

Management Learning of Assyamilah Almaktabah Base on Information and Communication Technology ICT in Pondok Pesantren

(Study Qualitative at the Tathmainuul Qulub Islamic Boarding School)
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Abstract

This research is motivated by the problem of using conventional methods in boarding schools which often lead to saturation of the learning process. In addition, other problems that are often faced by santri are the more expensive and rare Islamic reference books which are often called kitabkuning. The general objective of the research is to describe and analyze the management of information and communication-based Al-Maktabah Al-Maktabah learning at the Tathmainuul Qulub Indramayu Islamic Boarding School in West Java. The method used is descriptive analytical method, in which the researcher will describe, then analyze in depth the research findings. Data collection techniques are carried out through observation, interviews and documentation studies. The results of the study also showed that through the use of information and communication technology-based learning media there was a change and increase in the interest and motivation of santri in the learning process. This can be seen from the cognitive abilities of the santri. Programs that have not been implemented include training for teachers in the ICT field because so far they are still using manuals obtained for free from the internet. The recommendation of this research is that in learning based on Information and Communication Technology (ICT) it is needed support from various parties, especially from leaders of Pesantren through the provision of complete facilities and infrastructure as well as policies that are take sides to the use of information and communication technology which so far are still considered taboo in the pesantren environment.

Keywords: Management learning, Asy-Syamilah Al-Maktabah, pesantren, information and communication technology

I. Introduction

Education in Indonesia is still experiencing various problems, including: The first problem, national education with a curriculum that is made and arranged in such a way has even been refined many times, has not been able to display the figure of Indonesian people with intact personalities. National education that has a mission wants to give birth to intelligent humans who master the progress of science and technology with the power of faith and piety plus

noble character, still remain at the ideal level.

The second problem, the quality of education in Indonesia is still lagging behind when compared to countries in the world and Asia. As reported by The Learning Curve Pearson, a world education rating agency in May 2014, released data on the quality of education around the world, and Indonesia sits in the last position of 40 recorded countries with an overall rating and rating index of minus 1.84. For the value of educational attainment, Indonesia scores minus 2.11, making Indonesia the worst country in terms of quality of education. This is quite alarming, considering other developing countries such as Mexico, Brazil, Argentina, and even Colombia are above Indonesia (Source: The Learning Curve Pearson, Report Summary, 2014).

Related to the quality of education, one important component in improving the quality of education is learning. In Law No. 20 of 2003 concerning National Education System article 1 paragraph 20 stated that learning is a process of interaction of students with educators and learning resources in a learning environment. Thus, learning implies every activity that is designed to help someone learn a new ability and value. The learning process initially asks the teacher to know the basic abilities possessed by students including basic abilities, motivation, education, economics, and so on. The readiness of the teacher to recognize the characteristics of students in learning is the main capital for the delivery of learning materials and is an indicator of the successful implementation of learning.

Along with the development of information technology, efforts to achieve success in the learning process are also supported by the use of learning media based on information and communication technology. Conventional methods are currently believed to be less effective in the process and learning outcomes, because the teacher is the only source of information (teacher oriented), so that monotonous and boring learning that impacts the lack of understanding of students towards learning material. While in the current era of globalization students' knowledge of various kinds of information is more developed along with the development of science and information technology. According to Mulyasa (2013: 53) that "does not rule out the possibility in certain cases learners know first from their teacher, the internet for example, most students in urban areas have been accustomed to using it even though just chatting"

The use of information and communication technology such as computers and the internet, has now become a necessity. Advances in technology have produced something very valuable for the development of instructional media in the world of education, namely the presence of computer media as a means of supporting student activities. The presence of

computer-based media in the learning process can help teachers limit the processing of certain words or sentences, can help overcome the limitations of the five senses of students, even by using media, making abstract material more concrete. Thus, students will more easily digest subject matter properly and deliver students at a higher level of understanding, so that learning objectives that have been formulated can be achieved optimally.

Islamic educational institutions such as madrassas and Islamic boarding schools in reality have organized the school system, but in them there are also pesantren traditions that have developed earlier, so that the educational function of the pesantren is an effort to preserve, and preserve the traditions that have prevailed, so that in some pesantren it is sometimes difficult to accept changes or new cultures from outside. Another case with integrated schools, which from the beginning in accordance with national education policies, so accustomed to changes. One of the uses of information and communication technology-based learning media in the pesantren world is the use of very popular software, in some circles. Al-Maktabah as-Syamilah is a computer program that contains various Islamic study books and functions as a digital library with easy object search techniques. In a computer software program containing thousands of Arabic master books in various branches of religious science.

One pesantren that utilizes al-Maktabah as-Syamilah software is the TathmainulQuluubIndramayu Islamic Boarding School in West Java. Preliminary observations by researchers indicate that the presence of al-Maktabah ash-Syamilah software that is free and can be developed, is a positive thing for the clerics, teachers and students in the TathmainulQuluubIndramayu Islamic Boarding School.

The purpose of this study is to describe and analyze the learning management of Al-MaktabahAsy-Syamilah based on information and communication technology at TathmainulQuluub Islamic Boarding School in Indramayu, West Java.

1. Al-Maktabah ash-Shamilah

In short, al-Maktabah ash-Syamilah is a computer program that contains various Islamic study books and functions as a digital library with easy object search techniques. It can also be said that a computer software program contains thousands of Arabic master books in various branches of religious science. Field of science and the number of books in this software contains various books in various fields, for example interpretation, hadith, fiqh, ushulfiqh, kalam, Sufism, and so on.

The purpose of this software program is not only to collect free books from the internet in

one library but more importantly is to add books so that it can become a personal library for knowledge prosecutors.

- a. Al-Maktabah Al-Syamilah is free and can be downloaded on the Al-Maktabah Al-Syamilah site for free.
- b. Al-Maktabah Al-Syamilah may be filled with expert al-bid'ah books with the provisions not to distribute them but to refute them. This is one of the requirements for the ability to use Al-Maktabah Al-Syamilah software, which is not used to distribute al-bid'ah's expert books.
- c. Users may, even encouraged, distribute Al-Maktabah Al-Syamilah on CD / DVD, or on blogs or internet sites.
- d. To get the latest software updates and books added use the facility, (Live Update) in the software.
- e. To get an explanation or provide suggestions and suggestions go to the Al-Maktabah Al-Syamilah website.
- f. In addition to books provided on the Al-Maktabah Al-Syamilah website, users can also enrich their personal library by inserting Microsoft Word files into the Al-Maktabah Al-Syamilah software.

2. Islamic boarding school

Islamic boarding school is a form of educational institution that breathes Islam. Understanding boarding schools there are various versions, among others: boarding schools are religious institutions, which provide education and teaching and develop and disseminate Islamic religious knowledge (Nasir, 2005: 80). This understanding is actually the same as educational institutions in general, only what distinguishes is teaching knowledge that is characterized by Islam.

According to Islamic Encyclopedia published by New Ichisar Van Hoeve as quoted by Khairuman (2005: 85) that pesantren is the oldest Islamic educational institution that has functioned as one of the strongholds of Muslims, propaganda centers, and centers for the development of Muslim communities in Indonesia. Pesantren itself according to the basic understanding is a place to learn the students, while the cottage means a simple house or residence made of bamboo. In addition, the word pondok may originate from the Arabic "funduq" which means "hotel or hostel" (Noer, 2001: 89).

According to Nasir (2005: 80) said that boarding schools are a combination of boarding schools and boarding schools. The term cottage, probably derived from the word funduk, from Arabic which means lodging house or hotel. However, in the Indonesian pesantren,

especially in Java, it is more similar to a boarding school in a padepokan environment, which is simple housing which is plotted in the form of rooms which are dormitories for santri. Whereas the term pesantren is etymologically the origin of santri which means place of santri. Santri or students learn religion from a Kyai or Shaykh in a boarding school. Islamic boarding schools are religious institutions, which provide education and teaching and develop and spread religious and Islamic knowledge.

Islamic boarding school also means an institution of education and teaching of Islam which in general education and teaching is given in a non-classical way, but with a bandongan and sorogan system. Where a kyai teaches his students based on the books written in Arabic by the great scholars since the Middle Ages, while the students usually live in huts or dormitories in the pesantren.

According to ZamakhsyariDhofier, the pesantren comes from the word santri, which with the prefix pe in front of and the suffix means the residence of the santri. He further quoted Professor Johns' opinion in "Islam in South Asia", that the term santri came from the Tamil language, which means the teacher of the Qur'an. Medium according to C.C. Berg, that the term santri comes from the term shastri which in Indian means people who know the sacred books of Hinduism. The word Shastri comes from the word shastra which means holy books, religious books or books about science (Nasir, 2005: 82).

Pesantren when compared with educational institutions that have emerged in Indonesia, is the oldest education system at present and is considered a product of Indonesian culture. This education was originally an Islamic religious education that began since the emergence of Islamic society in the archipelago in the 13th century. A few centuries later the organization of this education became more regular with the emergence of places of study ("nggonkoran"). This form then develops with the establishment of lodging places for students (santri), which are then called pesantren. Although the form is still very simple, at that time pesantren education was the only structured educational institution, so this education was considered very prestigious. It is in this institution that Islamic basic doctrines are steeped, especially concerning the practice of religious life (Mashhud, 2003: 1).

II. Literature Review

1. Management Theory

According to Taylor in Sagala (2011: 51) defines "management is knowing exactly what you want to do and then seeing that they do it in the best cheapest way".

Based on Taylor's opinion in Sagala defines that Management is a means to find out exactly

what is desired and what will be done, then it must be seen that working in the best way and low prices but do not reduce quality. So management is basically an activity carried out together with individuals or groups with a view to achieving common goals.

2. Learning Media Theory

According to Gagne (2006: 14), argues that the media are various types of components in the student environment that can stimulate them to learn. The term media in the field of learning is also called learning media. In the learning process, aids or media can not only facilitate the communication process but can stimulate students to respond well to all messages conveyed.

Based on Gagne's opinion above that the media are various types of components and other equipment to be used in a student environment that can stimulate students to enjoy learning so that students become achievers. Learning media, namely media to deliver learning material from an educator to students. As for the learning process that is using tools or media as a learning tool, to be able to expedite the process of communication and can stimulate students to respond well to all messages conveyed by the teacher concerned.

III. Research Methodology

This research uses a qualitative approach. A qualitative approach is an empirical study in which data is collected and presented not in the form of numbers, but in narrative form. The method used is descriptive analytical method, in which the researcher will describe, then analyze in depth the research findings. This research was conducted at TathmainnulQulub Islamic Boarding School in Indramayu Regency, West Java Province. This research was conducted in May - August 2016.

Data collection techniques are carried out through observation, interviews and documentation studies. Observations were made using observation sheets to support activities in the field. Through the observation sheet the researcher records the things observed in the field in detail. Interviews were conducted with in-depth interview techniques to informants namely clerics, religious teachers and students to explore in more detail about the management of learning information technology based Islamic syllabus, while the documentation study was carried out by exploring various documents held by institutions related to student learning.

IV. Results and Discussion

1. Planning and Learning in Asy-Syamilah Al-Maktabah Based on ICT in Islamic Boarding Schools

Al-Maktabah Asy-Syamilah learning planning based on information and communication technology at the TathmainulQulub Islamic Boarding School is an activity in order to deliver learning material that aims to facilitate students in accepting and understanding the subject matter, especially in learning Syllah Maktabah so that the desired objectives can be achieved. Pesantren TathmainulQulub, has a learning plan which is one of the requirements in the management of learning. This is important because without planning, the implementation of learning activities will experience difficulties, even failure. Learning planning is a direction of activities in achieving goals, learning planning is also a work guide for each element, both elements of leadership of Islamic boarding school, religious teachers / teachers, education staff and students. In the learning process, planning is the first step to setting goals or objectives to be achieved so as to produce learning that is as efficient and effective as possible. Planning basically determines the activities to be carried forward, because with the planning of the learning process will run as expected. (Cl. A1., Ob).

Learning aims to build knowledge of students in the field of study or skills in subjects can be obtained in various ways, but whatever the way is done by the cleric is nothing but to teach students both inside and outside the classroom. Therefore, the cleric needs a way that is able to arouse the motivation of students to learn. In the process, learning based on information and communication technology at the TathmainulQulub Indramayu Islamic Boarding School is carried out through clear stages, namely starting with planning, then organizing, implementing, and evaluating.

The planning stage of learning activities based on information and communication technology at the TathmainulQulub Islamic Boarding School is a process of determining what should be achieved and how to make it happen in reality. In planning \rightarrow will be determined achievement of an activity. For that reason, planning is always related to the goals (means) and the advice done (ends). This is in line with the view of Terry (2001: 45) that: "Planning is the choosing and relating of facts and the making and using of assumptions regarding the future, the visualization and formulation of proposed activities, believe necessary to achieve desired results". This opinion explains that there are three elements in planning activities, namely: (1) the formulation of objectives achieved by collecting data; (2) the selection of programs to achieve goals by preparing concrete plans; (3) identification and mobilization of a limited number of sources to be analyzed according to the data.

1. Organizing Learning Asy-SyamilahAl-MaktabahBased on ICT in Islamic Boarding Schools

Information and Communication Technology (ICT) based learning organization in TathmainulQulubIndramayu Islamic Boarding School is carried out through actions in order to seek effective relationships between all parties related to learning, so that they can work together efficiently and carry out tasks, to achieve the goals or learning objectives. Organizing is very important in the context of learning in pesantren, because in it classifies, regulates, assigns tasks and delegates authority in order to achieve goals.

Organizing learning based on Information and Communication Technology (ICT) at the TathmainulQulub Islamic Boarding School are: First, the arrangement of subjects based on Information and Communication Technology (ICT). Structuring learning is the work of an educator / teacher to organize and connect learning resources, so that it can realize learning goals in the most effective and efficient way. Second, the grouping of subjects based on Information and Communication Technology (ICT). The results of interviews with informants obtained an explanation that boarding schools both institutionally and the substance of their education has undergone many changes. Institutionally, pesantren that conduct madrasa education are required to follow national curriculum standards as stipulated in the law. Third, the formation of study groups. According to the informant's explanation, the study group is one of the forums or places to do independent learning, because in the study groups students can practice and work together, help each other in learning and encourage or encourage each other in learning. Study groups are very important because they cannot always be with students or students in one class. Fourth, creating individual learning. According to the informant, the principle of self-reliance is creating a variety of teaching and learning situations that are independent of the dependency on the reasons for the shortcomings. Islamic boarding schools and religious teachers can relate to their environment, and other learning resources that can be used by students as learning resources.

2. Implementation of Assyamilah-Al-Maktabah Learning Based on ICT in Islamic Boarding Schools

The implementation of learning at the TathmainulQulubIndramayu Islamic Boarding School is carried out in all santri activities from waking up to going to sleep again, both in the classroom and outside the classroom. Although what is recorded in the curriculum is only the composition of the books learned from the Tajhizi, Wustha and Ulya levels which are arranged in such a way according to the level of students' abilities, but in the implementation of learning in this pesantren all student activities from waking up to going to sleep again are a

collection of curriculum which is not recorded. In another phrase, twenty-four hours of santri-day life are processes and representations of the implementation of learning. Learning in pesantren is not finished with the completion of the study of the yellow book. When the students rest, then eat, pray, sleep and wake up in the middle of the night; all of these activities are an intrinsic part of boarding school education. This is in line with what Mulyasa said that curricular activities are not limited to the classroom, but also include activities outside the classroom. The modern view explains that between intracurricular activities and extracurricular activities there is no clear separation. All activities aimed at providing educational experiences to students are included in the curriculum.

Ahmad Tafsir explained that to provide religious education learning experience there are four places for the implementation of religious education, namely at home, at school, at places of worship and in the community. Of the four places the implementation of religious education is the most effective is in boarding schools because boarding schools are able to carry out the tasks of the four places even the frequency of time is longer in boarding schools with a religious environment.

3. Evaluation Learning of Ash-SyamilahAl-Maktabahbased on ICT Boarding Schools

The evaluation conducted by the cleric at the TathmainulQulub boarding school aims to find out the level of mastery of students on the material that has been given, for selection, namely selecting and determining students in accordance with certain types of education, to determine grade promotion and to place students in accordance with their potential and to carry out reporting to parents of students or guardians of students.

The aspects tested on students are already leading to aspects of knowledge in the form of written tests on the material of books that have been studied, aspects of attitude are assessed in the daily life of students both when in the classroom and when outside the classroom and aspects of skills in the form of reading tests both when it has finished learning in the classroom or when the general exam takes place.

As Arifin said that in order to obtain better evaluation results, the evaluation activities must start from the general principles as follows: 1) Continuity, evaluation should not be done incidentally because learning itself is a continuous process. 2) Comprehensive, in evaluating an object, the teacher must take the object as evaluation material. 3) Fair and objective, in evaluating, teachers must act fairly without favoritism. 4) Cooperative, in the activity of teacher evaluation must work together with all parties. 5) Practical, easy to use.

4. Supporting factors in the management of Asy-SyamilahAl-Maktabahbased on ICT

Supporting factors are first, increasing creativity and independence of learning of students. Through the use of ICT every student will be stimulated to learn to progress continuously in accordance with their potential and skills; second, learning materials are more systematic and structured; third, clear and attractive; the presentation of clear concepts and attractive displays is central to Information and Communication Technology-based learning; fourth, easy to use, repair and disseminate; Most computer-based learning products are very easy to use, even for ordinary people; fifth, increasing the role and creativity of religious teachers; The cleric must continuously learn in order to refresh his competence and improve his professional quality. Meanwhile the inhibiting factors include, first, students are more passionate about the internet itself compared to the material being studied; secondly, there is a learning process that is too individual so that it reduces social learning; third, for elementary school children the use of the internet that is less proportional can ignore the increase in manual skills such as hand writing, drawing, counting, and so on.

V. Closing

The use of media in the form of information and communication technology media in the teaching and learning process, is part of the learning strategy activities in order to improve the process and good learning outcomes. Good media must be able to influence students so they have a good personality. The information and communication technology-based media in learning the SyllabaryMaktabah in Islamic boarding schools can be used by teachers or religious teachers because it will be able to arouse the spirit of the students so that they want to rethink lessons during the yellow book learning process.

1. Conclusions

Based on the results of research and discussion, the research conclusions are as follows:

- a. Al-MaktabahAsy-Syamilah learning management planning based on Information and Communication Technology at the TathmainulQulub Islamic Boarding School is conducted before the learning process to determine the goals or objectives to be achieved from each material. Things that have not been done in planning include involving existing stakeholders. More planning because the initiative of the pesantren leadership while the clerics were not much involved in the program planning process. Things that have not been done in planning activities are data collection; identification and mobilization of resources.

b. Organizing learning of Al-MaktabahAsy-Syamilah based on Information and Communication Technology is done by structuring subjects, grouping subjects, forming study groups, and learning individuals. In organizing aspects, among others, there has not been found any special organizational structure, which deals with the problem of learning Information and Communication Technology in pesantren, so there is no clear job description from each personnel.

The implementation of the learning management of Al-MaktabahAsy-Syamilah based on Information and Communication Technology is carried out through a learning process that starts from the preparation stage, core activities and closing activities. The process of implementing learning is carried out by giving feedback, reflection and confirmation.

c. Evaluation of the learning of Al-MaktabahAsy-Syamilah at the TathmainulQulub Islamic Boarding School is carried out in three ways, namely evaluation based on objectives, cognitive evaluation and continuous evaluation.

d. Supporting and inhibiting factors in the learning management of Al-MaktabahAsy-Syamilah based on Information and Communication Technology are first, increasing creativity and independence of learning of students.

Through the use of ICT every student will be stimulated to learn to progress continuously in accordance with their potential and skills; second, learning materials are more systematic and structured; third, clear and attractive; the presentation of clear concepts and attractive displays is central to Information and Communication Technology-based learning; fourth, easy to use, repair and disseminate; Most computer-based learning products are very easy to use, even for ordinary people; fifth, increasing the role and creativity of religious teachers; The cleric must continuously learn in order to refresh his competence and improve his professional quality. Meanwhile the inhibiting factors include, first, students are more passionate about the internet itself compared to the material being studied; secondly, there is a learning process that is too individual so that it reduces social learning; third, for elementary school children the use of the internet that is less proportional can ignore the increase in manual skills such as hand writing, drawing, counting, and so on.

2. Recommendations:

Information and Communication Technology (ICT) based learning is needed support from various parties, especially from the leaders of Pesantren through the provision of complete facilities and infrastructure as well as policies that are pro to the use of information and communication technology which are still considered taboo in the pesantren environment.

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