

Management of Pesantren Management in Al Furqon Boarding School, Tanah Bumbu Regency

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Abstract: This research aims to analyze the management of education at Al Furqon Islamic Boarding School, which includes Al Furqon Junior High School and its boarding school unit. Using a qualitative approach, data was collected through observation, in-depth interviews, and documentation. The results show that successful management is influenced by the integration of formal and non-formal education management systems, participatory leadership, and active involvement of students and their guardians.

Keywords: Boarding school management, islamic education, leadership, modern Islamic boarding school

1. Introduction

Education is the main pillar in human resource development and the progress of a nation (Paliukh, 2025). In the context of globalization and the Industrial Revolution 4.0, educational institutions face significant challenges in producing graduates who are not only academically competent but also adaptive to change and capable of competing at national and international levels (Razan et al., 2025). Therefore, the role of educational management has become increasingly crucial in ensuring the achievement of national education goals.

According to Syandawati et al. (2022) Law Number 20 of 2003 concerning the National Education System, educational management is a process of planning, implementation, supervision, and evaluation to achieve national education goals effectively and efficiently. Article 51 of this law states that the management of early childhood education, primary education, and secondary education institutions is carried out based on the principles of autonomy, accountability, and transparent evaluation.

Furthermore, the mandate of educational management is also reflected in Law Number 23 of 2014 concerning Regional Governance, which emphasizes the division of authority between the central government and regional governments in education management (Mok & Han, 2017). This requires synergy, coordination, and good governance at every level of government. Management is defined as the process of planning, organizing, directing, and controlling organizational resources to achieve goals effectively and efficiently (Griffin, 2017). Management is no longer understood merely as a process of organizing resources but also includes strategic capabilities in responding to environmental changes adaptively and innovatively (Robbins & Coulter, 2018). A study by Mintzberg (2019) emphasizes that the role of modern managers is not only technical but also social and symbolic, requiring them to act as agents of change and innovators within their organizations. This is reinforced by the findings of Yukl (2020), which state that adaptive strategic leadership directly contributes to organizational flexibility in facing environmental uncertainties. A study by Jackson & Ruderman (1995) shows that organizations adopting participative management approaches tend to have higher employee retention and satisfaction rates.

Good educational management is not limited to administration but also encompasses aspects of school leadership, curriculum management, human resources, finances, and community involvement. As stated by Sallis (2014), effective educational management is that which facilitates change and fosters a culture of quality within educational institutions.

Islamic boarding schools (pondok pesantren) are Islamic educational institutions in Indonesia that play a crucial role in shaping the character, spirituality, and intellectuality of the Muslim community. Over time, pesantren have evolved beyond their religious function, adapting to modern needs as educational institutions, including in managerial aspects.

Management is essential for the optimal operation, development, and progress of a pesantren. Poor or ineffective management systems can reduce the efficiency and effectiveness of a pesantren (Salim & Makhshun, 2018).

According to Rahmawati (2019), pesantren that implement modern management principles such as strategic planning, organizing, transformative leadership, and systematic evaluation demonstrate significant institutional performance improvements. Another study by Zarkasyi (2021) states that the main challenges in pesantren management lie in the lack of managerial competence among caretakers and administrative staff, as well as limited resources. Professional management of pesantren has become imperative to maintain educational quality, operational effectiveness, and institutional sustainability. This aligns with the perspective of Robbins and Coulter (2018), who emphasize the importance of management as a process of coordinating activities to achieve organizational goals efficiently and effectively.

Based on the above explanation, it can be concluded that the curriculum implementation model and integration in junior high schools and Islamic boarding schools are the main keys in realizing the improvement of the quality of schools and Islamic boarding schools. The study of this topic is very important considering the complexity of educational challenges in pesantren and the need for a contextual managerial approach. This research will focus on how the leaders in Al-Furqon Islamic Boarding School in Tanah Bumbu Regency develop strategies, implement them in curriculum integration and evaluation, and how these strategies have an impact on improving the quality of teachers. With this research, it is expected that there will be a model of curriculum integration implementation that is relevant for Islamic education institutions, especially pesantren, in facing today's educational challenges. In addition, the results of this study are also expected to contribute to the development of Islamic education management science, especially in terms of curriculum integration, educational evaluation.

2. Research Objectives

This research was conducted to analyze, identify and examine the management of al-furqon pesantren management:

- a. analyzing the educational program planning strategies carried out at Al Furqon Islamic Boarding School.
- b. examining the implementation of learning activities and extracurricular activities in the pesantren.
- c. identifying the challenges in the management of pesantren management and the strategies-solutions implemented by the leadership.

3. Research Questions

There are three questions in this research

- a. What is the mechanism of curriculum and administration integration between junior high school and pesantren in the Al Furqon management system?
- b. What are the forms of adaptation of kiai leadership in harmonizing traditional pesantren authority with modern management principles?
- c. To what extent does the participation of santri guardians affect the effectiveness of integrated education management?

4. Literature Review

Management as a scientific discipline has undergone rapid development in the last decade. According to Robbins & Judge (2023) Defining management as "the process of coordinating and supervising the work activities of others so that work can be completed effectively and efficiently". This emphasis on the coordination aspect is very relevant to the management of pesantren that involve many stakeholders. Recent developments in management studies by Daft (2022) expand the notion of management as the art and science of optimizing organizational resources through a series of basic functions, including strategic planning, organizing structure, transformational leadership, and performance control and evaluation. This perspective becomes very relevant for pesantren, which are required to be able to manage various limited resources optimally while maintaining Islamic values as the main foundation.

Recent developments in management literature Hitt (2023) emphasize the importance of:

- a. Adaptive management in a fast-changing environment
- b. Balance between efficiency and organizational values
- c. Data-driven approach in decision making

In the Islamic perspective, management also contains values:

- a. Trustworthiness in resource management
- b. Shura (deliberation) in decision-making
- c. Fairness in the distribution of roles and resources
- d. Ihsan in the performance of duties

The management of boarding schools can be analyzed through the POAC management functions approach (Planning, Organizing, Actuating, Controlling) which is the basic framework in organizational management. The first function, planning, is the main foundation in managing pesantren. According to Daft (2019), planning includes the

process of defining organizational goals and determining strategies to achieve them. In the context of pesantren, strategic planning includes preparing a clear vision and mission, SWOT analysis to identify strengths and weaknesses, and preparing a curriculum that integrates religious and general knowledge.

5. Methodology

5.1 Research Design

This research uses a qualitative approach. This approach is often referred to as naturalistic research because it is conducted in natural conditions (natural settings). Another term used is ethnographic research, considering that initially this approach was widely used in cultural anthropology research. Qualitative research is called so because the data obtained and the analysis are descriptive and qualitative. The main purpose of this approach is to deeply understand various social phenomena or symptoms that occur in society, where humans are positioned as the main subject of research.

Qualitative methods aim to reveal and understand the experiences experienced by individuals or groups who are the subject of research, such as behavior, perceptions, motivations, and actions, which are analyzed thoroughly and descriptively through language and narratives in a natural context, and use approaches that are in accordance with conditions in the field (Moleong, 2006). This type of research is an intrinsic case study, because researchers are specifically interested in understanding thoroughly and deeply the phenomena that occur in Al-Furqon Islamic Boarding School, Tanah Bumbu Regency. Case studies are used to reveal the dynamics of leader roles, curriculum integration mechanisms, evaluation strategies, and teacher improvement efforts in a holistic context (Yin, 2018).

5.2 Research Sample

The place of this research is Pondok Pesantren Al Furqon Mudalang which is located in the Ponpes Al Furqon Mudalang Complex, Jl. H.M. Amin RT. 07 Mudalang Village, Subdistrict. Kusan Hilir (Pagatan) Tanah Bumbu Regency, South Kalimantan Province, zip code 72273.

5.3 Research Insrument

5.3.1 Interview Guidelines

An interview is a form of communication interaction between two parties, in which one party wants to obtain information from the other party by asking questions that are arranged based on specific objectives (Mulyasa, 2004). Before the interview was conducted, the interview guidelines were first prepared so that the implementation could take place smoothly and did not seem rigid.

5.3.2 Observation Guidelines

Observation is carried out when the researcher is directly involved in a particular situation with the aim of observing how the relationship between an event or event in that context (Mantja, 2008). In this case, the observation guideline is in the form of important notes that are used as a guide for researchers when observing the object of research. This technique is one of the data collection methods by systematically observing the symptoms being investigated.

5.3.3 Documentation

Documentation is a tool in data collection that serves to complement information obtained from interviews and observations. Document analysis is used because this source is considered stable, rich, and natural (Moleong, 2006). Documentation data can be obtained from written materials that provide information about situations or conditions relevant to research needs.

6. Findings and Discussion

6.1 Respondents' Demographic Analysis

This study engaged 13 respondents divided into three primary groups with distinct demographic profiles. The management group (4 participants), aged 40-60 years, reflects the strategic nature of their positions typically held by experienced individuals. The educator cohort (5 participants) was predominantly aged 25-45 years, with a gender composition of 3 males and 2 females, demonstrating gender representation among teaching staff. The student respondents (4 participants), all aged 15-18 years with minimum 3 years' residency at the pesantren, were selected to ensure sufficient understanding of the boarding school's management system.

6.2 Analysis of Research Questions

6.2.1 Research Question 1: What is the mechanism of curriculum and administration integration between junior high school and pesantren in the Al Furqon management system?

Interpretation findings from the original text that show the problems faced by pesantren in the management of excess curriculum. The hermeneutic analysis conducted shows that the main problem faced by pesantren is scheduling conflicts that make students exhausted because they have to balance between general and religious studies. This problem shows the highest frequency of 6 respondents. This is due to the unaccustomedness of students from elementary schools with a

small load of learning hours to the pesantren environment with many learning hours. The interview results of 5 respondents support the findings of the questionnaire data from the interpretation results are as follows.

acknowledged the heavy workload but emphasized the importance of maintaining both religious and secular education. He suggested optimizing schedules rather than reducing religious studies, proposing that some subjects could be integrated thematically (e.g., linking science with Islamic teachings). (P1)

He noted that students spend mornings on general subjects and evenings on religious studies, leaving minimal time for rest or extracurricular activities. He recommended revising the daily schedule to include more breaks and better time management. (P2)

'students often struggle to focus in class due to fatigue. She proposes reducing the homework load and incorporating more interactive project-based learning to make lessons more interesting without adding stress. (G1)

He supports adjusting the memorization schedule to lighter times, such as weekends, to ease the pressure of weekdays. (G2)

shared first-hand experiences of burnout, describing long study hours (5am - 9pm daily) with limited free time. They asked for more flexible schedules, shorter evening sessions, and occasional recreational activities to alleviate fatigue (S1).

6.2.2 Research Question 2: What is the process of implementing teaching and learning activities and extracurricular activities at Al Furqon Islamic Boarding School?

The caretaker of the boarding school, explained that the learning process at Al Furqon integrates the national junior high school curriculum with religious education in a balanced manner. "We divide the time with a full day school system, where the morning is used for general subjects according to the government curriculum, while the afternoon and evening are devoted to the study of the yellow book, and moral development," he said. The head of Al Furqon Junior High School, added that the school has developed a structured schedule to ensure both aspects of education are optimized without compromising on quality. Some teachers highlighted the challenges of adjusting teaching methods, with the Mathematics Teacher revealing, "We have to be creative in delivering the material because students are often exhausted after attending the dense religious lessons." Ustadz/ pesantren teachers, on the other hand, emphasized the importance of maintaining pesantren traditions despite having to adapt to the demands of the modern curriculum.

Regarding extracurricular activities, senior students appreciate the variety of options such as tambourine, Arabic language, and scouts, but complain that the implementation time often clashes with exam schedules. "Sometimes we have to choose between joining tambourine practice or taking remedial lessons," he complained. In response, the boarding school caretaker stated that he would re-evaluate the extracurricular schedule, while the Vice Principal for Student Affairs offered a solution by organizing intensive extracurricular activities during the weekends. This discussion revealed the importance of periodic reviews of the learning system and coordination between parties to create harmonization between academics, religion, and the development of santri interests.

6.2.3 Research Question 3: How do pesantren leaders overcome the challenges of pesantren management?

The leadership of Pondok Pesantren Al Furqon applies a collaborative and adaptive approach in facing various management challenges. First, in the aspect of financial management, the Kyai and the Board of Teachers diversify funding sources through pesantren business units such as agriculture, santri cooperatives, and cooperation with philanthropic institutions. They also implement a transparent budget system with quarterly reporting to the santri guardians to build trust.

For education quality challenges, pesantren leaders form a special curriculum team that is tasked with integrating diniyah material with general lessons. They conduct weekly training for ustadz/ustadzah on active learning methodology, as well as modify the learning schedule by implementing a subject block system to reduce santri fatigue. "We also open a consultation room for students who have difficulty balancing their study load," explained the Deputy Caregiver for Education.

In facing social changes, pesantren leaders hold monthly gathering forums with parents/guardians and community leaders. This forum becomes a medium for program socialization as well as an "early warning system" to anticipate problems such as the influence of gadgets or promiscuity. For leadership regeneration issues, the pesantren implements an internship system for senior santri under the direct guidance of the Kyai, including the practice of managing pesantren business units.

Finally, regarding infrastructure, pesantren leaders adopt a gradual development strategy by prioritizing learning support facilities. They involve alumni in the “adopt a facility” program and establish partnerships with local governments for facility assistance. “The main key is to maintain a balance between tradition and innovation,” said Kyai, while giving an example of the implementation of administrative digitalization without reducing the essence of pesantren-style character education. Evaluation monitoring is carried out through monthly meetings of all stakeholders, with measurable achievement indicators in both academic, spiritual, and managerial aspects. This holistic approach allows pesantren to continue to exist amidst the challenges of the times while maintaining the scientific spirit of salaf pesantren.

7. Conclusion

Based on discussions with all stakeholders and supported by various recent studies, it can be concluded that the leaders of Pondok Pesantren Al Furqon have developed a holistic and adaptive management strategy to overcome contemporary challenges. Their approach combines traditional pesantren values with modern management innovations, proving to be effective in:

- a. Financial Management through diversification of funding sources and budget transparency, in accordance with the survival strategy of pesantren. Curriculum Integration with a blended learning model and block system that reduces the cognitive load of students.
- b. Digital Transformation based on local wisdom, maintains the scientific sanad despite adopting technology. Collaborative Leadership through shura forums and stakeholder involvement, emphasizing the importance of community participation in decision making. Apprenticeship-based Leadership Regeneration, proven to improve the readiness of the next generation.
- c. Sustainable Development with the triple helix concept, combining the roles of pesantren, alumni, and government.
- d. The key to success lies in the balance between maintaining tradition (al-muhafazhah 'ala al-qadim al-shalih) and adopting innovation (al-akhdz bi al-jadid al-aslah), as the principles raised in the International Conference. Periodic evaluation with an adaptive balanced scorecard model ensures that all strategies remain relevant to the dynamics of the times.

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Conflict of Interest

The authors declare no conflicts of interest.

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