A CASE STUDY OF MANAGEMENT PATTERNS OF AL KARIMI ISLAMIC BOARDING SCHOOL OF GRESIK

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Abstract: Islamic boarding school is the first model of Islamic education in Indonesia and is still exists today. Its existence in Indonesia is not only as an institution that holds education but also an institution to spread Islam which has been considered as indigenous Indonesian cultural product. Islamic boarding school now days applies both modern and traditional management because of the its need to adapt with the modern education and technologies. Therefore, this study attempts to examine the application of management at Al-karimi Islamic Boarding School of Gresik to dig up the management pattern applied in this institution by employing a case study approach. The writer has found that: (1) The model of curriculum management at Al-Karimi Islamic Boarding School is the combination of formal school-based (KTSP) and *Takhassus* Curriculum so it has produced Private Islamic boarding school-based curriculum. (2) The management of human resources (teachers and administration staffs) applies a closed pattern, in which the recruitment process has been carried out without publication and been prioritized for certain groups. (3) The management of students, facilities, infrastructure, and finance apply an open and modern pattern by implementing the functions of management. (4) The public relations management tends to apply the "Islamic traditional management" which includes planning, implementation, and evaluation based on Quran and Hadith principle such as *ta'aruf*, *tarahum*, *tafahum*, *tasyawur*, *ta'awun* and *tafakul*.

Keywords: Management, Islamic Boarding school, Pondok Pesantren Al-Karimi.

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1. Introduction

Islamic boarding school is Indonesia's oldest educational institution and it has played a significant role in shaping the Indonesian national identity. Furthermore, the presence of Islamic boarding school has made an obvious contribution to the nation's history from time to time. For example, during the reign of the Javanese kingdom, Islamic boarding school became the crucial point for the spread of Islam; during the colonial era of the Dutch, Islamic boarding school became the part of heroism of the people's struggle movement; After Indonesia declared its independence, Islamic boarding school involved in the formulation of the nation's form and ideology, as well as the physical revolution necessary to maintain independence (Nasruloh, 2019) .

The advantage of Islamic boarding school is that it has the power to develop a universal attitude of life that is shared by all learners, making it more self-sufficient and independent of who and what community institutions are involved. The development and benefits of Islamic boarding school are inextricably linked to the management system that has been developed (Latif, 2016).

Management is a term that refers to the study of the interdependence of behavioural dimensions and system components in relation to organizational change and development. The demands of change and development that arise as a result of internal and external environmental demands have implications for changes in the group's and institution's behaviour. Changes have a purpose that is adaptive to the environment so that the organization's aims are in line with society's needs or desires. The individual who leads, and how he operates his leadership, is the key to change in the Islamic boarding school organization (Multi et al., 2019).

Every educational institution, including Islamic boarding school, is required to provide the best service to its customers. In order to do this well, Islamic boarding school need a good management system. Some of the characteristics of a good management system are: regular mindset, regular activity implementation, and attitude to the tasks of activities well. Implications of this management system requires that Islamic boarding schools foster the students' skills, ability, and competence to optimize the teaching and learning process to produce the graduate profile based on the provided learning outcome (As'ad et al., 2020).

Factors that affect the development of an Islamic boarding school are numerous amount such as the leadership of the principle or the application of the theory of management. Management is a series of activities aimed at achieving an organizational objective by utilizing available resources effectively and efficiently. Effective is achieving the organization's goals. While Efficient means that the work can be accomplished without wasting time or fund.

The ability of Islamic boarding school to survive and foster their indigenous education as part of the national education system is inextricably linked to the education management system that has been built thus far (Barsihannor, 2021).

2. Literature Review

Management

Etymologically, management comes from the word to manage, in Webster's New collegiate Dictionary, the word manage is derived from Italian "Managlo" from the word "Managlare". It is further derived from the Latin Manus meaning hand. The word manage in the dictionary is guiding and supervising, treating carefully, taking care of business or affairs, achieving certain affairs. While in terminology, there are several definitions of management. Hambali and Mualimi states that management is a process or framework that involves guidance or directing a group of people towards organizational goals or real intentions (Hambali & Mualimin, 2020). Management in education is absolutely necessary, as it is the most important variable for managing an educational institution. Good management will make a difference in the quality of the school and the quality of its learners. Then the main aspect of management as stated by (Komariah, 2016) is to take directions, goals and objectives'. A clear goal is a central to the approaches which is implemented in educational management.

Function of management

After defining management that basically has four frameworks: planning, organizing, implementation and control. This activity is so-called the management process. Process means the activities carried out in a systematic way and the activities are carried out by managers/leaders at all levels of the Four framework. The management process involved the main functions implemented by a manager/leader, such as planning, organizing, leading, and controlling. Therefore, management is defined as the process of planning, organizing, leading, and controlling organizational efforts with all aspects so that the organizational goals are achieved effectively and efficiently (Paper, 2004).

Lloyd & Aho (2020) has named these measures as management functions that include: planning, decision making, directing, coordinating, controlling and improving. According to

Lee (2001) the functions of management include: planning (planning), organizing (organizing), moving (actuating), supervising (controlling).

For further explanation about planning, organizing, coordinating, controlling / supervision is presented below:

A. Planning

In any organization or institution, before stepping in to achieve the goal, the first thing they do is planning. Planning in an institution is very essential, because in reality Planning plays an important role compared to other functions. Planning means setting organizational goals and choosing the best way to achieve those goals. Decision making is part of planning that means determining or choosing alternative goals from several existing alternatives. Selection of a number of alternatives on the establishment of achievement procedures, as well as estimates of the sources that can be provided to achieve those objectives. Sources include human, material, money, and time sources. In planning, we know several stages, namely: (1) problem identification, (2) problem formulation, (3) goal setting, (4) alternative identification, (5) alternative selection, and (6) alternative collaboration (Mai Dhuhani, 2018).

B. Organizing

The term organization has two general meanings. First, an organization is defined as an institution or functional group, for example, a school, a boarding school, an association, government bodies. The second refers to the organizing process of how work is organized and allocated among members, so that the organization's goals can be effectively achieved. So, organizing in *pesantren* can be defined as the whole process of selecting and sorting people (ustadz and other *pesantren* personnel) and allocating facilities and infrastructure to support the tasks of people in order to achieve the goals of *pesantren* effectively and efficiently.

C. Coordinating

Coordinating according to (Boella & van der Torre, 2006) is a series of activities to connect, combine and harmonize people and their work so that everything takes place in an orderly and rhythmic direction towards achieving the goal without chaos, squabbles, work development or work vacancies.

Based on this understanding it can be confirmed that the coordination in the unit of education is "uniting the series of activities of the implementation of education and learning of people and their work so that everything takes place in an orderly manner towards the achievement of the established purpose". Coordination should be able to increase cooperation between officials and members of the organization as much as possible in the education department, at the level of the provincial and district/city governments, then coordination at the level of education units. Coordination at each level is to increase cooperation between the Minister, Director General, Governor, Regent/Mayor in providing services to the education unit, as well as principals, teachers, supervisors, and other school officials in school activities and lessons as the core activities of the education unit.

D. Controlling

Controlling is the process of monitoring, assessing, and reporting plans for the achievement of goals that have been set. The difference between control and supervision is on the authority of the development of both terms. Controlling has an intervention authority that the supervisor does not have. The supervisor is only limited to giving advice, while the follow-up is carried out by the controller. So, controlling is broader than surveillance. In its application in government, the two terms often overlapping. Supervisors have a duty to oversee the school. The principal also roles as a supervisor at the school he leads. In government environment, the term supervision and controlling are used more (Vanagas & Stankevič, 2015). In short, the planning and implementation are a unity of action and supervision is needed to see how far the result are achieved.

Islamic boarding school

Islamic boarding school in Indonesia is know as *pondok*. According to (Alwi, 2016), this name refers to students' dormitory or houses made from bamboo. It is derived from the Arabic word *funduq*, which has meaning "dormitory" or "hotel." (Cahyadi, 2017) added that boarding schools is a location where *santri* live. His statement emphasizes the significance of pesantren characteristics as an important educational setting. He also compares it to a military school. While *Santri* is the term of students who study and live in *pesantren*. In short, *pondok pesantren* is a term of Islamic educational system who order the students to study and stay in the dormitory wich is facillitated by the principle. The principle of the Pesantren is so-called Kyai, which is assisted by many teachers in teaching and fostering the students' skill.

Many experts defines that *pesantren* was born from Indonesian culture, by seeing that *pesantren* derived from Javanese, from the word "Cantrik" which means a person who always follows a teacher where this teacher goes to settle. *pesantren*, as an indigenous educational institution in Indonesia, have huge role in producing high quality generation every year. Ki Hajar Dewantara says that *pesantren* are the base and source of national since it fits with the Indonesia spirit, sense, and personality, such that they need to be developed, guided, and helped.15

Almost certainly, the birth of a *pesantren* began from some basic elements that are always in it. There are five elements of *pesantren* that those cannot be separated. The three elements include *kiayi, santri, pondok*, mosque, and teaching of classical Islamic books, or often called the yellow book (Krisdiyanto et al., 2019)

a. Kyai

Kyai or boarding school principal is a very essential element for a *pesantren*. The average *Pesantren* that develops in Java and Madura kyai figure is so very influential, charismatic and authoritative, so it is highly respected by the people in public. The term kyai is usually commonly used in Central and East Java only. While in West Java the term "Ajengan" is used, while in North Sumatra it is called Buya.

b. Pondok (Dormitory)

Dormitory or residences of *santri*, is a characteristic of *pesantren* that distinguishes it from other educational systems that develop in most Islamic regions of other countries.

c. Mosque

A kyai who wants to develop *pesantren*, in general, the first priority is the mosque. The mosque is considered an inseparable symbol of *pesantren*. The mosque is not only a practice of ritual worship, but also a place of teaching knowledge.

d. Santri

Santri are students of Islamic boarding school (*pesantren*). A biased scholar is called kyai if he has pesantren and santri who live in the pesantren to study islamic religious sciences through the yellow books. Therefore, existence is usually also related to the existence of santri ordered.

e. Teaching the Yellow Book

Based on historical records, *pesantren* has taught the classic books, especially the *madzhab Safiiyyah*. The teaching of the yellow books of Arabic and without *harakat* or often calle "*Kitab Gundul*" is one of the only method formally taught in the Indonesian *pesantren* community. There are several types of boarding schools for example, *pondok peantren salaf, khalaf, modern*, and *takhasus* Al-Quran.

The *pesantren* education system consists of elements and values that are a unity. The quality of a *pesantren* education system depends largely on the quality of the principal, the teachers, and the interaction between all those elements. Basically, every educational institution always wants to have the equal of good quality and quantity to avoid the problems form the internal and external side (Syafe'i, 2017).

3. Method

This study emplyed explanatory case study. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships (Baxter & Jack, 2015). There are several categories of case study namely exploratory, descriptive and explanatory case studies. In this study the writer uses descriptive case study to examine the phenomenon about the pattern of management used in Al Karimi Islamic Boarding School of Gresik. descriptive case studies set to describe the natural phenomena which occur within the data in question (Starman, 2013).

4. Result and Discussion

Curriculum Management Pattern of Al Karimi Islamic Boarding School
As an educational institution that teaches *santri* to be useful human in the world and hereafter life, *pesantren* in the context of achieving its educational goals cannot be separated from the curriculum designed. Therefore, it is not something naïve if it is considered necessary to have a reliable and qualified *pesantren* curriculum management while being able to anticipate the development of science and technology today. Talking about of curriculum management, in the context of this study emphasizes more on the pattern of application in the field that can at least be classified into four aspects, namely curriculum planning, curriculum organization, curriculum implementation and supervision or evaluation of curriculum (Masykur, 2019).

In Al Karimi Islamic Boarding School applies 2 types of curriculums, namely Islamic education curriculum of the minister of religion, school-based curriculum (KTSP), and *Takhassus* curriculum as a private curriculum of Al Karimi Islamic Boarding School. It is seen that the development of the curriculum in this *pesantren* combines the general school-based curriculum (KTSP) which contains formal subjects with the *Takhassus* Curriculum (containing the learning of the Yellow Book). So it produce a new form of KTSP Al Karimi Islamic Boarding School with the combination of *Takhassus* Curriculum. This makes the curriculum of Al Karimi Islamic Boarding School quite unique. As stated by (Baedhowi, 2016) that practically the concept of curriculum applied in schools is KTSP. KTSP or curriculum 2006 contains a set of plans and arrangements about educational programs that are standardized to achieve national goals and how their achievements are adapted to the circumstances and capabilities of the region and educational units.

The evaluation model carried out at Al Karimi Islamic Boarding School is basically the same as school in general, namely daily evaluation, mid-term evaluation, and final-evaluation which are carried out with a certain schedule. Evaluation activities are carried out in order to find out the development of *santri* mastery of the subject matter given, and also to give predicates of the level of the class. But in the study activities there is little difference, especially in the studies of the book where the evaluation is done by memorizing and understanding the content of the book.

Based on the conditions mentioned above, it is seen that curriculum management has been going well even though it is not perfectly running well. This is proven by the establishment of curriculum programs (learning), the establishment of learning administration in the form of syllabus, and teaching-learning schedules which are carried out regularly and continuously.

This shows that the principal of Al Karimi Islamic Boarding School have understood well the importance of curriculum management in an educational institution so that they always strive to utilize all the potential in the madrassa to succeed in the implementation of the curriculum, both formal curriculum and curriculum *takhassus* (Asep Hernawan Herry & Andriyani, 2014).

Educator and Education Staff Management pattern of Al Karimi Islamic Boarding School of Gresik

Human recourses management in educational institutions is so-called the management of educators and education staff, is part of organizational management that focuses on human resource management. Human resource development is divided into several work areas, namely organizational design, organizational development, employee career planning and development, human resource planning, employee performance systems, compensation and salaries, and employee archivship. It should also be understood by an organization that the main pillar of good organization is the ability of every member to do their individual duty, function, and responsible.

The characteristics of human resources needed in educational institution are those who have integrity, initiative, intelligence, social skill, creativity, flexibility, never give up, and global. However, the application of educator and education staff management in Al Karimi Islamic Boarding School tends to still apply a closed pattern where the recruitment of educators and education staff is carried out secretly or without publication and is only prioritized for certain circles around the boarding school environment. This condition is certainly not appropriate because it will narrow the opportunity of the institution to obtain educators and education personnel who are really reliable, although in the recruitment has referred to the characteristics determined by the *pesantren*, such as professionalism, honesty, and sincerity.

Facilities and Infrastructure Management pattern of Al Karimi Islamic Boarding School of Gresik

Management of educational facilities and infrastructure is a whole series of activities process that is planning, implementing, evaluating, controlling, and developing the educational objects, so that it is always in a state of ready to use for the learning process so that the teaching and learning process is more effective and efficient for improving the quality of learning and achieving educational goals that have been set.

The pattern of management of facilities and infrastructure in Al Karimi Islamic Boarding School includes planning, procurement, storage, inventory, supervision, and replacement of facilities and infrastructure. Planning educational facilities and infrastructure is a process of preparing a plan for school supplies needs for a certain period and combining the needs plan with available school funds or budgets. Procurement is an activity to present facilities and infrastructure in order to support the implementation of tasks that must be done by schools / madrasas.

The procurement of educational facilities and infrastructure in Al Karimi Islamic Boarding School is classified as well implemented and regular because it involves its own committee formed through deliberation for consensus. The committee formed is then tasked with finding and holding the goods needed in accordance with the predetermined price agreement. The entire series of tasks of the procurement committee of facilities and infrastructure will end after all the goods held are ready to be handed over to the facilities and infrastructure section.

After the necessary facilities and infrastructure have been owned by the madrasah and submitted to the facilities and infrastructure section, the next step is to carry out an inventory. The process of inventory of facilities and infrastructure is generally carried out by documenting into the inventory book and writing certain codes or numbers on the physical goods.

The next management function after inventory of infrastructure facilities is the function of use and maintenance. In terms of the use or utilization of infrastructure facilities in Al Karimi Islamic Boarding School adjusted to the needs of the goods and in accordance with their function. The loan of goods must be in accordance with the rules that are written in the inventory item usage book which is the responsibility of the facilities and infrastructure staff.

So, in the use of facilities and infrastructure must follow the procedures that have been set by the boarding school.

Financing Management Pattern of Al Karimi Islamic Boarding School of Gresik

The pattern of implementation of financing management at Al Karimi Islamic Boarding School of Gresik has implemented a pattern of "open management" by paying attention to the implementation of financing management functions from planning through the preparation of RAB, organizing through allocating sources of funds, directing through the use of funds sources to finance cottage and supervision activities (controlling) through examination of financial administration books and financial report.

Open management applied in Al Karimi Islamic Boarding School is indeed slightly different from most boarding schools that are thick with nuances of "paternalistic management" and generally prefer closed management. It is understood that the budget managers at Al Karimi Islamic Boarding School are people who have close relationships with the leader of the principal, but have gone through a rigorous selection process taking into account ability and loyalty.

Student Management Pattern of Al Karimi Islamic Boarding School of Gresik

Student management is an arrangement of the selection of the learners of boarding school until they graduate. The concept of student management is driven by the fact that learners have a very important role in learning activities in an educational institution. Learners or students are the main subjects that will be processed in the educational process in school. So that by remembering the important role of these learners the school must be really able to manage and manage learners effectively and efficiently.

The pattern of implementation of student management at Al Karimi Islamic Boarding School of Gresik has implemented a pattern of "modern management" by paying attention to the application of student management functions. Such as the planning function through new student admission activities, organizing functions through student arrangements into classes or based on certain categories, directing functions through the management of extra-curricular activities as a forum for talent development and student interest and control function through monitoring and evaluation of student activities carried out by the teachers, staff, and head of boarding school.

In the process of organizing and supervising learners, Al Karimi Islamic Boarding School leans more towards a pattern of "modern management" supported by complete and adequate student administration. In addition, the role of the principal of boarding school and all educators and education staff supports every student activity.

One thing that has not been running well from the implementation of student management at Al Karimi Islamic Boarding School is the weak management of the boarding schools' alumni. The management of Alumni of Al Karimi Islamic Boarding School is still not well organized. It is still focused in small are do it is need to spread the coordination alumni in wider are. Some important things to maximize alumni management for example: (a) Encourage the Al Karimi Islamic Boarding School alumni organization to spread wide the organization and maintain good communication with all alumni, (b) multiply activities involving alumni such as reunions or alumni meetings, alumni seminars or other activities.

Public Relations Management Pattern of Al Karimi Islamic Boarding School of Gresik

Public relations management in *pesantren* is a program of public relations activities that are always associated and based on Islamic principles derived from the Qur'an and Al Hadith and have cultivated in *pesantren* as part of the pesantren values/ traditions such as *ta'aruf, tafahum, tarahum, tasyawur, ta'awun, and takaful*. Those public relations management in pesantren is

research, planning, implementation, and evaluation of a communication activity sponsored by the *pesantren*

The implementation of public relations management at Al Karimi Islamic Boarding School of Gresik applies the principles of *ta'aruf, tarahum, tafahum, tasyawur, ta'awun*, and *takaful* to be one part in the process of developing *pesantren* and the Division of Public Relations takes a significant role in the planning, implementation, and evaluation.

The implementation of public relations management at Al Karimi Islamic Boarding School of Gresik influenced the central figure of the principal who was very influential on public relations policy by emphasizing deliberation. The advantages of the planning, implementation, and evaluation process are filled with deliberation so that public sympathy and trust is high. However, the weakness is that if one day there is a succession of leadership is feared to have an effect on the performance of public relations the boarding school.

5. Conclusions

In this section the writer provide the conclusion of the pattern management implemented by Al Karimi Islamic Boarding School. Al Karimi Islamic Boarding School applies school-based curriculum (KTSP) and *Takhassus* curriculum as a private curriculum of Al Karimi Islamic Boarding School. So it produce a new form of KTSP Al Karimi Islamic Boarding School with the combination of *Takhassus* Curriculum.

The application of educator and education staff management is a closed pattern where the recruitment of educators and education staff is carried out secretly or without publication and is only prioritized for certain circles around the boarding school environment.

While the pattern of management of facilities and infrastructure in Al Karimi Islamic Boarding School includes planning, procurement, storage, inventory, supervision, and replacement of facilities and infrastructure.

The pattern of implementation of financing management at Al Karimi Islamic Boarding School of Gresik has implemented a pattern of "open management" by paying attention to the implementation of financing management functions from planning through the preparation of RAB, organizing through allocating sources of funds, directing through the use of funds sources to finance cottage and supervision activities (controlling) through examination of financial administration books and financial report.

The pattern of implementation of student management at Al Karimi Islamic Boarding School of Gresik has implemented a pattern of "modern management" by paying attention to the application of student management functions. The implementation of public relations management at Al Karimi Islamic Boarding School of Gresik applies the principles of *ta'aruf, tarahum, tafahum, tasyawur, ta'awun*, and *takaful* to be one part in the process of developing *pesantren* and the Division of Public Relations takes a significant role in the planning, implementation, and evaluation.

Acknowledgements

By completing this article the write thanks to Allah because of his blessing and thanks to people who support the writers to complete the article and to join ICOBUSS internasional conference. In addition, we would like to express our special thanks to my colleagues at Qomaruddin University, the prinpical of Al Karimi Islamic Boarsing School, and all ICOBUSS committees.

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