The Management of *Santri* Character Development at *Pondok Pesantren Al-Luqmaniyyah*

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ABSTRACT

Al-Luqmaniyyah is a *pesantren* (Islamic boarding schools) preserving the *salaf* tradition. Located in the middle of a city with most of its *santri* (students) are college students, undoubtedly it is exposed to a lot of globalization, while its younger students remain unable to filter the profound and devastating impacts. This study aims to determine how the management of character development of *santri* at *Pesantren Al-Luqmaniyyah* uses the four functions of management by George R. Terry. The method used is a qualitative approach with descriptive analysis. The results showed that *Pesantren Al-Luqmaniyyah* used the four management functions of George R. Terry in building the character of *santri*, including planning, organizing, actuating, and controlling.

Keywords: Character Development Management, Globalization, *Pesantren, Santri*

INTRODUCTION

The development of science and technology have skyrocketed and become more sophisticated (Lubis, 1997, p. 35; Lesmana, & Nasution, 2020, p. 33). However, it could not keep pace with the increase in moral character. It has been decreasing and seems increasingly out of control along with the increasingly sophisticated technology (Setyoningsih, 2018, p. 134). Thus, Indonesia has been recently faced with moral decadence crisis suffered by *santri* to state officials. Suharto (2011, p. 2) argues that the task of Islamic education institutions is getting heavier.

Human character is not formed by itself. This character must be formed and built with good character development management providing the succeeding generation with dignity and prestige, (Ardi, Sobri, & Kusumaningrum, 2019, p. 18). However, globalization has led Indonesians to set their ancestral character aside. Thus, this condition triggers the Indonesian government to take steps to protect the moral life of the nation's successor. The formation of human character can be done through planned, directed, controlled, and organized character development education. It means that the character development of the nation's successors in the world of education is worth carrying out.

Character development requires the participation of various parties such as families, schools, and communities for its optimal implementation. The implementation of character education in this school gives them freedom to choose or make programs aligned with their vision and mission, completely adapted to the conditions of the school environment. One of the advantages is that it can be adjusted to their needs, for in the scope of Islamic education, the application of moral is prominent.

Islamic education in Indonesia is inseparable from *Pesantren*s. They are currently required to keep up with the times without losing their characteristics, by maintaining former virtuous values, and adopting new good values. The success key to dealing with the negative impacts of the globalization era lies in the Human Resources (HR) of *Pesantren*s. They are challenged to respond to globalization critically and wisely. Coaching is needed to enable the character of their *santri* to remain in a good direction, despite their continuous globalization exposure.

This study aims to determine how the management and character development of *santri* at the *Pesantren AL-Luqmaniyyah* uses the four functions of character development by George R. Terry. The four functions are the best approach to plan, organize, direct, and control the character development (Kusumandari, & Rohmah, 2018, p. 270; Mengki, 2018, p. 147;). Previous research uses a character development management approach that is different from this study researchers, including a research by Qibtiyah (2017, p. 2), which uses a character development approach through qualitative studies on the consideration of the Minister of Education and document collection and direct interaction with the object of research. Qibtiyah's research does not analyze development methods based on theories from experts, however merely a qualitative analysis based on observations. For this reason, the researcher added, it is also intended that the research is more focused, the researcher uses the four management functions of George R. Terry in developing *santri*'s character.

This study made use of a qualitative approach with descriptive analysis as its methodology. The results showed that *Pesantren Al-Luqmaniyyah* in Yogyakarta used four management functions of George R. Terry in building the character of the *santri*, namely planning, organizing, actuating, and controlling.

RESEARCH METHOD

This study aims to determine how the management and character development of *santri* at the *Pesantren* AL-Luqmaniyyah uses four functions of character development by George R. Terry. The four management functions are planning, organizing, actuating, and controlling. The research was conducted using a qualitative method, because in the formulation of the problem, the researchers wanted to determine the management of the character development of *santri* in an institution, so they needed comprehensive information about the data.

This research is descriptive since the data is in the form of words and images both from the results of interviews, observations, and documentation. The subjects of this study were the board and several *santri* considered capable of being informants or resource persons highly provide information about how the management of the character development of the *santri* at the *Pesantren* Al Luqmaniyyah was carried out. The interviews were unstructured interviews similar to informal conversations, in which the wording and order are adjusted to the characteristics of each respondent (Sthapit, 2020, p. 68; Taan, 2020, p. 58; Sugiyono, 2004, p. 181). The observation used is the involved observation method, which is a way of looking at and treating a symptom from the point of view of the actor being studied to understand why these symptoms exist and function in the life structure of the actors (Patilima, 2013, p. 65). Some documents that must be owned by researchers are personal documents, official documents, and

documentation guidelines related to research problems (Agustina, Pebriantika, & Qosim, 2020, p. 83; Pinori, 2020, p. 37).

This research is expected to be able to answer questions about whether the *Pesantren Al-Luqmaniyyah* in Yogyakarta uses four functions of character development by George R. Terry in building the character of their *santri*, namely planning, organizing, actuating, and controlling.

RESULTS AND DISCUSSION

Almost all *Pesantren* in Indonesia prohibit their *santri* from carrying a handphone to make them focus on studying. In contrast, *Pesantren Al-Luqmaniyyah* allow the 482 *santri* to bring technology equipment because mostly they are college students. As a *salaf*-based *pesantren* that highly upholds the character of their *santri*, this institution provides guidance in an effort to respond to the current of globalization as well as to prevent *santri* from moral decadence. To manage the character development as well to obtain optimal results, the management is carried out.

Planning
In building a good plan, *Pesantren Al-Luqmaniyyah* have compiled the steps, they are:
1. Determining the Purposes
   All the objectives of the activities and regulations set have been conveyed to the vision, mission, and objectives of the *Pesantren Al-Luqmaniyyah* Yogyakarta, which have been compiled since the institution was founded. Although all management has the same goals as stated in the vision, mission, and objectives of the *pesantren*, each program and activity arranged also has a more specific purpose of the reason for the programs. These objectives are always listed on the board's work program sheet and conveyed to the students for their understanding allowing them to easily carry out the decisions of the management.
2. Identifying the Situation
   All programs and activities planned at the institution are the results of the situation and condition observation of the students, especially their character issues. Several programs were derived from caregivers' inputs, based on the situation they faced. Thus, more caregivers leave policy-making decisions to the board considered more appropriate in reading the situation and character of each students, because the administrators are always in direct contact with the students every day.
3. Identifying the Promoting and Restricting Factors
   With considerations made by the management, it is not surprising that several planning processes take a slightly longer time to be defined and realized.
4. Developing Plans
   Initially, the planning was drawn up by members in a particular department, then a large meeting of all administrators was held to determine the absolute results of the planning of the entire department. In some programs and provisions, coordination with caregivers is necessary. Even though it has been prepared at the beginning of the management, the work programs may be changeable at another time according to certain policies and considerations.

Organizing
To make the character development run properly, there are 2 main aspects of organizing, including division of labor and departmentalization:

1. Job Distribution
    In writing, the organization which includes the division of labor at the institution has been based on the abilities and experiences possessed by each member. Therefore, they are trusted to carry out their duties and responsibilities in occupying the tasks that have been divided. Then, each department divides the works into smaller divisions, the members within. They usually call this individual division the person in charge.
2. Departmentalization
    The task of the *Pesantren Al-Luqmaniyyah* is to foster the character of their *santri*. There is a management to facilitate the coaching run smoothly. The task is then divided into several smaller tasks as stated in the management work program, since there is no job description, all management are considered to understand the limits of responsibility and authority of each position.

    The chairman elects to be the board members based on their attitude, character, experience, and daily activities. The election of the board is held with all the main management elements, including the Education Council, Community Development Institution, *Pesantren*-owned Enterprises, Complex Management, and senior students. This appointment is based on an objective attitude to issue a consensus. Generally, departmentalization refers to the skills of the members with the assigned task. Thus, the process of division of labor and grouping of tasks must go hand in hand as the main aspects of organizing allowing each member to understand their respective duties and responsibilities.

Actuating

In this directive function, communication in the management is one of the most potential processes in playing its important role. This allows the management to realize the student character development. Some senior management officials were required to communicate to get them go through the process of mentoring their subordinates properly.

1. Vertical Communication
    This vertical communication system goes top to bottom as well as bottom to top. Communication of direction between the highest management in the institution, K. H. Na'im Salimi who is usually called *kyai*, with Complex Management is held once a month. The management must report any situation to *kyai*, because the Complex Management is directly related to *santri*, not *kyai*. They establish communication with *kyai* if necessary, for example handing over a student committing serious violations in such a way that they will immediately receive direction from *kyai*. The direction between *kyai* with *Santri* is considered very lacking because *kyai* and the *santri* rarely had any contact.
2. Horizontal Communication
    This communication occurs between departments, units, and parts of an organizational hierarchy. The horizontal communication in *Pesantren Al-Luqmaniyyah* is divided into two. First, communication between departments, a monthly evaluation meeting with discussions on board issues, so that other departments can give direction to certain departments. Second, communication between the core management, Management of the Male-Female Students Complex, and the Board of Education.
3. Diagonal Communication
    It is a cross-communication between department leaders and their subordinates of other departments. It is common in the management of the institution for it enables

leaders of other departments to know the work programs that should be carried out by administrators of certain departments. The department member will also definitely report the results of the communication to the head of the department.

Controlling

Supervision of caregivers is only through monthly reports from the management officials, not supervising the students as a whole direction in the field. Meanwhile, supervision by the head of complex management is carried out in stages, and details through evaluation meetings with room administrators, complex administrators, departments, and the coordinator of each department. With the stages of supervision, the head of the board can review the programs implementation, and evaluate as a whole for further improvement. Besides, the head of the committee directly supervises at an ease because they are in one complex.

CONCLUSIONS

Pesantren Al-Luqmaniyyah in Yogyakarta has used George R. Terry's four management functions in building the character of their *santri*. George R. Terry's 4 management functions are described as follows:

1. Character development planning is carried out by setting character development goals based on the vision, mission and objectives of *pesantren*, planning programs and activities for the students based on the current situation and circumstances, identifying factors contributing the goals based on the student's existence and participation, and compiling programs with the tools, rules and regulations, and provisions for violations and sanctions.
2. The organization of the character development is carried out by dividing the work based on the abilities and experiences of each member, as well as the departmentalization by dividing the task into several smaller tasks.
3. The actuating is carried out with 3 types of communication, including: 1) vertical communication between between *kyai* with Complex Management and *kyai* to students is considered very lacking because they rarely had any contact; 2) horizontal communication between departments in one management, and between core stewardship; and 3) diagonal communication between department coordinators to members of other departments.
4. The controlling of caregivers is reported to the management leader once a month. The management officials do not directly supervise the students in the field. Supervision by the head of the complex management is carried out in stages and details through evaluation meetings.

There are suggestions for the institutions and further researchers. The board should enhance job descriptions to optimize the performance of each member, as a guide for new administrators. In addition, caregivers' direct controlling and actuating are needed for the optimal continuity of character development for the *santri.*

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