

PESANTREN POLICY MANAGEMENT IN STUDENT EMPOWERMENT FUNCTIONS

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Abstract :

The study will discuss boarding policies for implementing its function as an empowering institution. The research was intended to find out how pestuous boarding policies are particularly interesting and to see how high the policy is. The research method used is the library research method that is a data gathering technique by conducting the study of books, literature, notes, and various reports relating to boarding policies in apostate encouraged function. The next discussion is to analyze the policy's no. 18 year 2019 law on boarding schools, particularly the chapter chapter on empowerment functions with swot analysis techniques that will examine the strengths, weaknesses, opportunities, and threats of the policy. The policy on government support listed in act number 18 in 2019 of boarding schools chapter 46 has the strengths and weaknesses of each in the application of the santri empowerment function.

Abstrak :

Kajian ini akan membahas mengenai kebijakan pesantren dalam menjalankan fungsinya sebagai lembaga pemberdayaan. Penelitian ini bertujuan untuk mengetahui bagaimana kebijakan pesantren khususnya dalam keberdayaan santri dan melihat seberapa maksimal kebermanfaatan kebijakan tersebut. Metode penelitian yang digunakan yaitu Metode Kepustakaan (Library Research) yang merupakan teknik pengumpulan data dengan melakukan penelaahan terhadap buku, literatur, catatan, serta berbagai laporan yang berkaitan dengan kebijakan pesantren dalam fungsi keberdayaan santri. Pembahasan selanjutnya yaitu menganalisis UU No 18 Tahun 2019 tentang Pesantren khususnya pasal-pasal yang berkaitan dengan fungsi pemberdayaan dengan teknik analisis SWOT yang akan mengkaji kekuatan, kelemahan, peluang, dan ancaman dari kebijakan tersebut. Kebijakan tentang dukungan pemerintah yang tercantum dalam UU Nomor 18 Tahun 2019 Tentang Pesantren Pasal 46 memiliki kekuatan dan kelemahan masing-masing dalam penerapan fungsi pemberdayaan santri.

INTRODUCTION

In this era, the greatness of a country is no longer based on abundant natural resources and expensive production tools, but the essential support that will determine the survival and progress of a country is the quality of its human resources (Pusvitasari, 2021; Silviani et al. al., 2021). In a report entitled Global Human Capital Report, which examines the quality of human resources from 130 countries, Indonesia ranks 65th. This is where the importance of the formation of quality human resources various community empowerment efforts are carried out in various forms and types, including non-governmental organizations, skills education programs, as well as through educational institutions (Nurwahidah, 2017; Fathoni & Rohim, 2019) as stated in Permendagri RI No. 7 of 2007 Article 1 Paragraph 8, which states that community empowerment is a strategy used in community development to realize ability and independence in the life of society, nation, and state. Empowerment of human resources can be done through social and educational institutions (Laksono, 2018).

Education is understood as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Awwaliyah, 2018). Moreover, Article 13 Paragraph 1 explains that the educational path consists of formal, non-formal, and informal education that complement and enrich each other. One of the non-formal education programs in Indonesia is an Islamic boarding school. Pesantren is a traditional Islamic educational institution to study, understand, explore, appreciate, and practice Islamic teachings by emphasizing the importance of religious morals as a guide for daily behavior (Zamroni, 2020; Nuraeni, 2021).

In PP No. 73 of 1991, Non-formal Education is included in similar educational units. Like one of the Islamic learning institutions in Indonesia, Islamic boarding schools have the opportunity to produce quality human resources with a note that Islamic boarding schools can adapt to globalization without leaving the character of the pesantren (Fauzi, 2012). There are at least three reasons why Islamic boarding schools have more excellent opportunities than other educational institutions: 1. The nation's generation occupies Islamic boarding schools with an education not limited by time as in general education; 2. Islamic boarding school education that tries to provide a balance between physical and spiritual fulfillment; 3. Nur Cholish Madjid's explanation gives an example of a community affected by "dislocation," namely marginal or marginalized groups in big cities, should make pesantren aware (Fauzi, 2012). Therefore, several Islamic boarding schools in Indonesia are currently creating a renewal movement by implementing an education system that requires a link between formal and non-formal education, as well as a link between religious education and general education (Nurhadi, 2018; Syuhud, 2019; Nuraeni & Irawan, 2021). So boarding schools not only study religious sciences but also equip their students with skills to be empowered and create quality human resources (Fawaid & Hasanah, 2020).

Then Law No. 18 of 2019 concerning Islamic Boarding Schools Article 44 states, "In carrying out the function of community empowerment, Islamic boarding schools carry out activities in preparing independent and skilled human resources so that they can play an active role in development." This shows that the pesantren has an empowerment function for its students. In implementing the empowerment process, it is necessary to have support from the government so that empowerment activities in Islamic boarding schools can run more optimally, which is stated in Article 46 Paragraph 1 that the Central Government and Regional Governments provide support and facilities to Islamic boarding schools in carrying out community empowerment functions. The support from the Central Government and Regional Governments as referred to in paragraph (1) shall be at least in the form of: a. financial assistance; b. facilities and infrastructure assistance; c. technology assistance; and d. skills training. This means that when the government provides this support, it will assist pesantren in carrying out the empowerment function. However, as reported by detik.com, some Islamic boarding schools have depended on student fees until now.

Based on the problems above, we are interested in understanding how the pesantren policy is in the empowerment of santri and seeing how maximally the benefit of the policy is. The benefits of this research are expected to provide benefits both theoretically and practically, namely being a reference for pesantren in carrying out the empowerment function (student empowerment) from the results of the SWOT analysis and enriching the study of policy analysis, especially relating to pesantren policies in the function of santri empowerment.

RESEARCH METHODS

The method used is the library research method. According to Nazir 1988 (Asmendri, 2020), library research is a data collection technique by reviewing books, literature, notes, and various reports related to the problem to be solved. This type of research uses SWOT analysis, which consists of Strengths, Weaknesses, Opportunities, and Threats.

According to Rangkuti 2016 (Marginingsih 2019), SWOT analysis systematically identifies various factors to formulate company strategy. SWOT analysis is based on the logic to maximize strengths and opportunities while minimizing weaknesses and threats.

Marginingsih (2019) says that there is a division of strategic factors in the SWOT analysis, namely: first, the factor in the form of strength; What is meant by "strength factors" possessed by a company including business units are, among others, unique competition in the organization which results in the ownership of comparative advantage by business units in the market. Second, the weakness factor; What is meant by weakness is a limitation or deficiency in terms of resources, skills, and abilities that become a serious barrier to the appearance of satisfactory organizational performance. Third, the opportunity factor; The definition of opportunity in simple terms is a variety of favorable environmental situations for an organization's business unit. Fourth, the threat

factor; The notion of threat is the opposite of the notion of opportunity, namely environmental factors unfavorable to a business unit; if not overcome, the threat will become a danger to the business unit concerned both now and in the future of the organization.

The stages that will be carried out in a SWOT analysis are first, identify laws or regulations related to Islamic boarding schools, namely from internal factors, existing strengths and weaknesses, and external opportunities and threats. Then an analysis of external factors that can affect internal factors or vice versa is carried out and the impact.

RESULTS AND DISCUSSION

Pesantren policies in the community empowerment function are often centered on funds in the implementation process. One of the policies issued by the government to overcome this is contained in Law no. 18 of 2019 concerning Islamic Boarding Schools Article 46. Article 46 Paragraph 1 reads, "The Central Government and Regional Governments provide support and facilitation to Islamic boarding schools in carrying out community empowerment functions."

Strengths

The strength in this policy is that the empowerment process carried out by pesantren can run well because it gets attention from the government (Rahmatullah & Said, 2019; Riinawati, 2021), namely the existence of support and facilities in the form of funding and supporting infrastructure, so that pesantren as an empowerment function The community can produce empowerment for its students which expertise or skills possessed by students realize. With the support and facilities provided by the government, it can help the processes or activities carried out by pesantren in implementing the empowerment function itself. The support and facilities referred to are contained in paragraph 2 in the form of a). financial assistance b). facilities and infrastructure assistance, c). technological assistance, and d). skills training. This allows pesantren to exist and develop to date, even though pesantren is the oldest Islamic educational institution. There is no doubt about the existence of pesantren in the national education arena because the role of pesantren in educating the nation has produced scientists who are religious experts and have good morals.

In addition, another reinforcement is mentioned in article 23, which reads that "Graduates of Islamic boarding schools in non-formal education (empowerment function) are guaranteed equal quality levels of graduates equal to formal education and can continue to a higher level." This article means that the government emphasizes that graduates of Islamic boarding schools in non-formal education receive the same recognition as graduates of formal education without being discriminated against. Pesantren as an empowerment function can substantially impact improving the quality and competitiveness of students.

Weakness

The weakness in this policy is that the government is less than optimal in implementing the policy. There are still several Islamic boarding schools in Indonesia that are facilitated by the pesantren themselves or from the community. This is undoubtedly one of the inhibiting factors in empowering students in Islamic boarding schools and is quite a limiting factor in its future development. So the policy is not evenly distributed and has not been felt by all pesantren. So far, what has kept the pesantren alive is relying on non-government sources such as the obligation of the guardians of students to pay tuition fees and non-binding donors. In-Law No. 18 of 2019 concerning Islamic Boarding Schools Chapter V regarding funding for Islamic boarding schools, it is also stated that funding for Islamic boarding schools comes from the community, while the government only assists the implementation of them pesantren education. According to this statement, the government is only the second source of funds after the community.

Then when viewed from the data regarding funding sources for Islamic boarding schools in the journal (Ryandono, 2018), which amounted to 17 Islamic Boarding Schools that all of them received funding sources from student donations, the government, community donations, 14 of them received funds from business results, and 11 Islamic boarding schools also received funds from alumni donations. The data was obtained through interviews and surveys conducted in 2015. From the data above, it can be concluded that the government is not the only funding source for Islamic boarding schools.

Opportunities

The birth of this policy provides opportunities for Islamic boarding schools as institutions that implement the empowerment function to be helped and get funding from the government to support the empowerment process. So that pesantren graduates have the opportunity to become empowered and skilled students because the empowerment process can run optimally, which is supported by adequate facilities and infrastructure (Hamdi, 2021). In addition, it is also stated in Article 4 that the scope of the pesantren includes the function of education, the function of da'wah, and the function of empowerment. Pesantren can become an institution that is trusted by the community because it has the potential to produce graduates who have emotional intelligence, spiritual intelligence, and intellectual intelligence and become a unique attraction among the community, especially prospective students. So, pesantren have the opportunity to get many students. With the pesantren policy in the empowerment function, it can also create awareness for its students that in this increasingly developed era, they are required to be competent with change, so they are aware of the need for skills that they must possess by their respective abilities and interests as a form of participation, in national development (Pernandi, 2018).

Threats

Some Islamic boarding schools in Indonesia already have their business units, so the income from these business units is used to fund the pesantren,

including implementing the empowerment function. However, some pesantren do not yet have a business unit, so it is feared that they will become dependent on funding from other parties.

According to Law No. 18 of 2019 concerning Islamic Boarding Schools Chapter 1 Article 1, Islamic boarding schools are community-based institutions established by individuals, foundations, Islamic community organizations, and communities that instill faith and piety to Allah SWT, cultivate noble character and adhere to the teachings of God. Islam rahmatan lil'alamin, which is reflected in the attitude of humility, tolerance, balance, moderation, and the overall values of the Indonesian people through education, Islamic da'wah, exemplary, and community empowerment within the framework of the Unitary State of the Republic of Indonesia".

In the development of learning, Islamic boarding schools are noted to have a significant role in educating the Indonesian people so that their existence continues to grow in experiencing the global era (Nuraeni, 2021). According to Azumardy (Alfy, 2020), Islamic boarding schools function as intermediary institutions that can become dynamists and catalysts for empowering human resources, driving development in all fields, including the economic sector.

According to Yakin (2014), the vital thing seen in the procurement of facilities and infrastructure in Islamic boarding schools is adjusting the funds owned by the madrasa. If the facilities and infrastructure in their procurement require funds that are not so large and madrasa funds can still be sufficient, they will be realized soon (Khorri, 2017). However, if the facilities and infrastructure require significant funds, then the procurement is postponed until the madrasa owns the required funds. Meanwhile, according to Radif Khotamir (Joshi, 2018), every junior high school level pesantren in urban areas raises around 92% of the annual funding needs independently, the value of which reaches up to IDR 1.57 billion per year. Pesantrens raise funds primarily through contributions and donations from parents and a small portion of income-generating activities.

As the data presented in the e-book written by Rohan Joshi entitled "Public Funding for Low-Cost Private Schools," the operational budget for Islamic boarding schools in urban Indonesia (junior high school level) is taken from a review of the school fee structure and Minister of Education and Culture Regulation No. 26 of 2017 concerning Technical Guidelines for School Operational Assistance, namely the amount of BOS funds is only about 7% of the pesantren's annual flow of funds. Given the unique nature of pesantren, which are formal schools and offer facilities in the form of dormitories for students, BOS funds only contribute a small part of the school's annual operational expenses. Without external support from public institutions, parents will bear operational costs (Joshi, 2018). Moreover, explained by Radif Khotamir (Joshi, 2018) that pesantren together with Madrasas and private schools receive BOS funds which aim to provide schools with operational funds that are given based on the number of students, and several researchers, including international aid agencies, observed that Madrasas and Islamic Boarding Schools are located in a disadvantaged position related to limited

access to public funds and the acquisition of public funds in fewer amounts than public schools.

CONCLUSION

Based on the explanation above, it can be concluded that Law No. 18 of 2019 concerning Islamic Boarding Schools related to the function of empowerment has benefits for the empowerment of its students. This is evidenced by the fact that pesantren can produce santri graduates who can participate in national development, including in liberating and developing this country, which cannot be separated from the role and contribution of the santri. However, in this policy, several weaknesses might be an obstacle in the empowerment process. The existence of a particular law on Islamic boarding schools indicates that the government also pays attention to all forms of activities regarding Islamic boarding schools and can eliminate all forms of inequality in funds for other educational institutions.

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