

Quality Development of *Pesantren* Education In East Java

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Abstract. An essential instrument in the delivery of education is quality. To maintain the quality of educational institutions' maintenance needs following user expectations, namely preparation, evaluation, and further evaluation. Besides that, the synergy of both managers, human resources, and infrastructure is needed in addition to Islamic boarding schools (*pesantren*) with different characteristics from other Islamic educational institutions. On another side, it is demanded to maintain the characteristics that become its legal entity. It must carry out the process of transformation following the times. This research was conducted to understand the concept of quality development in *salaf* and *khalaf pesantren*. This type of research uses field research with the paradigm of phenomenology and takes the case of two *pesantren* in East Java, namely Sidogiri and Nurul Jadid *pesantren*. Data collection techniques using in-depth interviews, participant observation, and documentation. Meanwhile, the test procedure was triangulating data, the test of credibility and licensing, dependability, confirmability, and data transferability. The results showed the concept of development carried out with the principles of Suprarational, Rational, and Transcendental, which are both about user satisfaction with the polarization of different *pesantren* constructs using modern management values.

Keywords: Quality Development; Islamic Boarding School (*Pesantren*); *Salaf* and *Khalaf*

1 Introduction

Every *pesantren* education has different characteristics [1]. This characteristic is the distinction and uniqueness of every *pesantren* education [2]. So, the standard of a *pesantren* cannot be implemented even generalized to all *pesantren*. Mujamil Qomar has stated that the organization or establishment of Islamic educational institutions has been motivated by proselytizing motives [3]. With the preaching motives of educational institutions cause consequences. For example, Islamic educational institutions were established naturally and without careful planning to meet various components. Like the propaganda movement that always departs from the bottom, using the reward approach and the concept of reality sometimes ignores the welfare of employees and accepts all registrants without selection. [4]

This study takes two Islamic boarding schools that represent these assumptions. The strategies used and implemented by Sidogiri Islamic Boarding School and Nurul Jadid Islamic Boarding School are designed according to internal "satisfaction" needs, namely students as subjects and objects of Islamic boarding school education. This strategy was designed rationally and proportionally by all components of the board of care, Sidogiri Islamic Boarding School

and Nurul Jadid Islamic Boarding School. The management of both is in harmony with the phrase *effective decision making requires a rational selection of a course of action*. [5]

2 Research Method

This type of research is field research with a qualitative approach. The research paradigm used is phenomenology, which studies the phenomena that occur at the research location related to events in developing the quality of *pesantren* education [6]. This research is a case study at the *Salaf* Sidogiri *pesantren* and *Khalaf* Nurul Jadid, especially regarding developing the quality of education in East Java. Data collection techniques using in-depth interviews, participant observation, and documentation studies. The data that has been collected is recorded, interpreted, and analyzed using the process of verifying data, presenting data, and drawing conclusions. The validity of the data is checked with a credibility test through the extension of the engagement and observation period; triangulation; member check, and peer review, dependability, confirmation, and transferability. [7]

3 Results and Discussion

3.1 Polarization of Nurul Jadid Islamic Boarding School Quality Development

Based on the data description, the pattern of developing the quality of education in the Nurul Jadid Islamic Boarding School is carried out by referring to the integration of vision and mission aimed at organizing education by integrating modern curriculum and management as well as *tafaqquh fii al-diini* values. Each alumnus is projected to be able to play an active role in society according to their profession, be responsive to changing times and the community's demands. It can be done by holding the trilogy of *santri*, namely prioritizing personal obligations (*fardlu ain*), avoiding grave sins, and having high moral values towards God and fellow humans. Besides, five consciousnesses (religious awareness), namely knowledgeable, organized, community and nation-state. Implementation of quality is developed by adapting the pattern of education in Islamic boarding schools, madrasas, and schools [8]. Through the values as follows:

- a. Divine Values are the values of nature reflected in the names of the good God (*Asma 'al-Husnaa*), such as justice, patience, and others.
- b. Human values are education for all students without discrimination and others.
- c. The value of publicity is social awareness.
- d. The value of *pesantren* is Theocentric; Sincere in devotion; Justice; Simplicity; Collectivity Organize joint activities; Guided freedom; Independence; study and serve.

The principle of developing the quality of *pesantren* education, namely maintaining the originality of *pesantren* culture and accepting new, better culture.

Table 1. Matrix found by Pondok *Pesantren* Nurul Jadid Probolinggo.

Research Focus	Results
The Concept of Quality Development in Islamic Boarding Schools	The quality of <i>Pesantren</i> Education integrated with the vision and mission includes: 1) Education <i>tafaqquh fii al-dini</i> and <i>da'wah bi al hal</i>

		2) Adapted education.
		3) Divine values, humanity, publicity, and <i>pesantrenan</i>
		The principle of developing the quality of <i>pesantren</i> education, namely maintaining the originality of <i>pesantren</i> culture and receiving a new culture that is better.
<i>Pesantren</i>	Education	The process of developing the quality of education through:
Quality	Development	a. Planning (Planing) is based on:
Process		1) Based on al-Qur'an and al-Hadith.
		2) Departing from the vision and mission.
		3) Rational calculations (analysis) of the <i>pesantren's</i> educational needs.
		4) Results of deliberations. message (<i>fatwa kyai</i>)
		5) Istikharah (forecasting) determination of plans that have been verified through consultation with God.
		b. Implementation (Do) with:
		1) Establishment of a guarantor institution.
		2) Publish quality policy.
		3) Establish quality standards for <i>pesantren</i> education.
		c. Evaluation (Check) is done:
		1) Submit to internal parties for non-formal education.
		2) Involving external in formal education, both in institutions and academics.
		3) Evaluation of the implementation of the program for one semester and reports from all the Executive Board to the Daily Board of <i>Pesantren Nurul Jadid</i> .
		d. Follow-up (action)
		Reflections on planning, istikharah, implementation, and evaluation that have been carried out are then carried out the following stages.
		e. Development (Development) by forming:
		1) <i>Vocational</i> School.
		2) STIKES.
		3) STT.
		4) PGRA S1.
		5) PGMI S1.
		6) S2 PAI.
Impact of Quality		a. Increased interest of students to learn to achieve the specified targets.
Development in Islamic		b. Increasing the number of students studying at <i>Pesantren Nurul Jadid</i> .
Education		c. The learning time of students is not only measured by how long they become students, but how quality the learning experienced in the time used.
		d. The role of alumni in the community.

The concept of developing the quality of the *Pesantren Nurul Jadid* can be seen in the following figure:

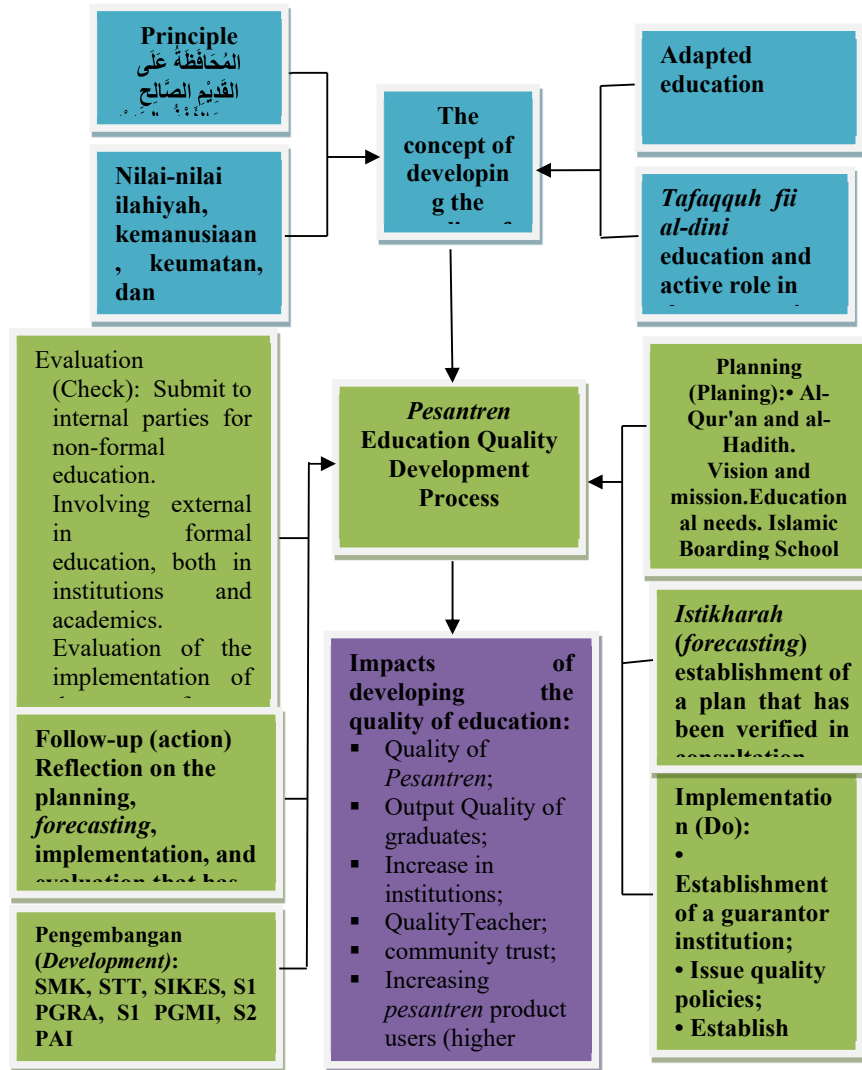


Figure 1. The Concept of Educational Quality Development for Pesantren Nurul Jadid.

3.2 Polarization of Quality Development at Nurul Jadid Islamic Boarding School

The concept of developing the quality of education in the Sidogiri Islamic Boarding School is carried out integrally between rational and suprarational values. These transcendental values are formulated in the *pesantren's* vision and mission. The vision of *pesantren* is to form students who have religious depth (tafaqquh fii al-dini), namely to master religious knowledge and practice it sincerely through the madrasa system and *pesantren* activities. Whereas da'wah education can be done by serving (devoted to) *pesantren* and the community through education, social and economics.

The values of quality development [9] are formulated as follows:

- a. Divine Values are the values of the nature that are reflected in the names of the good God (*Asma 'al-Husnaa*) such as justice, patience, and so on.
- b. Human values are education for all students without discrimination and so on.
- c. The value of humanity is education to empower by recognizing the potential of the people so that they can become personal and social servants of God.

Table 2. Matrix found by Pondok *Pesantren* Sidogiri

Research Focus	Results
The Concept of Quality Development in Islamic Boarding Schools	<p>The quality of <i>Pesantren</i> Education integrated with the vision and mission includes:</p> <ol style="list-style-type: none"> 1) Education tafauquh fii al-dini and da'wah bi al hal 2) Adapted education. 3) Divine values, humanity, publicity, and <i>pesantrenan</i> <p>The principle of developing the quality of <i>pesantren</i> education, namely maintaining the originality of <i>pesantren</i> culture and receiving a new culture that is better.</p>
<i>Pesantren</i> Education Quality Development Process	<p>The process of developing the quality of education through:</p> <ol style="list-style-type: none"> a. Planning (Planing) is based on: <ol style="list-style-type: none"> 1) Based on al-Qur'an and al-Hadith. 2) Departing from the vision and mission. 3) Rational calculations (analysis) of the <i>pesantren's</i> educational needs. b. Implementation (Do) with: <ol style="list-style-type: none"> 1) Establishment of a guarantor institution. 2) Publish quality policy. c. Evaluation (Check) is done: <ol style="list-style-type: none"> 1) Submit to internal parties for non-formal education. 2) Involving external in formal education, both in institutions and academics. d. Follow-up (action) <p>Reflections on planning, istikharah, implementation, and evaluation that have been carried out are then carried out the following stages.</p> e. Development (Development) by forming: <ol style="list-style-type: none"> 7) <i>Vocational</i> School. 8) STIKES. 9) STT. 10) PGRA S1. 11) PGMI S1. 12) S2 PAI.

Impact of Quality Development in Islamic Education	a.	Increased interest of students to learn to achieve the specified targets.
	b.	Increasing the number of students studying at <i>Pesantren</i> Nurul Jadid .

4 Conclusion

The concept of quality development in Sidogiri Islamic Boarding School has different characteristics and several concepts experience similarities. The similarity of the two is formulating the concept of quality which is oriented to customer satisfaction, but in practice it is developed according to very different distinction. Sidogiri *pesantren* has a character as a *salaf pesantren* that still maintains the design and values of the *pesantren salaf* while Nurul Jadid is developed with a *khalaf pesantren* design that combines the values of the *pesantren* and adopts community demands to keep up with the times. The basis for formulating the concept is carried out together with the synergy of quality development planned in the vision of the *pesantren* education mission, tafaquh fii al-diini education, da'wah which are both sourced from al-Qur'an and al-Hadith. The second side of the difference is, in interpreting the main sentence that some are very strict and some are loose. The process of developing the quality of education in the *Pesantren* Sidogiri Pasuruan and *Pesantren* Nurul Jadid Paiton Probolinggo are both carried out by adopting modern management which starts from planning through an analysis of the needs for developing educational quality, Forecasting (F) *Istikharah* as the determination of plans through consultation with God; Do (D) implementation through the establishment of *pesantren* quality assurance institutions, implementation of *pesantren* quality policies and *pesantren* quality standards; Check (C) through auditing, monitoring and evaluation; Action (A) follow-up reflects all cycles with the implementation of new programs, and Development (D) development through the establishment of new institutions to support the development of the quality of *pesantren* education.

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