TRAINING MANAGEMENT IN ISLAMIC BOARDING SCHOOL (Case Study on Sidogiri's Islamic Boarding School Pasuruan)

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Abstrak:

Pesantren adalah pendidikan asli di Indonesia yang unik karena menampilkan karakter khas dan eksotis, memiliki keunggulan, baik dalam tradisi ilmiah yang dinilai sebagai salah satu tradisi serta transmisi dan internalisasi moral. Sementara di sisi lain, sekolah juga merupakan pendidikan yang dapat memainkan peran pemberdayaan dan transformasi sosial secara efektif. Pesantren mampu melakukan sumber daya manusia oleh manajemen pelatihan. Pertama, kebijakan pesantren dalam rangka mempertahankan eksistensi pondok pesantren adalah untuk meningkatkan kualitas dan kompetensi dari ulama. kemampuan ditingkatkan dalam bentuk kemampuan manajemen, kemampuan ekonomi dan kemampuan untuk menguasai materi. Kedua, manajemen pelatihan dari perencanaan evaluasi dilakukan seefektif mungkin dalam rangka meningkatkan kompetensi guru agama. Tapi konsep berkah selalu menemani pelaksanaan pelatihan.

Kata Kunci: Manajemen Pelatihan, Pesantren

Abstract:

Boarding school is an original education (indegenious) in Indonesia, which is unique because it displays the typical character and the exotic, has the advantage, both in the scientific tradition which is rated as one of the great tradition (great tradition) as well as transmission and internalization of morality. While on the other hand, schools are also an education which can play the role of empowerment (empowerment) and social transformation

(civil transformation) effectively. Pesantren able to perform human resource by training management. First, policy of boarding school in order to maintain the existence of the boarding school is to improve the quality and competence of the cleric as well as students. Enhanced capabilities in the form of management ability, the ability of the economy and the ability to master the material. Second, training management from planning to evaluation is carried out as effectively as possible in order to increase the competence of religious teacher and students. But the concept of blessing always accompany the implementation of the training.

Introduction

The growing globalization which then touches all aspects of the cause of liberalization also touches every aspect. Economic, social, political, cultural, and even education did not escape rather than liberalization. Not long ago a number of students in some areas Indoniesia sizable protest against the Bill (the Bill) College, which is now approved. The bill contains about several provisions to be implemented by universities in Indonesia on the independence of the budget or tuition.

The government policy ratify the Act clearly proves that the government is increasingly becoming lackeys of foreign nations and adopts liberal. The policy is clearly the liberalization of education because education made the event and the business opportunities that the farther from the actual essence of education as forming character and cultural transformation. With the passing of the Act, each university is allowed decide how much it costs to be incurred if the student wants to study.

For the upper middle class probably will not be a problem, but what about the middle to bottom? the concept of education as if back in the colonial era where only those with money to carry out education. Then other than that, in the constitution in 1945 especially on article 31, explained that the government is responsible for the implementation of education in Indonesia. However, the state of education today is very contradictory to what is set out in Article 31 of the 1945 Constitution it is proved that the government increasingly hands-off for education in Indonesia and in violation of the constitution that have been made.

With the objective conditions are like this, people can no longer rely Government to organize education educating the nation and not to burden the people. Schools are now no longer oriented toward education educating and forming the character, but it has more to how to profit as much as possible. Contrary to this, if we look more observant, Indonesia has a very characteristic model of education is schools.

Pesantren is one of the oldest educational institutions in Indonesia. As the oldest institutions, boarding schools have contributed to enliven the history of this nation. This contribution is not only related to the educational aspect alone, but also with regard to other areas in a wider scale.[1]

Boarding a traditional Islamic educational institutions whose activities are to learn, understand, explore, appreciate and practice the teachings of Islam with an emphasis on the importance of religious morals to guide everyday behavior.[2] Traditional sense here indicates that this institution has been established since hundreds of years ago. Historical records indicate that the first boarding school founded by Sheikh Maulana Malik Ibrahim in the year 1399 M to spread Islam in Java. Judging from the age of boarding school it can be said that boarding has become the property of Indonesian culture in education, and has been participating nation's intellectual life.[3] Pesantren emerged as a community life that have the ability to engage in creative activities using alternative education that combines education and teaching the community building.[4]

Pesantren have some elements in certain respects differentiate with other educational systems. These elements include: Kyai, students, mosque, hut (dormitory), and recitation yellow book.[5] The integration of these elements form a system and distinctive educational model, as well as differentiate with formal education. The most fundamental aspects that differentiate between Islamic boarding school with other educational

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[1]   Moh. Ahyadi, "Pesantren, Kyai, dan Tarekat: Studi tentang Peran Kyai di Pesantren dan Tarekat", dalam Abuddin Nata, *Sejarah Pertumbuhan dan Perkembangan Lembaga-Lembaga Pendidikan Islam di Indonesia,*(Jakarta: Grasindo, 2001), 133

[2]   Mastuhu, *Dinamika Sistem Pendidikan Pesantren,* (Jakarta: INIS, 1994), 55

[3]   Ronald Alan Lukens Bull, *A Peacefull Jihad: Javanese Education and Religion Identity Construction,*(Michigan: Arizona State University, 1997), 60.

[4]   Mastuhu, *Dinamika Sistem...,* 7

[5]   Zamakhsyari Dhofier, *Tradisi Pesantren: Studi Tentang Pandangan Hidup Kyai* (Jakarta: LP3ES, 1986), 44

institutions is a tradition.[6] The tradition of reading yellow book with sorogan learning system that is a hallmark of boarding. If tradition does not exist, then the boarding school has lost his soul, like the Javanese people who can not speak the language Java. This is what will cause the collapse of a boarding school, that if his identity is no longer attached and known.

One of the most important elements in the pesantren is Kyai. Kyai has a very high autonomy. All aspects-including-management in schools is determined by Kyai[7] even the smallest aspects of the schools, such as bathrooms, are also determined and belong to Kyai. Kyai This designation refers to someone who is elder because of the depth of religious knowledge and the weight of worship to Allah .. This sort of thing is why the position of Kyai always as a subject in the struggle of the community at large. The Kyai constantly involved in various problems faced by the community, ranging from the issue of religious, political, economic, social, cultural, education at health issues.

Kyai as supreme leader at the school have almost absolute authority. In this environment there is no other person who is more respected than Kyai.[8] No matter how hard a person's academic achievement boarding school residents, nonetheless he must submit to Kyai. In the culture of pesantren, Kyai should not be defeated others simply because of achievement in a particular field. Such a condition is what makes schools are not able to grow and it will become stagnant without development and change for the better. Such conditions there appears to be in the majority of schools in the archipelago.

Sociologically, Kyai more than a teacher.Kyai notch similar to the position of king.Kyailah who own, maintain, nurture and develop pesantren.[9] It becomes reasonable especially when it was realized that the first in the pioneering schools, and bear all risks that may be encountered is Kyai. This condition distinguish schools with educational institutions non-boarding.

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[6] Zamakhsyari Dhofier, *Tradisi Pesantren: Studi Tentang Pandangan Hidup Kyai dan Visinya Mengenai Masa Depan Indonesia,* (Jakarta: LP3ES, 2011). Lihat juga Imam Suprayogo, *Spirit Islam Menuju Perubahan dan Kemajuan,* (Malang: UIN Maliki Press, 2012), 255

[7] Maka dari itu, manajemen pondok pesantren disebut sebagai manajemen serba mono. Lihat M.Sulthon Masyhud dan Khusnuridho, *Manajemen Pondok Pesantren dalam Perspektif Global,* (Yogyakarta: LaksBang PRESSindo, 2006).

[8] Dirdjosandjoto Pradjarta, *Memelihara Umat: Kyai Pesantren-Kyai Langgar di Jawa* (Yogyakarta: LKiS, 1999), 156

[9] Mujamil Qomar, *Pesantren, Dari Tarnsformasi Metodologi Menuju Demokratisasi Institusi* (Jakarta: Erlangga, 2005), 53

If Kyai like a king, like the royal schools.So there is a little kings leading "little kingdom". This imagery became increasingly clear by noting that willingness, words, and actions Kyai regarded as binding rules of everyday behavior of students in boarding schools. Kyai profile at least be a reference to his students in various aspects of boarding school life, including in determining management policies for the sustainability of the pesantren. Kyai as caregivers (supreme leader) has the widest possible freedom to take any action or policies related to the management of schools. The implications of this kind of leadership model is the wide range of models following schools the emphasis is thus becoming a special character. Emphasis is done by Kyai on certain aspects basically influenced by the experience or expertise Kyai.

However, to the era of modernity and in order to maintain the existence of Islamic boarding schools as an educational institution that is able to survive, schools should do to improve the quality and competence. Increased competence and quality in the boarding school is done by encouraging training and training for teachers or teachers, administrators boarding even to students. Training sessions should be managed properly, so that the training was successful and resulted in a growing output.

Pasuruan Sidogiri boarding school as a representative of the cottage salafiyah already apply modern management, competency standards and even have a good performance. The boarding school training to improve the competence of students, chaplain and managers in specific areas, for example in the field of computers, the Internet came to the Islamic business management. In addition, the graduates were also selected as closely as possible so he could become a useful person in society. Sidogiri boarding school as a boarding school also regular training salafiyah read yellow books both for internal as well as to the public. From the above phenomenon, it seems that both the boarding school is quite interesting to study so that it can be deduced and developed further.

Research Methods

Seeing the implied meaning of the title and the problems studied, this study is the kind of field research (field research) with a qualitative approach, the research does not recount quantitative data,[10]with a naturalistic paradigm or interpretive. Data were collected from natural background (natural setting) as the data source directly. Naturalistic paradigm is used because it allows researchers find meaning (meaning) of

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[10] Lexy J.Moleong, *Metode Penelitian Kualitatif,*(Bandung: Remaja Rosda Karya, 2010), 2

every phenomenon that is expected to find local wisdom (local wisdom), traditional wisdom (wisdom traditions), moral values (EMIC, ethics, and noetik)[11]as well as the theories of the subject under study , Meanings of the in-depth data and is able to develop a theory can only be done if obtained by the fact that quite detailed and can be synchronized with existing theories.

The study design using this type of case studies with case study design, which seeks to describe a setting, object or event in detail and depth. The case study is a research that aims to intensively study the particular social unit, which includes individuals, groups, institutions and communities.[12] The study will include detailed information that may not be obtained in other types of research.The location of this research is SidogiriPasuruan's Islamic Boarding School. Chosen this boarding school for boarding a boarding schools that have training management.

The type of the study, then the source of primary data in this study are the words and actions of leaders or clerics, religious teacher or teachers and SidogiriPasuruan's Islamic Boarding School. Selection data source is based on the assumption that they are involved in the process of educational innovation directly. As for the secondary data source is a document or written material or the literature, namely books, articles, journals, and newspapers which addresses issues that are relevant to this study. Secondary data sources other than the documentation in the form of photos, for example, photos of activities, all activities as well as facilities and infrastructure that can provide a real picture on the aspects researched, such as classrooms, halaqah, space deliberation, mosques, bedrooms, and others as a place of execution of the boarding school activities, especially activities of educational innovation.

The research data will be collected first, through observation, namely by visiting SidogiriPasuruan's Islamic Boarding School to notice or observe the activities organized and observe the surrounding environment. Second, collected through interview techniques, namely by way of direct communication and conduct a question and answer to the religious scholars, administrators and students to deepen information obtained from other data collection techniques. Third, the research data will be collected through the documentation, both official documents

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[11] Emik bisa diartikan sebagai moral values individual atau personal values, etik adalah ekstrensik dan universal values, noetik adalah moral values kolektif
[12] Yatim Riyanto, *Metodologi Penelitian Pendidikan,* (Surabaya : SIC,2001), 24.

SidogiriPasuruan's Islamic Boarding School such rules and the history of its development, as well as documents from newspapers, magazines or websites about the boarding school.

Data analysis technique used is descriptive technique by taking three steps occur simultaneously by Miles and Huberman, namely: l) the reduction of the data (data reduction), which classify, direct, dispose of unnecessary and organize the data; 2) data (data displays), namely: finding patterns meaningful relationships as well as providing the possibility of drawing conclusions; and 3) conclusion / verification (conclusion drawing / veriffication).[13]

Checking the validity of the data (trustworthiness) in this study were taking Lincoln and Guba opinion that execution of checking the validity of the data is based on four criteria: the degree of confidence (credibility), keteralihan (transferability), dependability (dependability) and certainty (confirmability.[14]

Supporting Theory
1. Theory of Training Management

The training is conducted and managed well will produce some benefits as follows: (1) to provide the knowledge attitudes and skills regarding work; (2) to provide a broader base for further education; (3) can add to the understanding of the knowledge of a job; (4) can improve skills in an occupation; (5) can generate efficiency and effectiveness in doing a job; (6) can give satisfaction to the job; (7) can provide a sense aware of the opportunities to achieve progress; (8) can add to the feeling of responsibility for a job; (9) can add the ability to use human sources or materials that have not been utilized; (10) can reduce accidents do a job; (11) can provide the skills to make improvements in a job; (12) can provide education to do a job in a way that Iebih good; (13) can boost morale; (14) can improve the quality and quantity of labor productivity; (15) can reduce the oversight of a job; and (16) can improve the stability and flexibility of the organization or institution.

All types of organizations are sensitive to the needs of skilled personnel, will also be sensitive to business investment through training

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[13] Miles M.B & Huberman A.Mikel, *Qualitative Data Analisis,* (Beverly Hills: SAGE Publication, Inc, 1992),22

[14] YS. Lincoln and Egon G. Guba, *Naturalistic Inquiry,* (Beverly Hill, Caifornia: Sage Publications, 1985),289-331

programs. In fact, often the programs like this shows what is usually called a "forced" (shotgun). The courses in the various organizations has been widely held, ranging from the simplest to the most complex. But these organizations are increasingly questioning the benefits of such programs. Many organizations are on the conclusion that such programs do not produce the cost-effectiveness, so that the results of the investment minimal investment when it added.

Not efectif of these programs in producing workers and managers better, situated in the obscurity of its objectives and in kekurangrelevansiannya with work. Because it is a more appropriate way is to identify and formulate the objectives and functions of training in a way that is firm and clear. Programs and training system that is designed to equip workers with the knowledge, attitudes and skills they need un¬tuk carry out its works. Training sessions ranging from passive training to the active training. Management training begins by setting training objectives, training objectives, to the facilitation and realization of the plan. Everything must be properly managed in order to generate output with the expected competencies.

Exercise and development is defined as a planned effort of the organization to improve the knowledge, skills and kemempuan employees. Training refers to the method used to feed that new or old employees the skills they need to do the job. Training is the way of good management, and task managers to avoid the danger. Having a high-potential employees does not guarantee that they will succeed. They must know what you want to do and how you want them to do. If not, meeka will do the job their way, not your way. Or they would improvise or worse, not doing anything productive. A good training is something that is vital. Training and development are conceptually can also change employee attitudes toward employee. this is due to the understanding of employees against job has also changed, because the attitude of a person's own elements, such as cognitive elements, namely the belief and knowledge of a person to an object, the element of affection, that feelings toward the object as a result of the knowledge and belief, and the tendency of action against that attitude, so that the knowledge gained will be able to change a person's attitude. But training can also be done specifically to change attitudes

in an effort to boost employee satisfaction and motivation when where needed.[15]

Training and development for organizations such as schools are two concepts are the same, namely to improve the knowledge, skills and ability of school officials. But viewed from the objective, generally the two concepts can be distinguished. Training is more emphasis on the ability to perform the work and tasks of school oergasisai more specific at the moment ii, while the development of more emphasis on increasing the knowledge of school personnel to do the work and tasks orgasnisasi in the future. In this case Garry provides a five-step process of training and development. The first step needs analysis, ie know the specific skills required, analyze the skills and needs of candidates who will be trained and specialized knowledge mengembangankan measurable and goal achievement. Second, designing insruksi, to decide, organize, and produce the content of training programs, including book-work, exercise and aktiitas that use techniques with direct job training and study aided by computer. Third, the validation step, the training program by presenting it to some viewers who can represent. Fourth, the implementation of the program, which is targeted to train employees. Fifth, is the evaluation and follow-up steps that management assess the success or failure of this program.[16]

Determination of training and development needs to be done. This activity is very important, complicated and difficult. Said to be very important because in addition to be the cornerstone of future activities such pemilihihan proper training methods, training costs are not cheap so if the training does not suit your needs, in addition to not increase the ability of organizations will also spend a lot of cost. Furthermore, said complex and difficult to diagnose because the necessary organizational competencies at this time and competencies required in accordance with the changing trends of the environmental situation being faced and to be faced in the future, to the school of analysis can be done through the following steps;

a) Analysis of the needs of the organization, namely the approach taken to identify strategies premises the organization in the organization's environment in the present and future.

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[15]   Harianja, *Manajemen Sumber Daya ...,* 168
[16]   Dessler, *Manajemen Sumber Daya ...,* 216

b) Analysis of the task, which is to analyze the tasks that must be done in each of his employees at the school, which can be learned from job analysis information. Then determine the knowledge, keterampiulan and skills needed to perform these tasks effectively.

c) Analysis of employees, ie an analysis of whether there is an employee of the school is lacking in skesiapan perform tasks or kurag in abilities, skills and abilities that can be seen from the assessment of performance, to the field observation and questionnaires.[17]

Training and development of human resources in this case is an employee includes all the work done to prepare someone to be fully human, able to think logically and rationally, and capable of performing the function as God's creatures, human economic, human social, citizens, and community members who are responsibility. Can dikerjahui that coaching is something that a conscious effort is made to improve the ability of employees both theoretical, conceptual, skill and attitude and mentality. For that development should be carried out continuously because it is a long process to increase the potential of an employee.

Training and development is related to the field of organizational activities aimed at improving the performance of individuals and groups within the organization setting. It has been known by several names, including human resource development, and learning and development.

Training and development (T & D) includes three main activities: training, education, and development. Garavan, Costine, and Herati, from the Irish Institute of Training and Development, note that these ideas are often thought to be synonymous. However, for practitioners, they encompass three separate, though interrelated, activities:

1. Training: This activity is well focused on, and evaluated against, the job which currently holds the individual

2. Education: This activity focuses on work that someone has the potential to continue in the future, and evaluated against those jobs.

3. Development: This activity focuses on activities that employ individual organization, or that the individual is part of, can take part in the future, and it is almost impossible to evaluate.

According to Mathis & Jackson, training is the process by which individuals or employees achieve certain capabilities to help meet the goals

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[17] Harianja, *Manajemen Sumber Daya ...,* 175

of the organization. Training employees provide specific knowledge, can be known and the skills needed to carry out the work they are currently facing. The training prepares employees to perform tasks or jobs now. So training is the process of improving the ability or skills of employees in order to carry out the tasks for which they currently face.

In broad outline, the training can be divided into two types of internal training (OJT / On the Job Training) and external training. Internal training that is often used is informal training, where there is interaction and feedback among employees. In this informal training employees learn informally from other employees or coworkers. As for external training are due to several reasons, namely: (1) The cost is relatively cheaper; (2) The organization does not have experts in the field; and (3) Gain can interact with managers or employees of other companies, because employees can share their experiences and share information or knowledge with people from other organizations.

According to Article I paragraph 9 law No.13 of 2003. Job training is to give the overall activities, acquire, enhance and develop job competence, productivity, discipline, attitude, and work ethic at a certain level of skill and expertise match the grade and qualifications and job positions.

Implementation of Training Program with regard to who will carry out and where the program will be implemented. Implementation of the program can be in-house / in company, in the form of on the job training or off-the-job training, and off house / off company, which is outside the company. In the implementation of the training program there are some alternative methods that can be used, namely:

1. On the job training / training in the workplace. Frequently used forms of training include training work instructions. Tops train employees to perform certain tasks or jobs, so that the employee understand the task or the job they have to do.
2. Simulation. One type of simulation that is often used is the vestibule training, which is a type of training with the use of special facilities to describe a task or work to be performed by the employee.
3. Training cooperation. The method is often used in the training of this cooperation is the internship and practical work. Many organizations that implement apprenticeship system for its employees. Internships can be held in a variety of shapes and situational nature.

More development refers to the improvement of skills in the long term. Its development is less certain, hard to define, and more focus on those aspects that are less measurable performance such as attitudes and values. The development will be successful if you get support from the top level manager and all parts of the organization. The stages in the process of development of human resources:

1. Planning human resources / human resources planning.
2. The ability and capacity necessary to execute the plan.
3. succession planning.
4. assessment / analysis of the needs of human resource development.
5. Planning development: organizations and individuals.
6. Approach / methods of human resources development: in the workplace or outside the workplace.

1. Theory of Islamic Boarding School

Boarding a traditional Islamic educational institutions whose activities are to learn, understand, explore, appreciate and practice the teachings of Islam with an emphasis on the importance of religious morals to guide everyday behavior.[18]Traditional sense here indicates that this institution has been established since hundreds of years ago. Historical records indicate that the first boarding school founded by Sheikh Maulana Malik Ibrahim in the year 1399 AD to spread Islam in Java.[19]

The term comes from the notion cottage dormitories the students called hut or shelter made of bamboo or derived from the Arabic fundug, which means the hotel or hostel.[20]While the word is derived from the boarding school students[21], with the prefix and suffix PE's which means the place of the students. Meanwhile, according to Nurcholish Madjid there are two opinions about the meaning of the word "students" is. First, it has been suggested beradal of the word 'Shastri', a Sanskrit word meaning

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[18] Mastuhu, *Dinamika Sistem Pendidikan Pesantren,* (Jakarta: INIS, 1994), 55.

[19] Ronald Alan Lukens Bull, *A Peacefull Jihad: Javanese Education and Religion Identity Construction,*(Michigan: Arizona State University, 1997), 60.

[20] Zamakhsari Dhofier, *Tradisi Pesantren; Studi pandangan Hidup kyai,*(Jakarta: LP3ES, 1994), hlm. 18. Lihat juga Zamakhsari Dhofier, *Tradisi Pesantren; Studi pandangan Hidup kyai dan Visinya mengenai Masa Depan Indonesia,* (Jakarta: LP3ES, 2011), 80

[21] Lihat Clifford Geertz, *Abangan Santri, Priyayi Dalam Masyarakat Jawa,* terj. Aswab Mahasin, (Jakarta: Dunia Pustaka Jaya, 1983), 268. Lihat juga Imron Arifin, *Kepemimpinan Kiai: Kasus Pondok Pesantren Tebuireng,* (Malang: Kalimasahada Press, 1993), 4

literate. Second, the notion that the word is derived from the Javanese word "apprentice" means a person who always follow a master teacher wherever it goes live.[22] The name "schools" are often associated with the word "students" which is similar to Indian languages the term "Shastri" meaning people who know the sacred books of Hinduism or specialist about the scriptures.[23]

As the oldest Islamic institution, in addition kijaji authority to make models according to his wishes, boarding until now has evolved with different variations, making it difficult to generalize. Various schools in many variations and the typology now has grown rapidly.

Variations pesantren it can be viewed from various angles so as to produce a detailed categorization. (1) In terms of a series of curriculum, schools are divided into three types, there is a modern boarding schools, boarding schools tahassus and boarding mixture; (2) In terms of progress based on the payload curriculum, schools are also divided into three kinds, there is the simplest boarding schools, boarding schools were, and the most advanced schools; (3) In terms of the number of students and its influence, schools are divided into three types, there are small schools, middle schools, and large boarding; (4) In terms of specifications science, schools are divided into four kinds, there are boarding tools, fiqh schools, boarding schools qira'ah, and pesantren Sufism; (5) In terms of types of students, schools are divided into four kinds, there are special schools for children under five, the elderly special boarding schools and boarding school students, there are public schools; (6) In terms of trends in social and religious organizations exist, there are boarding NU, Muhammadiyah schools, pesantren Persis, boarding neutral, and so forth, and al-Yaqin Gontor including neutral boarding it; (7) In terms of the education system that was developed three kinds; (8) In light of the elements there are five kinds of schools; (9) In terms of institutions associated with teaching system into five categories; and (10) Viewed in terms of its openness to the changes taking place there and Khalafi Salafi pesantren.[24]According Sulton and Khusnuridho, seen from the form of education, schools are divided

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[22] Nurcholis Madjid, *Bilik-Bilik Pesantren,* (Jakarta: Paramadina, 2006), 21. Lihat jugaYasmadi, *Modernisasi Pesantren: Kritik Nurcholis Madjid terhadap Pendidikan Tradisional*, (Jakarta: Ciputat Press, 2002), 62

[23] Fuad Jabali dan Jamhari, *IAIN dan Modernisasi Islam di Indonesia* (Jakarta : Logos Wacana Ilmu, 2002), 94 lihat juga dalam Dhofier, *Tradisi pesantren...,* 18

[24] Qomar, *Pesantren...,* 16-18

into 4, 1) pesantren which organizes formal education by implementing the national curriculum, 2) boarding schools that organize religious education in the form of madrasas and teaching general sciences, though not applying the national curriculum, 3) schools which only teach religious sciences in the form of madrasah diniyah, 4) schools are just becoming a recitation.[25]

When viewed from the elements of boarding schools, boarding schools are divided into five patterns or types. The first type is simple, which is composed of a mosque and the house of Kiai. Kiai use mosques or her home as a place to teach. In this boarding school, students who come only students around the pesantren itself, and the average did not stay. The second type, which consists of a mosque pesantren, Kiai houses and dormitories. Pesantren this second type gives his students a chance to stay. The third type, consisting of a mosque, home Kiai, cottage with wetonan and sorogan system. The third type of boarding school hosted a formal education in classical form. The fourth type, in addition to the boarding school has a physical component such as a third type, also has a place for education skills such as crafts, workshops, fields, fields, and so on. Fifth type, boarding a modern boarding school or pesantren development. Additional building include: a library, a common kitchen, dining room, administrative offices, stores, houses guest accommodation, space operations, and so on.[26]

Salafi pesantren and Khalafi term first popularized by Zamakhsyari Dhofier. Once, Salafi pesantren which retains the teaching of classical Islamic books as the core of education in schools. Madrasah system is applied to facilitate sorogan system used in teaching institutions without introducing the teaching of the old forms of common knowledge. Still quite a large number of schools that follow this pattern, namely Lirboyo and Ploso pesantren in Kediri, Maslahul Huda pesantren in Pati, and boarding Termas in Pacitan. Second, schools Khalafi have included general subjects in madrassas developed, or open type of public schools in a boarding school environment. Gontor boarding schools do not teach anymore books Classical Islam. Islamic boarding schools are great, as Tebuireng

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[25] M.Sulthon Masyhud dan Khusnuridho, *Manajemen Pondok Pesantren dalam Perspektif Global,* (Yogyakarta: LaksBang PRESSindo, 2006), 7-8
[26] Dikutip dari Arifin, *Kepemimpinan Kiai ...,* 7

and Rejoso in Jombang, has opened junior high, high school and university, and while retaining the teaching of classical Islamic books.[27]

Distinction of Salafi pesantren and Khalafi can make it easier to understand variations in boarding schools, but they create new problems. Because there are schools who call modern (Khalafi) as Gontor turns preached the Bidayat al-Mujtahid, a book of Fiqh Muqarani (comparative Fiqh) were written Ibn Rushd (1126-1198 AD), meanwhile, occurred classical period 650-1250 AD In other events, there are schools that call themselves salafiyah, but used to teach Pancasila Moral Education (PMP) and English as pesantren Langitan Tuban, and teaches the science of administration, such as boarding Lirboyo Kediri.

In recent developments, the pesantren education system has undergone a process of convergence and at least can be classified into five types, namely: (1) schools which organize formal education by implementing the national curriculum, both of which only have a religious school at the same time public schools; (2) boarding schools that provide education in the form of madrasas and religious teaching general sciences while not applying the national curriculum; (3) schools which only teach religious sciences in the form of madrasah diniyyah; (4) schools which only became a recitation (majlis taklim); (5) schools.

Result and Discussion

Sociologically, Kyai more than a teacher. Kyai notch similar to the position of king. Kyailah who own, maintain, nurture and develop pesantren. It becomes reasonable especially when it was realized that the first in the pioneering schools, and bear all risks that may be encountered is Kyai. This condition distinguish schools with educational institutions non-boarding.

If Kyai like a king, like the royal schools. So there is a little kings leading "little kingdom". This imagery became increasingly clear by noting that willingness, words, and actions Kyai regarded as binding rules of everyday behavior of students in boarding schools. Kyai profile at least be a reference to his students in various aspects of boarding school life, including in determining management policies for the sustainability of the pesantren. Kyai as caregivers (supreme leader) has the widest possible freedom to take any action or policies related to the management of schools. The

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[27] Dhofier, *Tradisi Pesantren...,* 41-42

implications of this kind of leadership model is the wide range of models following schools the emphasis is thus becoming a special character. Emphasis is done by Kyai on certain aspects basically influenced by the experience or expertise his Kyai.
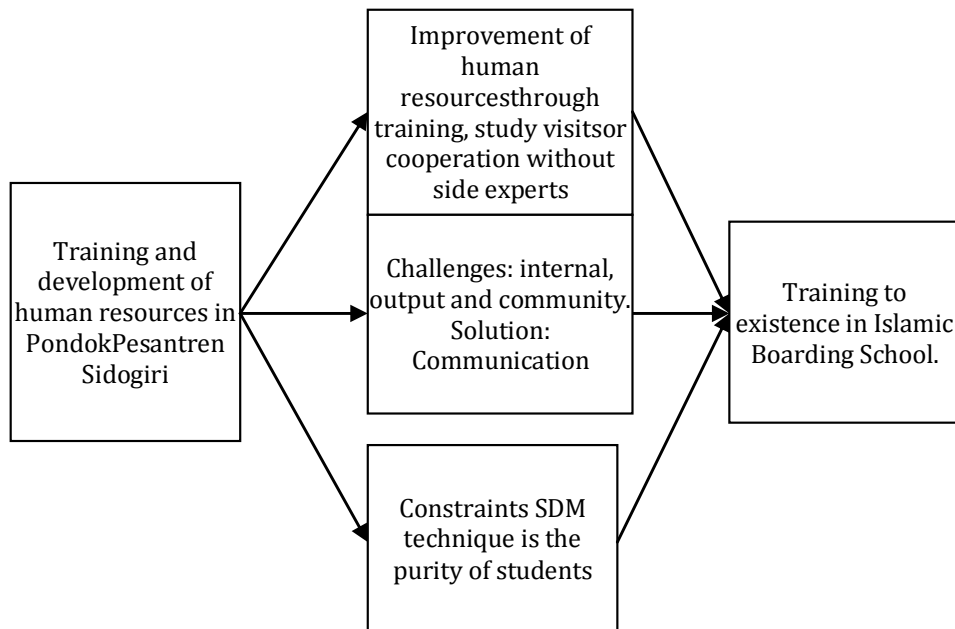
However, to the era of modernity and in order to maintain the existence of Islamic boarding schools as an educational institution that is able to survive, schools should do to improve the quality and competence. Increased competence and quality in the boarding school is done by encouraging training and training for teachers or teachers, administrators boarding even to students. Training sessions should be managed properly, so that the training was successful and resulted in a growing output.

Kyai maintain the existence of the boarding school in various ways, among others: the modification method of learning, the learning curriculum, to the establishment of formal educational institution as a place to accommodate the students so that students can follow and formal education, up to now training to improve the competence of students. Most Kyai usually only focused on the capabilities they have and maintain the tradition of boarding schools, while running a traditional boarding school tradition with a variety of traditional learning models. However, if the Kyai already obtained formal education is quite high and considerable international experience, then there will Kyai concerned with the conditions of their boarding schools and will start thinking to the development of their boarding schools. This was done to maintain the existence of boarding schools that have begun to waver. The development is done by training, both passive and active to improve the competence of students, chaplain and managers.

PasuruanSidogiri boarding school as a representative of the cottage salafiyah already apply modern management, competency standards and even have a good performance. The boarding school training to improve the competence of students, chaplain and managers in specific areas, for example in the field of computers, the Internet came to the Islamic business management. In addition, the graduates were also selected as closely as possible so he could become a useful person in society. Sidogiri boarding school as a boarding school also regular training salafiyah read yellow books both for internal as well as to the public.

In ordertoimprove and develop human resources, boarding Sidogiri carry out activities such as training, study or collaboration with external

experts. Seve rechallenge is internal, from alumni of thecommunity. How to persuade is to communication, and make anassessment. Constraints techniqueis SDM isthepurity of thestudents, but thes tudents improved competence to manage further, only profesional honorariums.

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┌─────────────────┐     ┌─────────────────────┐
│                 │     │ Improvement of      │
│                 │     │ human               │
│                 │     │ resourcesthrough    │
│                 │     │ training, study visitsor │
│                 │     │ cooperation without │
│                 │     │ side experts        │
│ Training and    │     ├─────────────────────┤     ┌─────────────────┐
│ development of  │────▶│ Challenges: internal,│────▶│                 │
│ human resources in│   │ output and community.│     │ Training to     │
│ PondokPesantren │     │ Solution:           │     │ existence in Islamic │
│ Sidogiri        │     │ Communication       │     │ Boarding School. │
│                 │     ├─────────────────────┤     └─────────────────┘
│                 │     │                     │
│                 │────▶│ Constraints SDM     │
│                 │     │ technique is the    │
│                 │     │ purity of students  │
└─────────────────┘     └─────────────────────┘
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Conclussion

From the above discussion, we can conclude the following matters: Training and development of human resources in the boarding school is done with training activities and training, both by the internal and external parties. In order to improve and develop human resources, boarding Sidogiri carry out activities such as training, study or collaboration with external experts.

The study also reinforces his theory about training Dessler. Training is the way of good management, and task managers to avoid the danger. Having a high-potential employees does not guarantee that they will succeed. They must know what you want to do and how you want them to do. If not, they will do the job their way, not your way. Or they would improvise or worse, not doing anything productive. A good training is something that is vital.

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