

# Strategic Management of Kiai Leadership in The Empowerment of Pondok Pesantren Through Community Work Training Center Program as An Effort to Increase Santri Independence

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## Abstract

Management and leadership are closely related to the graduates that will be produced, namely giving birth to students, who are able to combine scientific and empirical theorists in the field. The high quality of the education process in boarding schools is seen from how the management is controlled by the leadership of kiai as a caregiver, leader and at the same time the owner of pesantren hut. However, the fact is that graduates of boarding schools are still one of the unemployed due to the lack of skills gained when studying in boarding schools. Whereas pondok pesantren as one of the educational institutions has enormous potential in improving the standard of living of the community. The problem of unemployment that plagues the majority of Muslims stems not only from the problem of intelligence, but also the problem of life skills, because with life skills helps humans be able to survive in living life and achieve what they want, and vice versa. The purpose of the research is to describe strategic management of kiai leadership, planning, priority programs, evaluations, as well as constraints and solutions in the empowerment of boarding schools as an effort to increase the independence of santri This research applies a qualitative approach with the type of case study research with multisitus design. Data is collected by conducting in-depth interviews, participant observations and documentation studies. Data analysis uses data reduction, data presentation and conclusion withdrawal. Techniques to check the validity of research findings through triangulation of data sources and data collection techniques. The results showed that the strategic management of kiai leadership in the empowerment of pesantren huts has not fully run in accordance with planning, empowerment priority program policies by opening pesantren cottage business units, including: kopontren, BMT, carpentry, livestock, agroindustry, mebeuler, and convection, and empowerment evaluation is carried out at the stage before implementation, activity process and results of activities. Kedala in empowerment including strategies based more on the wishes of kiai, has not touched on the needs of the students, the socialization of the program has not been maximal, the santri has not been maximally actively played in the program carried out, the limited human resources (HR) of the manager of the boarding school are qualified, the discipline and commitment of the students has not been optimal.

**Keywords :** Strategic Management, Leadership kiai; Empowerment of pesantren hut, Community Work Training Hall and Santri Independence

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## I. INTRODUCTION

Research on the management of kiai leadership strategies in pesantren huts becomes important because exclusively the management of boarding schools is in a kiai policy that without considering the academic quality or professionalism of education as other non-pesantren institutions, as well as the education of boarding schools is required not only to equip the students of religious sciences alone, but must be equipped with life skills education, so that on return. To the community, the santri have a strong independence. The future of boarding schools is largely determined by professional management factors. Without good management, boarding school will not run as expected, because basically in addition to human abilities are very limited, also the development of education today is in dire need of good management or management. Management helps strategies become better and the approach used will be

more systematic, logical and rational, so that organizational work is more productive and work is more effective and efficient. Pondok pesantren as an institution where to deepen religious science and islamic education centers where students learn religion in the face of current modernization or globalization, are required to carry out the process of improving the system, ranging from curriculum adjustment to management management. Effendi (2008:23) states that in response to such changes, it will largely depend on the implementation of the management and leadership model. Management and leadership are closely related to the graduates that will be produced, namely giving birth to students, who are able to combine scientific and empirical theorists in the field.

Pondok pesantren is required to be ready and able to prepare resources and resources in order to totally become a central institution of education and empowerment. According to Sulthon (2003: 25) in principle the management of an educational institution requires the existence of a typical type of leader and leadership. Empowerment as a process of developing and bathing, strengthening the position of boarding schools against the effectiveness of education in an effort to increase santri independence. Kiai as the leader of pondok pesantren can open space and capacity to develop potential-creation, control its own environment and resources, solve problems independently, and participate in determining the process of development and development of education. One of the efforts to increase santri independence and meet community expectations for the existence of pesantren huts is by empowerment, in empowerment must use the right empowerment pattern with the right form and provide opportunities for pesantren hut elements to plan and implement predetermined empowerment programs. Boarding school education still has obstacles including alumni of pesantren huts are still one of the unemployed due to the lack of skills obtained when studying in boarding schools.

It is said, most alumni of boarding schools still rely on the theoretical science obtained in pesantren to find work, especially being ustadz or missionary. But because of the limited employment opportunities in teaching, not a few boarding school graduates who become unemployed. Previous research has been conducted by Zahra Husnul Latifah and Veni Ayu Ramayanti with the title "Pesantren Entrepreneurship Management in Growing the Entrepreneurial Spirit (Research on Agricultural Pesantren Darul Falah Bogor)" the results of the study showed that Darul Falah Bogor boarding school is an educational institution that has a pattern with the concept of pesantren entrepreneurship management, evidenced by the contribution of pesantren alumni graduates. The argument of pesantren hut is interesting to study, namely pesantren huts can integrate Islamic and Indonesian nature, simple life, systems and goals that seem as is, familiar kiai and santri relationships, and a simple physical environment, even so that the biggest magnet of pesantren is the role and gait of pesantren for society, state, and mankind. History proves the contribution of pesantren since colonial and postcolonial era in terms of building human resources is undeniable, especially the birth of Indonesian independence fighters, pesantren together with the community fighting united to expel invaders.

## II. METHODS

The method used in this study is a descriptive method to obtain empirical data on the management of kiai leadership strategies in the empowerment of boarding schools, community work training hall programs and santri independence. This empowerment program is an empowerment program based on entrepreneurship in boarding schools. The purpose of this empowerment is to increase santri independence. With this empowerment, the boarding school education system can be a model for other educational institutions, especially in terms of entrepreneurial activities in increasing the independence of students.

### III. RESULTS AND DISCUSSIONS

Strategic management of kiai leadership in the empowerment of pesantren huts Understanding the meaning of strategic management is according to J. David Hunger and Thomas L. Wheelen (2003: 4) who say that: "Strategic management is a set of managerial decisions and actions that determine a company's performance over the long term. So the strategic management of kiai leadership is the implementation of kiai tactics in designing and planning empowerment programs in boarding schools through a series of internal and external environmental analysis activities, strategic planning, strategic implementation, and evaluation and control. Strategic management according to Sofjan Assauri (2016: 9) is the process of establishing the vision, mission and objectives of the organization, as well as the development of policies and implementation programs to achieve it. While Robinson Pearce, (1997: 20) suggests strategic management is a set of decisions and actions that result in the formulation (formulating) and implementation (implementation) of plans designed to achieve the company's goals. The authors argue that the strategic management of kiai leadership in this study is a series of managerial decisions and actions that include strategic planning activities, strategic implementation and evaluation both short-term and long-term repeatedly and sustainably in boarding school organizations involving human and non-human resources in moving it and conducting strategic supervision to achieve goals. In the process of empowerment strategic management, kiai emphasizes the observation and evaluation of environmental opportunities and threats by looking at the strengths and weaknesses of boarding schools.

In order for empowerment activities in both boarding schools to run effectively, it must always look at the internal and external environment. As Bryson (2011:32) stated, they must observe (Watch). But they also have to interpret what they see. This is in line with the opinion of David (2011: 8) who explained that strategic environmental analysis is part of the strategic planning component and is a process to always put the company in a strategic position, so that in its development will always be in a favorable position. Observing and looking at the internal and external environment in the implementation of strategic planning, is providing information about the internal strengths and weaknesses of the organization in terms of internal opportunities and threats it faces. The external and internal environmental assessment approach for Miftahul Ulum boarding school and Zaenussalam boarding school will be a means to identify strategic issues, and will provide valuable information for the next steps. Strategic issues usually relate to how the organization relates to the larger environment in which the organization is a resident. Any effective strategy will benefit from strengths and opportunities while minimizing or addressing weaknesses and threats. Pondok pesantren Miftahul Ulum Barbeg Kacreten Ciamis and Pondok Pesantren Zaenussalam Singkup Purbaratu Kota Tasimalaya in planning empowerment activities began from environmental analysis both internal environment and external environment using analysis. SWOT, namely strengths, weaknesses, opportunities and threats in planning the excitement and development of boarding schools.

Internal and external factor analysis is formulated in 3 stages, namely: *input stage*, *matching stage*, and *decision stage*. In this case, it includes the process of making the vision, mission, and purpose of the boarding school, done with the stage (input) that receives input from all parties so that in the process of making a mission vision involving all parties. While at the equalization stage, namely the creation of a mission vision equalizes all perceptions of boarding school residents. The decision stage, which is to decide the vision of the mission to be applied in the two boarding schools, so that the decision taken by mutual agreement so that it can be applied by all residents of pesantren huts. The strategy formulations produced in this study for the development of educational institutions are adapted to Fred R. David's strategy formulation model. So, based on the findings of the study, strategic management in the

empowerment of boarding schools has developed and strengthened the strategy formulation model of Fred R. David. In the future, the strategy formulation model can be developed into an ideal strategy formulation model in madrasahs in an effort to develop boarding schools. External environmental analysis is an attempt to identify and analyze various external environmental factors such as social, political, economic, ecological, technological, and other developments that have an influence on boarding school policy. External environmental analysis basically covers two aspects, namely opportunities and threats. Opportunity, is an opportunity for boarding schools to grow. Opportunities here can be available in the environment.

This variable cannot be provided by boarding schools. Boarding schools only adjust to the opportunities that arise. While the internal environment obtained from the existence of both boarding schools becomes an opportunity for the development of pesantren is a). This boarding school is a combination pesantren. This means that Salafiyah education as a characteristic of pesantren is still taught as well as formal education mi, elementary, junior high, high school vocational school and MA b). The ustadz almost all come from pesantren in Tasikmalaya region, in al mamater and understand the same in the development of pesantren e). Teaching System with the application of salafiyah education system and modern education system, using sundanese language of instruction and Indonesian in daily learning and conversation activities Threats, these variables also cannot be created by the company. This threat also cannot be eliminated, but the intensity can be minimized to appear. Examples of inconsistent central government policies, local financial constraints, and so on. While the threat to the development of pesantren hut is 1). The more and developing similar educational institutions are more advanced, the lack of generations born from boarding school families that master Islamic science or wisdom so that it is feared that regenerasi will be cut off if the kiai is called Allah Swt 2).

The kurikulum developed by this order is the curriculum itself that adopts from its natural pesantren. Empowerment programs will be difficult if the boarding school does not interact with its external environment. Therefore, the action to know and analyze the external environment becomes very important because in essence the external environmental conditions are beyond the control of the boarding school. In addition to understanding the external environmental conditions, understanding the internal environmental conditions of boarding schools is wide and deep also needs to be done. Therefore, the strategy made by Kiai as the leader of the boarding school needs to be consistent and realistic in accordance with the situation and conditions. Based on this understanding of the internal environment, the weaknesses and also the strengths of the boarding school can be known. In addition to knowing the strengths and weaknesses, boarding schools need to look at the opportunities that exist and utilize them so that the company has a competitive advantage. Keep in mind that if the opportunity is wasted, the opportunity may turn into a threat to the boarding school. Logically because the opportunities wasted were used by competitors. Strategic planning of kiai leadership in the empowerment of boarding schools Re-understanding the strategic meaning according to Suryadi (2014:3) comes from the word "*strategic*" which has the meaning of art and science for planning and direction. Based on this understanding, strategy can be understood not only as a way to achieve goals but also includes the determination of various goals themselves. While leadership according to Nawawi (2001:17) is an attempt to transform all pent-up potention into reality. The task and responsibility of a leader is to move and direct, guide, motivate, and encourage the person led to do something to achieve the goal. Strategic leadership is the art and science of planning and directing all pent-up potention into reality.

In the life of the boarding school, Kiai has a central role, because it lies in the back and forth of boarding school life. In nature managing boarding schools, kiai is required to have good managerial skills,

especially in the empowerment of boarding schools through educational activities and entrepreneurial training. In addition to alim and wise, kiai must have an entrepreneurial spirit, because kiai who have an entrepreneurial spirit always think visionary to do all the anticipation on the demands of a changing era. Kiai who does not serve himself alone but also serves the people, serves santri and gives all that is owned for the advancement of boarding schools and santri and the community. The vision of Pondok Pesantren Zaenussalam Singkup Purbaratu Kota Tasikmalaya is: the realization of Zaenussalam as the most desirable educational institution and as a center for the development of pesantren entrepreneurship while, the vision of Miftahul Ulum Bangunsirna Baregbeg Kabupatn Ciamis boarding school is to form a noble character, superior in science and technology (Insan Ulul Albab). . Both boarding schools have set the vision as a direction of struggle as an effort to increase santri independence.

The vision can be changed in accordance with the interests of the institution. Adjustment of the vision is necessary, in order to adjust to the development of the institution. In an effort to update the vision must involve all stakeholders, the involvement of all parties from all members of the organization. The vision must be able to be translated into guideliner to be more effective and real so that it can be used as a reference for the development of boarding schools. Mission Extension Mission is the main responsibility carried out to achieve organizational ideals, so that the mission is the main task or main responsibility carried by educational institutions that will be achieved in a certain period of time. The process of preparing the vision, mission, and objectives carried out in the zaenussalam sigkup purbaratu boarding school in Tasikmalaya city is arranged in order to equalize the common perception of the development of the institution in the future. This is to find out the purpose of the boarding school. The process of preparing the mission vision carried out by Miftahul Ulum Bangunsirna Baregbeg boarding school in Ciamis Regency, is also the same as that carried out by the Zaenussalam Singkup Purbaratu pesantren hut of Tasikmalaya City. The vision of Miftahul Ulum boarding school has undergone adjustments, this is dilaulaukan in an effort to be in line with the development and needs of lemabaga. Vision of Miftahul Ulum boarding school there is a sentence insan ulul albab. This mission vision is used as a reference jointly by all residents of pesantren huts to realize Miftahul Ulum boarding school as a center for the development of entrepreneurial science and skills.

The vision and mission of educational institutions should be spelled out in appropriate programs. Pondok pesantren must draw up a strategic plan as a guideline for the achievement of established goals. This is so that the boarding school has a clear and realistic target, so that all elements of the boarding school can implement the mission vision. In addition to renstra, boarding schools must also draw up empowerment priority programs, and operational plans. The empowerment priority program is used to carry out the development process of existing programs in the boarding school. The preparation of the vision, mission, and purpose of the boarding school is carried out by involving all elements of the boarding school. In this case kiai form a team tasked with crafting vision, mission, and goals. The team is led by one of kiai's children. It is this team that coordinates the formulation of vision, mission, and goals. Second, to formulate a strategy based on the results of internal and external environmental analysis. The strategic planning process should be based on the results of environmental analysis of pesantren huts, boarding school empowerment programs, pesantren hut empowerment budgets, education programs and entrepreneurial training. Pondok pesantren in preparing its strategy plan, must be based on the results of environmental analysts Strategic management priority program of kiai leadership in the empowerment of boarding schools The empowerment process in Miftahul Ulum Bangunsirna boarding school in Ciamis Regency and pondok psantren Zaenussalam Singkup Purbaratu Kota Tasikmaaya aims to increase the independence of students who not only have the ability in the field of religion, but have an entrepreneurial



spirit so that in the future, the santri can be independent, especially in economic terms. Empowerment that is carried out in both pesantren huts is by providing a form of entrepreneurial skills knowledge about how to manage rice fields and gardens owned by boarding schools, electric welding service businesses, convection, mebeuler skills, and marketing methods of business unit products.

Not all students can follow field entrepreneurship practice activities (STREET VENDORS) in companies, workshops, or in cooperatives, students who can follow the practice of field entrepreneurship (PKL) as explained by Anwar (2006: 78) are skilled people (b). There are people who are less unskilled but willing to study while working, (c) the time and place of the internship, (d) the agreement of both parties. Strategic management priority program of kiai leadership in the empowerment of boarding schools The empowerment process in Miftahul Ulum Bangunsirna boarding school in Ciamis Regency and pondok psantren Zaenussalam Singkup Purbaratu Kota Tasikmaaya aims to increase the independence of students who not only have the ability in the field of religion, but have an entrepreneurial spirit so that in the future, the santri can be independent, especially in economic terms. Empowerment that is carried out in both pesantren huts is by providing a form of entrepreneurial skills knowledge about how to manage rice fields and gardens owned by boarding schools, electric welding service businesses, convection, mebeuler skills, and marketing methods of business unit products. The purpose of empowerment is in order to change the orientation and behavior of pesantren huts in order to be able to be empowered so that they can improve the quality and well-being of the residents of pesantren huts. Indicators of empowerment success. Not only emphasize the results, but also on the process through the level of activity and gait, which is based on the needs, social capital and potential of the boarding school.

The application of integrative patterns and convergence is based on the opinion of the First Zamakhsyari, a Salafist pesantren that continues to teach classical Islamic books as the core of its education, without knowing the teaching of general knowledge, Second, kholafiyah pesantren which includes general lessons into religious lessons. In line with Dhofier (1984:41) who viewed pesantren divided into two categories. First the Salafiyah pesantren that continues to teach classical books, the second the kholafiyah pesantren which includes general lessons into the developed curriculum. Based on Dhofir's view above, the author of mamandang that zaenussalam boarding school and Miftahul Ulum boarding school are types of boarding schools that combine the two patterns while maintaining salafi tradition, namely by reviewing Islamic material sourced from yellow or classical books and including general subjects in the developed curriculum. It is carried out on the basis of the rules of al muhafadhotu ala qodimi as sholih wal akhdu bi al jaidi al ashlah. That is, maintaining good old traditions and erbuka to take on new traditions that are better. In this condition impressed boarding school is seen to have balanced the purpose of life, namely the happiness of the world and ukhrowi. Among the priority programs developed by the two boarding schools are: (1) Electric Welding Workshop. In this activity, santri followed the selection through an account provided by the organizers, namely the Dar El Rahman Community Work Training Center in the Miftahul Ulum Bangunsirna Baregbeg boarding school of Ciamis Regency and pesantrenpreneur in the Zaenussalam Singkup Purbaratu boarding school in Tasikmalaya City.

Students in addition to learning how to weld, also do welding services by fulfilling customer orders, focus the work on making fences or trellises. (2) Pesantren cooperative. In developing this one priority program, pondok pesantren prepares students to become entrepreneurs equipped with technical and business management skills. This cooperative business activity raises the image of pesantren huts not only as a place to learn in the field of religion but also as a place to prepare prospective new entrepreneurs, build a model of entrepreneurial education with priority for the surrounding community

and students, this program is prepared and implemented, (3) Mebeuler, In addition to meeting the needs of boarding schools and the general public, the activities of this business unit are aimed at equipping and training students with skills. Entrepreneurship in the field of woodwork, from the beginning of manufacturing, marketing and how to find customers or relationships. The needs of institutions and orders from institutions outside boarding schools are all carried out by students in the construction of instructors from the Employment and Transmigration Service. Thus paa when they return to the campong yard, in addition to having the ability to foster religious activities, they also have the ability in mebeuler business. (4) Madrasah Preneur.

Empowerment strategy in this preneur madrasah activity by integrating entrepreneurial education in Prakarya subjects, so that these subjects are called Prakarya Kewirausahaan. The students are more directed to better understand that what we produce must be able to sell / Market. Not only limited to meeting the santri itself, with this concept will increase the income of the boarding school dab also paa santr. (5) Saturday. This activity is carried out specifically on Saturdays, the students are focused on learning only skills, the santri are given the freedom to choose the skills that are in demand each of them sewing, agrotani (becocok Tanam) calligraphy and graphic design. (6) Madrasah Aliyah Preneur. As with madrasahs in general the process of teaching and learning activities is not much different from other aliyah madrassas, it's just that in this ma fraseh aliyah preneur activity, students when entering the 4th semester or 11th grade they are required to carry out street vendor activities spread in various economic centers and other business worlds by being entrusted to the choice of their respective entrepreneurial programs. For two months the students in addition to practicing the knowledge and skills they absorbed while studying in boarding schools, they also received real experience, so that the theory studied in madrasahs combined with experience in the field. Evaluation of strategic management of kiai leadership in the empowerment of pesantren huts A supervisory process that will ensure standards for the achievement of goals. This concept contains the understanding that supervision is a systematic effort to determine what has been achieved that leads to performance assessment and the importance of correcting or measuring performance based on the plans set forth.

Control as a function of the system that provides adjustments in directing to the plan, the maintenance of variations of the system's objectives within the limits allowed. Supervision made in the management function is actually a strategy to avoid deviations in terms of rational approaches to the existence of inputs (the amount and quality of materials, money, staff, equipment, facilitation, and information), as well as supervision of terhadap, activity (scheduling and accuracy of the implementation of organizational cogiatan), while others are limited to output. The target of the assessment carried out by the two boarding schools is to ensure the things of berirut: (a) Policies and strategies that have been established or decided by kiai as a leader in running empowerment programs. (b) The budget available to support the various activities of boarding school is actually used to carry out these activities efficiently and effectively; (c) The ustadz and the instructors are completely oriented towards the survival and progress of the boarding school as a whole and not to the interests of the individual who are actually placed under the organization's control; (d) The provision and utilization of work facilities and infrastructure in such a way that the boarding school provides the maximum benefit from such facilities and infrastructure; (e) Quality standards of work results are met as much as possible; and work procedures are adhered to by all parties. In the planning stage, there are still education and training programs that have not actively involved the boarding school element. The students in the program planning stage have not been involved, especially in the assessment of educational and training needs which in their view are appropriate and needed.

Even though the condition of the lack of involvement of boarding school elements including students will affect their attitude and motivation in the process of implementing the program. At the implementation stage, business partners have not been able to facilitate optimally in street vendors, presenting successful alumni or successful entrepreneurs as speakers, visits to companies, workshops, to provide learning experiences to students who are more veriative and support learning success. In these conditions showed that the important role was carried out by kiai and boarding school caretakers and BLK partners both government and business and industry as providers of technical instructors / sources, and providers of practical equipment. At the evaluation stage, instructors from BLK play a role in assessing the educational and training results of students in coordination with the local labor and transmigration agencies, and supported by program managers. Another role is the supervision of kiai and the person in charge of the program during educational and training activities. In order to create good recognition on the part of the user or the wider community, ideally the assessment of education and training is carried out by considering the competence that will be established the validity of evalusion, and involves various competent parties such as having expertise and authority in determining graduation standards and assessment procedures.

Obstacles and Solutions in the empowerment of boarding schools Constraints In organizations the levels that a leader needs to keep in mind is that a leader is required to understand the concept of management well and perfectly with the aim that the work being done by the leader can carry out systematically and measurable and related. The empowerment program of Zaenussalam Singkup Purbaratu pesantren huts in Tasikmalaya City and Mifahul Ulum Baregbeg boarding school in Ciamis Regency as an effort to increase santri independence does not always run smoothly. Based on the above assumptions some of the obstacles found in both boarding schools in empowerment as an effort to increase santri independence is based on strategy management issues. This is evidenced by the following conditions: (1) Kiai in his leadership has not fully involved efforts aimed at transforming the objectives of the strategy into action, namely the implementation of pesantren empowerment programs. Therefore, the ability of kiai and ustadz and all aspects of stakehorders to implement a strategy in the management of boarding schools is very important in relation to life skills as a leader and ustad as professionals responsible for the progress of learning of students, (2) The tight academic schedule of boarding school.

So that caregivers and in charge of education and training programs must adjust and organize well so that students get entrepreneurial education and still be able to run academic boarding schools well, (3) Manajmen information pondok pesantren has not been evenly distributed so that policy information and decision of the development leadership is slow, (4) The structure of management of boarding schools that have not been neatly related to the empowerment and management of business units. There is no centralized stewardship on this matter, (5) There are still some business units led by people who are not in accordance with their competence or expertise. Whereas as a leader and control holder in the boarding school, kiai must have the ability and understand its duties and functions as a leader. Among them, choosing and determining professional human resources. Solution To answer the problems in the strategic management of the empowerment of pesantren huts as an effort to increase santri independence, then in formulating strategies that must be considered are: (1) Determining the content of the curriculum related to life skills education, (2) Determining the Type of Life Skills Education to be developed by pesantren, (3) Determining the Method of delivery, (4) Determining the Source of Learning, (5) Policy, which is a guideline in determining organizational decisions. In a universal manner, (6) The arrangement formulated by the boarding school must be able to answer the five main questions, namely: (a) What will be done, (b) Who is responsible for the work, (c) How the Implementation Procedure, (d) When the implementation



schedule begins, and (e) What to do. The questions in the akhmya must be answered as a matter of evaluation of the two boarding schools, whether the strategic planning carried out has been able to be fulfilled properly or not, whether the vision and mission formulated in the strategic management planning process is good and ideal, and whether various empowerment programs through education and training in the community work training center are running in accordance with the planned and can realize the goals. which has been determined.

### **Discussion**

Organizing based on management principles can minimize mistakes that have been made in the past are not repeated. Decision making in Miftahul Ulum Bangunsirna Baregbeg boarding school in Ciamis Regency and Zaenussalam Singkup Purbaratu pesantren pondok Tasikmalaya can be categorized in two forms, namely decisions that are internal and external. Internal decisions are decisions related to policies that are operational in the daily boarding school, such as coaching, learning, and empowerment of students. While the external decision is a decision related to the policies of the boarding school towards the relationship of pesantren with the community and the government. Both Pondok Pesantren Zaenussalam and Pondok Pesantren Miftahul Ulum is an Islamic educational institution that is managed by implementing an integrated and integrity curriculum that is realized by developing and promoting empowerment through education and entrepreneurship training, especially in the community work training center to promote santri independence. Especially if you look at the phenomenon now, the situation of life today is increasingly complex.

The trend that arises on the surface today is supported by the pace of technological development and the wave currents of global life that are difficult to bend, under such conditions the demands for independence are very large and if not responded appropriately could have an unfavorable impact on the psychological development of learners. Obstacles in the empowerment of boarding schools as an effort to increase santri independence include the lack of awareness of the meaning of independence and less awareness of discipline. Discipline also plays a role in increasing santri independence, sometimes not realized by santri, with santri attitude that lacks discipline has an impact on the motivation of the ustad. Pondok Pesantren is an institution that is considered effective to foster and develop independent education. Independence is also not merely an inherent bearing on the individual from birth, but its development is also influenced by the environment, and what affects independence is the education system in schools one of them.

Furthermore, the process of education in schools that do not develop the democratization of education will suppress indoctrination without argumentation, will inhibit independence and also the educational process that emphasizes the importance of sanctions or punishments that can inhibit the development of independence. Empowerment programs as an effort to increase santri independence in both boarding schools emphasize discipline and sanctions rather than democratization. Because with the discipline santri will be accustomed to doing activities in accordance with existing regulations, so that all activities run in an orderly manner. According to the caretaker of Pondok Pesantren Zaenussalam, discipline is very important to apply to santri, because of discipline and sanctions santri will live more regularly and organized. According to the author of discipline is very important to apply, because it familiarizes learners to get used to appreciating time and getting used to being kind in accordance with the norms that apply in their environment. Inhibiting factors in efforts to increase santri independence in both boarding schools must be replaced immediately with solutions that can stimulate the spirit of pesantren hut managers to keep istiqomah efforts and continue to make various improvements in an effort

to increase santri independence in the future and can create santri who have a self-sufficient person as an intellectual and spiritual quality nation asset.

#### IV. CONCLUSION

Empowerment of pesantren huts through the Community Work Training Center (BLK) in both boarding schools shows that the strategic management of kiai leadership is relatively in accordance with Fred R David's theory both at the stages of strategic planning, strategic implementation and strategic evaluation. Based on the findings of the study, exposure to the theories and concepts of experts under certain conditions, empowerment through the Community Work Training Center (BLK) in both boarding schools is seen to have provided a meaningful contribution in the improvement of kamandirian santri. Santri independence in Miftahul Ulum Bangunsirna Baregbeg boarding school ciamis regency and pondok pesantren Zaenussalam Singkup Purbaratu Tasikmalaya city is characterized by several indicators of independence. namely: a) Autonomous, b) Able to control themselves, c) Responsible, d) Creative and initiative, e) Making decisions and addressing one's own problems, f) Leadership, g) Visionary, and h) Self-Control.

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