



Pesantren and Modernization: How Modernization of Educational Management is Implemented in Pesantren

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Abstract

Education management in pesantren (translated with Islamic boarding schools) is a necessity in order to maintain its existence in the current competition and modernization, and can become a foundation for development in the future. This article aims to provide an overview of how Islamic education management is implemented in Islamic boarding schools, especially at the Al-Manshuriyah Mengori Islamic boarding school, Pemalang Regency and what factors support and inhibit the implementation of this management modernization. This article was prepared using a qualitative approach supported by data collection through observation, interviews and documentation. From the results of the study, it is clear that the implementation of Islamic education management at the Al-Manshuriyah Islamic boarding school consists of several areas which include implementation of management in the areas of goal formulation, management, staffing, Islamic boarding school, curriculum, facilities and infrastructure, as well as Islamic boarding school finances based on current developments. The Islamic education management process is structured based on management functions, such as planning, organizing, mobilizing and supervising functions. Things that are supporting factors for the modernization of Islamic education management include teacher quality, government and religious ministry policies, government assistance, management cooperation, high administrator enthusiasm, parental trust, student motivation, foundation support, collaboration with alumni, and donor support. The inhibiting factors

include inadequate human resources, incomplete facilities and infrastructure, minimal student participation, and weak supervision.

Keywords: *educational management; Islamic boarding school; Islamic education*

Abstrak

Manajemen pendidikan di pesantren merupakan sebuah keniscayaan agar dapat mempertahankan eksistensinya di tengah persaingan dan modernisasi saat ini, serta dapat menjadi pondasi untuk pengembangan di masa yang akan datang. Artikel ini bertujuan untuk memberikan gambaran tentang bagaimana manajemen pendidikan Islam diterapkan di pondok pesantren, khususnya di pondok pesantren Al-Manshuriyah Mengori, Kabupaten Pemalang dan faktor-faktor apa saja yang menjadi pendukung dan penghambat pelaksanaan modernisasi manajemen tersebut. Artikel ini disusun dengan menggunakan pendekatan kualitatif yang didukung dengan pengumpulan data melalui observasi, wawancara dan dokumentasi. Dari hasil penelitian diperoleh gambaran bahwa implementasi manajemen pendidikan Islam di pondok pesantren Al-Manshuriyah terdiri dari beberapa bidang yang meliputi implementasi manajemen di bidang perumusan tujuan, kepengurusan, ketenagaan, kepesantrenan, kurikulum, sarana dan prasarana, serta keuangan pesantren yang disesuaikan dengan perkembangan zaman. Proses manajemen pendidikan Islam disusun berdasarkan fungsi-fungsi manajemen, seperti fungsi perencanaan, pengorganisasian, penggerakan, dan pengawasan. Hal-hal yang menjadi faktor pendukung modernisasi manajemen pendidikan Islam antara lain kualitas guru, kebijakan pemerintah dan kementerian agama, bantuan pemerintah, kerjasama pengelola, semangat pengelola yang tinggi, kepercayaan orang tua, motivasi siswa, dukungan yayasan, kerjasama dengan alumni, dan dukungan donatur. Faktor penghambatnya antara lain sumber daya manusia yang kurang memadai, sarana dan prasarana yang kurang lengkap, partisipasi siswa yang minim, dan lemahnya pengawasan.

Kata kunci: manajemen pendidikan; pondok pesantren; pendidikan Islam

Introduction

The era of modernization has given rise to changes that affect many sectors of life including social, economic and human psychological aspects. Make people more open, have a broad perspective, be ready to face social change, have ambition and curiosity, and have a strong education and work perspective. For this reason, modernization demands more developed preparation in all parts of life (Rosana, 2015). Good human resources can be prepared through education. Therefore, the field of education is a part that is expected, as the highest peak for the progress of a nation to face the challenges of the times (Yahya, 2015).

At the same time, the quality of educational institutions is a benchmark for people's interest in enrolling their children in certain educational institutions. Most people want education that has good quality in management, services, infrastructure and so on. Changes in people's attitudes towards education require efforts to be made by educational institutions to develop all fields of science and intellect in a better direction in line with modernization (Mardiah & Prayogi, 2024).

Pesantren (translated with "Islamic boarding schools"), as traditional and oldest Islamic schools in Indonesia, are also affected by changing times. Its existence has been around for a long time, and to this day Islamic boarding schools still exist with all their developments. The existence of Islamic boarding schools as a component of the social order of Muslim society and also as a socio-cultural supporter of Indonesian Muslims has been around for a long time (Noor, 2006). In line with the rapid development and progress of the times in all areas of life

as well as the diverse functions of religious understanding, Islamic boarding school institutions in their future growth progress are greatly influenced by the growth of education and community needs. For this reason, Islamic boarding schools are expected to be able to make existing adjustments and changes, by preserving the typical classical character of Islamic boarding schools so that it is hoped that Islamic boarding schools will easily adapt to all developments over time and the dynamics of modern societal civilization.

Education in Islamic boarding schools continues to develop. The existence of Islamic boarding schools does not only help the government to make the nation's life more intelligent. More than that, Islamic boarding schools are pioneering agents and inspirations for building the morals of the Indonesian nation (Hasyim, 2016). Islamic boarding schools not only offer religious studies, Islamic boarding schools also provide various types of formal education with diverse lessons. There are also many Islamic boarding schools that specialize in certain sciences, such as Islamic boarding schools that tend to teach memorizing the Koran, the Yellow Book, skills, technology and communication.

Times are increasingly advanced, the world is increasingly developing, technology and modernization are increasingly widespread in all aspects of life. For this reason, Islamic boarding schools must be able to make their choices. Do Islamic boarding schools continue to close themselves off from current developments, be conservative, and only maintain old educational patterns, so that they slowly stagnate, die and freeze, or do Islamic boarding schools start to think about making improvements to all existing shortcomings so as to

create dynamic, effective, creative and innovative Islamic boarding schools? from all aspects provided and developed (Arief, 2013). The existence of Islamic boarding schools as Islamic educational institutions in this era of modernization certainly always strives to provide functional educational patterns. Creating skilled human resources in addition to teaching religious sciences. Various skills activities in the form of training that further deepen knowledge (general) and work skills are an effort to broaden students' insight in the fields of social sciences, culture and practical sciences (Prayogi, 2024).

The development of the educational model in Islamic boarding schools is also supported by the development of its components. If previously Islamic boarding schools only consisted of mosques and dormitories, now Islamic boarding schools have adequate components, such as classes, language laboratories and various other sophisticated infrastructure. By not abandoning tradition, Islamic boarding schools continue to carry out reforms both in the institutional and management fields. This is in line with developments and demands of the times. Therefore, in the current era, there are many Islamic boarding school models in Indonesia that are almost different in building design from classical Islamic boarding schools (Syafe'i, 2017).

In order to grow the skills of Muslims as time goes by, the Al-Manshuriyah Mengori Islamic boarding school, Pemalang sub-district, Pemalang district, is also carrying out several efforts. At first it was still traditional, with limited infrastructure and technology, more focused on the internal environment and intensive interaction between students and

educators, tended to focus on spiritual development and religious knowledge, used manual administration and traditional management systems, then underwent modernization which refers to current society, namely by adopting a modern education system without eliminating the classical education system. The addition of educational elements such as classrooms, libraries, honesty canteens, computer laboratories, laboratory rooms and other supporting infrastructure was also carried out. Education at the Al-Manshuriyah Islamic boarding school not only teaches Islamic education and religious knowledge, but various general knowledge is also taught, such as science, mathematics, economics, geography and language, and others are also taught through formal education in it with adapted learning media. by existing technological developments.

This is proven by the use of technology such as a computerized administration system for student data, finances, and Islamic boarding school activities, the use of projectors in learning, foreign language training such as English and Arabic, carried out every day in rotation, one week it is mandatory to speak Arabic, and one week it is mandatory to speak Arabic. English, and sanctions are imposed for students caught speaking regional languages. Then there are practical skills, such as welding iron, student entrepreneurship training by setting up a shop in a hut called An-Nahla shop, and gardening training by involving students in growing mangoes and then harvesting them and selling them. This is done to remain relevant in meeting increasingly complex and diverse educational needs in the era of modernization.

Compared to other Islamic boarding schools in Pemalang Regency which prioritize formal education over pre-school education. So, it is not surprising that there are students who have been studying for three to six years but cannot read books. It is not uncommon to find Islamic boarding schools experiencing sharp decline due to lack of management of the existing education system. Even though not all Islamic boarding schools are like that, these things can affect the quality of Islamic boarding schools so that it is very difficult to find Islamic boarding schools that are truly productive in producing students. By considering this, it is hoped that the Al-Manshuriyah Islamic boarding school can have a productive and competitive competitiveness.

Based on this, it is clear that the efforts made by the Al-Manshuriyah Islamic boarding school in modernizing Islamic education management are to produce good graduates who have broad insight, in accordance with the vision and mission of the Al-Manshuriyah Islamic boarding school, namely forming the personality of students who have spiritual intelligence, thoughts, emotional and social balance based on sincerity, simplicity, independence and *Ukhwah Islamiyah* to continue their education to a higher level in their future lives. This phenomenon is the basis for writing this article so that this article aims to describe the modernization process carried out by the al-Manshuriyah Islamic boarding school in Pemalang Regency and what are the supporting and inhibiting factors.

Research Methods

The research method used to examine this problem is the qualitative research method. Qualitative research is research that uses a natural background, with the aim of interpreting phenomena that occur and is carried out by involving various existing methods (Qonita & Prayogi, 2023). The qualitative research method was chosen with the aim of knowing or describing the reality of the events studied, namely regarding the modernization process carried out by the al-Manshuriyah Islamic boarding school in Pemalang Regency and what the supporting and inhibiting factors were.

The data in this research was collected using observation, interviews and documentation methods. Meanwhile, for research techniques, case study techniques are used, where this research uses the administrators of the al-Manshuriyah Islamic boarding school as sources of information (informants/resources). There was a total of 8 informants in this research consisting of the head of the foundation, boarding school administrators, teacher council, and Islamic boarding school students. Interviews were conducted mid-October to December 2023.

The data obtained is then processed qualitatively, namely by interpreting the data narratively into logical sentences based on the data obtained and the conditions found by organizing the data into categories, describing it into units, carrying out synthesis, choosing what is important. and what will be studied, and draw conclusions so that they are understood by themselves and others. Information obtained at the data collection stage will be processed and analyzed using stages

that refer to the interactive model of Miles and Huberman (1992), namely data reduction, data display, and conclusive drawing/verification.

Result and Discussion

A. Implementation of Islamic Education Management at the al-Manshuriyah Mengori Islamic Boarding School, Pemalang Regency

Management is a process of organizing, organizing, managing and controlling resources in a group with the help of teamwork to achieve group goals optimally (Prayogi & Nasrullah 2024). In this case, the person responsible for the education management process in Islamic boarding schools is based on managerial level, namely a kyai, foundation, head of the boarding school, management, *asatid*, and room trustee. So, modernization of Islamic education management in Islamic boarding schools is the application of modern ways or methods in managing and utilizing existing resources in Islamic boarding schools to achieve the educational goals of the Islamic boarding school.

Based on the results of interviews and observations, it is clear that the process of implementing Islamic education management at the al-Manshuriyah Islamic boarding school is based on the management functions of planning, organizing, mobilizing and supervising in all areas of management such as administration, staffing, Islamic boarding school, curriculum, Islamic boarding school facilities and funding. Of course, in the education management process there are challenges and

obstacles experienced, for this reason Islamic boarding schools must be able to minimize these inhibiting factors by utilizing things that support them.

The modernization of Islamic education management at the al-Manshuriyah Islamic boarding school began with a shift in ownership of the Islamic boarding school which was initially traditional, inherited from generation to generation and then transferred to a foundation or formal institution with a more organized management structure. This is done because there is awareness to develop Islamic boarding schools so that they can be more responsive to the demands of the times, more organized management with a modern management approach, potential changes in ownership from individuals or families to foundations or institutions. This is usually related to efforts to improve the quality of education, facilities and management of Islamic boarding school resources. Apart from that, support from the government or non-governmental organizations can also accelerate this transformation, as well as modernization in several areas including:

1. Implementation of the field of goal formulation

Educational goals are the expected results or achievements of the educational process. Educational goals can vary depending on the level of education, curriculum, and social context. Every educational institution must formulate clear educational objectives, as an important step in planning and developing educational programs. This understanding is in accordance with the concept emphasized by Mastuhu which explains that change and reform are a response to the weaknesses contained in traditional Islamic boarding schools.

Finally, change and reform are considered as a means to overcome these shortcomings, thereby opening the way to a new educational vision, mission and goals (Mastuhu, 1994). In the implementation of management in the field of goal formulation, there are special findings, namely that the formulation of educational goals at the A-Manshuriyah Islamic boarding school is structured based on four management functions.

Starting with the planning, vision, mission and educational objectives of the al-Manshuriyah Islamic boarding school, it has been stated as the goal to be achieved, which was prepared in a participatory manner involving various parties and relevant resources, which includes religious aspects, character and skills as indicators of control for Islamic boarding school management. in achieving that goal. This statement is in accordance with the theory put forward by Mega Surya Oktaviana and his colleagues, that the development of Islamic education management in Islamic boarding schools must be in line with applicable policies, both from the government and the region. In an effort to manage or develop Islamic educational institutions, Islamic boarding schools have the responsibility to formulate educational goals and strategies, then implement them for the advancement of Islamic education (Oktaviana, 2022).

The next process is organizing, where educational objectives are identified and adapted to the organizational structure and students' needs. Then the mobilization of educational goals is carried out through socializing the vision, mission and goals of Islamic boarding schools to internal and

external stakeholders, showing the importance of active communication in realizing goals. Finally, supervision is a key step to ensure the relevance and achievement of educational goals by involving evaluation, revision and transparency. Therefore, using a normative and theoretical approach in observing the world of Islamic boarding schools based on general sciences and western social sciences is too uncomfortable and unable to penetrate the deeper reality of the world of Islamic boarding schools.

For this reason, Islamic boarding schools need reform in formulating educational goals included in the vision and mission that are adapted to current educational needs in order to develop Islamic boarding school graduates who can contribute significantly to the modern world (Safitri, 2018). So, in the implementation of management in the field of goal formulation it can be concluded that the implementation of this field has referred to management functions based on current educational needs and also reflects the seriousness of the al-Manshuriyah Islamic boarding school in adapting to the modernization of Islamic education in order to achieve better educational goals.

2. Implementation of management

The implementation of Islamic education management in the field of management at the Al-Manshuriyah Islamic boarding school is structured based on four management functions. First, the Islamic boarding school carries out management planning by recruiting management every year. Furthermore, organizing management is carried out by arranging tasks and responsibilities based on the abilities and

expertise of each management member, as well as building a clear organizational structure to increase efficiency in carrying out tasks. This shows that there are more systematic and structured planners in managing human resources to carry out the educational process effectively, in response to changes in environmental dynamics and organizational needs (Aldeia, 2023).

Furthermore, mobilization efforts are carried out by providing direction, motivation and guidance to management members. This reflects the importance of active leadership in motivating members to carry out their duties and obligations with enthusiasm and a sense of responsibility. Finally, supervision of the management sector is carried out periodically every month to evaluate obstacles that may arise, evaluate achievements, and provide motivation to the management, as well as carry out regeneration in the management every year to ensure renewal and refreshment in the management of Islamic boarding schools. Overall, in this case, the al-Manshuriyah Islamic boarding school has adopted several modern management principles to increase the efficiency and effectiveness of Islamic education, including planning good management recruitment, efficient management organization, mobilization through a positive leadership approach, regular supervision, and management regeneration. to maintain the freshness of the organization.

3. Implementation of the personnel sector

The implementation of Islamic education management in the field of human resources at the Al-Manshuriyah Islamic boarding school is structured based on four management

functions, including planning the field of human resources by recruiting employees focusing on considering various factors, such as vacant positions, the needs of the Islamic boarding school, and special qualifications to ensure qualified and committed employees. involved in Islamic education. Then organizing the personnel sector includes establishing a clear organizational structure, allocation of work and obligations, as well as placement of teaching staff based on their qualifications and expertise. Work teams are also formed to increase cooperation.

Direction, guidance, correction and motivation in the form of material and non-material incentives are used to motivate employees. This includes providing a basic salary, committee incentives, study tours, and position placement according to ability. Then, finally, supervision is carried out through regular employee performance evaluations, monitoring policy implementation, and providing corrections if there are discrepancies.

This indicates that human resource management in management practices has a crucial role. This also applies in the Islamic boarding school environment, because human resource management in Islamic boarding schools as institutions or organizations has a close relationship with the empowerment of teaching staff and the educational process from start to finish. This activity involves the process of human resource planning, recruitment, selection, placement, remuneration, appreciation, education and coaching training, and deactivation (Toha & Parisi, 2020). So overall, personnel management at the al-Manshuriyah Islamic boarding school has an approach that

focuses on development, providing incentives and rewards to employees for the expected educational goals.

4. Implementation of the Islamic boarding school sector

Bearing in mind the importance of the Islamic boarding school field of Islamic boarding school as stated in the educational objectives of the al-Manshuriyah Islamic boarding school, namely producing students who are capable in all sciences (general science and religious science), actual and inclusive scientific mastery, as well as strong Islamic and Indonesian character so that they are able to provide has a strong influence on the surrounding environment, it is necessary to have management in the Islamic boarding school sector to regulate the atmosphere of learning and teaching activities in an orderly manner, to stimulate proactive potential development, achieve spiritual excellence, intelligence, good personality, as well as essential skills for personal, social and country.

The implementation of Islamic education management in the Islamic boarding school sector at the Al-Manshuriyah Islamic boarding school is structured based on four management functions, including careful planning, involving analysis of the needs of students and preparing appropriate activity programs and budgets in an effort to accommodate the number of students, availability of facilities and educational goals.

Furthermore, systematic organization includes determining the organizational structure, staff roles, and coordination between Islamic boarding school departments to ensure

operational efficiency. Then the mobilization process involves accepting new students, an introduction period for new students, class assignments, and reporting that monitors the students' development from start to finish. These steps demonstrate a commitment to providing holistic guidance and development to new students. Furthermore, supervision that focuses on exam approaches and non-exam approaches is used to assess student achievement and measure the success of educational programs. In other words, the function of Islamic boarding school management is to provide a forum for the diversity of character, potential and background of the Islamic boarding school students in one management which provides opportunities for them to channel their interests and talents according to their respective potentials (Septuri, 2012).

This entire process aims to create an Islamic boarding school environment that is orderly, organized and supports effective teaching and learning. This approach also emphasizes developing the interests, talents and character of students which leads to the formation of individuals who are ready to face the future. Thus, the al-Manshuriyah Islamic boarding school illustrates the modernization of Islamic education which focuses on structural and holistic management.

5. *Implementation of curriculum areas*

The al-Manshuriyah Islamic boarding school uses a modern curriculum that includes general subjects such as English and computers, not just the yellow book. The implementation of Islamic education management in the curriculum field at the al-Manshuriyah Islamic boarding school is structured based on four management functions. Starting with curriculum

planning, it includes determining curriculum goals, identifying curriculum strengths and weaknesses, determining the wants and needs of the institution, determining the needs of teachers and students, determining strategies, tactics, policies and activity programs. They also follow the national curriculum for SMP and MA.

The process of organizing the curriculum involves assigning students based on expertise, dividing students into classes, preparing schedules, managing facilities, and evaluating the performance of teachers and students in implementing the curriculum. Furthermore, the curriculum is divided into Islamic boarding school level and class level. The Islamic boarding school level involves caregivers in compiling and implementing the curriculum, while the classroom level is the place where the curriculum is implemented and its effectiveness is tested.

The learning methods in Islamic boarding schools include various approaches, including lectures, questions and answers, memorization, demonstrations, *bandongan*, *sorogan*, and discussions. They also integrate special skills such as English. Meanwhile, extracurricular activities include various activities, such as Yasin reading, scout activities, *pencak silat* training, *muhadhoroh* (speech in three languages), and others. The aim is to support the development of students' skills. Caregivers and *asatid* have an important role in providing study guidance to students, helping them in the learning process, and creating a conducive environment. Lastly is the curriculum monitoring process which involves a systematic assessment of the benefits and effectiveness of the curriculum, including teaching

materials, teaching methods, student assessment, as well as curriculum planning and development in accordance with the principles of Islamic education.

This indicates that Islamic boarding school learning emphasizes developing thinking and scientific insight by enriching the scientific methodological base in each material. Renewing Islamic boarding school curriculum management and teaching methods is the integration of knowledge in Islamic education and thinking so that Islamic boarding schools are more open to existing modernization (Mashuri, 2018). In this case, the al-Manshuriyah Islamic boarding school seems to have adopted a holistic approach in implementing the curriculum with a focus on developing skills and a broad understanding, not only of the religious context, but also in general lessons.

6. Implementation of facilities and infrastructure

Facilities and infrastructure include all physical facilities, infrastructure and equipment used to support educational, religious and daily life activities in Islamic boarding schools. The management of Islamic education at the al-Manshuriyah Islamic boarding school in the field of facilities and infrastructure involves planning, organizing, mobilizing and supervising.

In planning, it is important to determine needs, this of course still takes into account the Islamic boarding school's activity plans. This relates to identifying and analyzing the need for facilities and infrastructure in accordance with the development of the school, the presence of facilities and infrastructure that are damaged, removed, lost, or for other reasons that can be accounted for and require replacement.

There is a need for facilities and infrastructure that is felt in individual quotas if there is a transfer of teachers or employees, which also influences the need for facilities and infrastructure, and the availability of facilities and infrastructure for the next fiscal year (Ananda & Kinata, 2017).

Next, carry out procurement according to the available budget. For consumable items, it is necessary to estimate or estimate the costs for one month, quarter, and costs for one year, lest the Islamic boarding school use funds to procure equipment that is not really needed. Then be responsible for the use of existing facilities and infrastructure.

The next step of organizing involves appointing a management team, dividing tasks, and procuring the necessary resources. Then the mobilization steps include steps such as the procurement of facilities and infrastructure as a form of realization of the planning that has been carried out previously. Efforts to procure the necessary facilities and infrastructure so that they can be used appropriately, require and develop a certain amount of funds, fast and precise communication regarding equipment needs can enable complete planning to be prepared. Procurement of facilities and infrastructure is based on coordination meeting decisions which are adjusted to the needs of the Islamic boarding school education program and available funds. The funds come from Islamic boarding school money, BOP funds and Islamic boarding school donors. Then an inventory of facilities and infrastructure is carried out annually to obtain data on the number of goods and their condition. This data is submitted to the education office, ministry of religion, and Islamic boarding school foundations.

Furthermore, maintenance of facilities and infrastructure involves maintaining the cleanliness and condition of facilities and infrastructure so that goods are always ready for use and do not experience problems when they are in use. For this reason, maintenance of facilities and infrastructure must be carried out regularly, systematically and periodically. Then the removal of facilities and infrastructure will be carried out if the goods are no longer used or damaged. Goods that still have sales value are collected and sold to collectors, while goods that are damaged and unfit for use are thrown away and burned. Lastly is the process of monitoring facilities and infrastructure which involves checking, collecting data and updating facilities at Islamic boarding schools. This is necessary to ensure that facilities and infrastructure continue to function properly.

7. *Implementation of the financial sector*

One of the processes for implementing Islamic education management in the financial sector of Islamic boarding schools is structured based on four management functions, namely, financial planning, namely by identifying various sources of income, including BOP funds, monthly money for students, Islamic boarding school donors, and financial institutions from foundations. Carrying out long-term planning to ensure the sustainability of the Islamic boarding school, and reporting the expenditure of funds for evaluation shows openness and accountability in the use of funds.

Furthermore, the importance of organizing the financial sector is emphasized with an emphasis on a clear financial organizational structure, a clear division of tasks and responsibilities, and the use of a good accounting system. In

addition, consideration of developing new sources of income and investment shows efforts to optimize Islamic boarding school finances. Then there is the process of mobilizing the financial sector which includes carrying out activities in accordance with the budget that has been prepared, and preparing a responsibility report (LPJ) to monitor the use of funds and report it to caregivers and foundations. Even though bookkeeping is still simple, the existence of LPJ provides transparency in the use of funds.

Finally, financial supervision at the Al-Manshuriyah Islamic boarding school is centered on the head of the boarding school and the treasury. The monitoring process involves notes, receipts and simple minutes to record expenditure and receipt transactions for Islamic boarding school funds. This shows that there are efforts to ensure accountability in the use of funds as well as clear documentation of financial accountability. Financial management of Islamic boarding schools is one of the management substances of educational institutions which will also determine the smooth running of Islamic boarding school activities. This activity can start from planning, organizing, mobilizing, monitoring and financial accountability (Mulyasa, 2006). Overall, the modernization of Islamic education management in the financial sector at the al-Manshuriyah Islamic boarding school reflects efforts to maintain the sustainability of the Islamic boarding school, increase efficiency in financial management, and ensure accountability in the use of Islamic boarding school financial funds.

B. Supporting and Inhibiting Factors of Modernization of Islamic Education Management at the Al-Manshuriyah Islamic boarding school, Pematang Regency

From the results of observations and interviews, a description of the factors that support and hinder the modernization of Islamic education management at the al-Manshuriyah Islamic boarding school is as follows:

The first supporting factor for the modernization of Islamic education management at the al-Manshuriyah Islamic boarding school is the quality of professional teaching staff, where in this case the high quality of teachers helps in the delivery of quality education. Second, the policy of the Ministry of Religion, in this case there is an administrative policy from the Ministry of Religion which ensures regularity in data collection on students, religious teachers and infrastructure suggestions using the *EMIS PD Pontren* application. Third, there is a government assistance program, in this case there is an education assistance program from the government which can be applied for through the *SIMBA PD Pontren* application. Fourth, the cohesiveness of the management team, which in this case is demonstrated by close cooperation between Islamic boarding school administrators, helps in achieving the vision, mission and educational goals. Fifth, high enthusiasm from all administrators, in this case high motivation from the entire boarding school management team, even though they face various limitations. Sixth, parental trust, where parental trust in Islamic boarding schools has a positive impact on students and educational services. Seventh, the students' learning hopes and

aspirations, which in this case are shown by the students' high motivation to study and achieve achievements. Eighth, there is support from foundations, in this case foundations that support the development of Islamic boarding schools in providing developments. Ninth, there is collaboration with alumni and other Islamic boarding school networks to share knowledge. Tenth, there is support from donors, financial assistance from donors who help the Islamic boarding school's operations.

The factors inhibiting the modernization of Islamic education management at the al-Manshuriyah Islamic boarding school include: first, inadequate human resources, in which case the quality of human resources in education needs to be improved. Second, incomplete facilities and infrastructure, in this case the limited physical facilities of the Islamic boarding school, can hamper the educational process. Third, the lack of *santri* participation, in this case the minimal involvement of *santri* in maintaining Islamic boarding school facilities, can affect the quality of the environment. Fourth, the lack of regular coordination, in this case the inability to communicate regularly in the implementation of Islamic education management in Islamic boarding schools. Fifth, resistance to change, in this case lack of access to technology and lack of understanding of the concept of modernization as well as cultural and traditional factors, hold back changes towards more modern education management. Sixth, weak supervision, in this case supervision that is less effective in carrying out Islamic education management.

It is important to understand that each Islamic boarding school has a different context and challenges, so the supporting

and inhibiting factors vary. The management of Islamic education at the al-Manshuriyah Islamic boarding school must be able to overcome this obstacle by utilizing its supporters to achieve the expected educational goals.

Conclusion

Based on the results of the research that has been carried out, it is concluded that the implementation of management of Islamic education at the al-Manshuriyah Islamic boarding school, Pemalang Regency began with a shift in ownership of the Islamic boarding school which originally belonged to the kyai and then shifted to a foundation or institution. This consists of several areas of management, such as formulation of objectives, administration, staffing, Islamic boarding school, curriculum, facilities and infrastructure, and finance. Each area of management appears structured and guided by management functions which include planning, organizing, driving and supervising.

There is a strong effort to keep up with current developments by formulating educational goals listed in the current vision, mission and educational goals, adapting the leadership model based on current developments, namely democratic leadership, there is a focus on developing and providing incentives to employees, there is a holistic approach in the management of Islamic boarding schools to support the development of students' character and skills, developing a curriculum that includes modern scientific aspects such as English and computer technology, providing current goods and technology such as computers, projectors, drum band equipment along with their organized management, and

increasing openness and accountability through financial accountability reports and transparency in financial management, indicating the seriousness of Islamic boarding schools in maintaining accountability.

The supporting factors for the modernization of Islamic education management at the al-Manshuriyah Islamic boarding school, Pemalang Regency include the quality of teachers, government policies and religious ministries such as Islamic boarding schools which require orderly administration through the *EMIS PD pontren* application, government assistance in the form of BOP assistance and others, which can be applied for. through the *SIMBA PD Pontren* application, management cooperation, high enthusiasm of the management, parental trust, student motivation, foundation support, collaboration with alumni, and donor support. Meanwhile, inhibiting factors include lack of qualified human resources, incomplete facilities and infrastructure, minimal participation of students, resistance to change, lack of access to technology, lack of understanding of the concept of modernization, cultural and traditional factors holding back changes towards more modern education management. and weak supervision.

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