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EDUCATION MANAGEMENT *MA'HAD ALY* IN ULAMA DEVELOPMENT AT AS'ADIYAH SENGKANG SOUTH SULAWESI

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Abstract

The purpose of this study is to explore the relevance on management of education Ma'had Aly As'adiyah Sengkang in terms of organizational management, curriculum management and management of teaching methodologies, relating to outputs and outcomes that are in line with the demands of education today.

The research was carried out at Ma'had Aly As'adiyah Sengkang in Wajo District, South Sulawesi. The subjects of the study were 7 people who were considered to understand deeply the Ma'had Aly As'adiyah. Data retrieval through observation, interview, and documentation techniques. Data analysis using data display, data verification and conclusion.

The results of the study showed that education management is at Ma'had Aly As'adiyah is in line with the objectives of Islamic education in general. But in terms of planning, evaluation processes and systems, it is not yet in line with the concept of modern education management. This is due to several factors, such as a different curriculum and not a national curriculum standard, the learning model with the wetonan method and the bahsul masail. Human resources, facilities and infrastructure are limited, and evaluation systems are limited to formative and summative evaluation systems. The synergy of Ma'had Aly's education system with the modern education system further enhances the quality of Ma'had Aly's more advanced education, enhancing scientific and practical skills and better quality of education management.

Keywords: *Education Management, Organization, Curriculum, Ma'had Aly*

Introduction

Islamic boarding schools as Islamic education and teaching institutions are generally given education and teaching in a non-classical way (the bandongan and sorongan system), where a kiai teaches his students based on books written in Arabic by scholars' since the Middle Ages. Whereas the students live in the hut (dormitory) at the pesantren. (Abdurrahman Wahid 10; 1994). Islamic boarding schools are the oldest Islamic education institutions in Indonesia, which have been rooted in the lives of Indonesian Muslims (Mahmud, 1; 2006). In the next development, the role of Islamic boarding school functioned as an institution that produced scientific figures and cadres of heirs of the Prophets, (M. Ishom El-Saha, 13: 2008) experienced a significant shift. This is due to developments from outside (external) and developments that come from within (internal) pesantren itself.

Development from outside is the development of the world of education, both general education or in religious education, among others, by changing the curriculum and the development of the business world and state economy, which measures success through professionalism (one's ability in the field of work in accordance with the expertise recognized by official institutions proven by the certification).

While the factor that comes from within the pesantren itself is the necessity of adjusting to the development of science and information technology, so that it often changes the curriculum and learning patterns according to the demands of circumstances and conditions. Although sometimes these developments are slightly different from Islamic values in the formation of people who are faithful and pious and noble (Akhlaqul Mahmudah).

Based on the description above, As'adiyah Islamic Boarding School as

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an educational institution engaged in the field of interpretation, hadith, jurisprudence and da'wah forms educational institutions that are specialized in learning about the yellow books in order to produce ulama cadres and leaders who are ready to be deployed in the midst of the community, both as formal and non-formal leaders, namely *Ma'had Aly* As'adiyah Sengkang.

Ma'had Aly As'adiyah Sengkang has a classic learning system and is well planned. If only relying on religious learning obtained, it certainly requires proper management in achieving its goals. Because no matter how good a goal and learning goals are if not followed by proper management, it will not be achieved well and maximally. As for the results of observations made with the uniqueness in the management of learning in *Ma'had Aly* As'adiyah Sengkang. This can be seen from the learning system that is carried out in a simple way, not yet fully using sophisticated technological tools, both in class and in mosques at the time of halaqah and classical classical recitation. However, students are increasing and more interested in studying there. Since its establishment in 1994 until now. Even to reject some prospective students because the quota of the amount to be received is sufficient. Even more interesting are some prospective students who are willing to wait for registration the following year. (Syauib Nawang, Syekh *Ma'had Aly* As'adiyah, 2018)

Based on these data, the management of the learning of *Ma'had Aly* As'adiyah Sengkang is interesting to be studied further. The limitation of the problems studied in this study focuses on education management in *Ma'had Aly* As'adiyah Sengkang, South Sulawesi Wajo District. The problem discussed is how organizational management is at *Ma'had Aly* As'adiyah Sengkang. Besides, how is the management of the *Ma'had Aly* As'adiyah Sengkang curriculum, and how is the management methodology of *Ma'had Aly* As'adiyah Sengkang teaching methodologies?

Research Methods

Looking at the data collected and reviewed, this study uses a qualitative approach that is descriptive in the type of case study (case study). Case study is an intensive, detailed and in-depth study of an organization, intuition or certain symptoms. In case studies, look closely at individuals or one unit. Generally case studies are carried out because of problem solving needs. (Surachmad, 2006)

The location of this study is in *Ma'had Aly* As'adiyah Sengkang which is under the auspices of the Sengkang As'adiyah Islamic Boarding School Foundation, Tempe District, Wajo Regency, South Sulawesi. The reason for choosing *Ma'had Aly* as a place of research is because *Ma'had Aly* As'adiyah has been carrying out scholarship since the establishment in 1994 until now 2018 continuously. Has given birth to 10 class ulama cadres with a total of 243 alumni. (Profile Document of *Ma'had Aly* As'adiyah 2018). This topic is very interesting to study more deeply and is very suitable with the research location. The observation method, is a more objective method of data collection, based on direct observation, making it possible to see and observe for yourself, then record the events that occur based on the actual state. The data sought through the use of observation methods are: The process of implementing *Ma'had Aly* As'adiyah Sengkang education. In this case, the interview used was an unstructured interview with the aim of digging up information about all activities in *Ma'had Aly* and the researchers did it as often as possible as people interacted in everyday life so that the data obtained was more objective. And researchers want to interview about the learning planning process, the implementation process of learning and evaluation of learning in *Ma'had Aly* As'adiyah Sengkang. In this study interviewed: Sekh Ma'had,

Director (Mudir), Lecturer (Mudarris) and Tullab / Mahasantri and alumni.

Discussion

As a high-level Islamic education institution, *Ma'had Aly* As'adiyah carries out tripola management education including organizational management, curriculum management and teaching methodology management.

1. Organizational Management

Adie E Yusuf stated that an educational institution can be effective if managed institutionally and supported by the intelligence of organizational management to manage knowledge through a continuous learning process. This is important in order to answer the challenges of competition in the era of globalization. (Adie E. Yusuf, 2004) In line with that, *Ma'had Aly* As'adiyah has an organizational management management pattern that is *Ma'had Aly* As'adiyah formed and managed under the management of Islamic boarding schools, led by a Sheikh as a policy maker and mudir (director) as daily executor. In carrying out his duties a young man is assisted by three representatives of the mudir or deputy director.

Ma'had Aly As'adiyah Sengkang is equipped with three heads of fields, namely the head of administration, the head of research and service and the head of quality assurance.

Based on the description, it is understood that *Ma'had Aly* As'adiyah has a different organizational structure management than Ma'had Aly. *Ma'had Aly* is generally led by a young man but at *Ma'had Aly* As'adiyah is led by two leadership components, the first is a sheikh and mudir. This remains in accordance with the laws and regulations as stated in the chapter IV Guidelines for Organizing Ma'had Ali concerning the organization of *Ma'had Aly* as follows:

Ma'had Aly was led by a leader of the Ma'had called Mudir ..., in carrying out his duties, a Mudir was assisted by Naib Mudir whose numbers were adjusted according to needs. Mudir and Naib Mudir is determined by the organizer *Ma'had Aly* based on the proposal. (Ministry of Religion RI, 7; 2009)

Based on the provisions of the above rules, the conclusion is that the management of the organizational structure for all *Ma'had Aly* As'adiyah Sengkang has been adjusted to the needs so that the number of personnel varies. The difference is due to the different needs of each Ma'had Aly. Government regulations issued by the Minister of Religion of RI regarding the organization *Ma'had Aly* basically includes leaders or directors called mudir, naib mudir some people and a number of teachers called murshid, tasked with formulating academic policies, formulating norms and benchmarks for implementing education. In other words according to their respective duties, mudir is responsible for the implementation of all educational activities in Ma'had 'Āli, then, naib mudir, helps mudir in accordance with their duties, and reports their activities to mudir. Whereas the teachers / lecturers or murshid carry out the task of managing teaching and learning activities in accordance with the subject they are responsible for. In addition, *Ma'had Aly* As'adiyah has a Dormitory Leader, carrying out the task of helping mudir in the management and arrangement of the dormitory which includes administration and boarding house, implementation of accommodation and consumption, use and maintenance of dormitory equipment, security, and other tasks provided by mudir.

Mudir, naib mudir, mursyid, and dormitory leaders are in charge of guiding students in curricular and extra-curricular activities, and non-curricular activities. Curricular activity is a learning system in *Ma'had Aly* As'adiyah classically every day (except holidays) starting at 07-30 until 12.00. Curricular curriculum activities, consisting of general teaching programs and religious sciences as will be explained further.

Based on the description above and according to the data found, the

conclusion is that *Ma'had Aly* As'adiyah has a clear organizational structure and the appointment of personnel based on the capabilities concerned. So it is perceived that *Ma'had Aly* As'adiyah can reproduce the ulama who are tafaqquh fī al-din. This is certainly different from other Islamic higher education institutions which present themselves as general Islamic educational institutions.

In accordance with reality, Islamic Higher Education (PTAI) has lost a lot of direction or experienced disorientation. In the beginning, PTAI was prepared to become an educational institution to produce ulama as well, but according to the current reality it was not the case, let alone PTAI which opened faculties and general departments. Thus, only the implementation of Islamic education management at *Ma'had Aly* As'adiyah can now be expected to be able to cadre candidates for scholars. It is emphasized in terms of the method of giving lessons or courses involving mahasantri as the subject of study and the level of the yellow book which is studied higher, as well as ways to study it more critically.

It is perceived that *Ma'had Aly* can produce ulama, in contrast to PTAI in general. The most obvious difference is not solely because *Ma'had Aly* is managed by a boarding school such as *Ma'had Aly* As'adiyah, *Ma'had Aly* Yasrib which is indeed one roof with the pesantren environment, not because of one roof with PTAI such as Makassar's UIN Alauddin, but especially because higher education in the style of *Ma'had Aly* emphasizes the intellectual aspect which in terms of management of the curriculum is different from the pre-existing PTAI.

2.Curriculum Management

The education and teaching of *Ma'had Aly* As'adiyah is carried out on the basis of a curriculum compiled by the organizer Ma'had Aly. The curriculum reflects academic programs and professional programs to achieve the competency standards possessed by graduates of *Ma'had Aly* As'adiyah.

The curriculum is a set of planned learning experiences containing a number of fields of study or courses offered to mahasantri, in the *Ma'had Aly* As'adiyah environment the curriculum used is based on the rules of the Director General of Islamic Education Number E / 179/2004 concerning the subject matter the main guideline for the implementation of *Ma'had Aly* which among other things stated that,

The curriculum consists of a national curriculum compiled by the *Ma'had Aly* Board and a local curriculum prepared by each of Ma'had Aly's organizers. The curriculum of *Ma'had Aly* reflects the ulama regeneration program to achieve the competency standard that must be possessed by Maadh Aly. The lecture syllabus of *Ma'had Aly* was compiled and determined by *Ma'had Aly* respectively. (RI Department of Religion, 2004)

In this regard, the *Ma'had Aly* As'adiyah Sengkang curriculum reflects academic programs and professional programs, complete with local subject matter content tailored to the needs in order to cadre scholars. Data found in the field, it is known that the preparation of the curriculum in *Ma'had Aly* As'adiyah Sengkang is based on the stages of the stages based on the main book being studied. *Ma'had Aly* As'adiyah Sengkang included Arabic and English courses as general subjects (MKU) and studied at each level. Besides that, it follows the curriculum pattern of PTAI in curricular lectures and for non-curricular activities, the recitation of the book includes Tafsir, Hadith, and al-Kutub al-Mu'tabarah other. Such a book study system is a characteristic of pesantren and its implementation was developed in *Ma'had Aly* As'adiyah Sengkang. In addition to the courses above, there are other activities such as muhadarah (lecture training), recitations and hifz al-Qur'an, programmed in non-curricular activities.

By paying attention to the subject program taught at *Ma'had Aly*

As'adiyah Sengkang, it can be understood that the education curriculum used is based on the allocation of teaching time is 70% religion and 30% general science. It should be emphasized here that learning Arabic is intended, in addition to teaching Arabic based on the curriculum, as well as other teaching activities that use Arabic, namely the teaching of hadith interpretation subjects, exegesis, the science of hadith, fiqh, the proposal of fiqh, moral aqeedah, because all of these subjects use Arabic books, which are commonly termed yellow books.

Correspondingly, Jamalud-din, the seventh semester students stated that all subjects that use Arabic reference books, the book is recommended by mudir and mushrif to deepen qawaid aspects, because that is often done in the subjects of interpretation, hadith, fiqh, and other The mahasantri is also recommended to recognize the position of the sentence, and the mahasantri are often instructed to answer the composition of certain sentences in the book. (*Interview*, 8 October 2018)

Learning activities in the form of recitation of the book by each *Ma'had Aly* As'adiyah Sengkang are carried out at the mosque and in the classroom, guided directly by a murshid. The direction of this learning program is more focused on achieving the ability to read and understand the text of the book that is the source of material. Because of the importance of learning Arabic in the form of recitation, this activity is at the same time as the teaching of qira'atul kutub.

Thus the *Ma'had Aly* As'adiyah Sengkang curriculum reflects the integration of pesantren scholarship with materials that support the achievement of the vision of the *Ma'had Aly* As'adiyah Sengkang, namely refroduction of ulama, a vehicle for ulama regeneration. To support this achievement, *Ma'had Aly* As'adiyah Sengkang made the concept of education, research, study and community service holistically and comprehensively through the excavation of the classical (classical) books of the books, as well as developing independence in thinking, and applying knowledge. the knowledge they got in *Ma'had Aly* As'adiyah Sengkang.

3.Management Teaching Methodology

The management aspect of the teaching methodology in *Ma'had Aly* As'adiyah Sengkang has also become a special concern in recruiting scholars, and therefore on this aspect of management is applied effectively and based on a multidimensional approach in accordance with the conditions of the material taught by the murshid.

Mursyid in *Ma'had Aly* As'adiyah Sengkang often used the method of discussion, question and answer and lecture methods as well as multi methods in the lecture process in the classroom. The latter method is predominantly used, namely multi methods that are not only focused on discussion, question and answer and lecture, but also in addition to the suitability of the lecture material and this is as the development of the situational method, namely the method of giving atmosphere that is conditioned according to place and time. (Zulkifli, interview, 19-9-2018)

About the teaching method mentioned in the interview is considered very effective and efficient. In its implementation as stated that murshid in *Ma'had Aly* As'adiyah Sengkang are more dominant using teaching methods that are adapted to the conditions and material. Making it easier for mahasantri to understand and capture what is conveyed by the murshid or lecturer.

Conclusion
1. The management of the *Ma'had Aly* As'adiyah organization consists of two leadership components namely Shaykh Ma'had and *Mudir Ma'had*. Shaykh *Ma'had* as a policy determinant and mudir as a daily executive who is assisted by three naib mudir and three section heads.
2. Management of the *Ma'had Aly* As'adiyah curriculum consists of two

learning models namely meodel halaqah and classical models with a focus on deepening the yellow book, the reference book used is books written directly by the scholars of salaf, such as the book of interpretation, hasith , fiqh and other books of *mu'tabar*.

3. Management of the teaching methodology of *Ma'had Aly* As'adiyah uses lecture, discussion, question and answer and multi method methods, namely adjusting the situation and place. And the most commonly used is a multi-method to facilitate the understanding of students to the material conveyed by *Mushrif* or *Mudarris.*

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