School Activities), RAPBS (Planning of School Income and Budget), Management Guidelines, and evaluation guidelines. The *pesantren* in the history of Islam in Indonesia are generally understood as traditional Islamic educational institutions. *Pesantren* in terms of content is religious education, in terms of teaching and learning processes and management processes generally carried out by Islamic scholars (*ulama* or *kiyai*). The *pesantren* in Muslim societies has three main roles: (1) the centers of transmission of religious knowledge; (2) maintenance of Islamic traditions; and (3) centers of regeneration of Islamic scholars (Pribadi, 2013).

Islamic boarding schools that provide religious understanding play a role in providing religious clerics. In the Minister of Religion Regulation No. 13/2014 concerning Islamic Religious Education that the implementation of *pesantren* as part of Islamic religious education aims to: (a) instill in students the faith and devotion to Allah; (b) develop capabilities, knowledge, attitudes and skills of students to become experts in Islamic religion (*mutafaqqih fiddin*), and (c) develop personal morals for students who have individual and social piety by upholding the spirit of sincerity, simplicity, independence, brotherhood of fellow Muslims (*ukhuwah Islamiyah*), humble (*tawadhu*), tolerant (*tasamuh*), balance (*tawazun*), moderate (*tawasuth*), exemplary (*uswah*), healthy lifestyle, and loving the motherland. Over time the

pesantren must also care about the fate of its alumni, because previously mostly many students of *pesantren* did not think about a diploma, sincere intentions to benefit the world and the hereafter, but basically a diploma is needed not only to apply for jobs or continue studying, there are many *pesantren* graduates play a role in politics and other sectors (Karni, 2009).

The *Pesantren* as a community that is spread in various parts of Indonesia have a role in shaping religious character, because of the deepening character of religious knowledge. There are *pesantren* graduates who become regional and national leaders. The *Pesantren* in Indonesia mainly focus on deepening the knowledge of the Qur'an. The *Pesantren* develop Islamic learning and maintain Islamic beliefs and norms to every scope of the educational process (Lubis et al., 2009). The main characteristics of *pesantren* culture are modeling of *uswatun hasanah* (ideal examples), maintaining culture and still relying on Islamic teachings, high scientific culture with a component of educators, students, and teaching facilities (Mas'ud, 2002). The activity of deepening the religious sciences through the study of "yellow book" about the *Jalalain* Interpretation, Sahih Bukhori-Muslim, Hadith of *Riyadush Shalihin*, and books of *Nahwu* and *Shorf* have become the hallmark of *pesantren* during the past decades (Shafwan, 2015).

The *Pesantren* Based Schools (PBS) or *Sekolah Berbasis Pesantren* (SBP) is one model of Islamic education that integrates two social systems, namely the excellence of the *pesantren* social system and the excellence of the school's social system. The is one type of PBS. This Islamic education model can create religious people as well as scientists, so that they can play a full role in the social system. PBS in the conception of social change of society integrate the *pesantren* education system and the school education system into a unified whole. This social change is a change because of the willingness of the parents of students and the results of the thinking of experts to form educational institutions that create graduates who are scientists and religious (Nurochim, 2016). The PBS integrates the truth of the Qur'an interpretation and implementation of Al-Quran and Hadith with science (science and technology) through the development of three dimensions of superior education. Possession of a strong foundation of religious morality, mastery of science and technology, and possessing and mastering forms of work skills that will support his life after completing his education in the PBS (Rafiki, 2019).

The efforts to integrate formal school education with Islamic boarding schools will result stronger and more complete education system. The development of the *pesantren* based education model is actually a form of effort in integrating the advantages of implementing the education system in schools the excellence of implementing the education system in *Pesantren*. In formal education institutions, including in junior high schools, the character education has become part of the structure and content of the Education Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) and currently continued with the 2013 curriculum included in Core Competencies (KI) namely KI 1 Spiritual Attitude, Respect and Appreciation his religion and KI 2 Social Attitudes, Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment, within the reach of association and its existence (Permendikbud, 2014).

The PBS has integrated the *pesantren* culture into school subjects and management. In the concept of PBS there is the concept of integrating *pesantren* culture into subjects, but in this case the selected cultures can be integrated into existing subjects, adjusted to the subject matter. This *pesantren* culture consists of the Deepening of the Religious Sciences, *Mondok* (living in *pesantren* dormitory), Compliance, Modeling, Piety, Independence, Discipline, Simplicity, Tolerance, *Qana'ah* (feel sufficient), Humility, Fortitude, Solidarity, Honesty, Self-Reliance, Discipline, Simplicity, Sincerity, Devotion, *Istiqomah* (consistent), Community, and Cleanliness (Faizin & Farhah, 2018). The integration of *pesantren* culture in PBS is intended as an effort in the process of integrating school management with religious teaching values, *pesantren* culture and national education policies which are actualized in every act of education management in boarding school environment. The *pesantren* culture in the context of school management is thus not intended to be an individual or independent school management action in the school but is internalized in every education service, both in planning stage to monitoring and evaluation of education in the *pesantren* school environment (Hadiyanto, 2015).

School management based on *pesantren* is essentially intended as an effort to utilize and empower all resources owned by schools and *pesantren* in order to achieve goals effectively and efficiently, based on national education standards and at the same time reflecting the *pesantren* culture which is the specialty of the school concerned. It is important to stress that the *pesantren* culture is not a separate subject matter in the education service process, but is integrated as a whole in all school management activities, starting from planning, organizing, implementing education to supervision and improving the quality of school education. This research is focused on the implementation of education management and the integration of *pesantren* culture in *pesantren*-based schools (PBS). Research on the implementation of education management in PBS is focused on several aspects and dimensions to get the

novelty and new recommendation of related findings. Literature review that researchers take is a reference to previous scientific work that is still considered to have relation to the themes or discussions that researchers take in the context of comparison and limitations for researchers in order to complete research in the field, including the following terms which are: Islamic boarding school has a significant role in efforts to shape the nation's character. Islamic boarding school education can form students who are religious, moral, *hasanah* (benevolent), disciplined, simple, respecting older people, and understanding the philosophical life (Suhardi, 2012).

School management that is managed in an integrated manner will produce effective and efficient management processes (Susilo, 2012). There is a gap in developing graduates' competency standards. And appropriate management so that *pesantren* graduates are able to continue their education to state and private universities, and can also work, both in the formal and non-formal sectors to achieve their dreams and wishes (Siswanto, 2014). Leaders act by motivating and inspiring subordinates through giving meaning and challenges to subordinates' duties (Rouf, 2016). The results of the management of the message are the higher the level of Islamic education peace the higher the de-radicalization of terrorism (Muslihah, 2014). The management pattern applied to employees tends to be based on kinship (Yakin, 2013). Management of Human Resource Development (HRD) in Islamic Boarding School is including analysis of the needs of HR development, implementation of HR development, evaluation of development (Haromain, 2013). The human resource management also includes planning, organizing only the division of tasks of administrators and teaching staff (Qodir, 2012).

This study discusses the development of an educational management model and the integration of the culture of priesthood in the implementation of education management. This research was conducted specially at the PBS in *Jabodetabek* (the area around the capital city of Jakarta), which has been a member of the fostered directorate of the Ministry of National Education of secondary school level since 2011, so it can be assumed that the value of *pesantren* culture has been internalized in the education management process. The management process in question is curriculum management, student management, management of educators and education personnel, management of facilities and infrastructure, financial management, environmental and public relations management, and institutional management. The main informants in this study were the *Kyai* (*pesantren* leader), the Principal or Deputy Principal, Teacher, *Ustadz* (*pesantren* teacher), Laboratory Assistant, Librarian, Administrative Staff. Informant was chosen on the grounds implementing education management, understanding the rules or basics of carrying out their duties and authority. This research is ethnographic research, in-depth research on the process of boarding school-based management or PBS.

METHODS

This study was located at PBS in Greater Jakarta or *Jabodetabek* areas. In this study, the sample was determined based on the location of each region taken by a PBS population, namely the Jakarta, Bogor, Depok, Tangerang, and Bekasi in Indonesia. The method used in this research is qualitative approach. The research field of analysis was based on ethnography description. Data collecting techniques was done through observation, in-depth interviews, and document analysis. The research design used in this study is formulating the problem and research objectives; collecting data in the field using observation, interviews, and document analysis technique; analyzing and interpreting data; inferring the findings, and preparing research reports. Data sources in this study are the principal, teachers, school committee, parent of students, school and *pesantren* documents, clerics, religious teachers, students, administration officer, laboratory assistants, librarians, and security personnel. The informants were chosen purposively because they were the key informant as the school management implementer.

The design in this study was to look at each of the management stages, namely planning, organizing, implementing and evaluating/controlling in all fields of curriculum, student, finance, personnel (educators and education staff), school facilities and infrastructure, finance and community relations in accordance with National Education Standards (Government Regulation No. 19 of 2005 which was changed to Government Regulation No. 32 of 2013, amended by Government Regulation No. 13 of 2015, and Management Standards of Minister of National Education Regulation number 19 years 2007), and integrated with *pesantren* culture.

RESULTS and DISCUSSION

The management of education implemented at PB-JHS in Jabodetabek includes starting with the preparation of a vision with a deliberation mechanism between the school principal, deputy headmaster, teacher council representative, and *Kyai* or religious teacher of *pesantren*,

and stakeholders. PB-JHS compiles its vision, mission, and objectives by looking at the expectations of national education, *pesantren* as well as the local characteristics. The process of integration of *pesantren* culture can be seen from the mechanism of compiling the vision and mission of the school, which is to work together between the elements of the school and the *pesantren*, discipline to achieve the vision and mission, deepening culture of religious knowledge implied in achieving the vision, mission, and goals related to morals, faith and piety, there is a conformity of vision and mission. This shows the integration of *pesantren* culture, vision and mission as well as goals reflecting sincerity to unite in the culture of education and service to students and society. The *pesantren* culture please help seen from the deliberation process in the preparation of the vision and mission.

Schools compile School Activity Plans (RKS) to achieve goals with strategic plans. The strategic activity planning accommodates all school needs and goals. PB-JHS compiled the RKS with the first step in forming a development team and stakeholders, in this process the integration of the *pesantren* culture was seen, that is cooperation and help, and also a culture of obedience and discipline in compliance with the stages of achieving strategic objectives. Furthermore, the development team developed the RKS with the stages of determining the current condition of the school through School Self-evaluation or *Evaluasi Diri Sekolah* (EDS) and the results were compared with the school reference and determined the school's main challenges, integrating the *pesantren* culture in this stage was honest and full of responsibility. The next stage is to determine the expected condition of the school by setting the vision, mission, and goals of the school as well as performance indicators. Next is to formulate a program and determine program responsibility, formulate activities, activity indicators and activity schedules. The next stage is formulating the School Budget Plan or *Rencana Anggaran Sekolah* (RAS) by making a programmed cost plan, making a program funding plan, adjusting the cost plan with the funding source. The next stage is formulating the Annual School Work Plan or *Rencana Kerja Tahunan Sekolah* (RKTS) and School Activity and Budget Plan or *Rencana Kegiatan dan Anggaran Sekolah* (RKAS), namely formulating the Annual Work Plan or *Rencana Kerja Tahunan* (RKT) by setting strategic programs, establishing RKT, and establishing the RKTS schedule. Then, the next step is creating a RKAS. The next stage is the approval and socialization of the RKS by the RKS Approval step by the Educator Board Meeting or *Rapat Dewan Pendidik* after taking into consideration the considerations of the school committee, Ratification of the validity of the RKS by the foundation, Socialization for all school stakeholders. The *pesantren* culture which is integrated into this stage is disciplined, obedient, and consistent.

Schools develop management guidelines that contain planning, implementation, and monitoring and evaluation of educational activities so that school goals can be achieved with efficiency and effectiveness. The basis of the school for developing management guidelines is Minister of National Education Regulation (*Permendiknas*) No. 16/2007 concerning Teacher Qualification and Competency Standards. *Permendiknas* No. 13/2007: Principal Standards. *Permendiknas* number 19/ 2007 concerning the management standards of education in primary and secondary education. The management guidelines compiled by each PB-JHS are the curriculum and syllabus as guidelines for the management of learning; educational calendar as a guideline for arranging the time for school activities to be consistent with *pesantren* activities; activities for one year; school organizational structure; division of tasks among educators; distribution of tasks among education staff; regulations that must be obeyed by all school residents; rules for all school residents, use and maintenance of facilities and infrastructure. The integration of the *pesantren* culture in this activity is the discipline to obey the rules made as a standard for making management guidelines.

The PB-JHS compiled an organizational structure that contained clear job descriptions. Leaders, teachers, and education personnel have clear job descriptions, authorities and responsibilities regarding the overall administration of the school. The organizational structure is evaluated regularly, teachers are evaluated when teaching, principals and representatives are evaluated by the foundation, to see the mechanical effectiveness of school management work; the organizational structure was decided by the head of PB-JHS in coordination with the school committee. Integration of *pesantren* culture in arranging organizational structure is compliance by everyone who is in the organizational structure, carrying out duties and responsibilities with full discipline, tolerance among fellow school members and other surroundings community.

PB-JHS arranges the implementation of activities with the mechanism of making RKT. All school activities are carried out based on annual work plans that have been made, this takes into account the balance of school and *pesantren* activities. Activities are carried out under the responsible person, based on the availability of resources, such as semester exam activities, al-Qur'an reading competition activities, *sema'an* (reading Qur'an together) activities, extracurricular activities that are appropriate to the interests and talents of students such as sewing, gardening, and raising animals as hobbies. PB-JHS prepares guidelines for the implementation of student activities with the first mechanism compiling and

stipulating operational implementation guidelines regarding the process of student admission which includes: (1) Criteria for prospective junior high school/Islamic students come from elementary school, Madrasah *Ibtida'iyah*, Package A or other forms of education units of the same level; able to read the Qur'an well; students are able to memorize al-Quran, especially in PB-JHS al-*quraniyah* students who are specially accepted by girls. Student admission is done: objectively, transparently, and accountably as written in the school admissions rules; Admission of students without discrimination on the basis of gender, religion, ethnicity, social status, economic ability, acceptance of students in accordance with the capacity of schools. The orientation of new students who are academic and the introduction of a nonviolent environment is with teacher supervision. Schools provide counseling services to students, clerics provide guidance to students, schools carry out extra activities and curricular for students; conduct superior achievement training in accordance with the character of the school, PB-JHS traces alumni.

The *pesantren* culture integrated into compiling student management guidelines is the deepening of the religious sciences for students to shape student morals, a place for students, exemplary in carrying out student management. Furthermore, PB-JHS compiled curriculum management guidelines by compiling KTSP. In preparing KTSP, schools take into account Graduates' Competency Standards, Content Standards, and implementing regulations, it can be seen that in this process it is integrated with compliance culture. Schools develop KTSP in accordance with conditions of PBS, compile KTSP related to *pesantren* such as Al-*Wathoniyah* (nationalism) pouring into *Nahdatul Wathoniyah* (nationalism resurgence) in KTSP, regional potential or characteristics, local social and cultural characteristics, and students such as PB-JHS *Ulumul Qur'an* (the knowledge of Qur'an) and preparing KTSP by prioritizing cognitive development, student skills and the ability to read the Qur'an, the integration of Islamic culture in this activity is *istiqomah* (consistent). The school principal is responsible for arranging the SBC. The Deputy Head of PB-JHS in the field of curriculum is responsible for the implementation of the SBC preparation. All teachers are responsible for preparing a syllabus and RPP for each subject assigned in accordance with Content Standards, Graduates Competency Standards, and KTSP Preparation Guidelines. In this activity, the integration of *pesantren* culture is discipline.

In preparing syllabus and lesson plans, teachers can work together with Teacher Working Groups (KKG), Subject Teachers Meeting (MGMP), Educational Quality Assurance Institutions (LPMP), or Higher Education, integration of *pesantren* culture is collaboration. Preparation of KTSP PB-JHS is coordinated, supervised, and facilitated by the District/City Education Office and the District/City Ministry of Religion Office. PB-JHS compiles an academic calendar that includes learning schedules, tests, exams, extracurricular activities and holidays, based on the Content Standards; which contains about the implementation of school activities for one year and is detailed in semester, monthly and weekly; the education calendar was decided at the board of educators' meeting and determined by the school principal. PB-JHS develops a schedule for KTSP formulation. The school arranges subjects scheduled for odd and even semester. PB-JHS guarantees the quality of learning activities for each subject and the additional educational programs it chooses. Learning activities are based on Graduates Competency Standards, Content Standards, and implementing regulations, as well as Process Standards and Assessment Standards. The quality of learning in schools is developed by: learning activity models that refer to the Process Standards; involving students actively, democratically, educating, motivating, encouraging creativity, and dialogue; with the aim that students reach the mindset and freedom of thought so that they can carry out intellectual activities in the form of thinking, arguing, questioning, studying, discovering, and predicting; understanding that the active involvement of students in the learning process is carried out seriously and deeply to achieve understanding of the concept, not limited to the material provided by the teacher.

The preparation of the learning outcomes assessment program is based on Educational Assessment Standards. Schools assess learning outcomes for all groups of subjects, and make overall notes, to be material for remedial programs, clarification of planned completeness achievements, reports to parties requiring such as parents, consideration for grade promotion, if the PBS then memorizes Al-Qur'an is a requirement for increase or graduation of students, and documentation of learning outcomes. The *pesantren* culture integrated in this activity is discipline and example of good manner. The learning outcomes assessment program is regularly reviewed, based on data on program implementation constraints to obtain a fairer and more responsible assessment plan.

PB-JHS Stipulates operational implementation guidelines governing the mechanism of students' dissatisfaction and their resolution regarding the assessment of learning outcomes. Assessment includes all competencies and material taught. Assessment methods are prepared and used in a planned manner for diagnostic, formative and summative purposes, according to the learning method. Schools formulate provisions for implementing learning outcomes assessment in accordance with Education Assessment

Standards. Progress achieved by students is monitored, documented systematically, and used as feedback to students for periodic improvement. Documented assessments are accompanied by evidence of validity, reliability, and are evaluated periodically to improve the assessment method, recorded in schools report learning outcomes to parents of students, school committees, and institutions that shelter them. PB-JHS develops and sets Academic Regulations which contain: minimum requirements for student attendance to attend lessons and assignments from teachers; provisions regarding tests, remedial, examinations, grade promotion, and graduation; provisions regarding the right of students to use learning facilities, laboratories, libraries, use of textbooks, reference books, and library books; provisions regarding consulting services to subject teachers, homeroom teachers and counselors. The mechanism for determining academic regulations is decided by the teacher board and determined by the school principal. The *pesantren* culture that is integrated into the drafting of academic regulations is collaboration, discipline, and rule-taking.

The PB-JHS management of facilities and infrastructure refers to the Facilities and Infrastructure Standards to determine: plan, fulfill and utilize educational facilities and infrastructure; evaluating and maintaining facilities and infrastructure so that they continue to function to support the educational process; complete learning facilities at every grade level in the school; arrange priority scale of development of educational facilities in accordance with the objectives of education and curriculum; maintenance of all physical facilities and equipment with due regard to environmental health and safety. All educational facilities and infrastructure management programs are disseminated to educators, education staff and students. The culture of *pesantrenan* integrated into the management of facilities and infrastructure is discipline in fulfilling and utilizing facilities and infrastructure.

The PB-JHS carries out aspects of investment and operational cost management that refer to the Financial Standards. Guidelines for managing investment costs and school operations regulate: sources of income, expenses and the amount of funds managed; budget preparation and disbursement, as well as fundraising outside investment and operational funds; the authority and responsibility of the principal in spending the education budget in accordance with the expenditure objectives; bookkeeping of all revenues and expenditures and the use of the budget, to be reported to the school committee and foundation. The mechanism for preparing guidelines for managing investment costs and operational PB-JHS is decided by the school committee and determined by the school principal and obtains approval from the foundation. The *pesantren* culture integrated into developing financial management guidelines is obedient and compliant with established standards, responsibilities, discipline, and help toward each other at school.

PB-JHS compiles procedures for implementing the creation of an atmosphere, climate and educational environment. The procedure contains written procedures regarding information on important activities to be carried out; contains the title, objectives, scope, responsibilities and authority, as well as an explanation; decided by the principal in a board of educators' meeting. The school establishes guidelines for rules which contain: rules for educators, educational staff and students, including in terms of using, maintaining educational facilities, infrastructure; instructions, warnings, and prohibitions in behaving in schools, as well as providing sanctions for citizens who violate the code of conduct. School rules are determined by the principal through a board meeting of educators with input from the school committee, and students. The school establishes a code of ethics for school resident that contains norms about: relationships between citizens within the school environment and the relationship between school members and the community; a system that can reward those who comply and sanctions for those who violate them. The school code of conduct is socialized to all school members to uphold school ethics. The school has a clear program to increase ethical awareness for all school residents. School code of ethics governing students contains norms for: conducting worship in accordance with their religion; respect for educators and education personnel; follow the learning process by upholding the learning provisions and complying with all applicable regulations; maintaining harmony and peace to create social harmony between friends. The integration of *pesantren* culture in the formulation of a code of ethics is obedient and obedient, a code of ethics that is compiled based on a code of ethics that exists in *pesantren* as a school basis.

PB-JHS involves residents and community supporters of schools in managing education. School residents are involved in academic management. School support communities are involved in non-academic management. The involvement of school and community members in management is limited to certain activities that are determined such as the social and religious fields such as routine recitation and commemoration of Islamic religious holidays. Each school establishes partnerships with other relevant institutions, related to the input, process, output, and utilization of graduates. School partnerships are carried out with government or non-government institutions. The *pesantren* culture integrated into this activity is cooperation, tolerance, discipline, responsibility, and honesty. These are implemented in

everyday life of *santris*. PB-JHS carries out supervision objectively, responsibly and continuously. The development of a school supervision program is based on the National Education Standards. The supervision program is disseminated to all educators and education personnel. Supervision of school management includes monitoring, supervision, evaluation, reporting, and follow-up to the results of supervision. School management monitoring is carried out regularly by school committees or school supervisors regularly and continuously to assess the efficiency, effectiveness and accountability of management.

The teacher reports the results of the evaluation and assessment at least at the end of each semester addressed to the principal and students' parents. Educational staff-report the technical implementation of their respective tasks at least at the end of each semester addressed to the principal. The principal continuously supervises the implementation of the tasks of the teaching staff. The school principal reports the evaluation results to the school committee and other interested parties at least at the end of each semester. School supervisors report the results of supervision at the school to the district head/mayor through the District / City Education Office who is responsible for education and the school concerned, after being confirmed with the relevant school. The *pesantren* culture integrated in this stage is compliance to improve the results of evaluation, discipline and responsibility, fortitude for the supervisor. Supervisor will supervise and do annual check for all aspects.

The PB-JHS conducts a self-evaluation of school performance. Schools set priority indicators to measure, assess performance, and make improvements in the framework of implementing National Education Standards. The school carries out: periodic evaluation of the learning process, at least twice a year, at the end of the academic semester; Evaluate the annual work program periodically at least once a year, at the end of the school budget year. School self-evaluations are conducted periodically based on valid data and information. The *pesantren* culture integrated into this stage is discipline and responsibility, cooperation, *istiqomah* in obeying rules, there is an example to improve performance in each assessment done by school.

PB-JHS carries out the KTSP evaluation and development process carried out in a: comprehensive and flexible manner in adapting the latest scientific and technological advances; periodically to respond to changing needs of students and the community, as well as changes in the education system, as well as social changes; integrative and monolithic in line with changes in the level of subjects. Evaluation and development of SBC is also carried out as a whole by involving various parties including: the board of educators, school committees, the business world and the world of industry to find out the competency expectations of PB-JHS graduates, and alumni. The *pesantrenan* culture integrated into this activity is collaboration and help, discipline, obedience and obedience. Evaluation of the utilization of educators and education personnel is planned comprehensively at the end of each semester by referring to the Educator and Education Staff Standards. Evaluation of the utilization of educators and education personnel includes the appropriateness of assignments with expertise, workload balance, and the performance of educators and education personnel in carrying out tasks. Evaluation of teacher performance must pay attention to student achievement and changes. The *pesantren* culture integrated into this activity is disciplined, obedient, and obedient in carrying out the evaluation schedule as it was set in the beginning.

The implementation of the plan for implementing school accreditation is carried out with the school preparing the materials needed to participate in accreditation in accordance with the applicable laws and regulations. The *pesantren* culture integrated into this activity is obedient, disciplined in preparing accreditation documents and mutual cooperation. PB-JHS manages adequate management information systems to support effective, efficient and accountable education administration, providing information facilities that are efficient, effective and easily accessible. Other work plans that lead to the development of school quality are improvement in completeness of school facilities and infrastructure such as social studies and science laboratories, complete library collection books, increasing the competence of educators and education personnel, always perfecting the curriculum to achieve school and *pesantren* objectives, perfecting the curriculum in accordance with the times and the needs of the business world and industry, a curriculum that leads to improve the quality of morals in accordance with the Qur'an, a curriculum that can favor the characteristics and uniqueness of PBS. The *pesantren* culture integrated in compiling work plans is cooperation and help, and discipline.

CONCLUSIONS

The development of PBS management is integrated with the *pesantren* culture in every managerial activity. Starting with integrated planning activities, there is independence, partnership, participation, openness, and accountability. Organizing activities are integrated with a culture of independence, piety, discipline, responsibility and compliance. Implementation activities are integrated with exemplary

culture, fortitude, sincerity, *istiqomah*, independence, cleanliness and discipline. Oversight activities are honest, confident, rational, logical, critical, analytical, creative, innovative, trustworthy, fair, resilient, thorough, visionary, dedicative, open, orderly, sportive, and law-abiding. From the aspect of competence in human resources, the integrated the culture of *pesantren* are: exemplary, fortitude, *qonaah*, sincerity, piety, and self-integrity. The *pesantren* culture is also integrated in the learning process.

The *Pesantren* culture integrated into curriculum management includes obedience, logic, rationality, analytical, discipline, and honesty. Student management in PB-JHS starts from planning, organizing student programs, and evaluating student programs. The culture of *pesantren* which is integrated into student management includes exemplary, honest, responsibility, independent, tolerance, noble character, and obedience.

Based on this study, the recommendations for policy makers to carry out further development of PBS are following. The guidance is mainly to guide the management of school facilities and infrastructure such as library and laboratory management should be continued. Also it needs further guidance for educators in integrating *pesantren* culture into management and learning processes, as well as fostering educational staff for managing school management information systems. The coaching is needed for the head of PBS to improve managerial competence. The Ministry of Religion should conduct a continuous guidance for PBS activities.

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