



MANAGERIAL POLEMIC OF FOUNDATIONS IN THE ISLAMIC BOARDING SCHOOL AND DORMITORY EDUCATION SYSTEM

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Abstract:

Foundation management is fundamental in successfully managing religious-based educational institutions, such as Islamic boarding schools and modern dormitories. This study compares the managerial systems of two academic institutions, namely the Islamic Boarding School of Syafi'iyah and the Integrated Insan the Dormitory, which have different approaches but the same goal: to form superior individuals in academic, spiritual, and moral aspects. The Islamic Boarding School of Syafi'iyah uses a traditional model based on classical Islamic values with centralized decision-making. At the same time, the Integrated Insan Dormitory adopts modern management based on participation with a more professional organizational structure. These differences include decision-making patterns, human resource management, and approaches to character education. This study aims to identify the advantages and challenges of both managerial approaches and offer solutions to overcome the polemics in the management of educational foundations. This study is expected to provide new insights for educational foundation managers in developing effective managerial systems to meet the needs of their respective institutions.

Keywords: *Managerial polemics, Education System, Foundations, Islamic Boarding Schools, Dormitories.*

INTRODUCTION

Foundation is one form of non-profit organization that has a strategic role in supporting various areas of life, including education and social. The establishment of the foundation as a supporter of the hope for the success of the institutions under it. The professionalism of the foundation lies in the feasibility of running all procedures and governance of each form of institution under it. Furthermore, the governance of the foundation must also be responsive to global challenges, such as the industrial era by encouraging innovation in technology-based teaching and character education development. Before entering the important stage regarding the management of the institution, the foundation is the structural peak where all management is managed directly related to the content and flow of the institution itself.

The foundation itself is a legal entity formed on the basis of social, religious and humanitarian objectives. In the legal context in Indonesia, foundations are regulated in Law No. 16 of 2001 concerning Foundations which was later revised by Law No. 28 of 2004. From Mukti Fajar Nur (2010) Foundations have special characteristics, including non-profit (not seeking profit), based on separate assets, and dedicated to specific purposes. According to experts, a foundation is a container that has the legal power to hold separated assets, used for specific purposes in the social, religious and

humanitarian fields, without commercial purposes. The foundation's assets come from donations or grants and are managed independently for the benefit of the community. legal entity that acts in the public interest with a non-profit nature, where the foundation's assets are separated from the assets of its founders and used to implement programs according to the foundation's objectives.

Referring to the management of educational foundations ends in the basic principle order or the end of managerial responsibility. Foundation management is to directly review the transparency of relevant information to the community as stakeholders covering all forms of administration and institutional activities. As a form of accountability for responsibility for each function that has been formed within the institutional community as a whole. The sensitivity of the foundation to the movement of the institution is held directly by the person in charge of the origin who holds power and creates rules, laws, and ethics.

The institutional system that has been formed with the distribution of foundation managerial is a supporting relationship of an important image in the eyes of the community. These institutions are arranged based on the needs of the community level which contains public expectations for the next generation. The main purpose of establishing a foundation is a voluntary action in achieving the important goals of institutional development. Good foundation governance is very important to ensure that institutions under the auspices of the foundation, such as schools, madrasahs, or Islamic boarding schools or dormitories can carry out their functions optimally.

The establishment of institutions under the auspices of the foundation is in line with the needs of the community for the development of human resources in terms of intellectual, spiritual, and academic. Educational institutions that are tiered such as elementary schools, junior high schools, senior high schools and universities can also be blocked and have equal alignment with other similar institutions. On the other hand, in conditions where the foundation has a wide scope and has been established large, it can form other institutions that are residential in nature such as Islamic boarding schools or dormitories. The position of diverse institutions will be quite interesting with the opposition of the foundation as the holder of internal and external responsibilities. Conditions that require alignment of management between educational institutions are an important conjunction in adequate structural order that will run. The position of the foundation in the view of residential institutions such as Islamic boarding schools and dormitories is something that is often considered unique because it presents a form of institution that is similar but different in several aspects.

Islamic boarding schools and dormitories are also a form of application of full learning in maximizing educational strategies for all students in them. In the educational philosophy obtained from John Dewey's (1970) educational institutions that contain the basics of continuous learning focus on the needs, interests, and experiences of students. This philosophy emphasizes active, relevant learning, and is based on the interaction of students with their environment. This system aims to form individuals who are critical, creative, and able to adapt to change. This learning system has also been implemented in Indonesia for a long time.

In managing Islamic boarding schools and dormitories, the foundation has a responsibility to align the interests of the institution itself. The foundation has a dependency in every management of the related institution. Most of the institutions under the auspices of the foundation will follow every high policy from the leadership or people behind the sustainability of the policy. The management of the foundation will continue to hold control in a structured manner, reviewed from the size of the institution. In the institutional system in Indonesia, a strong foundation can control institutions that have similar alignment in managing the education system such as Islamic boarding schools and dormitories. The foundation as a legal entity that has a social, religious, and humanitarian mission plays an important role in the management of educational institutions such as Islamic boarding schools and dormitories. This management includes administrative, financial, human resource management aspects, to fostering religious values that support educational goals and character development of students.

The management of Islamic boarding schools and dormitories requires a clear organizational structure, including the division of tasks between the supervisors, administrators, and supervisors of the foundation. The supervisors are tasked with determining strategic policies, the administrators are responsible for operations, and the supervisors ensure that management is carried out according to the rules and principles of the foundation. This structure allows the foundation to maintain transparency and accountability in the management of the institution.

Similar things happen to Islamic boarding schools and dormitories in Sumberanyar Village, Paiton District, namely the existence of the Syafi'iyah Islamic boarding school and the Insan Terpadu dormitory which are under the auspices of one foundation. The Syafi'iyah Islamic Boarding School and the Insan Terpadu Dormitory are two examples of educational institutions with different managerial approaches but with similar goals, namely to form individuals who excel academically, spiritually, and morally. The Syafi'iyah Islamic Boarding School adopts a traditional system based on classical Islamic values, where management is dominated by the role of the kyai and the ranks of the foundation's management who focus on religious education and character development through an Islamic scientific approach. In contrast, the Insan Terpadu Dormitory integrates a modern education system that prioritizes a balance between formal academics and character formation based on universal spiritual values.

Polemics often arise in the application of the ideal managerial model for these institutions. One significant difference is in terms of organizational structure and decision-making patterns. Pesantren Islamiyah Syafi'iyah tends to have a hierarchical organizational structure with centralized decisions in the hands of the kyai or foundation leader. In contrast, Asrama Insan Terpadu adopts a participatory management approach with a more structured and competency-based division of tasks. In addition, the two institutions also differ in the management of human resources and facilities, where pesantren often rely on teaching staff from within the community, while dormitories tend to recruit professional staff.

This introduction aims to explore in more depth the managerial comparison of the two institutions, identify the advantages and challenges faced, and offer a solution discourse to overcome the polemics in the management of educational foundations. This study is expected to provide new insights for educational foundation managers, especially in choosing a managerial approach that suits the needs and vision of each institution.

RESEARCH METHODS

This study uses a qualitative method by conducting research that aims to describe the problem and analyze the problems that occur (Harahap, 2020). The qualitative approach was chosen because it allows researchers to gain a deep understanding of the phenomena studied in the social and educational context in madrasas. Researchers collect data through several stages such as; observation, observing directly at the research site. Interviews, interviewing a number of informants at the research site. Observation, visiting the research site. Documentation study, analyzing documents related to the research. The research location was in Sumberanyar Piton Village, more precisely directly in the Syafi'iyah Islamic Foundation with two related institutions, namely the Syafi'iyah Islamic Boarding School and the Integrated Insan Dormitory. Accurate data was obtained from several informants who were able to inform and describe events in the field.

The research steps in obtaining data are carried out in several ways as follows. Research Location The research was conducted in two educational institutions: Pondok Pesantren Islamiyah Syafi'iah and Asrama Insan Terpadu. These locations were chosen because both have different managerial systems but have the same goal in shaping students. Subject of Education The subjects of the study included foundation administrators, heads of institutions, teachers/educators, and students. In addition,

parents of students and the surrounding community were also involved as additional informants to obtain external perspectives.

The data collection technique used in this research methodology is through in-depth interviews with several related sources such as foundation administrators, heads of institutions, and teaching staff to understand the organizational structure, decision-making patterns and challenges faced. On the other hand, there are other sources from which some information can be taken, namely parents of students and the community evaluating the impact of the managerial system on the quality of education and public perception.

In addition to the interview process, there is also data collection through participatory observation where researchers conduct direct observations of daily activities in both institutions, such as management routines, interactions between administrators and educators, and the implementation of educational programs. Observations are made to capture dynamics that are not recorded in formal documents. Then the research process is complemented by a documentation study, namely Document analysis such as the organizational structure of the foundation, financial reports, SOPs, and foundation policies. Review of curriculum materials and educational programs to understand the synchronization between foundation policies and implementation in the field.

RESULTS AND DISCUSSION

Foundation Managerial Patterns in Institutions

Islamic Boarding School Syafi'iah has a centralistic leadership system as a management regulator originating from the center, namely the role of the kyai as the center of authority. The kyai acts as a spiritual leader as well as the main decision maker in the foundation and the boarding school. Management in the boarding school also comes from traditional cultures based on classical Islamic values as the main foundation. All policies, including financial management and curriculum determination, follow the principles of sharia and the traditions of the boarding school. Human resource management relies on teachers or ustaz from the local community. This often causes limited competence in certain fields, especially related to modern management. In the Islamic boarding school Syafi'ah also has several things that are bound such as limited documentation due to strict technological security management. Traditional management in this condition does not emphasize systematic archiving, so the evaluation process is difficult to do objectively.

If Islamic boarding schools are still thick with traditional elements and aromas, then the Insan Terpadu dormitory is present in the midst of urban communities that have moved their residences and mindsets towards the world of education. In the leadership system, the Insan Terpadu dormitory has the same source of leadership as the Syafi'iah Islamiyah Islamic boarding school, namely that the absolute policy holder is still held by the kyai as a professor who owns and holds all forms and contents of the foundation. The slight difference lies in the existence of participatory leadership that adopts a modern organizational structure with a clear division of tasks. Participatory-based leadership, where the head of the institution, teachers, and foundation administrators are involved in the decision-making process.

Some differences that can be found in the foundation's managerial system for the Syafi'iah Islamic boarding school and the Insan Terpadu dormitory are some gaps in learning content that are more advanced and modern with a striking comparison. In learning activities in the Islamic boarding school, there is always a tight schedule and always contains the concept of a spiritual approach to students. While in the Insan Terpadu dormitory, it is based on professionalism teachings that also contain Islamic things, although not as thick as the activities applied at the Syafi'iah Islamic Boarding School. Recruitment of educators and administrators is carried out based on family relationships or internal communities. This maintains the homogeneity of Islamic values

that are the core of education. However, there are limitations in professionalism because most educators do not have adequate formal qualifications. The division of labor system is also based on tradition without formal guidelines, so that there is overlapping responsibility. While in the recruitment system, it is open with competency-based selection. Educators and administrators of the foundation are required to have a formal educational background and relevant professional experience. The division of labor is carried out clearly through job descriptions and work guidelines, which increases operational efficiency. However, this more formal relationship sometimes creates an emotional distance between administrators, educators, and students.

The approach to education and character building of the two institutions is that in Islamic boarding schools the focus of education is more on deepening religious knowledge through yellow books, memorizing the Qur'an, and forming morals based on tradition. The boarding-based education pattern allows for strict supervision of student activities for 24 hours. Although effective in instilling Islamic values, this approach provides less space for the development of 21st century skills such as technology and foreign languages. Meanwhile, there is the Integrated Human Dormitory a more modern educational approach, integrating the national curriculum with a character-building program based on universal spiritual values. In addition to academic learning, students are given training in life skills, technology, and entrepreneurship. Boarding-based education is also implemented, but students are given more freedom to explore their interests. This system encourages independent and innovative individuals, although there is a risk of a lack of in-depth spiritual supervision.

In facing the challenges and managerial polemics of managing foundations for Islamic boarding schools and dormitories, several related concerns are needed in maintaining the position and figure of the *kiayi* in bringing up a sense of respect and obedience to teachers and providing indirect motivation to students or *santri*. Preservation of governance to cover the limitations of educational program development resources. The polemics that occur in foundations against the two institutions are strengthening the communication network to the cooperation that will be formed between the two. While in the view of the Integrated Insan dormitory as a means and technology of revolution from Islamic boarding schools is an effort to maintain a balance between spiritual values and modernity. Review of steps in overcoming resistance from groups who consider the lack of a religious approach.

CONCLUSION

This study shows that the foundation's managerial system greatly influences the quality of education and the sustainability of the institution. Pondok Pesantren Islamiyah Syafi'iah shows strength in maintaining traditions and religious values, but faces challenges in adapting to modern demands. In contrast, Asrama Insan Terpadu has succeeded in integrating spiritual values with a modern managerial approach, although it must maintain a balance so as not to lose its spiritual identity. These results provide insight into the importance of flexibility and adaptation in foundation management to face the challenges of the times without losing the essence of the institution's core values. The results of the study indicate that the foundation managerial system at the Syafi'iah Islamic Boarding School and the Integrated Insan Dormitory have their own strengths and weaknesses. The Syafi'iah Islamic Boarding School excels in forming strong Islamic characters through a traditional approach, but faces challenges of professionalism and modernization. In contrast, the Integrated Insan Dormitory has succeeded in combining modern education and spiritual-based character formation, but has challenges in maintainin emotional closeness and deep religious values. This study provides recommendations for both institutions to consider a more collaborative and professional managerial approach to address their respective challenges. The combination of local wisdom and modern innovation can be a solution to optimize the role of foundations in supporting value-based education.

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