

SCHOOL BASED MANAGEMENT AT PONDOK PESANTREN LA TANSA LEBAK BANTEN

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Abstract

Pesantren is one of a model of Islamic education in Indonesia to continue to exist until now, thus remain interesting to study. Pesantren future must be able to compete with other educational institutions to restructure management in line with the development and needs of the times. This article peeling pattern implementation of school based management (SBM) in PondokPesantren La TansaLebakBanten. With the case study method that takes the focus of School-Based Management (SBM), researchers found that, (1) the curriculum management that integrated curriculum between the Curriculum Department of Education and Curriculum Pesantren; (2) the management of educators, (3) the student management is divided into two channels, namely 'teaching path' and 'parenting path' (4) the financial management is managed by LKMS La TansaMandiri, (5) the management of facilities and infrastructure, (6) the school and community relationship management, (7) the management of special services include; libraries, laboratories, health, dormitories, boarding schools and business units, and (8) the management of monitoring and evaluation is forming the a special team in which includes principals, teachers council, and the teaching section. All the management mentioned above is managed through the implementation of School-Based Management (SBM).

Keywords: *School based management (SBM), curriculum, educators, students, finance, facilities and infrascture, school and communityrelations, special services, and monitoring andevaluation.*

School-Based Management (SBM) is a concept of choice for schools based on broad autonomy at the school level, with community involvement in it to improve the quality of school services and improve the quality of education in general. And government oversight, school management becomes more accountable, transparent, egalitarian, and democratic.

Malen, Ogawa, and Kranz (Ibtisam A.D. 2002: 16) asserted about school-based management (SBM) as follows:

“School - based management can be viewed conceptually as a formal alternation of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision - making authority as the primary means through which improvements might be stimulated and sustained.

The above opinion describes SBM as a form of decentralization that views the school as a major unit of development and delegation of authority in decision making. Meanwhile, in the opinion of Wu Chung H. (2015: 1) the autonomy intended in the school-based management concept (SBM) is the school's independence in self-regulation and the school will be more responsible in utilizing the school resources optimally.

MBS concept for pesantren is not new. If MBS is defined as the management of educational institutions that involve the community, then pesantren is an educational institution that applies the concept. Historically from the founding of La Tansa Pondok Pesantren, the MBS pattern has been basically implemented in Pondok Pesantren La Tansa, in the management of school components. Automation in the management of school components is considered in line with SBM as a new paradigm in the field of education. By granting the school wide authority independently to manage education by maximizing the potential and school resources.

Independence and professionalism of pesantren is a positive step to improve the quality of human resources, especially for students (santri). Related to this H.A.R. Tilaar (Ade Irawan 2004: ix) explains: "The principles of SBM are not new since they are well known in the pesantren education system. The essence of MBS is the participation of the community as a supporter and also the controller of educational activities within the community. "In the midst of this educational world in our beloved homeland, La TansaPondokPesantren still survives the dynamics of its management of education, by taking care of the amazing tradition of pesantren and the spirit of responding to modernization. Because pesantren its main function does not lie in the field of education and teaching alone, nor is it limited to narrow spaces, as Zulkifli (2002: 1)

"Pesantren are known foremost as traditional Islamic educational institutions. The term pesantren is not confined to the narrow limits of an educational institution or Islamic boarding school, even though the main function of the pesantren emphatically does lie in the fields of education and teaching. The pesantren in understood as a religious and as a socio-cultural institution.

PondokPesantren La Tansa uses MBS because the management of pesantren boarding schools is done independently by utilizing school resources and there is community involvement in it, in line with the concept of SBM that refers to the autonomization of schools as revealed by A. De Grauwe (2013):

School-basedmanagement,schoolbasedgovernance, schoolselfmanagementandschoolsitemanagement: different terms with somewhat different meanings, but all referring to a similar and increasingly popular trend, which consists of allowing schools more autonomy in decisionsabouttheirmanagement;thatis,intheuseoftheirhuman,materialandfinancial resources.

Autonomy or decentralization of education is one of the main themes of political and economic reform in Indonesia. In line with the above understanding Lea Hubbard (2006: 39) has studied reforms that contribute to efforts to improve education. In line with the above opinion PondokPesantren La Tansa in implementing SBM, embodied in all dimensions and aspects of life in PondokPesantren La Tansa. So the main purpose of this study is to find and find in-depth descriptive information that reveals the implementation of curriculum management, management of educators and education, student management, facilities and infrastructure management, financial management, school and community relationship management, special service management, and monitoring management And evaluation, through a school-based management approach (SBM) at PondokPesantren La Tansa.

METHOD

This research use case study method with qualitative approach. The case study study described by Robert K. Yin (Mudzakir M. Djauzi: 2014: 67-69) "... begins with the determination of the problem to be studied and the development of its research design. Case studies in qualitative research are not just data collection activities but include good skills, training, and preparation from researchers. There must be a continuous interaction between the theoretical issues to be studied and

the data to be collected ".The researcher becomes the main instrument of data collector obtained from observation, interview, and documentation. With the researchers themselves as research instruments, the adjustment of facts in the field can be felt directly. Research data was collected through interviews, observation, and document analysis. Then performed data analysis through the coding stage the process to find an exploratory exploratory techniques. Coding is done by dividing the text into segments and labeling the text into the form of descriptions and themes in the research data. Theme, in qualitative research is a collection of codes together that form a major idea in the data. Coding is part of the process of qualitative data analysis where codes are used by researchers to organize and group data into the same category.

RESULTS AND DISCUSSION

PondokPesantren La Tansa implements SBM with the principle of self-reliance embedded PondokPesantren in the implementation of education. Self-reliance is not only within the life span of learners but rather in the broader order for the management of school management components. Independence in the management of school resources to implement effective educational activities in schools.

The independence is assessed in line with the concept of SBM and according to Wu Chung H. (2015: 1) is the independence of the school in regulating itself. Schools will be more responsible for utilizing school resources optimally. MBS is a framework that focuses on the quality of students, with the delegation of the school's economic responsibility to develop an environment and continuous improvement. Schools are expected to improve accountability of school management, as the main purpose of SBM is to improve the standard of learning and learning outcomes. It all refers to the autonomization of schools in the management of school resources and decision-making.

In the preparation of school curriculum at PondokPesantren La Tansa, the boarding school leader fully authorizes the Curriculum and his team to create the curriculum of the pesantren, by adjusting to the rules of the National Education Department. The arrangement involves the Head of Pesantren, Principal, Directorate of Teaching, Pesantren Curriculum, and Musyrif per subject matter. Relevant to the opinion of Michael Stephen Schiro (2013: 8) which explains that the development of curriculum materials deliberately created as a strategy to be used in the learning arena. Become an important thing for others who are also engaged in educational organizations.

The management of educators was initially conducted recruitment activities in the opinion of Eric Garner (2012: 20) that there are steps to be taken in the recruitment management cycle; Lack of manpower, decision making, job description, employee specialization, job info, interviews, and tests, then appointment. On the basis of the above opinion, the process of recruitment of employees in PondokPesantren La Tansa through several stages. For those who do not pass the selection will still be placed on other institutions as a form of appreciation boarding school for alumni who want to serve.

The development of educators at PondokPesantren La Tansa is managed by the Directorate I of Education and Teaching, which is believed to utilize, promote and improve the productivity of educators and educational staff within the organization. The Directorate holds research and development functions, aimed at improving teacher quality, student learning quality, and teaching and learning activities (KBM). The development and improvement of teachers' competence is addressed in the European Commission (2013: 6) that, "employees are wisely empowered so that they understand what to do and when to do it, and the right tools to accomplish the task. Employees are given the education, resources, and motivation to have the competence to serve the customers. "Based on the above opinion is expected through the Directorate of I of Education La Tansa can improve the ability of teachers.

Student Management in PondokPesantren La Tansa, focusing on teaching and nurturing for students (santri) both in the classroom and outside the class. In outline student management starts

from santri go to PondokPesantren until they graduate school. Teachers are expected to have a data record of students / santri, as disclosed Lea Hubbard et al (2006: 104) "Teachers were expected to keep learning of the students. "Based on these opinions, teachers have a record of learners' data as information to plan learning activities with a specific strategy • Original File • Back to Folder Copyright © 2011 Unikom Center.

Student management at PondokPesantren La Tansa refers to two lines of 'teaching track' and 'foster care' that fully focus on the students for 24 hours. Student management is focused on the learner in line with Barbara L. Mc's theory. Combs and Linda Miller (2006: 104) that focused learning is a focused perspective on students, heredity, experience, perspective, background, talents, interests, abilities, and the needs of students in integrity.

Acceptance of learners at PondokPesantren La Tansa is a process of student learner who is able to become a santri in the institution. Procedures acceptance of learners, is the establishment of New Student Admission Committee (PPDB) and the determination of criteria for selection. Common policies that must be possessed by prospective learners include morals, discipline and education, coupled with finance (shahriyah) of course. The standard of santri selection is ability, age, and will and skill that is ability outside of academic. For SD / MI graduation period of 6 years, while graduate junior high school / MTs then the learning period to be 4 years. One year for extension classes, is for the learning of materials and linguistic materials. It is intended that students of SMP / MTs graduates can balance their lesson when sitting in the fourth grade of SMA / SMK for the subject matter of boarding school.

Financial management starts with the budget planning of each junior high school, high school, and vocational school La Tansa, reported to the leadership then to the treasurer and finally to LKMS. The principal in finance does not hold physical finances and the treasurer only does financial administration. Generally funding at PondokPesantren La Tansa is obtained independently. Fred R. David explains (2007: 134) "Financial conditions are often the size of an organization's position. Determine the strengths and weaknesses of the organization's finances so it becomes important to formulate an effective strategy ".

In line with that opinion, financial planning at PondokPesantren La Tansa is an activity of budget planning of each school in it. By accommodating all available funding sources to achieve the desired objectives systematically without any adverse side effects. The budget submission mechanism for each school must go through procedures and have been established. First submit a proposal budget plan to the leadership, then to the treasurer and finally to LKMS.

The management of facilities and infrastructure of pesantrenpondok was initially oriented towards rehabilitation or improvement. Then in the following years the La Tansa School of Pesantren focuses on the development and refinement of classrooms, dormitories, health facilities, laboratories and other supporting facilities are continuously equipped and pursued. Provision of infrastructure is predictable for present and future uses, Charles W.L. Hill and Gareth R. Jones (2008: 24) explains: "One reason for the poor reputation of strategic planning is that many executives, in their initial enthusiasm for planning techniques, forget that the future is inherently unpredictable. A common problem is that executives often assume it is possible to forecast the future accurately ".

The above opinion says that one of the reasons for the weak strategic role is to forget that the future is inherapatkan predictable. Referring to this opinion the facilities and infrastructure provided by the schools have a major impact on the learning program. Inadequate and inadequate facilities and infrastructure will hinder the learning process.

The management of school relationships with the community at PondokPesantren La Tansa is through an effective tarbiyah or educational approach. This effective relationship will form a close collaboration between schools with various parties in the community and they are partly responsible for the success of schooling. Thus PondokPesantren La Tansa other than as an educational institution as well as a community institution. Philip Henslowe (2000: 1) explains that public relations plays an

important role in all dimensions of life over time. If managed correctly can provide information, educate, arouse sympathy, and foster interest.

Management of specialized services such as; Libraries, laboratories, healthcare, dormitories, and pesantren business units are an important part of school-based management (SBM). In PondokPesantren La Tansa the special services are well managed and very helpful in the achievement of educational goals. Special services are used to facilitate and facilitate learning activities, in addition to meet the needs of learners (santri).

Monitoring and Evaluation Management at PondokPesantren La Tansa has a very important role and function. Particularly is to ensure that the ongoing process of running activities is really "on the track" according to the educational objectives of the institution. Monitoring as "on going evaluation," which is done while all activities in the boarding school take place to make improvements "in the middle of the road" when necessary. Evaluation activities are "terminate evaluation," which is done at the end of the teaching and learning activities (KBM) periodically, to ascertain whether the implementation and benefits of the activities are appropriate or not. The results are used as inputs for follow-up and for subsequent program planning activities. Relevant opinions with Niall Marriott and Hugh Goyder (2009: 32) are monitored during ongoing activities for systemic data collection related to specific indicators for institutional managers of expected progress and performance".

PondokPesantren La Tansa in monitoring activities there is always coordination between directorate. Meanwhile, to evaluate all activities during one month, activities within the scope of the Directorate of Education and Teaching and within the scope of the Directorate of Care, have been scheduled in regular meetings once a month. Furthermore Niall Marriott and Hugh Goyder (2009: 32) argue: "Specifically, evaluation aims to improve the relevance of the program, to optimize the resources use and to address the issues of target group satisfactions" It means that it specifically aims to improve the relevance of the program, improve the achievement of results, optimize the use of resources and to address the problem of targeted satisfaction. Referring to this opinion, PondokPesantren La Tansa conducts monitoring and evaluation activities in all directorates.

Thus the Pondok Pesantren La Tansa apply MBS because the concept contained in the MBS has the same meaning as the management of pesantren that is the management of educational institutions that involve the community. Principals and teachers have widespread freedom in managing schools without neglecting government policies and priorities. For the boarding school La Tansa is from the beginning berdirinyasudah apply the concept. Community participation has an important and strategic position, because education is a shared responsibility between family, community, and government.

CONCLUSION

Curriculum management at PondokPesantren La Tansa is an integrated curriculum between the curriculum of Diknas and the curriculum of Pesantren, so that it becomes a typical curriculum of boarding school. Therefore, curriculum development and assessment is given attention by the pesantren, by following the curriculum of the government, without leaving the curriculum system that has become a tradition of pesantren. Management of educators and education includes; Recruitment, coaching and development. The teacher is responsible for the development of learners at PondokPesantren La Tansa. Seek the development of all potential learners / students, both psychomotor potential, cognitive, and affective potential, which should be developed in a balanced manner as high as possible.

Student management is divided into two paths, namely 'teaching track' and 'foster care'. The Teach Path is the pattern of santri education during the classroom. The Fostering Trajectory is the pattern of santri education related to all activities and life of the discipline of santri outside the school hours or the pattern of santri education in the dormitory. Discipline and rules of pesantren are applied

to every santri activity. The lifestyle of students is programmed, scheduled, and for 24 hours students are obliged to settle in the boarding school and during that time it is under the supervision of the Parenting section. Financial management is managed by La Tansa Mandiri Micro Financial Institution (LKMS), which accommodates and maintains financial stability of pesantren cottage. School treasurers do only in terms of administration only, submitting a budget to the foundation for approval after deliberation through LKMS for finance. The management of facilities and infrastructure is a process of collaborating efficient utilization of all educational equipment in pesantren. The management is realized through a systematic process, supported by the fund of pesantren itself whose mechanism will be related to the financial management of pesantren. The management of school relationships and the community to make programs for boarding school can synergize with people's lives. School is an integral part of society, even schools grow and develop in accordance with the demands and expectations of the community. Specific service management includes; Libraries, laboratories, healthcare, dormitories, and pesantren business units. Specialized service management is done to facilitate and facilitate the learning process, in addition to meeting the needs of learners. These services are well managed and very helpful in achieving educational goals at Pondok Pesantren. Management monitoring and evaluation of its management by forming a special team in which there is a principal, teacher counselor, and the teaching section. Monitoring and evaluation is very useful in menghasilkan information fast, precise, and adequate for decision making and program improvement in boarding school.

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