Pesantren development strategy in the globalization era at the Ma'ruful Hidayah Foundation, Cigedug District, Garut Regency

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Article Info	ABSTRACT
	This study aims to identify and analyze external factors that can trigger opportunities and threats, as well as internal factors that describe strengths and weaknesses in Islamic boarding schools, so that appropriate strategies can be found to be applied to pesantren in improving their existence as an educational institution. Islam in environmental conditions that have turned into modern boarding schools. The focus of this research is the strategy of developing Islamic boarding schools in an effort to maintain their existence as an Islamic educational institution in the era of globalization. The type of research is qualitative research. The data analysis methods used are: Qualitative analysis, which is a series of activities to analyze data in the research object which is not stated in numbers but uses SWOT analysis. The results of the study indicate that the appropriate development strategies to be applied to Islamic boarding schools in the Cigedug sub-district, Garut Regency include; 1) there are 2 strategies for developing Islamic educational institutions, namely: adaptive and consistent, 2) pesantren management reform strategies, namely the application of professional management, 3) strategies for increasing resources in pesantren, namely: increasing Human Resources and Natural Resources.

INTRODUCTION

In the era of globalization, Islamic Education Institutions, especially Islamic boarding schools, are faced with unavoidable socio-cultural changes, Islamic boarding schools cannot escape the changes that exist. The rapid advancement of information technology can penetrate the cultural fortress in the Islamic boarding school environment. Social dynamics have required Islamic boarding schools to be present in the world of free market competition, not to mention a number of other developments wrapped up in societal dynamics which also lead to questions about resistance (resilience), capability (ability), responsibility (responsibility), and the sophistication of Islamic boarding schools in the demands of change. Are Islamic boarding schools able to face the logical consequences of these changes? Efforts to find alternative answers will relatively be found if the internal and external anthropology of Islamic boarding schools is understood optimally. This effort ensures honest nakedness and is willing to break away from all negative assumptions and a priori attitudes towards Islamic boarding schools (Suwendi, 2004).

Islamic boarding schools, with the theology they adhered to until now, are challenged to respond critically and wisely to the currents of globalization. Islamic boarding schools must be able to find solutions that can enlighten, so that on the one hand, they can develop students with broad and competent insights who are not nervous about facing modernity and at the same time do not lose their identity, and on the other hand, they can lead people to become a community that is aware of the problems they face and is able to overcome them with full independence and civilization (Abdul A'la, 2006: 9).

Because needs are rapidly changing and various and complex problems arise, professionalism is required to improve the performance quality of Islamic boarding schools.Islamic boarding schools must improve themselves to be able to meet the needs and demands of this modern society. Islamic boarding schools, as da'wah institutions as well as educational institutions, produce reliable and professional next generations according to the demands of the times and are required to be able to offer modern and universal Islamic thoughts. In addition to modernizing ideas, institutional modernization must also be carried out by applying correct and measurable management processes.

The biggest challenge to the success of an Islamic educational institution such as a pesantren in achieving its goals is the changing times that demand professionalism in managing the institution, the quality of management resources in responding to technological advances, and producing quality alumni. To be able to fulfill this, an educational institution such as a pesantren can apply the concept of strategic management in an effort to achieve its goals.

Strategic planning can help Islamic educational institutions such as Islamic boarding schools deal with changing conditions and formulate and resolve the important issues they face. Strategic planning can help build strengths and take advantage of important opportunities, while on the other hand, it can also reduce weaknesses or avoid serious threats. Even strategic planning can make it more effective in conditions full of threats.

From the description of this background, the formulation of the problem that will be raised in this study is: What are the external factors that influence the development of the Ma'ruful Hidayah Islamic Boarding School in Cigedug District, Garut Regency? What are the internal factors influencing the development of the Ma'ruful Hidayah Islamic Boarding School in Cigedug District, Garut Regency? What is the right development strategy to apply to the Ma'ruful Hidayah Islamic boarding school in Cigedug sub-district, Garut Regency? What policies can be recommended to the regional government of Garut Regency regarding the strategy for developing the Ma'ruful Hidayah Islamic boarding school in Cigedug District?.

RESEARCH METHODS

The focus of the research is the strategy for developing Islamic boarding schools in an effort to maintain their existence as educational institutions in the era of globalization. While the type of research is qualitative research, which is defined as a research procedure that produces descriptive data (in the form of written or spoken words from people and observed behavior),

The research location/object is the Ma'ruful Hidayah Islamic Boarding School, which is located in the Cigedug sub-district, Garut regency, and is a formal educational institution that has been recognized by the government and society for its existence. that is:

The data to be taken is in the form of primary and secondary data. Data collection techniques using observation and documentation Research informants were taken with the aim of research, namely 1 Islamic boarding school caretaker, 7 boarding school management staff, 2 religious leaders, 2 community leaders, 9 Pesantren alumni, and 1 person from related agencies. So the total number of informants for collecting data on three (three) Islamic boarding schools that have formal education institutions in Garut district is 22 people.

The data analysis method used is qualitative analysis, namely a series of activities to analyze data on research objects that are not expressed in numbers, namely using Strength, Weakness, Opportunity, and Threat (SWOT) analysis, which is an analysis that compares the strengths and weaknesses owned by the organization as well as the opportunities and threats that occur within the organization to select and sort alternative strategies that will be used to achieve organizational goals.

RESULTS AND DISCUSSION
Strategy Management

The word strategy comes from the Greek strategos, which means an effort to achieve a victory in a war. Originally used in a military environment, the term strategy is now used in various fields that have relatively the same essence. (Laksmi Dewi and Masitoh, 2009). The definition or definition of strategic management in the literature on management has a wide scope, and there is no standardized understanding. That is why the notion of strategic management has developed widely depending on one's understanding, thinking, and interpretation.

Strategy is a fundamental framework within which an organization is able to express its vital continuity while at the same time having the power to adapt to an ever-changing environment. By using strategic management as a framework for solving every strategic problem within the company, especially those related to competition, managers are invited to think more creatively, innovatively, or strategically.

After analyzing the environment, educational institutions are expected to be able to obtain a fairly complete picture of their external and internal conditions. Thus, the factors, which are strengths,

weaknesses, opportunities, and threats, have been able to be clearly defined. Based on this, an educational institution can then determine the direction it wants to go in the future.

Pesantren

Pesantren are an Islamic educational institution as well as a da'wah institution in Indonesia. Islamic boarding schools are based on the mutual desire of two communities, namely the santri (community) who wish to study religion as a provision for life and the kyais (teachers) and ustadz (spiritual leaders) who sincerely wish to share their knowledge and experience. As Imam Tholkhah and Ahmad Barizi said in their book, "Opening the Window of Education" (Tholkhah, 2004), "Kyai and Santri are two communities that have the same awareness to jointly build a religious community called pesantren."

During the colonial period, Pesantren experienced quite heavy pressure because, in these schools, they taught about love for the motherland and instilled a patriotic attitude in their students. Although a pesantren is basically only a religious educational institution, this institution also prioritizes the mental and spiritual development of its students. This was the concern of the colonialists at that time. To overcome this, the Dutch East Indies government then offered a modern form of education in the form of schools. These Dutch East Indies schools then developed to compete with the existence of Islamic boarding schools; these schools were more work-oriented in nature, in the sense that graduates could get work through a diploma given by the school. To compensate for this, several Indonesian Muslim scholars at that time tried to establish schools with Islamic characteristics in the form of madrasas. From there, religious teaching was introduced through the modern school system. However, this system is not necessarily taken for granted. So that dichotomies began to emerge between pesantren, which adopted the system as the aim of the pesantren, which were founded initially, or better known as salaf and kholaf, or modern pesantren.

According to Qomar (2007), the general purpose of Pesantren is to foster citizens so that they have Muslim personalities in accordance with the teachings of Islam and instill this sense of religion in all aspects of life.

According to Sulthon and Khusnurridlo (2006), the characteristics of Islamic boarding schools that still hold fast to salafiyah values can be defined as follows: (1) There is an intimate relationship between students and kyai; (2) Santri obedience to kyai; (3) frugality and simplicity are really manifested in the pesantren environment; luxurious life is almost not found there; (4) independence is very much felt in the life of the pesantren; (5) the spirit of mutual help and an atmosphere of brotherhood (Ukhuwah Islamiyah) really characterize the association in the pesantren. (6) Discipline is highly recommended; 7. concern for achieving noble goals; and (8) diploma awarding.

Pesantren Principles

The desires and rules that apply in the life of the pesantren are the basic values that underlie the life of the pesantren world. The existence of pesantren becomes strong because it is imbued with what is known as the "post-soul" of pesantren, according to Tolkhah and Barizi, 2004:55–56, namely: (1) sincerity; (2) simplicity; (3) independence; (4) freedom; and (5) ukhuwah Islamiyah.

The Ma'ruful Hidayah Islamic Boarding School in Cigedug, Garut Regency, is a pesantren education institution located in the Garut Regency area of West Java Province, to be precise, +25 KM from the capital city of Garut. KH. Idang Busyrol Karim is a founding figure from Cigedug Village, Garut district, West Java. officially incorporated as a foundation under the name "Ma'ruful Hidayah Foundation" with the notary deed of Soesanto adi Purnomo, SH. Number 31 of 1990. Units of formal education institutions owned by Madrasah Diniyah Ma'ruful Hidayah is affiliated with the ministry of religion of the Republic of Indonesia, as are the directorates of pesantren and diniyah. Then they also opened the Ma'ruful Hidayah High School (SMA), affiliated with the Ministry of Education and Culture of the Republic of Indonesia. The number of students at the Ma'ruful Hidayah Cigedug Pesantren is 700, coming from all provinces of West Java and outside the island.

External factors that affect development
a. Opportunity:
  1) The management of Islamic boarding schools that prioritizes high morals is a statement from the community that is beneficial for maintaining this good image in the actualization of Islamic boarding school development. a) Community recognition that Islamic boarding schools are the nation's moral bulwark; this point also provides an opportunity to persuade the public that moral/ethical education is the most important thing to prioritize.b) community recognition that pesantren are the basis of Islamic education; with this recognition, pesantren also have the opportunity to develop pesantren. c) public and government trust, this opportunity is useful to prove its existence as an Islamic educational institution, especially those managed by Islamic boarding schools, by incising various achievements of its students at the regional, regional, and national levels, so that public and government trust arises with the recognition that the Ma'ruful Islamic boarding school foundation Hidayah Cigedug Garut is currently the largest and most comprehensive Islamic boarding school foundation with an educational unit in the Cigedug sub-district. d) Support from religious leaders, community leaders, and the government; this is an important point for the implementation of pesantren education and activities because, with the support of religious leaders, community leaders, and the government, a pesantren-based education management pattern affiliated with the ministry of religion for the study of Islamic religious education and affiliated with the ministry of national education for the study of general science education can be implemented. e) As stakeholders, parents of students and alumni provide opportunities for efforts to develop Islamic boarding schools.f) There are workshops and professional training for employees by the government and the private sector; this point is also an opportunity to involve employees in attending these workshops and training in order to support their professionalism. g) There is an opportunity for employees to continue higher education with scholarships from the government or the private sector; this is also an opportunity that has a very positive effect on the professional development of employees who are recommended to continue their education at a higher level in order to make a better contribution to personal development. h) With positive feedback from student parents, this item is both an opportunity and an important discussion for the development of Islamic boarding schools.i) Good interest from the community is an opportunity that can be utilized to obtain input and process it with good educational quality.

  2) The existence of financial assistance from the government and the private sector for the provision of pre-educational facilities and infrastructure helps pesantren meet the limited budget for development funds. a) assistance from the government; at this point, the pesantren have the opportunity to improve the quality of education by meeting the need for adequate facilities for the implementation of education and pesantren activities. b) assistance from the private sector; this point also provides opportunities for improving Islamic boarding school education by preparing the availability of sufficient supporting facilities for the implementation of Islamic boarding school education and activities..

 b. Threat
   1) Pesantren as the second choice in alternative education and pesantren only teaching Islamic religious knowledge is a statement from society that is a threat to pesantren managers. a) The opinion of the community that has been developing so far has positioned pesantren as a second choice, which is also a threat to the continuity of efforts to develop pesantren. b) the community's perception that education and activities managed by Islamic boarding schools only focus on religious activities, so that it will limit the creativity of their children to develop their interests and talents; this is also a threat to the existence of Islamic boarding schools. c)

the establishment of national and international standard schools; d) the establishment of skills and professional education institutions or courses; people who want to be instant or fast in the education process will prefer skills and professional-based educational institutions or courses to be accepted in the world of work. This can also threaten the existence of Islamic boarding schools, which generally provide a relatively longer education. e) excessive concern from the community over strict Islamic boarding school rules that will curb the freedom of their children; f) lack of defense from the government for the public's assumption that Islamic boarding schools are terrorist nests; this can also be a serious threat to the development of Islamic boarding schools to be more accepted by society and the world at large. g) Given the competition in the world of work, if Islamic boarding schools continue to pay their employees with bisyaroh, whose nominal value is much lower than the salary, this can also jeopardize the stability of Islamic boarding schools' education and activities, because employees may prefer to devote their abilities in institutions that are better able to meet their needs.

2) Pesantren are located in slum areas, which is a community statement that makes their development less profitable. a) The public's perception that Islamic boarding schools are in slum areas is a separate threat, considering that today's society pays enough attention to health and comfort in educational facilities. The fact that the number of students at the Ma'ruful Hidayah Islamic boarding school has reached 700, while the available room facilities are only 100, means that each room is occupied by more than 7 students on average, despite the fact that the average room size is only 3x3 meters. This condition supports the creation of a slum impression due to overloaded room capacity. b) the community's assumption that Islamic boarding schools' facilities are inadequate for the fulfillment of the world of education; this item is also unsupportive of efforts to develop Islamic boarding schools, considering that institutions outside of Islamic boarding schools continue to strive to highlight building models and their beauty to attract public sympathy. c) The lack of public transportation to Islamic boarding schools can jeopardize access to the outside world and the ability to expand its network with various parties who support efforts to develop Islamic boarding schools. Internal factors that influence the development of Islamic boarding schools

a) The strengths possessed by the Ma'ruful Hidayah 2)Pesantren: 1) Pesantren are rooted in society; 2) Kyai are exemplary figures; 3) organizing a complete educational package on the basis of religious and general education in the context of coaching and mentoring intellectual, emotional, and spiritual 4) Organizing skills activities that are oriented towards channeling and developing interests and talents. 5) Application of modern management in the management of Islamic boarding schools; 6) Application of a centralized system in the implementation of Islamic boarding schools and education activities. 7) Implementation of central financial management for the operational costs of organizing Islamic boarding schools and education activities 8) The involvement of pesantren managers in socio-religious and socio-political activities 9) Government and private-sector trust in efforts to develop Islamic boarding schools, including improved education managed by Islamic boarding schools.10) Maintain close relationships with alumni and Santri guardians who are active in organizing social activities.11) Having an economic business in supporting the existence of Islamic boarding schools in the form of koppontren (school cooperatives), which provide services to students and the community.

b) The weaknesses of the Ma'ruful Hidayah Pesantren are: 1) limitations in providing welfare to employees; 2) limited ownership of the development budget.

Appropriate development strategies to apply:

The appropriate development strategy to be applied to the Ma'ruful Hidayah Islamic boarding school is as follows: a) adding educational rooms and room facilities; b) limiting the number of students by setting quotas; c) increasing the budget for implementing education costs; d) minimizing duplicate positions; e) providing facilities in the form of transportation to the pesantren.

The right development strategy is implemented in the Ma'ruful Hidayah Islamic boarding school, Garut Regency:

1) There are 2 strategies for developing Islamic educational institutions, namely:

a) Consistent, with the opportunities and strengths possessed by Islamic boarding schools in the form of trust from the surrounding community as educational institutions based on moral education, as well as the existence of kyai as central figures of Islamic boarding schools with charisma and other advantages that are able to attract people to register their sons and daughters studying in Islamic boarding schools, then Islamic boarding schools should strive in such a wayThe way to do this is to maintain the education system that has been in place so far, namely religious-based education through madrasah diniyah, which is referred to as the soul of the pesantren. This is in line with the concept of almuhafadhotu "alaa al-qodiimi as-shoolih" (maintaining the good old system).

b) Adaptive: in order to compete with non-Islamic boarding school educational institutions, both those fostered by the government and those in the private sector, pesantren through the Islamic education institutions they manage must be willing to open themselves up by way of educational transformation, for example, with an IT-based education system that allows Islamic educational institutions to apply a variety of learning methods with visual and audio-visual media and in the end can create an atmosphere of active, innovative, creative, effective, and fun learning (PAIKEM). This condition is actually in line with the concept of wa al-akhdu bi al-jadiid al-ashlah (taking a new, better system).

2) Islamic boarding school management renewal strategy

So far, pesantren have been very strong with their traditional management. This can be seen in the leadership structure of the pesantren and its management personnel, who tend to have the blessing of the elderly kyai, who are the main caregivers of the pesantren. This situation has a number of impacts, including: making decisions and policies, determining the ustadz and ustadzah, and resulting in performance that is only service-oriented, resulting in low performance improvements. Therefore, to renew pesantren management, there must be a new discourse in the form of implementing professional management, including the recruitment of employees who must go through ability tests, ownership of an educational background that supports their skills, and a level of obedience to the kyai (following the rules of the pesantren). Thus, a good quality of education service will be built so that it can improve the quality of Islamic education institutions in Islamic boarding schools.

3) There are 2 strategies for increasing pesantren resources, namely:

a) Improving Human Resources, including by providing coaching, bringing in a team of experts in accordance with the fields needed, holding training that supports increasing the creativity of human resources, and even providing scholarship recommendations to continue their education through collaboration with the government and the private sector.

b) Increasing Natural Resources: Islamic boarding schools, as independent Islamic education institutions, should be able to optimize their assets so that they can be fully utilized to increase their existence. Among the ways that can be taken is to develop Islamic Boarding School Cooperatives through various business units (in the form of services, both for students and the community) in order to fulfill the operational implementation of Islamic boarding schools. The management of the Islamic Boarding School Cooperative must be professionally managed and officially incorporated so that its development does not encounter obstacles, both from the government and the private sector.

CONCLUSION

The conclusions in this study are as follows: External factors in this case are divided into two categories, namely: 1) Opportunities include the fact that there is public trust in Islamic boarding schools and attention from the government and the private sector. 2) Threats include the following: there is a public opinion that Islamic boarding schools and the educational institutions they organize are a second choice, and Islamic boarding schools are located in slum areas.

Internal factors in this case are divided into 2, namely: 1) Strength: among others, Islamic boarding schools have taken root in the community and have the title The High Moral, which is owned by Islamic boarding schools, and the kyai is an exemplary figure. 2) Weaknesses include management implementation that is less than optimal, low human resources, and poor management of natural resources in Islamic boarding schools, as well as the inclusive attitude of pesantren managers.

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