Analysis of Islamic Boarding School Management in Improving Reading and Writing Literacy
(Study of Pondok Pesantren Miftahul Ulum Putra, Gondanglegi, Malang)

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Abstract

This research is oriented to the management of Islamic boarding schools in improving students' literacy skills by reviewing the managerial process applied through 4 approaches, among others: *planning (planning)*, *organizing (organizing)*, actualizing (*actuating*), and *evaluating (evaluating)*. The methodological knife used is qualitative with the research setting in the Miftahul Ulum Putra Islamic Boarding School, Gondanglegi, Malang. The technique of inputting data and information needed is done by interviewing the *stakeholders concerned and* accessing documents related to the object. This research was then compiled to critically and deeply analyze the Miftahul Ulum boarding school's management process in improving the students' literacy quality. Based on the research project that has been carried out, several results were found; first, the planning stage was carried out by offering several work programs aimed at improving the students' literacy skills. In the organizing stage, then from each work program that has been planned, a structure is formed based on the divisions that handle their respective fields. Furthermore, in the actualization stage, several existing activities have been carried out consistently, with a time allocation scheduled systematically and integrated with other boarding school activities. Meanwhile, for the evaluation, several obstacles were found, such as the division of the team through the existing divisions, each of which was very limited, the lack of active participants in participating in the planned series of activities, as well as problems in the internal management in the form of inactivity and maximization of the management concerned in carrying out their duties.

Keywords: Management, Pondok Pesantren, Literacy

Abstrak

Penelitian ini berorientasi pada manajemen pondok pesantren dalam mengingkatkan kemampuan literasi para santri. Selanjutnya dengan meninjau proses manajerial yang diterapkan melalui 4 pendekatan antara lain, perencanaan (planning), pengorganisasin (organizing), aktualisasi (actuating), serta evaluasi (evaluating). Pisau metodologi yang

digunakan akdalah kualitatif deskriptif dengan latar tempat penelitiannya di pondok pesantren Miftahul Ulum putra, Gondanglegi, Malang. Teknik input data dan informasi yang diperlukan dilakukan dengan wawancara terhadap stake holders yang bersangkutan, serta dengan mengakses dokumen-dokumen yang berkaitan dengan objek. Penelitian ini selanjutnya disusun dalam rangka menganalisi secara kritis dan mendalam terhadap proses manajemen pondok pesantren Miftahul Ulum dalam meningkatkan kualitas literasi para santri. Berdasar projek penelitian yang telah dilakukan ditemui beberapa hasil, pertama tahap perencanaan, dilakukan melalui tawaran beberapa program kerja yang bertujuan untuk meningkatkan kemampuan literasi para santri. Tahap organizing, selanjutnya dari setiap program kerja yang telah terencana dibentuk struktur berdasarkan divisi yang menangani pada bidangnya masing-masing. Selanjutnya pada tahap aktualisasi beberapa kegiatan yang ada telah dilakukan secara konsisten dan dengan alokasi waktu yang telah tejadwal secara sistematis dan terintegrasi dengan kegiatan pondok pesantren yang lain. Sementara itu untuk evaluasi ditemukan beberapa kendala seperti pembagian tim melalui divisi yang ada masing sangat terbatas, kurang aktifnya para peserta dalam mengikuti rangkaian kegiatan yang telah direncanakan, juga permasalahan pada internal kepengurusan berupa kurang aktif dan maksimalnya pengurus yang bersangkutan dalam menjalankan tugas.

***Kata Kunci:** Manajemen, Pondok Pesantren, Literasi*

Introduction

Pesantren, as the oldest Islamic educational institution in Java, in particular, and in the archipelago in general, when viewed from its historical roots, has applied a culture of literacy even long before the word literacy was used in recent times. This is evidenced by the historical facts that record how the writings of the Nusantara scholars can still be read today and even become the main reference in Islamic learning in Indonesia and abroad. Among the Islamic scholars whose scientific genealogy was born from the womb of pesantren with a myriad of works include Syaikh Nawawi al-Bantani (Banten), Syaikh Abdusshomad al-Palimbangi (Palembang), KH. Mahfudz at-Tarmasi (Tremas, Pacitan), Syaikh Yasin al-Fadani (Padang), KH. Ihsan al-Jampesi (Jampes, Kediri), and many more (Muqoyyidin, 2014).

Of course, this is not a coincidence because, indeed, for the students in pesantren, one of the advantages is the culture of reading and studying and even analyzing the works of previous figures with very strict qualifications (Ibnu et al., 2023). What is referred to as "Kitab Kuning" in the world of pesantren is the most basic learning module; a santri is required to be able to read it properly according to the applicable linguistic rules, not only reading but also parsing the meaning contained therein explicitly or implicitly (Krisdiyanto et al., 2019). They must decipher the meanings stored in each word arranged into a sentence, not only sentence by sentence. The santri, before further dissecting the contents of the book (read: Kitab) by the previous scholars, are equipped with Arabic language knowledge (because indeed the terminology of the Yellow Book in the world of pesantren, all in Arabic) in full, starting from grammar, literature, and language logic. In some pesantren, the rules of the Arabic language

are learned and memorized. This is certainly the foundation and basic capital for santri to develop their abilities (Fahrurrosi & Husni, 2024).

However, with the reality of pesantren education that gives more portion to the teaching of understanding the yellow Islamic classic books, literacy skills related to reading instead of writing Indonesian texts often do not get enough portion. Indonesian books are often untouched by the santri, due to their focus on studying the yellow classical books in Arabic.

This is certainly a reality that requires the right solution to handle it. Literacy is one of the most serious problems in Indonesia, especially among students. It is proven so far in the 2022 *Program for International Student Assessment* (PISA) report that Indonesia's literacy index still ranks 68th (OECD, 2023). Low literacy levels are a problem that impacts all sectors, be it the world of work, education, economics, and law. Conversely, low literacy will hinder a person from contributing a lot and participating instead of being useful in society (Domu et al., 2023). On a more specific scale, namely in the world of pesantren, the problem of literacy is not a problem that can be underestimated because there are fewer and fewer religious leaders who have good literacy skills, in the sense of being able to document the content of their da'wah content through written media. Thus, empowering the ability of santri in the world of literacy supported by good planning management should be more massive and carried out consistently; the hope is that there will be figures born from the world of pesantren who are not only able to preach through oral but also through writing (Sholeh, 2023). The figure of literate santri will also be equipped with critical thinking power in questioning problems related to education, society, and culture as well as providing solutive ideas (*wind-wind solutions*) that can be an oasis for existing problems, and can be accessed by the public at large (Syahlan et al., 2019).

Therefore, through this simple research, the author wants to explore and elaborate further by extracting data about the management of literacy empowerment in Miftahul Ulum Putra Islamic Boarding School, Gondanglegi, Malang. The hope is that this research will comprehensively and factually describe how and to what extent literacy empowerment management in boarding schools is carried out. Through this research, an explanation will be presented about efforts to see and analyze the existing literacy empowerment management through stages from planning, implementation, and evaluation. Ultimately, this research will specifically be a tendency for the institution concerned to continue to develop the existing system to achieve the basic goals aspired to together, as well as a form of contribution to culture and education in general. (Fakhrurrazi et al., 2023)

Research Methods

In this case, the researcher uses a descriptive qualitative research method. This descriptive research provides an overview and describes an object, event, and situation related to variables that can be explained with a series of words or numbers. This research is focused on understanding an object by means of in-depth and intense interviews and observations (Donald Ary, Lucy Cheser Jacobs, 2015)

Furthermore, the descriptive qualitative research desired in this study is by collecting data through descriptive information by providing boundaries through several indicators to test the validity of the data collected, by having an agreement between the researcher and the object of research and the research design concerned (Mastur, 2017).

This research took place at the Miftahul Ulum Islamic Boarding School, which is located in Ganjaran Village, Gondanglegi District, Malang Regency, East Java. In contrast, the research time for the author to extract data began on November 10, 2024. Meanwhile, the research subjects involved in this case are several resource persons/stakeholders who have a link with the object of this research, including the board of caregivers of Miftahul Ulum Putra Islamic Boarding School, the head of the Islamic Boarding School, and the head of the research department of Miftahul Ulum Putra Islamic Boarding School. *The grand theme of* this research is the development of the ability of santri in the field of literacy, especially reading and writing, with the targeted research object being a special department at Miftahul Ulum Putra Islamic Boarding School, namely the research department.

Data analysis and extraction are carried out using the observation method in the sense that the researcher is not directly involved actively in the process of the observed activities. The observation intended in this study is through interviews between researchers and *stakeholders*, describing the researcher digging up the desired information and data by asking several questions related to the theme while the party asked answers and responded actively (Rahmatullah & Jumadi, 2020). In addition to interviews, researchers also extracted data by observing the draft strategic plan for the work program of the research department of the Miftahul Ulum Islamic Boarding School.

Result and Discussion

A. Scope and Context

The most basic thing before heading to a further and comprehensive discussion is that it is necessary to describe and place in advance the extent of the scope that limits the flow of the discussion to be presented, especially around the management of Islamic boarding schools in improving student literacy, with the context of the research taking place at Miftahul Ulum Pesantren, Gondanglegi, Malang.

Based on the meaning of management itself which is taken from the root word "*to manage*" with the meaning of organizing, managing, and arranging. In the sense that management is essentially an activity related to management. Terry and Meiku reveal that management is a series of logical procedures (*procedural logic*) in a process carried out to lead to the desired goal through the guidance and monitoring of a particular group. In relation to literacy, management occupies a strategic position when talking about improving the quality of literacy, especially in a particular institution. This research will be conducted in the sense that the preparation of the relevant discussion scheme will be dissected based on the process's planning, implementation, and evaluation.

The earliest part is a review of literacy itself because when talking about literacy, of course, this means talking about very large and complex things because the discourse about what and to what extent the meaning of literacy in this modern century will vary greatly, considering the use of the word literacy refers to several things that have their own diversity, so it is very unlikely to be discussed as a whole only in this limited text. Before its development, the most basic form of literacy was at least the qualification of listening, speaking, reading, and writing (Khofifah & Ramadan, 2021)

According to Teale and Sulzby, literacy is an ability that refers to two things, namely reading and writing. A person is said to be *literate* if he is truly qualified to carry out activities that require good literacy skills, and what he does from reading and writing activities can contribute to the benefits both for himself and for others (Muhamad Abdul Manan & Mahmudi Bajuri, 2020). However, the discussion about literacy itself continues to roll as far as the history of the modern world until it finds its form to be very varied in Indonesia itself, the development of literacy is classified into 6 types, including reading and writing literacy, financial literacy, science literacy, numeracy literacy, digital literacy and cultural literacy (Rahmadanita, 2022). The part that will be highlighted further in the discussion here is on the segmentation of the development of literacy skills in terms of reading and writing students in related Islamic boarding schools.

In Miftahul Ulum Islamic Boarding School itself, as a form of reaction to modernization and efforts to develop the development of its human resources has realized the importance of literacy, starting in 2022 a new department under the management of the boarding school appeared, namely the Research Department. In his explanation, Ust. Khozinul Asrar as the head of the management, revealed that the emergence of this department, one of which is focused on improving the literacy skills of the students through activities around literacy development, especially reading and writing, and supported by references that have been provided in the pesantren library, therefore also the secretariat office of this department is placed in it (Khozinul Asror, 2024)

This is also actually in line with what was once conveyed by one of the caregivers of the boarding school that actually, the vision of this boarding school refers to the name Miftahul Ulum itself, which means the key to the sciences, so the hope is the emergence of a cadre of students who are qualified in various kinds of knowledge and abilities (*multi-talents*). According to him, of course, the founder of this cottage did not just give the name Miftahul Ulum without being based on a certain background and purpose; there must be an identity value inherent in the name chosen by the founder. This spirit seems to inspire the design of the educational curriculum applied to the active educational process of the students as a philosophical foundation; one form of implementation is the empowerment of the students in the world of literacy itself, which is managed by the research department (Achmad Beadie, 2024).

Furthermore, this research department, on the other hand, is mainly targeted at students at the higher education level, namely universities, when they are studying as students. Given the demands of being a student, they must be equipped with sufficient literacy skills, so at the same time, this research department is presented to back *up* these

demands. Because it is often found that not a few students who are studying in higher education do not have adequate literacy skills, so as a pragmatic response to the demands of existing assignments, they often do what is called *copy-pasting* of other people's work without conveying it using their own language through writing, so that the task is quickly completed instantly, of course as prospective academics this practice is not justified.

B. Literacy Empowerment Management Strategy of PP. Miftahul Ulum

Furthermore, before further discussing the management of literacy empowerment carried out at the institution concerned, it needs to be emphasized that this project is *handled* by a department under the management of the boarding school, namely the Research department. The following is the internal management structure of the research department:

At the earliest stage, namely *planning*, in a simple sense, planning is understood as an effort to prepare a certain framework for the success of the vision and goals that have been set (Asni et al., 2023). Starting from that concept, the research department is an institution under the structural management of PP. Miftahul Ulum in its proclamation to form a cadre of literate santri, especially in the fields of reading and writing, has several work program plans to achieve the stated goals.

Some of the work programs that have been designed in it include the following (Draft Work Program of the Ministry of Research, 2024):

1. Journalism (Writing) Training

This activity briefly briefs students about the world of journalism, especially writing. The format of the activities arranged is carried out periodically with 3 meetings devoted to deepening the material, and the rest of the practice directly makes a writing in various types, such as news, opinion, and scientific articles.

2. FOKUS (Special Study Forum)

The event, which is held once a week, provides space and facilities for students to discuss a certain scientific discourse. First, the participating students are presented with material and reference sources to read and study. Then, they are asked to convey what they have learned in understanding the content of the existing material in front of other participants, after which the topic of the material being discussed is continued. After that, as a form of *follow-up* to this FOCUS activity, each participant is encouraged and required to make a kind of article about the material that has been discussed with a deadline of 1 week to be collected to the committee.

3. Scientific Discussion

In contrast to FOKUS, this scientific discui activity is carried out once a month, with the format of the management concerned determining a topic of discussion then arranged in the form of a description and ending with several questions. The description of the topic to be discussed is distributed to the discussion participants one week before the implementation so that the santri who become participants have a time gap (*space*) to

reason, understand, collect references, to then be used as material for discussion at a predetermined time.

4. Article Competition

In order to review the extent of the development of the student's abilities, an article writing competition is held with several theme options that the committee in charge has determined. This activity is carried out every month. Besides seeing the progress obtained by the participants, this activity will also build competitiveness between participants to be the best. Of course, this motivates the students to continue to develop themselves in the future.

In addition to the strategic plan of the work program mentioned above, on the other hand, to collect works from each participant, the administrators collect them through 2 containers. Some articles with certain conditions will be published on the official website of the Pondok Pesantren after being refined into articles that are ready to be *uploaded*. Besides being compiled into the website, some other articles are published in the form of bulletins. Especially for this newsletter, it is handled by a different department, namely the Al-Himmah department, under the auspices of the management of PP. Miftahul Ulum which is in charge of both print and digital pesantren media. That way, through the two containers that have been provided, the work of the students can be enjoyed, read, by the general public. In a simpler scheme as follows;
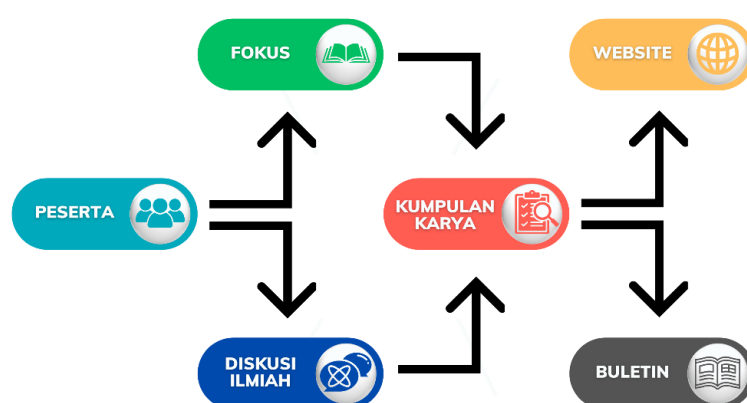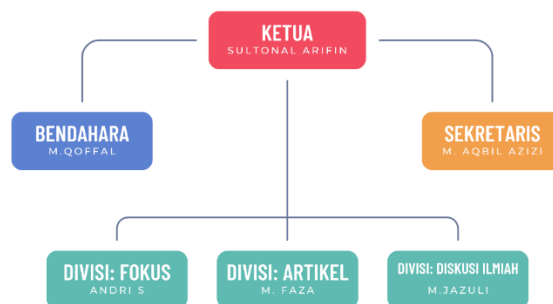

Turning to the second basis, namely *organizing*. Organizing is widely interpreted as a *second step* after planning, where several people or groups are plotted together with different tasks for each of them to succeed in the goals that have been determined at the beginning. The organization is positioned as a kind of process of determining the tasks and functions that must be carried out, who is responsible for them, and how the reporting mechanism works (Nuraini et al., 2023). (Daryanto, 2013) in his theory reveals that organizing is the authority of an institution to determine certain tasks and is followed by the

appointment of people to be responsible for each assigned task. Therefore, organizing becomes one of the most important tools in a management because as far as the division of tasks is effective and the potential success of a goal is determined.

Observation and analysis regarding the organization applied in PP. Miftahul Ulum basically refers to the management structure of the research department itself. This means that all forms of planning that have been launched as a strategy to reduce the level of development of santri resources in the field of literacy can be seen from the internal structure of the research department itself. The following is the structural management of the research department of PP. Miftahul Ulum male:

STRUKTUR KEPENGURUSAN
DEPARTEMEN RISET 2024

KETUA
SULTONAL ARIFIN

BENDAHARA
M.QOFFAL

SEKRETARIS
M. AQBIL AZIZI

DIVISI: FOKUS
ANDRI S

DIVISI: ARTIKEL
M. FAZA

DIVISI: DISKUSI ILMIAH
M.JAZULI

This structure is essentially a kind of division of roles in realizing the work program plan mentioned earlier. Here the chairman is positioned as a person in charge or carrying out the mandate to *monitor* the performance of each division or bureau under him. Giffin in (Balcerzyk, 2021) explains that the chairman or leader is the whole process carried out in order to influence, motivate, and move collectively towards certain groups to work together in realizing a certain goal. This means that a chairman is certainly an individual with good persuasive skills to move and manage the mobilization of each group under his leadership. Meanwhile, a chairman is supported by one more individual who serves as secretary under him. The secretary becomes one of the key tools in the success of a particular plan, he technically plays a lot of roles, especially regarding administration, the preparation of operational standards of implementation (SOP), more generally leading to technical matters (P. Athuman & Mubarack, 2023).

On a more specific level, the secretary in the research department structure above is tasked with supporting the administrative affairs of the organization, such as correspondence, making announcements related to competitions, as well as conditioning the tools that support the performance of the organization in the office, arranging book collections, and others. On the other hand, the treasurer, in this case, is specifically tasked

with managing the organization's finances, financial management of an event, departmental funding budgets in each activity and during one term of office, as well as the *income* obtained by the department, as well as reporting on the use of funds both monthly and during one term of office. Because it is certain that whether we realize it or not, stability in financial administration is also one of the keys to the success of an organization in achieving its goals, through good financial administration, we will know the performance strategy of an organization more accurately and thoughtfully (Khanvilkar et al., 2023).

Last but not least, in addition to the Daily Executive Board (BPH) that has been mentioned is the presence of divisional management bodies that focus on their respective fields more partially. In this case, the research department divides its divisional board into 3 parts: the FOCUS division, the Articles division, and the Scientific Discussion division. Following the division's name, the management at this structural level is authorized and assigned to accommodate their respective fields as much as possible.

With this kind of divisionalization, a large work program will become more efficient to carry out because the implementation of each work program certainly requires a fairly large amount of resources (Marsakha et al., 2021). Therefore, it needs to be reduced again into several smaller parts and then operationalized by small groups cooperatively so that the goal or work program becomes simpler and has a maximum chance of achievement.

Next is the actualization (*actuating*) of the planned work program. Implementation (*actuating*) by definition is an implementation effort that has been carefully planned towards the goal, and will be carried out at a predetermined time (Marhawati, 2018). In its implementation, at least 4 work programs are planned by the PP research department. Miftahul Ulum. The first is journalistic training, this training is held once a year, this activity seeks to provide provisions for students to further recognize the world of journalism, especially in terms of writing, be it in the form of news, articles, opinions and other. In general, this activity is a form of introduction to the students and *a starting point* for them in the world of writing.

Then the second is the Special Study Forum or abbreviated as FOKUS, this activity is carried out twice a week, located in the library of the Miftahul Ulum Islamic Boarding School, while the implementation time is starting at 22:00 WIB after the evening Madrasah Diniah activity. At each meeting, the participants were given each task as material to study, then presented it to the other participants. After the participant on duty completes the presentation of the material, other participants will ask several questions to be discussed together in one forum. And the results of the presentation of the material and the results of the discussion are formulated again and processed into an article to be published either through the website or in the Pondok Pesantren newsletter.

The third program, precisely this Scientific Discussion, is an agenda carried out monthly with officially invited participants. This agenda is usually carried out on Saturday night around 22:00, the invitees who attend this event consist of senior administrators of the Miftahul Ulum Islamic Boarding School, both those who are currently studying in college, undergraduate and even master programs, as well as those who have retired. Meanwhile, the

last or fourth work program, which in this case is an article competition, is held to follow up on the extent of the ability of the students in the field of literacy, especially writing.

The last step in this program's technical managerial series is *evaluating* and *monitoring*. *Monitoring* is the last step in the management process of increasing the literacy of Miftahul Ulum Islamic Boarding School, which is nothing but a kind of *supervision* of running planned activities. This kind of supervision aims to review the extent to which a program is carried out and implemented, with that the strengths and advantages of a program will become visible (Panoyo et al., 2019), so that it acts as a record and reference for the acceleration that will be carried out next. Comprehensive monitoring will then review all forms of processes that are directly related to implementation, such as the level of development of the students' abilities in the field of literacy after participating in the existing program, the activeness of the students while in the forum, the quality of the papers they have produced, and other variables that need attention.

As stated by the head of the research department, Ust. Sultonal Arifin that in the implementation of each activity, there must be obstacles faced, among which he conveyed, among others, was the lack of a team in charge of making a description of the discussion for scientific discussions because, indeed, the management resources who joined this team were still students, in the sense that they were still in the learning stage. Another obstacle experienced is the lack of activeness and interest of students who are students to participate, thus hindering development and quality improvement.

Meanwhile, on the other hand, precisely from the side of the management body itself, several obstacles also hinder the implementation of the program properly, including the lack of active members of the department management in carrying out *their* respective duties and *job disks*, the lack of cohesiveness between the management of one field and another, and also often miscommunication which has an impact on the inconsistency of the running of several programs (Sultolan Arifin, 2024).

Conclusion

From some of the explanations above, it can be concluded that as far as the observations made by researchers in this case through several findings and extracting data and information related to the management of improving the literacy skills of students at the Miftahul Ulum Islamic Boarding School, it is found that the management of developing the ability of students in the field of literacy, especially reading and writing is quite good. In some cases, it still encounters obstacles that require access that must always be done.

In terms of *planning*, through several work programs that have been prepared, it can be said that they have met the needs of the Islamic Boarding School to improve the quality of literacy of the students. O*rganizing* for the implementation of existing plans is fairly good through a fairly even distribution of tasks through divisions that have been divided partially. At the point of implementation (*actuating*), several existing activities have been carried out consistently, with a time allocation scheduled systematically and integrated with other boarding

school activities. However, several things are obstacles and are classified as evaluation notes (*evaluating*), among others, the division of teams through the existing divisions is very limited, the participants are less active in participating in the planned series of activities, as well as internal management problems in the form of less active and maximizing the management concerned in carrying out their duties.

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