



The Existence of Islamic Boarding School In Improving the Learning Organization System

Taufik Ridwan^{1*}, Rani Santika², Amin Haedari³ and Dedeh Maryati⁴

^{1,3,4}Institut Agama Islam Bunga Bangsa Cirebon and ²Universitas Muhammadiyah Cirebon

*taufikridwan@bungabangsacirebon.ac.id

Abstract

Islamic boarding school (Pondok Pesantren) is the oldest Islamic institution in Indonesia for its centuries-old existence and widespread across the country. The research aims to comprehensively describe the human empowerment as well as knowledge management at Buntet Islamic boarding school to improve its learning organization systems. The researcher chose the qualitative approach by focusing on the learning organization system there, including its people, special occurrences, and situations. The data were collected prior to, during, and after conducting the research. It was discovered that human empowerment is present and indicated by the improvement of teachers' (Ustadz and Kyai) learning qualifications in competing either among local or global institutions. As for the knowledge management, it is indicated by building a well-organized system and attaining knowledge from organizational resources. These findings are expected to provide suggestions and strengthen the implementation of learning organization at Islamic boarding school as an effort to improve the learning organization's quality and development.

Key words: learning organization system; islamic boarding school; knowledge management

Introduction

Islamic boarding school is the oldest educational institution in national history which is still a national asset that is highly influential for people. As a *da'wah* institution, *Pesantren* has a big role in developing people's characters. Islamic boarding school can be considered as educational institutions that have created cadres of ulama (Profoundly respected Islamic figures), educated the society, instilled the spirit of entrepreneurship and independence, and have the potential to turn people into pioneers of social development in their environment.

Education is the foundation that determines the progress and development of a nation because of the potentials surfaced through education, especially Islamic education and resources will be earned by every individual that has been developed [1]. The presence of Islamic boarding school is a representation of educational and religious institutions both in rural and urban areas in Indonesia, which are spread across the country. Islamic boarding schools are categorized into: (1) *Traditional Islamic boarding schools*: those that only teach religious (Classical) knowledge, especially studying the traditional Islamic guide books, and (2) *Modern Islamic boarding schools*: those that teach various modern and religious sciences, both from classical books as well as modern books [2].

As an educational institution, the most visible characteristic of a *Pesantren* is its curriculum. The curriculum is the identity of the education system run by a *pesantren*. Islamic boarding schools that still use the classical curriculum based on the study of classical books, are categorized as traditional *pesantren*. Meanwhile, Islamic boarding schools that have combined and collaborated on the classic curriculum and new curriculum, such as the national education curriculum, are categorized as modern *pesantren* [3].

There are 26,971 Islamic boarding schools in Indonesia. This needs to be a concern for anyone in an effort to increase human empowerment and knowledge management. Moreover, the presence of Law No. 18 of 2019 has been ratified. It is a necessity for all Islamic boarding schools to have quality standards that have been enshrined in the Law on Islamic Boarding Schools.

Islamic boarding schools can be developed as a comprehensive education system, in order to answer the problems arising from time and national development. The Islamic educational institutions or society consisting of professionals, both theorists and practitioners of Islamic education who fully has partiality and concern for the fate and progress of Islamic education, needs to be realized. A conducive learning environment that might be able to regenerate reliable Muslim intellectuals should also be created. One of the important influences of a conducive and comfortable learning environment for students is the creation of a progressive learning mentality that makes them ready to be in and face any situation.

Many researches on Islamic Boarding Schools have been conducted, [4] explains that Islamic boarding schools are Islamic *da'wah* institutions in Indonesia that provide a strong basis for the values of morality and spirituality with the cultural diversity of the people who surround them. The most distinctive characteristic of the so-called "*Pesantren tradition*" is the intersection and dialogue that occurs between Islamic doctrinal values and the wisdom of the local culture where the *Pesantren* is located. Therefore, from the *Pesantren* will emerge concepts that are very important in social life such as tolerance, moderation and so on.

Previous research conducted by [5] shows that the learning organization system is a solution to a systematic analysis of the progress and decline of Islamic boarding schools. It is important to analyze the existence of Islamic boarding schools as developing and advanced organizations so that they can contribute significantly to the progress of Islamic education in Indonesia.

The development of Islamic boarding schools is currently increasingly interesting, as seen from the ratification of the National *Santri* Day, parents' trust, the image of Islamic boarding schools and alternative solutions in solving life's problems. Indirectly, the changing times require Islamic boarding schools to change the pattern of traditional management styles to focus on developing management according to the global development. According to Rijal: "The competitive pressures of the present environment necessitate the need to focus on risk-taking and creativity, therefore traditional management styles which insist on compliance and enforcement of rules are now considered inappropriate. In such a scenario, developing new competencies and capabilities has gained importance and this places learning at the center of organizations [6]." His statement stresses the competition from today's environment requires the need to focus on risk taking and creativity. Therefore, the traditional management style that demands compliance and enforcement of regulations is now considered inappropriate. In such a scenario, developing new competencies and abilities has become important, and this place of learning is called the center of the organization.

In learning organizations, everyone thinks strategically. Learning organizations that are built in Islamic boarding schools as educational institutions are highly dependent and determined by various underlying institutional prerequisites. One of the most important is the background and long history of the Islamic boarding school itself as an educational institution. The long history of Islamic boarding schools in treading their footsteps, whether they realize it or not, will shape the vision of the institution that is the driving spirit. This institutional vision will ultimately become the pendulum that determines what kind of learning organization the Islamic boarding school will pursue.

As one of the largest and oldest Islamic boarding schools in Cirebon, *Pondok Pesantren Buntet Cirebon* has a long history stretching back. According to written data, the Cirebon Buntet Islamic Boarding School was founded in 1689 by *Kyai Muqayim bin Abdul Hadi*, known as *Mbah Muqayim*, a *Kraton's* (Palace) *Penghulu* or *Mufti of Kraton Kanoman*. *Mbah Muqayim*, who opposed Dutch interference in the palace affairs, left the palace and decided to live outside the palace environment. After leaving the palace and taking an anti-colonial, oppositional and non-cooperative stance with the Dutch, *mbah Muqayim* became a fighter and a guerrilla who during his life was always being chased by the Dutch army. He always moved from one area to another in an effort to find protection until he found a "safe area" from the pursuit of the Dutch army. So, he found an area, in the Kedungmalang block, a hamlet in Buntet [7]. It was in this area that he founded a hut where he studied religion which later became a famous Islamic boarding school called *Pondok Pesantren Buntet Pesantren*.

Looking at the background to date, *Pondok Pesantren Buntet Cirebon* is a type of traditional and modern Islamic boarding school. It is said to be modern because it adopts a modern school system such as *Madrasah Ibtidaiyah* to universities. As for the traditional, because he continues to study the books of *salafussholeh* which discuss a lot about the Qur'an, Hadith, Tafsir (Interpretation), *Balaghoh*, Arabic grammar, and works of morality as well as Sufism and Fiqh from previous scholars. In line with the development of Islamic education, the position of *Pondok Buntet Pesantren* underwent a structural change, which initially only provided religious education, shifted to education

that had to answer all the challenges of change in adapting to its era according to the ideas of Charles Darwin in his Adaptive theory [8].

The results of a literature review conducted on Islamic boarding schools found that the study of Islamic boarding schools focused on the management of their management, development of the quality of students, the curriculum used in Islamic boarding schools and so on. Researchers feel that the problem of Islamic boarding schools must be seen in the system used in learning organizations. This research is expected to provide benefits to all parties involved in the implementation of education in Islamic boarding schools both directly and indirectly in realizing the expected quality of learning organizations.

Research Method

This research was conducted using qualitative research methods. In qualitative research there are several types of research approaches. Alternative research strategies according to [9], for qualitative research such as narrative, phenomenology, ethnography, grounded theory and case studies. This case study research method is used to obtain accurate information to answer the problems of this research, namely analyzing the system that occurs in the community involved in the organization and *knowledge management* which includes acquisition, creation, storage, transfer, and utilization in in the organization.

The procedures in this qualitative research are not permanent but can change or develop according to the conditions encountered in the field. Researchers determine the source of key informants (*Key Informants*) found in the field, which in this case are foundations and administrators of Islamic Boarding Schools, Ustadz, Santri and alumni at Pondok Pesantren Buntet Cirebon who are key informants in this study.

The focus of the problem studied is the learning organization system at the Cirebon Islamic Boarding School in the form of humans, events, or observed situations that are included in the object of research, [10] states that the source of data in qualitative research is words and the rest of the actions are additional data such as documentation, interviews, direct observation and physical artifacts.

The process of collecting data was carried out before the study, during the study, and at the end of the study. The data collection process does not have its own segment or time, but as long as the research is carried out, the data collection process can be done with quasi-statistics. Quasi Statistics, is a count of the number of events/mentionings, mainly used to support categories. At the beginning of the research, the researcher conducts a pre-eliminatory study for verification and initial proof that the phenomenon under study really exists. The pre-eliminatory study was included in the data collection process. In the pre-eliminatory study, researchers conducted interviews with the leaders of the Cirebon Buntet Islamic Boarding School related to the focus of the research, observed the Cirebon Buntet Islamic Boarding School and looked at the supporting documents owned by the campus, the results of which were data. When researchers approach and establish relationships with research subjects, even when researchers interact with the social environment and informants, researchers also make observations and make field notes. These are all data collection processes, the result of which is data to be processed so that there is really no specific and specific segment or time provided for the data collection process in this study because as long as the research takes place, the data collection process is carried out.

The researcher took the steps in the study, namely describing what was done, known, and used by Kyai, Pondok Management, Ustadz, Santri, Alumni of Pondok Pesantren Buntet Cirebon. The description of this research is carried out after understanding the aspects of the research to be studied.

The next step taken by the researcher is to classify the data. This classification is important to classify which data are important and related to the research subfocus. After that, the researcher conducted data linking, namely looking for data relationships that had been obtained. Furthermore, from the data relationships, the researchers analyzed the data using the Miles and Huberman model to find meaning so that the data they had was meaningful.

Results and Discussion

Results

Human Resources Empowerment

Human Empowerment is an organizational asset that must be empowered through learning; plan, implement, evaluate and take risks in solving problems.

a. Development and Empowerment. Development is an effort of Islamic boarding schools to provide opportunities for organizational members to continue higher education, both through formal and non-formal education, in the Cirebon Buntet Islamic Boarding School called the Cadreization Program. The cadres who have completed formal and non-formal education will be empowered in the Pondok Pesantren environment, which is given the opportunity to

participate in managing the cottage in a location that is adjusted to the competence of the organization's members. In the Ponpes Buntet Cirebon, this empowerment is called assignment and *rolling* tasks.

Organizations that want to continuously improve learning are needed for organizational progress. Intensive learning will be able to increase the competence and added value of the implementers of activities in the pesantren. To this development and empowerment, the following are the responses of members of the Cirebon Buntet Islamic Boarding School which are depicted in graphic form.

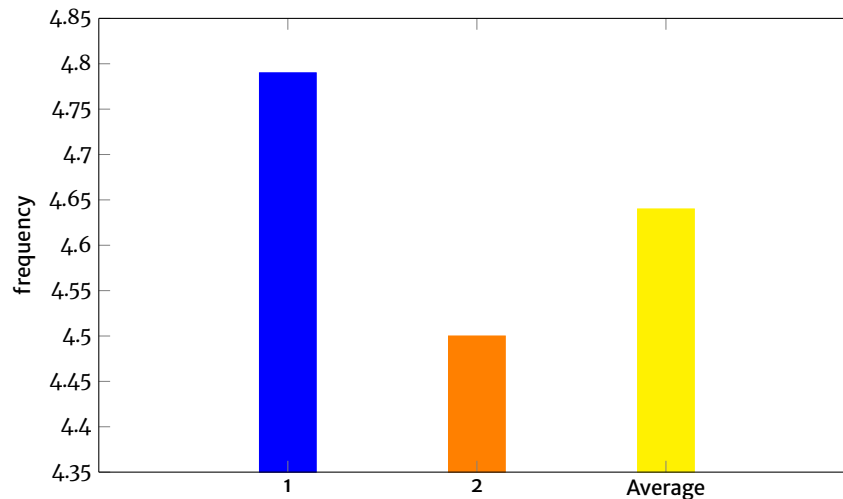


Figure 1. Response graph on development and empowerment)

The Islamic boarding school of Buntet Cirebon always pays attention to the sustainability and progress of Pesantren in the future, the institution tries to prepare pesantren cadres by increasing human resources by continuing education abroad and domestically in diploma, S1, S2, and S3 programs.

The rules for cadres in the Cirebon Buntet Islamic Boarding School have made rules as outlined in the Operational Standards for the Implementation of Cadres; both cadres of leaders in the boarding school environment or cadres of community leaders. These cadres were recruited from among: (1) the family of the founder of the pesantren, (2) the teachers of the pesantren, (3) the recipients of scholarships given by the Islamic Boarding School (recipients of scholarships from Elementary to Higher Education), and (4) alumni of the pesantren. In an effort to empower these cadres, Islamic boarding school of Buntet Cirebon cooperates with several friendly countries, including Saudi Arabia, Egypt, England, America and Japan. Cooperation with these countries is applied by sending teachers who have met the terms and conditions. The teachers who participated in the US-Indonesia *partnership for school* program were: Sofwan Manaf and Zakiyanto Arief; Visit of Paul Waolfowith (Former National Security Advisor) and William Lowrey (Ambassador) United States, April 14, 2017; Mr. Gregg Rickman, special envoy for the United States Secretary of State, July 27, 2017.

Cooperation with the East West Center in Honolulu USA; The Youth Exchange and Studies Program in the United States, Pondok Pesantren Buntet Cirebon has sent 19 students to participate in the program, namely: 2017 - 2018. As a result of the collaboration with Japan, 38 Ponpes Buntet teachers participated in the youth exchange program to Japan in agriculture, education and education. management, as well as cultural mission visits, among others, Ust. Rizma Ilfi and Ustadzah Emah Maziah. In addition to these activities, the visit of Yutaka Limura, the Japanese Ambassador on February 3, 2018 and the Japanese Ambassador Kojiro Shiojiri in 2018 as Minister of Education of Japan.

Another activity of the Cirebon Buntet Islamic Boarding School is sending teachers to attend language training abroad for quality improvement for 3 months at At Azhar University Cairo, among others: Ust. Alimin, St. Sofyan Azwari, Ust Rahmat Ramadhan, Drs. H. Aunur Rofiq and Drs. M Agus Abdul Ghofur in 2017, KH Jamhari Abdul Djalal, Lc., Drs.H. Mustofa Hadi Chirzin, Drs.H. Bustomi Ibrahim, M.Ag., Ust. Thohirun, Ust. Ilyas Romli, in 2018, H. Agus Sugianto, S.Ag. in 2018, H. Muhsinin, S.Pd., H. Sulaiman Effendi, and Drs. HM Gufron Dardiri, M.Pd. in 2019.

After completing the study, the Pondok cadres were empowered by carrying out tasks in various bureaus within the Cirebon Buntet Islamic Boarding School. In addition, to further empower the organization, a rotation of tasks between bureaus is carried out.

Implementation of the Nine Components of Education in Islamic Boarding School. The efforts made by Ponpes Buntet Cirebon in carrying out the activities of implementing the nine components of education in Islamic boarding school include:

- a) Reviewing the Curriculum Improving the quality of the learning process; evaluation meeting and curriculum improvement for the coming year, providing relevant books that will be used in teaching and learning activities, making teaching schedules, each teacher making teaching preparations, including:
 - Semester program
 - Time allocation
 - Learning Program Plan/Rencana Program Pembelajaran (RPP)
 - KKM (Minimum Completeness Criteria), which is the standard value per subject
 - Syllabus
 - Analysis of competency standards and basic competencies.
- b) Institutional management and administration, such as
 - Re-register the teacher's presence
 - Conducting teacher assessments at the end of the year
 - Create teacher ranks and payroll systems, calculate attendance every month, provide *rewards*.
 - Monitor teaching teachers in the event of not showing up or being late.
- c) Facilities and infrastructure, such as:
 - Maintaining existing buildings
 - Construct new buildings according to needs
 - Complete teaching and learning equipment, for example: blackboard, table, chair, cupboard, wall clock, President and Vice President photos
 - Providing language, physics, chemistry, and computer laboratories
 - Providing a site of prayer (Mosque)
 - Providing sport facilities such as fields for football, futsal, badminton, basketball, and, if possible, a swimming pool
 - Providing health facilities such as a public or dental clinic, drug store, and 2 ambulance cars
 - Providing telecommunication means such as public telephone, handy talkies, a repeater, and an internet corner.
 - Providing transportations such as elf cars, personal cars, trucks, motorcycles, carriages, and ambulance cars.
- d) Managers for:
 - Recruiting new teachers and disabling teachers who do not meet scientific standards, discipline, and loyalty in carrying out their duties
 - Conduct training by HRD (*Human Resource Development*)
- e) Funds/Costs, such as:
 - Make a School Income and Expenditure Budget Plan
 - Meeting to determine the amount of monthly fees and fees for the coming year by the supervisor
 - Socialization to the guardians of students about the amount of education costs and technical payments
 - Cooperating with Banks; Payment of students through banking, Baitul Maal Wattamwil coaching
 - Optimizing the pesantren business sector as a source of Islamic boarding school operational funds, for example: cooperatives, rent cars, plantations, and guest houses
 - Central and branch financial audit
- f) *Santri* (Students) management and extracurricular activities, such as:
 - Cirebon Islamic Boarding School Buntet Alumni Association (BPC Personnel)
 - Advisor for each section
 - Implementing a team system in the implementation of student supervision
 - Designing extra-curricular activities and each student is required to take at least 2 (two) extra-curricular activities
- g) Community service and participation
 - Establishment of da'wah institutions and community development
 - Scholarship granting

- Providing educational assistance to underprivileged communities and institutional and regional cadres at the kindergarten, elementary, high school and university levels, Example: 2017 provided 1,147 scholarships
- Establishing *Buntet Peduli* (Buntet Charity)
- Donate to orphan
- Raising solidarity aid for victims of natural disasters

h) Islamic boarding school culture and discipline

- Enforce discipline among the pesantren family so that there are good habits and become the culture or sunnah of Islamic boarding schools
- Provide sanctions for those who violate and reward those who obey discipline.
- The community is required to follow the Sunnah of the pesantren

i) Islamic Boarding School Alumni

- Creating a Big Family Bond for the Cirebon Buntet Islamic Boarding School
- To record the number and potential of Ponpes Buntet Cirebon alumni
- Maintaining regular relationships between alumni
- Provide success stories about alumni life to students.

The responses of members of the Cirebon Buntet Islamic Boarding School organization regarding the implementation of the nine components of education in Islamic boarding schools represented by three questions are as follows:

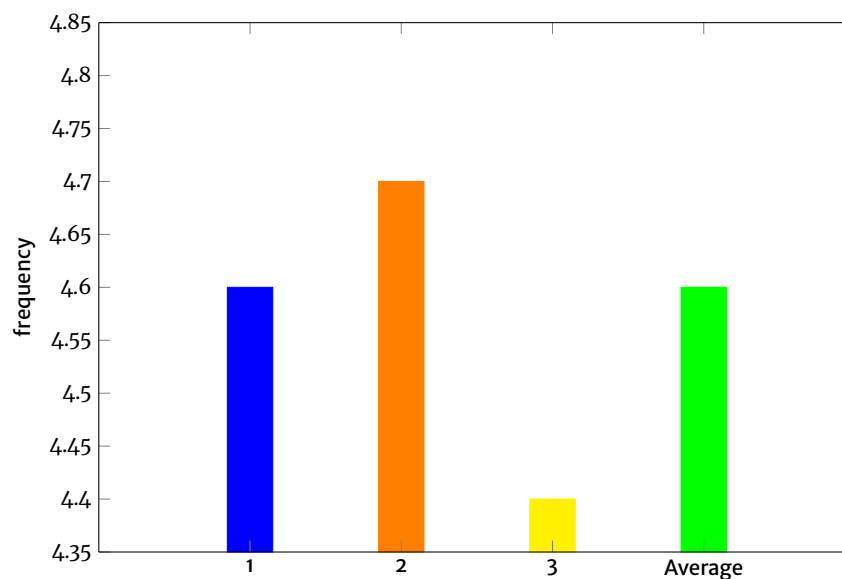


Figure 2. Graph of Responses to Experiments and Assignments

Knowledge Management

Islamic boarding school of Buntet Cirebon realizes the importance of knowledge and continuous innovation towards competitive advantage. Increase the capacity of each individual through various tiered education and routine training. Knowledge becomes the basis for organizational progress. Improving knowledge continuously through creativity, Developing various knowledge products through competitions, provincial and national level competitions.

Management is the use of organizational resources to achieve the goals of high performance in various types of organizations [11]. Through knowledge management organizations can require the improvement of quality, value, service, and innovation and the success of the institution. Knowledge development activities will be the greatest potential to realize competitive advantage.

Knowledge management is managing and growing knowledge within the organization including the input of information data, creating and utilizing information between individuals within the organization, through the following:

Work Quality Improvement. The leaders of the foundation, both individually and in groups, play an active role in seeking information in order to improve the quality of work of each activity implementer at Ponpes Buntet Cirebon in a way.

- a) Continuing education to a higher level
- b) Participate in trainings organized by other institutions and parties
- c) Open internet access
- d) Reading magazines/newspapers
- e) Read books that support the implementation of quality.

The following is shown in the form of a graph of respondents' responses about improving the quality of work in relation to learning organization at Ponpes Buntet

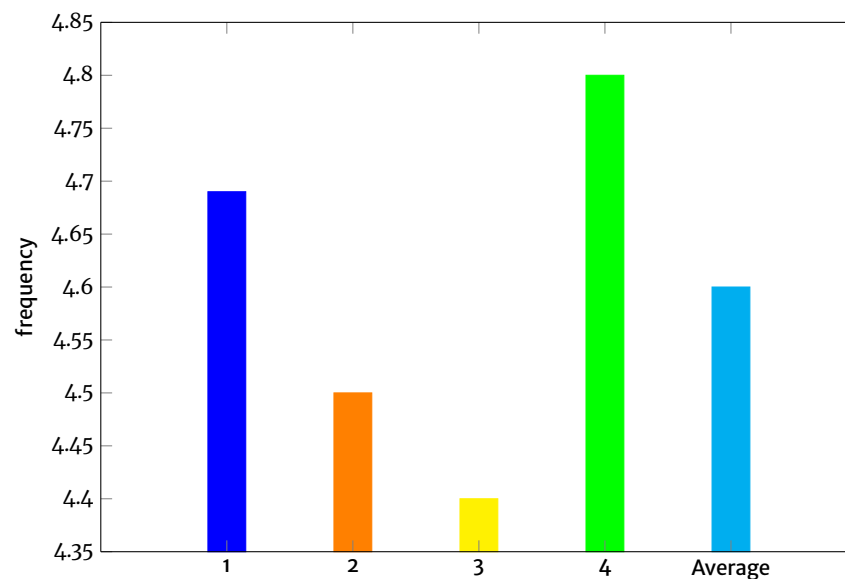


Figure 3. Response Graph on Improving Work Quality

System Access. The system is owned to be able to access and collect a variety of information both for the benefit of the internal and external environment, as well as facilitate the entry of building an information technology network in accordance with the needs and capabilities of the organization, namely:

- a) Create a buntet cirebon site <https://www.buntetpesantren.org> and several branch pesantren websites.
- b) Install Hotspot
- c) Install satellite dish
- d) Improve learning with e-learning programs

Benchmarking. Everyone can monitor the development and progress of the organization, whether carried out by individuals or groups. Either by comparing or observing what the implementers are doing to improve the standards (Benchmarking) of Islamic boarding school of Buntet Cirebon, such as attending seminars to improve the quality of education. In addition, the organization also performs:

- a) Comparative studies to various educational institutions
- b) Read information about the development of other institutions
- c) Imitate the activities of other institutions to be implemented in Islamic boarding schools
- d) Cirebon Buntet.
- e) Holding Islamic recitations as a forum for friendship between students and the community.

Following are respondents' responses to *benchmarking* at Islamic boarding school of Buntet Cirebon which have been summarized in the following graphic:

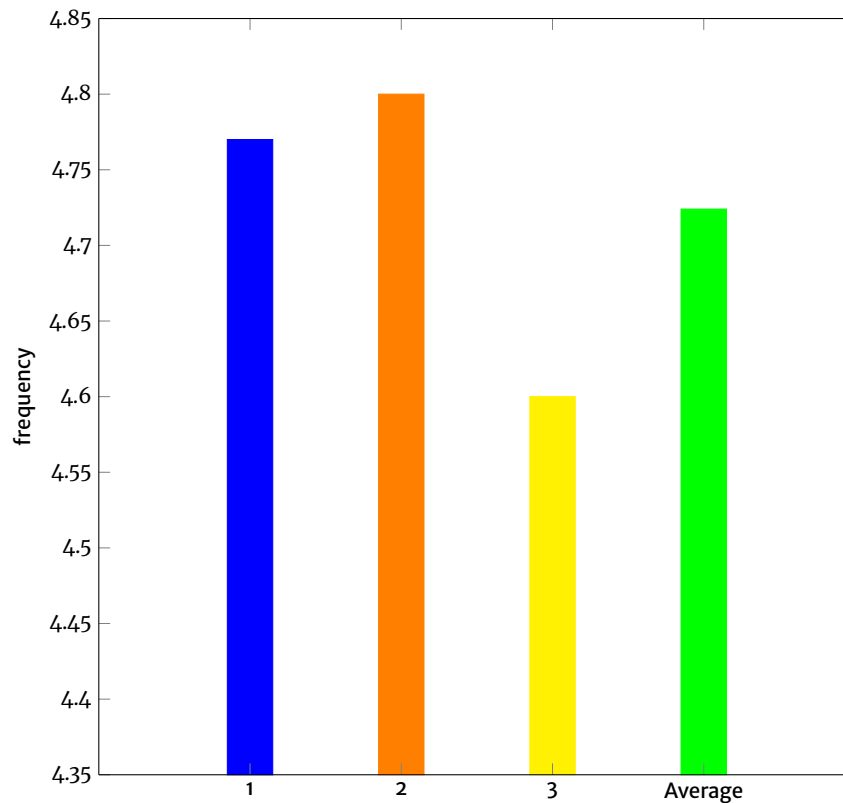


Figure 4. Response Graph on Benchmarking

Creative Thinking. Improving the quality of each individual santri gets training to have creative thinking skills by conducting experiments according to needs or taking positive actions by:

- a) Creating a wall magazine for each team
- b) Holding journalism courses and creating students' internal bulletin
- c) Joining academic competitions held by other institutions
- d) Taking a part in mathematics, physics, and biology olympics
- e) Holding national-level Islamic guide book recitation on the National Santri Day
- f) Pioneering national-level activities: (1) Pioneering Week of Sports and Arts (POSPENAS) for Islamic Boarding School in November 2015 throughout Java and Bali, and is now an annual POSPENAS agenda at the national level, (2) Pioneering Santri Nusantara Camp (PERKASA) at the Jatinangor Campground, Sumedang, West Java.

Internship Experience. Utilization of knowledge as a source to form positive values, shape the character of the students is done by means of internships for experiments. This internship is carried out by providing opportunities for students to study and live-in branch Islamic boarding school, small and medium business internship programs, automotive and sewing training in Gedongan and Ciwaringin. This activity will produce qualified and knowledgeable cadres. In the components of this section, the following are the responses or responses from resource persons regarding apprenticeships for experiments and improving skills.

Data Storage System. The system used in the important organizational structure by providing coding and storage makes it easy for those who need information about Ponpes Buntet Cirebon, while the steps taken are:

- a) Digitalized system of data collection
- b) Fingerprint attendance
- c) Documentation through the annual bulletin and website of Buntet Islamic boarding school Cirebon
- d) Students' final report storage via server

Individual Awareness. To increase individual awareness of the importance of organizational learning and knowledge sharing, it is done by increasing individual awareness of good organizational learning, this is realized by the activities of the students taking part in activities that have been determined by the institution, for example: Kafaah mudaris

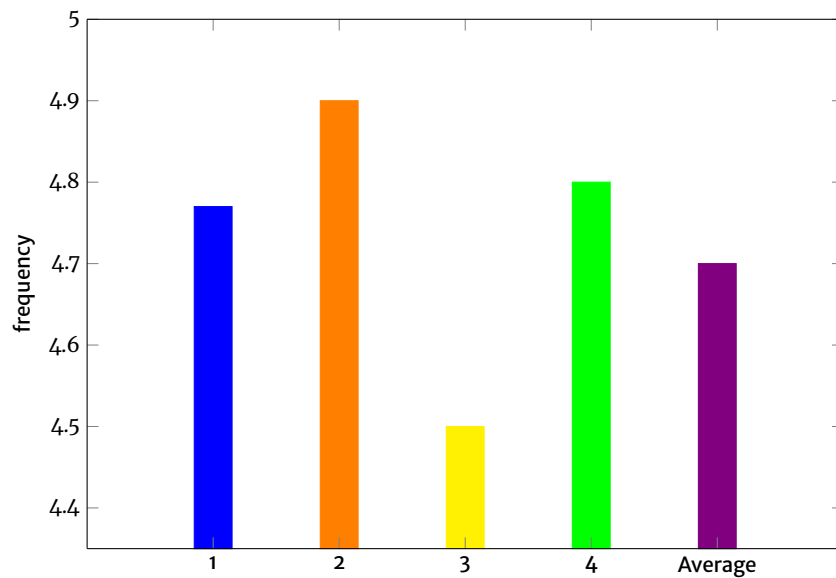


Figure 5. Graph of Responses to Internships

test (teacher ability test), scouting (Basic Advanced Courses and Advanced Advanced Courses), sports, arts, Jamiyatul Qurro (Association of Al-Quran Readers Experts), and attending trainings organized by institutions.

Knowledge Transfer among Groups. By building teamwork between functions, it is used to transfer learning between groups, sections and between functional teams (Cross functional teams), namely by:

- a) Holding joint meetings between groups/divisions
- b) Communicating and coordinating in working on duties
- c) Consulting with the superiors or fellows
- d) Regenerating with juniors

In the section on knowledge transfer between groups, the following is the response from the respondents from the questionnaire given.

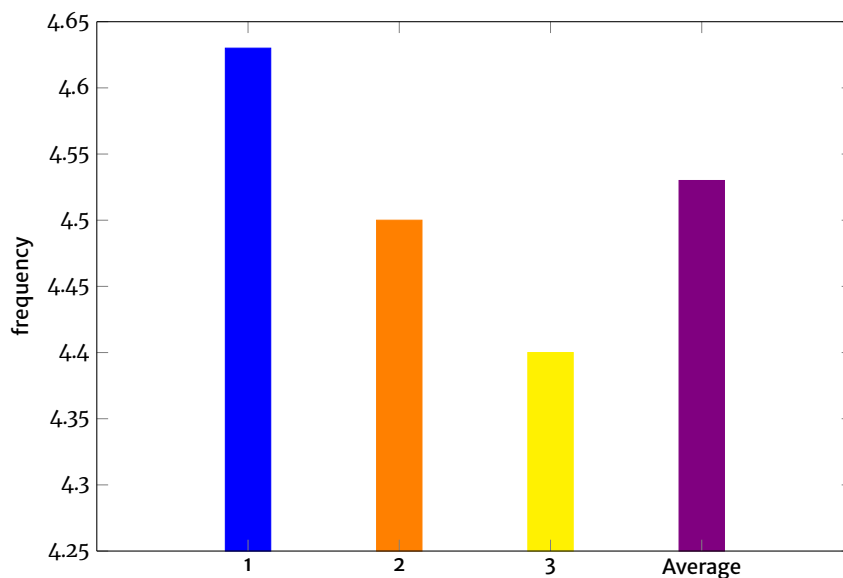


Figure 6. Response Graph on Benchmarking

New Strategies. It takes routine development of new strategies and mechanisms for sharing/disseminating learning outcomes throughout the organization by means of;

- a) Discussing problems during the leaders meeting
- b) Socializing the results of the discussion to teachers through weekly meetings
- c) Socializing to santri through ceremonies every Saturday
- d) Socializing through the Internet

Courage in Gaining New Knowledge. Upgrading encouragement to units of work in generating knowledge by individuals who want to learn, namely:

- a) Every individual is given the opportunity to increase knowledge
- b) Given the opportunity to study to a higher level
- c) Given an award for education in the form of increasing class and space in the payroll system
- d) Scholarships are awarded to those who meet the requirements.

Discussion

Human Empowerment

Development and Empowerment. The development and empowerment of organizational members requires the management of financing for all activities in the Pesantren. Islamic boarding schools of Buntet Cirebon gives authority to each section to manage their own finances (Decentralization). The development and empowerment of human resources at Islamic boarding schools of Buntet Cirebon, is the concern of the foundation leaders and is planned at the beginning of each year by making a RAPBS which is prepared according to the needs of resource development. Each part of the work unit always develops the development and empowerment of human resources based on the results of the previous year's evaluation. In parts that provide income, subsidize other parts that are not a source of funds.

All sources of funds, both internal to the Pesantren or from external sources (Assistance and donations from outside parties), are reported in a transparent and accountable manner. All financing management is responsible to the finance department, which in its entirety is thoroughly audited.

Implementation of the nine Educational Components in Islamic Boarding Schools. Islamic boarding schools of Buntet Cirebon is an educational institution located in the metropolitan city of Jakarta which always prioritizes quality through the optimal implementation of nine components of education in Islamic boarding schools. Nine Components of Education in Islamic Boarding Schools: 1) Curriculum, 2) Management and Administration, 3) Facilities and Infrastructure, 4) Management Personnel, 5) Funds/Costs 6) Management of *Santri* and Extracurricular, 7) Community Service and Participation, 8) Culture and Discipline, 9) *Pesantren* Alumni. All bureaus within the Cirebon Buntet Islamic Boarding Schools have a vital role in monitoring every implementation related to these 9 components and communicating with each other so that there is no miscommunication about everything. To facilitate the work, management skills (managerial) are needed and foster a high sense of responsibility for carrying out tasks.

Without accompanied by adequate management capacity, will be a problem, requiring treatment trial of its management, as a result of funds and the power output is not balanced. Good management skills without an awareness of struggle (which most madrasah managers already have this element in) will also cost a lot.

Knowledge Management

Improving Work Quality. Islamic Boarding Schools Buntet Cirebon as an educational institution, always improves the quality of its work and has run a good learning organization in every unit or section in the organizational structure. In addition, every part always requires all members of the organization to innovate and adapt in their work area, foster a culture of transparency between management, control from bureau heads, and accountability at the end of each activity. The intellectual aspect carried out by the kiai is the most important thing is to teach the students to read the Qur'an, then increase their reading of Arabic-language study materials (books) and the knowledge of Islam in general from various sources. Another thing is boarding schools where to teach religious knowledge and the needs of Islam in the community, such as matters of ritual cleanliness in worship (*Taharah in ubudiyah*), interpersonal relationships (*Mu'amalah*), and matchmaking (*Munakah*) and inter-community relationships (*Al-syakhsiyah*).

System Access. Access to the system really needs self-development in the sense of training as administrators of the curriculum section to understand their duties and be able to innovate in curriculum development. For the *career center* section, strengthening this institution into a human resource development institution, supported by *Pesantren* managers in every activity. Another thing that is needed is *systems thinking*, a conceptual framework. Until now it has not been implemented, in the sense that this institution is still looking for directions and its identity has not been properly systemized with its direction and work pattern.

The supervisory team is given the freedom to provide input and analysis on any existing activities or problems. This team is expected to produce a strong joint commitment (*Team learning*), to solve every problem from the smallest to the biggest that occurs in the *Pesantren*, which if necessary, bring the management of the relevant section or unit in the matter. This joint commitment will become the best joint decision in the future, so that there is no absolute decision of the highest leadership.

The results of the supervision and control implemented by the Cirebon Buntet Islamic Boarding School were followed up with policy making by the *Pesantren* leadership to determine the next steps for implementing individuals, sections, or activities.

Benchmarking. The Cirebon Buntet Islamic Boarding Schools provides flexibility for every officer in his department to take the initiative and move to complete the work that is his scope and responsibility without having to wait for orders. In addition to interdepartmental coordination, sometimes a problem requires an agreement between one section and another. For this reason, in order to support quality human resources, Islamic boarding schools carry out administrative and management training activities for *Pesantren*.

Mastering knowledge does not mean losing the values of simplicity, brotherhood, and sincerity. All components of these values that are starting to fade, need to be rebuilt through mutually supportive cooperation, because they will become strength and become the hallmark of the identity and existence of the souls of the students. Knowledge management requires benchmarking through comparative studies with similar *Pesantren*, in order to optimize knowledge mastery in order to improve the quality of human resources. Social-historical repositioning of Islamic boarding schools in order to be willing to place mastery of knowledge and da'wah as the main activities of education at Islamic boarding schools of Buntet Cirebon is a positive thing. This is to eliminate the negative image of *Pesantren*, which so far tend to be isolated and exclusive as educational institutions of quality, friendly, disciplined but capable of mastering technological advances.

Creative Thinking. Creative thinking is the duty of leaders and managers to develop all the subsystems learner's knowledge of the organization include: (a) management measures (Management) on the acquisition and dissemination of knowledge of an organization. These efforts include the takeover or control (Actuation), creation, storage, transfer, while utilizing knowledge. Acquisition is an activity of collecting and controlling data and information and sources inside and outside the organization.

The technology subsystem is a supporting facility for access and exchange of learning information, including: processes, systems, and technical structures for collaboration, coaching, coordination, and knowledge development in a broad sense. This subsystem also includes sophisticated electronic tools and methodologies for learning. To produce quality individuals within the organization, it has various requirements, among others, by cultivating the learning process in the organization and making it a learning organization.

The learning process includes three main domains, namely intellectual (*Cognitive*), emotional (*Affective*) and skills (*Psychomotor*) whose ability is continuously developed to create the future. The core values of a learning organization are aimed at increasing the strategic capabilities of an organization, namely: (1) Increasing creativity; (2) Increased entrepreneurial ability; and (3) Increasing organizational autonomy. Modern organizations need to have the ability to be able to make continuous adjustments, increase creativity, improve entrepreneurial skills, and carry out organizational autonomy.

Internship Experience. Utilization of knowledge as a source to form positive values, shape the character of the students is done by means of internships for experiments. This internship is done by providing opportunities for students to study and live in other Islamic boarding schools. This activity will produce qualified but knowledgeable cadres. The dualism of *Pesantren* management, in carrying out knowledge transfer activities, which have been managed by the Ministry of National Education and the Ministry of Religion needs to be corrected so as not to cause lameness and problems.

Quality knowledge management will raise the image of Islamic boarding schools with Islamic nuances but based on knowledge and technology in line with the progress of the times.

Data Storage System. The data storage system at Islamic boarding schools of Buntet Cirebon, the application of technology (Technology application) is carried out starting from simple to sophisticated technology ranging from early childhood education, elementary level to universities in the environment.

Islamic boarding schools of Buntet Cirebon, and supported by the leadership and management of the foundation. It is time for the advancement of science and technology to be adopted and utilized for the benefit of a quality learning organization. For this reason, learning in classes needs to be facilitated with computer technology systems, LCDs, laptops, projectors, hot spots, internet. The use of the internet that can be accessed directly by each individual will be a source of information and communication for fellow members of the organization, and also build communication via the internet remotely to support existing activities.

Learning facilities are equipped with multimedia facilities, each member of the organization, both individually and in groups, is trained to be able to use computers. The use of group technology (Groupware technology) when managing the learning process both inside and outside the classroom.

Implement learning and integrate it through high technology and sustainable work practices. Utilization of technology according to [12] reveals that the development of information systems designed to inform and empower, train, control, learn, implement new strategies, make participatory policies, flexibility are important factors that support the running of leadership in organizations.

The design of electronic systems that can support and facilitate the work of the entire organizational network. Creation of the latest database according to the latest data supported by sophisticated software and hardware devices to process various information according to the needs of the organization. Development of all organizational data based on information technology. Computer technology-based learning, and a variety of multimedia are very useful for quality learning while preparing students who are qualified and "technology literate" and as a practical and economic data storage base.

Individual Awareness. Islamic boarding schools of Buntet Cirebon always strives for the growth of individual awareness to always do the best for the progress of the organization. Individual awareness is also always applied to all members of the organization, so that every student and teacher as well as all people in the Cirebon Buntet Islamic Boarding School organization to protect the environment by paying attention to cleanliness and sanitation as well as environmental management and arrangement. Because all of these are reflections and forms of actualization of the Pesantren culture, where everyone who enters the Pesantren must adapt to the culture and norms that apply in the Pesantren. Efforts are made by giving authority to each member of the Pesantren to remind everyone verbally and in writing about things that are prohibited in the Pesantren.

Knowledge Transfer among Groups. Transfer of knowledge between groups in the learning organization of Islamic boarding schools of Buntet Cirebon is carried out with two approaches, namely individual and institutional. Individual operational techniques refer to the interests of individual learning organizations, while institutional ones should be in line with government policies, in order to achieve educational goals in accordance with the vision and mission of the *Pesantren*.

Mental models, systems thinking, shared vision, personal mastery are the characteristics of learning organizations as important factors for success in organizations. Therefore, organizational learning needs to be carried out continuously [13]. In relation to Islamic boarding schools, the readiness of *Pesantren* to carry out quality learning organizations has not met expectations, because most *Pesantren* are often uprooted from their cultural roots even though they have been fostered for a relatively long time by the government.

For this reason, all *Pesantren* need to improve themselves, because in the community a new trend has developed, due to the many choices of *Pesantren* in the community. Quality improvement requires sensitivity, transparency, accountability, accreditation, and will have a positive impact on *Pesantren*. Quality education is reflected by the recognition in the community of the existence of Islamic boarding schools' rights to life and being part of the national education implementation system in Indonesia.

The above findings are in accordance with Bateman and Snell's opinion that transferring knowledge to fellow members is necessary for organizational progress. Mastery of new knowledge will add insight to improve the quality of the organization [14].

New Strategis. A new strategy is urgently needed by Islamic boarding schools of Buntet Cirebon in order to be able to successfully achieve goals that are in accordance with the needs and progress of the organization. The implementers can maximize the results of the learning organization through researching the needs of the organization and providing quality services to the students. Based on the organizational structure, the ultimate goal of the organization is to produce quality students. For this reason, every member of the organization always anticipates it by making new strategies such as: in finding new students with various approaches, either directly or indirectly, using the internet, or print media. The new strategy is also carried out by building active and creative communication and interaction at all levels of the organization. All leaders, teachers, service officers at all levels of education services must always provide excellent service to their consumers, namely students and parents of students. The services provided illustrate the quality of the learning organization at Islamic boarding schools of Buntet Cirebon. Organizations that are willing to learn and always try to improve their capabilities and competencies in order to serve consumers in a professional manner.

Every organization is inseparable from the influence of the external environment, because the organization as a system always interacts with its environment [15]. Through learning means the organization is always trying to improve the quality of service, and make quality part of the organization. As Mullins stated that in the era of globalization, organizations need new strategies because the impact of globalization on organizational behavior has placed greater emphasis on processes than organizational functions.

Learning organization's quality will always be dynamic, and requires every member of the organization want to learn and provide the best service according to its competence and duties. This effort certainly makes them able to satisfy their customers. The success of the organization can be realized with a variety of new strategies made by the leaders to organize the organization so that it can win the competition between Islamic boarding schools in Jakarta and the branches of Islamic boarding schools of Buntet Cirebon spread throughout Indonesia. The new strategy owned by the learning organization and making it a culture and attached to each member of the Islamic boarding school will make it successful in winning the competition and optimally in achieving goals.

Courage in Gaining New Knowledge. The urge to acquire new knowledge is not evenly distributed throughout the *Pesantren*. The readiness of *Pesantren* to conduct quality learning organizations has not met expectations, because most *Pesantren* are often uprooted from their cultural roots even though they have been fostered for a long time by the government. For this reason, all *Pesantren* need to improve themselves, because in the community a new trend has developed, due to the many choices of *Pesantren* in the community. Quality improvement requires sensitivity, transparency, accountability, and accreditation, which will have a positive impact on *Pesantren*. Quality education is reflected in the recognition in the community of the existence of Islamic boarding schools' rights to life and being part of the national education implementation system.

The urge to gain new knowledge is sometimes a dilemma faced by *Pesantren* today (P3M: Islamic Boarding School and Community Development Association) identifies the main problems faced by *Pesantren* today into four aspects, namely: (1) Self-identity and independence of Islamic boarding schools against other institutions in society; (2) the type of education chosen and managed; (3) Maintenance of internal resources and their utilization for the development of the *Pesantren* itself. (4) Anticipate the future and the basic roles it will have.

The problem faced by Islamic boarding schools is that there are policies in the two different ministries, so that they do not only emphasize certain aspects but require a balance according to teaching problems in Islamic boarding schools according to the policies of the two ministries, namely the Ministry of Religion and the Ministry of Education and Culture. The problems faced include didactics and teaching methods that are less varied, this causes students at Islamic boarding schools to take a long time, as well as educate with various kinds of knowledge and inculcate noble character on the basis of Islamic religious education.

Conclusion

Organizations or institutions that are able to produce facts and constant success are learning organizations. Organizational system analysis is carried out to improve learning systems such as human empowerment and knowledge management.

Human empowerment at Pondok Pesantren Buntet continues to make efforts to democratize and reform in improving the quality of human resources. Changes in quality systems in all fields oriented to excellent service. Human resource development is carried out for all *ustadz*, students, alumni and parents of students, especially *kyai* with various trainings and attending formal education at the S2, S3 levels both domestically and abroad. Islamic boarding schools of Buntet Cirebon always puts forward the rule of "*almuhafadhotu alai qadiimish shalih wal akhdzu bil Jadidil Ashlah* (maintaining the good old things, and taking the best new things).

Knowledge management at the Buntet Islamic Boarding School has made efforts to develop knowledge to all members of the organization. Managing a variety of information, knowledge based on excellence, and with a competitive perspective. Possession of superior knowledge will be able to improve the quality of the organization in a sustainable manner and bring benefits.

References

- [1] N. A. Nasution, "Lembaga Pendidikan Islam Pesantren," *Al-Muaddib J. Ilmu-Ilmu Sos. dan Keislam.*, vol. 5, no. 1, pp. 36–52, 2020.
- [2] A. Mas'ud, *From Haramain to Nusantara: the intellectual footprints of pesantren architects (Dari Haramain ke Nusantara: jejak intelektual arsitek pesantren)*. Jakarta: Kencana, 2016.
- [3] F. Farida, "The modernization practices of pesantrens in Salatiga," *ATTARBIYAH J. Islam. Cult. Educ.*, vol. 2, no. 2, pp. 153–173, 2017.
- [4] S. Ni'am, "Pesantren: the miniature of moderate Islam in Indonesia," *Indones. J. Islam Muslim Soc.*, vol. 5, no. 1, pp. 111–134, 2015.
- [5] M. J. Marquardt, *Building the learning organization: Mastering the 5 elements for corporate learning*. Nicholas brealey publishing, 2002.

-
- [6] S. Rijal, "Leadership style and organizational culture in learning organization: A comparative study," *Int. J. Manag. Inf. Syst.*, vol. 14, no. 5, 2010.
- [7] A. G. Muhaimin, *Islam in the Frame of Local Culture Portraits in Cirebon. In Logos Discourse of Science (Islam dalam Bingkai Budaya Lokal Potret di Cirebon. In Logos Wacana Ilmu)*. Jakarta: PT. Logos Wacana Ilmu, 2001.
- [8] D. Burnie, *Science Workshop: Ecology*. England: ESENSI, 2005.
- [9] J. Cresswell, "Research design: Pendekatan metode kualitatif, kuantitatif, dan campuran (Edisi 4)," Yogyakarta: Pustaka Pelajar, 2016.
- [10] Lofland, *Penelitian kualitatif*. Malang: Bayumedia, 1984.
- [11] E. Tavipi, "Manajemen Kewirausahaan Di Pondok Pesantren El-Bayan Bendasari Majenang Cilacap Jawa Tengah." IAIN Purwokerto, 2016.
- [12] S. N. M. Nzuve and E. A. Omolo, "A study of the practice of the learning organization and its relationship to performance among Kenyan commercial banks," *Probl. Manag. 21st Century*, vol. 4, p. 45, 2012.
- [13] A. Yuesti and K. Sumantra, "Empowerment On The Knowledge And Learning Organization For Community Development," *Sci. Res. J.*, vol. 5, no. 9, 2017.
- [14] T. Bateman and S. Snell, "Management: Leading & Collaborating in Competitive World, 13e," 2019.
- [15] N. Nurhadi, "Pembelajaran Organisasi di Pondok Pesantren," *Ta'allum J. Pendidik. Islam*, vol. 1, no. 1, pp. 49–62, 2013.