Learning Innovation Management in Al-Falah Salaf Pesantren Study on Synthetic Based Pesantren

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Abstract. The learning process is carried out through; yellow book/classic learning and formal school learning, this paper can be used as a guideline for the management parties of salaf Islamic boarding schools in practicing synthetic-based education to develop salaf pesantren, synthetic education is the process of combining salaf and modern methods. n this study the authors use qualitative descriptive methods, directive observations and communicative interactions assume that management of learning innovation is a process of meeting the standards of education and academic services carried out in a continuum and not stop at a point. The results of the study can be obtained information that graduating from a boarding school the students have competitiveness, such as tahfid, qiro'ah, are proficient in trading, honest, sincere, simple, independent, caring, following developments, careful and committed to doing good. Learning outcomes in the classroom can be directly implemented in the hope that the existing potential of the students can be channeled with the management of the boarding school that has been prepared by the caretaker and the clergy involved in it.

Keywords: Management, Innovation, Learning, Synthetic.

1 Introduction

The dynamics of change are accompanied by the development of science and technology that bring changes in all aspects of human life. The need for human resources (HR) that are global in mind, intelligent from an intellectual and emotional perspective, and entrepreneurial and have a militant spirit is increasingly crucial and urgent. The dimension of education is the foundation and the main path of HR formation in the determination of the development of a nation. The aspect of education will also generate intellectual capital (intellectual capital) and technology capital (technological capital) which is very necessary in order to build a knowledge-based society (knowledge-based society).

On the other hand, many people know pesantren from a wider aspect, after reading and realizing the magnitude of the influence of pesantren in shaping and maintaining social, cultural, political and religious life. That the pesantren institutions are the ones that really determine the nature of Islam from Islamic kingdoms, which holds the most important role for the spread of Islam to remote areas. It is from these pesantren institutions that the origin of the manuscript on Islamic teaching in Southeast Asia, which is limited, is collected by the first nomads from Dutch and British trading companies since the 16th century [1][2].

From the approach of the field of religious studies and religious culture, the process of building Islamic civilization in the archipelago is an amazing historical event, which illustrates

how strong the identity and dynamics of the nation in the archipelago in adopting positive aspects of an outside civilization that are considered good and beneficial for the nation Indonesia. [3][4].

Some of the obstacles experienced by Islamic boarding schools today, such as the decline in public trust in Islamic boarding school education, competition with industrial markets that must equip their graduates to have more skills/abilities, government regulations especially the religious department that has not so far favored pesantren education institutions. , although a small portion has received attention from the government. leadership that tends to be inclusive still uses an old pattern that tends to the old cadre process, infrastructure facilities that are minimalist but continue to strive to provide maximum service, recruitment of educators/clerics who are directly appointed by the elderly clerics (caregivers of Islamic boarding schools).

Even with very simple management, the pesantren is able to contribute greatly to the progress of the Indonesian people, because the pesantren is allegedly the oldest educational institution in the archipelago[5]. Long before the independence of Indonesia, pesantren had become the basis of civilization which became the foundation of community knowledge both from within and from abroad [3].

As technology continues to grow and the market needs of the industry will be a skilled workforce so the boarding school continues to follow its development as well, one of them is the Salaf Al-Falah Islamic boarding school which has integrated the Salaf and modern learning curriculum. With the support of qualified human resources, it has now been able to carry out formal education, through the incorporation of boarding school curricula and formal schools. It is hoped that by combining the boarding school curriculum and formal schools students/students in addition to religious knowledge are also good at general sciences that are worldly.

Some of the weaknesses and problems above without any efforts to improve pesantren management with technological advances will result in the learning process and the resulting learning value will be less satisfying[5]. Then based on the facts in the field and the empirical data that has been described in the paragraph above and some existing gaps result in the many students who find it difficult to get a job.

2 Method

This research uses descriptive analysis method with an emphasis on evaluative aspects. In evaluative aspects, this research not only seeks to understand complex phenomena in relation to other aspects that it examines, and does not intend to prove a hypothesis that has been formulated[6], but also wants to assess the extent to which the management process of learning innovation at the pesantren salaf al-Falah study on synthetic boarding schools.

This research focuses intensively on one particular object that studies it as a case. [7]. Stating that the case study method as a type of descriptive approach is research conducted intensively, in detail and in depth on an organism (individual), institution or specific symptoms with a narrow area or subject. Furthermore, case study data can be obtained from all parties concerned, in other words, the data in this study were collected from various sources [8]. As a case study, the data collected comes from various sources and the results of this study only apply to the cases investigated.

3 Result and Discussion

Based on the results of the study, it was found that the implementation of educational services in Al-Falah Islamic Boarding School in Bandung Regency led to the implementation of yellow book learning, and formal schools by combining the learning curriculum of Islamic boarding schools and formal schools: berylmu amaly and good deeds. This is stipulated as the main jargon in an effort to equip students according to their era so that they are not contaminated with the developing culture in Indonesia at this time, so that the students are spared from technology and information lags by prioritizing the noble values of Salaf boarding school by maintaining yellow book studies, sorogan, bandongan, khitobah and formal schools.

There are four reasons why the yellow book, and formal school, which must be owned and actualized by the boarding school caretakers, through the learning system is expected to give birth to students who are innovative, productive and technologically literate. One of them we want the students to have independence with hope. First, the yellow book as the main feature of learning carried out in boarding schools in Salaf. Second, formal schools, to develop the skills of the santri and as a provision when the students have graduated from Islamic boarding schools and compete in the industrial market. Third, Innovative, creative and technologically savvy make students know and understand and be able to distinguish between positive and negative information regarding the rise of social media. Fourth, synthetic (combining salaf and modern curriculum) can help students to overcome the problems they face, not even avoid them and even make them an inclusive child [9].

In more detail, the objectives of synthetic learning based on Islamic boarding school salaf al-Falah are:
1) Santri who have dynamic scientific insight so as to achieve high academic achievement both at local and national levels.
2) Santri who are creative and productive in the form of pious deeds based on knowledge guided by revelation.
3) Academic community with Islamic personality in everyday life.

Based on the results of the study, it can be found that there are five problems faced in the implementation of objectives and program of habituation activities to improve the quality of graduates in santri in the Al-Falah Islamic boarding school. The five problems include:
1) Limitations of Human Resources

   When focusing on guiding students to apply yellow book learning, and synthetic there are no experts at the Islamic boarding school, although we often send clerics to workshops and training activities when they return to the pesantren environment it doesn't work anymore.
2) Optimal conditioning activities have not been carried out

   The implementation of yellow book learning activities and formal schools in the Al-Falah Islamic boarding school have not been supported by the availability of adequate facilities and infrastructure. Facilities and infrastructure for the yellow book, school, and formal learning activities have long been implemented but with the new rules, it requires a mature concept in facing industrial market competition, because there are vocational high school education institutions that plan to open business units such as printing, photo grapy, screen printing and so on.

   Procurement of facilities and infrastructure becomes the authority of the foundation. We just submitted it to the foundation. We also have a consideration of why a facility and infrastructure must be held. However, if the facilities provided are operational facilities,

we are usually given the authority to conduct them. Furthermore, after procuring, we just need to make a report addressed to the foundation.

3) The activities of clerics and students in the yellow book learning activities, and formal schools have also been supported by information technology not yet well documented

Most of the yellow book learning activities and formal schools are not supported by adequate facilities such as the provision of internet areas (wifi) only in certain places, the prohibition of students to use cell phones and so on, in learning activities, there is no specific policy from the parties caregivers of Islamic boarding schools so the management seems careless.

Both the website and other information technology have their admin. We only need to prepare documents in the form of softcopy related to what we want to publish. It seems that the limited ability to write on the boarding schools and clerics is the cause although it is supported by the clerics who come from the Lirboyo Islamic boarding school because the management applied is not well managed and still partial.

4) The limitation of time in studying the yellow book by the students, because they are not only mesantren but while formal school

The limited time for santri in a yellow book study and formal schooling, because almost all santri concurrently with formal schools, was also due to the limited number of clerical human resources and the density of formal school activities so that the activities at the pesantren were only left over. Besides that, the activities of the boarding school emphasize the learning of the Qur'an in formal school activities trying to open opportunities for departments that support the skills of the students.

Future improvement efforts to overcome problems in the implementation of learning innovation management objectives and programs at the Salaf Al-Falah Islamic Boarding School in synthetic boarding schools.

Based on the results of the study it can be found that there are five future improvement efforts carried out, namely:

1) Carry out cadre in long-standing students to get involved in teaching and recruiting qualified teachers to overcome the limitations of human resources

Cadre activity until the recruitment of clerics becomes one thing that cannot be bargained again. However, it does not mean that the activities of religious teacher recruitment are carried out in "sale" so that they are not on target. Teacher recruitment activities must be carried out in accordance with the needs and challenges faced by the Al-Falah Islamic boarding school. This means that prospective religious teachers must have certain qualifications such as pesantren graduates, Islamic Education S1 (Islamic Religious Education) or S1 (general education), able to read and write the Qur'an, be able to practice prayers and other worship services, has good Islamic insight, has the ability to write and operate Information and Communication Technology (ICT) equipment, and has a commitment to istiqomah in educating children. (source: research documentation).

2) Conducting conditioning activities so that learning activities can be carried out effectively and efficiently

Conditioning activities here are activities to prepare facilities and infrastructure to support the implementation of yellow book learning activities and formal schools, including activities to procure facilities and infrastructure and their utilization. So that some implementation of learning activities for students can run effectively, the pesantren need to add facilities such as places of ablution, bathrooms, shelves for storing al-Quran, supporting equipment such as computers, libraries and so on.

3) Improve writing skills so that clerics are able to document yellow book learning activities and formal schools in the form of writings

The ability to write to the cleric is carried out so that they can express their ideas systematically and responsibly in the form of works such as articles, clippings, and news reports based on the implementation of yellow book learning activities and formal schools, which he has facilitated. The capacity building can be carried out through training in writing articles, news with guidance from trainers, where there must be follow-up after training activities. For example, Ro'is asked the cleric to make articles and news reports which were then published on the official facebook of the institution and the official blog of the institution and sent articles he wrote in local newspapers via e-mail. This can be used by the Al-Falah Islamic boarding school as a media for promotion and socialization to the public.

4) Providing special time from the cleric to assist with observations on students' behavior when attending yellow book learning activities and formal schools

Ro'is Al-Falah Islamic Boarding School needs to provide a special time for the clergy to provide assistance, guidance on observations on the behavior of students when participating in yellow book learning activities and formal schools. Special times can be given when students complete the yellow book learning activities. formal schools and the use of IT or holding a briefing program for about 30 minutes for clerics to gather and cooperate with each other in recording observations on the behavior of students. Recording of observations on the behavior of students when participating in yellow book learning and formal schooling every day (Monday to Saturday).

The observation of santri behavior can be written in daily records, note notes and other notes presented in the form of cards using paperboard or manila paper. The form of the daily diary can resemble a card so it is more practical and can facilitate ustad in the recording.

5) Teaching students the concept of time effectively

Actually, the students at Al-Falah Islamic boarding school are familiar with the process of learning yellow books and formal schools. The introduction of yellow book learning, formal schooling for santri by clerics is carried out when students are studying Koran, where at the time of studying the students learn to understand the composition of sentences by paying attention to the time they will spend. The introduction of general school learning curriculum learning is also carried out when school activities are morning to noon. The introduction was also carried out by the clerics through the yellow book media, learning the business, through the establishment of a mini alpha, koperasi and others that were already in the Islamic boarding school environment.

The ability of santri to recognize the concept of yellow book learning, formal schools are the initial capital that students must have to know the concept of the effective use of learning time. For example the concept of memorizing twenty minutes, forty minutes, up to one hour. The introduction of the concept of time can be done in every student who wants to start memorizing at the boarding school and at school with habituation activities.

To support this, the boarding schools should put up information boards in several places used in carrying out habituation activities, for example in classrooms, in front of rooms/kobong, in mosques and crowded places where students often gather.

4 Conclusion

The management of learning innovation at the Salaf Al-Falah Islamic Boarding School is a study on synthetic-based pesantren, through yellow book learning and formal schools by combining the Salaf Islamic boarding school and formal school's curriculum. Islamic boarding school education affects three things. First, making educational institutions salaf Islamic boarding schools have guidelines in the preparation of curricula at the educational institutions of salaf boarding schools and schools. Preparation of a curriculum that prioritizes the optimization of aspects of religious, moral and social and economic development, students will also tend to have affective/emotional intelligence, Believing skills (beliefs) and managerial skills. But this does not mean that santri do not have other intelligence. Second, to make educational institutions salaf Islamic boarding schools have clear learning activities and practices, which are used to develop the skills of students. The activity program includes a yellow book learning program, learning worldly materials, habituation, IT, and marketing management of products that have been produced from formal schools. Ownership of a superior program in Islamic boarding school education institutions Salaf. The flagship program that is typical of the Salaf Islamic boarding school (which is not owned by other Salaf Islamic boarding schools) has implications for the implementation of educational services for Salaf Islamic boarding schools that are competitive. Third, graduate quality assurance describes the specifications or profile of an independent graduate along with indicators that lead to the achievement of these specifications. This implies the existence of clarity regarding the skills of the students who want to be implemented in the santri.

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