

**THE ROLE OF MANAGEMENT IN IMPROVING THE KNOWLEDGE OF PROSPECTIVE  
MUHAMMADIYAH SCHOLARS AT THE DARUL ARQAM MUHAMMADIYAH  
GOMBARA BOARDING SCHOOL IN MAKASSAR**

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**ABSTRACT**

This study aims to explain the role of management in increasing the knowledge of prospective scholars of Pesantren Darul Arqam Muhammadiyah Gombara Makassar and to find out the inhibiting and supporting factors. This research was conducted at Pesantren Darul Arqam Muhammadiyah Gombara Makassar by using a qualitative descriptive research approach with data collection techniques through observation and interviews and documentation with the management of the boarding and education fields or internal boarding schools. This study found that the management of Pesantren Darul Arqam Gombara towards increasing the knowledge of candidates is carried out through the process of planning, organising coaches, supervising and evaluating programs in accordance with the objectives of the pesantren in the form of a program to strengthen the basics of boarding school knowledge for new students for three months which is packaged in the term Iddady Program including programs to develop basic Arabic language skills, practical worship, *Tahsin* and *Tahfidz* Al-Qur'an and akhlaq. The second is a routine boarding programme including advanced Arabic language learning, *Muhadarah* or speech practice, yellow book studies, advanced Qur'an *Tahfidz* and the *Muballig* Hijrah programme for final year students. There is a boarding report card that contains the competency achievements of the students which is submitted at the end of the semester. In the field of education, the pesantren school uses an integrated curriculum that combines the curriculum that has been published by the Education Office, the Ministry of Religion and the curriculum published by the Muhammadiyah Association in this case the Muhammadiyah Pesantren Development Institute (LP2M). The obstacles faced by pesantren management are influenced by the non-permanent resources of *kemusyrifan* or coaches so that sometimes it results in a vacuum of implementation and supervision which has an impact on the smooth running of pesantren programmes. Dormitory construction planning still needs to be improved and the construction is well pursued. Then the obstacles that also occur in the school education environment are the many core educators and education personnel who are appointed as civil servants / PP3K which results in them leaving the pesantren because they get a new place of assignment. Supporting factors are the great attention of the Muhammadiyah Regional leadership as the organiser of pesantren education in increasing the quantity and quality of pesantren resources and the number of santri which in recent years has increased thanks to the public interest from year to year getting higher and higher to enter their children in this pesantren, especially from among Alumni and Muhammadiyah Association Residents.

**Keywords:** *Role of Management, Knowledge Improvement, prospective Ulama*

## **INTRODUCTION**

Darul Arqam Gombara Islamic Boarding School is one of the educational institutions owned by the Muhammadiyah association in South Sulawesi which has the aim of preparing prospective Muhammadiyah ulama cadres. The pesantren, which was founded in 1971 in the city of Makassar, has produced many alumni who are involved in various fields of work both at home and abroad. Some of its alumni have studied abroad, especially in the Middle East to study religious sciences. They are expected to return to their homeland and continue their religious duties in the Muhammadiyah organisation.

An explanation of the purpose of the establishment of Muhammadiyah boarding schools is contained in the Provisions of the Basic and Secondary Education Assembly of the Muhammadiyah Central Leadership which reads '*Muhammadiyah boarding schools aim to prepare prospective cadres of Muhammadiyah scholars in various disciplinary fields.*'<sup>[1]</sup> Muhammadiyah boarding schools need good management in a conscious and planned manner to achieve their goals. Leaders and employees who are managing the pesantren are required to run programmes that are in line with the objectives of the pesantren.

In the division of tasks of managing Darul Arqam Gombara education in preparing prospective Muhammadiyah scholars, the pesantren has two fields that are responsible so that the objectives of the pesantren can be realised, the two fields are the pesantren field which is engaged in religious science and schooling which is engaged in academic science. Both fields are essentially an integral unit in the pesantren curriculum.

This paper seeks to describe and explain how the role of ondok management of Darul Arqam Muhammadiyah Pesantren Gombara Makassar towards increasing the knowledge of prospective Muhammadiyah scholars and knowing the supporting and inhibiting factors.

## **RESEARCH METHODS**

### **Type of Research**

This research uses the type of field research, namely direct data collection, where researchers go directly to the field to research about the management of Islamic education in Islamic boarding schools in preparing prospective Ulama. While the approach used is qualitative, because research problems are complex, dynamic, holistic and full of meaning. And researchers want to understand social situations in depth, capture patterns, hypotheses and theories.

### Data Collection Technique

1. Interview, which is data collection by asking questions directly by the interviewer (data collector) with the respondent, and the respondent's answers are recorded or recorded with a recording device (tape recorder). Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, but also if the researcher wants to know things from respondents that are more in-depth. In short, with interviews, researchers will find out more in-depth things about participants in interpreting situations and phenomena that occur, which can be found through observation.
2. Observation, in this case the technique used is participatory observation technique, in which the researcher is involved with the daily activities of the person being observed or used as a source of research data. While making observations, the researcher also does what the data source does, and feels his joys. With this participant observation, the data obtained will be more complete, sharp, and get to know at the level of meaning of every behaviour that appears.
3. There are two kinds of documentation in this research, namely printed documents and online documents or files. Printed documents include institutional profiles, annual work programmes, and financial administration data. Non-print documents are documents obtained by downloading or copying online data from research-related sites.

### RESEARCH RESULTS AND DISCUSSION

The boarding field has the task of assisting the mudir in running and overseeing the development of the lives of students and santriwati in the dormitory. The students with hundreds of people come to this boarding school to gain as much knowledge as possible. It takes a sufficient and good quantity and quality of education personnel to manage the educational process of these students.

The boarding field is organised into six divisions of work, namely: deputy mudir, head of the cottage, tahfidz coordinator, language coordinator, field of worship and kemusyrifan. All fields are responsible for carrying out programmes according to their fields, so that students are easy to achieve the learning objectives that have been programmed by the boarding field. The details are in the form of a table as follows:

No	Position	Name
1.	Deputy Mudir for Boarding	KH. Ridwan Hamzah, S.T.Hi
2.	Head of Boys' Cottage Head of Girls' Cottage	Hasanuddin Jalil, M.Pd.I Suryani Jalil
3.	Tahfidz Coordinator	Intan Doali, S.Pd.I
4.	Language Coordinator	Muh. Jufri Sabar, SH
5.	Field of Worship	Drs. Sufyan Tahir

6.	Musyrif /ah (Santriwan and santri wati coach)	Ust edy Masnur Rahman,S.Pd
		Ust. Mujibul Haq,S.Sos
		Ust.al anshar
		Ust abdul Husaini
		Farhan,S.H
		Maulana Tahir,S.Sos
		Muh.rifki Rahman
		Alwin ,SH
		Imaduddin
		Aidil Muhammad Khaer
		Rifaldi Dodi
		Muhammad qayyum
		Wawan setiawan
		Hawa Latuconsina
		Faizah Putri
		Megawati
		Nuraeni Bahri
		St,Fatimah Latuconsina
		Nurdia surianti

## **B. The Role of Management of Darul Arqam Muhammadiyah Gombara Makassar Islamic Boarding School on Increasing Knowledge of Prospective Muhammadiyah Scholars**

The boarding school has a role to help the boarding school realise its goals. Forms of realisation to achieve the vision of the boarding school are by forming boarding school learning programmes that are considered relevant to the needs of the students and pesantren resources.

‘So, our goal in the boarding school is only to form a form of application order for programmes to lead to that goal. So as the head of the pesantren, I do not have a goal, I cannot have a vision that must make a counterpoint to the pesantren's. What is clear is that the making of the programme looks at the situation and conditions. (Hasanuddin Jalil, M.Pd.I, Kepala Pondok Putera)

### **1.) Planning Programmes for the Boarding School**

The Darul Arqam Gombara boarding field in planning its programmes looks at the situation of the students and the conditions of several variables. This is due to the different physical and mental conditions of the students. They come from diverse backgrounds so that the boarding field needs to adapt its resources to the needs of the students.

‘The making of the programme looks at the situation, such as in the past ABY (Alarabiyah baina Yadaik) learning used to be from maghrib brought to after Isha prayer, used to be mufrodat bakda maghrib, now the mufrodat is gone, replaced with ABY bakda Isha, coupled with additional learning of two

hours rather than each Arabic subject at each level of the four educational units, not only that, santri who have just entered for three months must first study three, Arabic, Al-Qur'an with Worship, Tahsin, tahfidz for three months in grade one, they are quarantined not allowed to study, they must be able to memorise one juz within that period. ' (Hasanuddin Jalil, M.Pd.I, Kepala Pondok Putera )

Ustadz Hasanuddin Jalil as the head of the boarding school who handles men's affairs explained and confirmed that the purpose of the boarding school by making these programmes is to prepare cadres of Ulama as well as leaders.

“Yes, preparing Ulama *Zu'ama* then ehh creating ulama to become Muhammadiyah cadres, so that is our goal in the cottage is only forming in the form of an application order of programmes to lead to that goal.” (Hasanuddin Jalil, M.Pd.I)

As far as we can see, there are two categories of programmes that are relevant to this goal. These programmes are gathered in the strengthening programme of the basics of boarding school knowledge and the routine programme which is a follow-up to the completion of the strengthening programme.

**a.) Program Pemantapan Dasar-Dasar Ilmu Kepesantrenan**

This programme is a programme that must be followed by new students for three months after they officially become students. This programme is a joint programme between the school field and the pesantren field. The programmes include a worship strengthening programme, a basic Arabic language strengthening programme, a Qur'an reading improvement programme and a Qur'an memorisation programme of one juz which the students must have within three months.

“All of them do not have any school lessons, what exists in three months is only a Qur'an reading improvement programme for students who do not know how to read the Qur'an, Tahfidz then a practical worship completion programme, namely reading, prayer procedures, taharah then those related to practical worship matters then complete the basics of mastering Arabic, in this case complete using the book *Al-Arabiyyah Baina Yadaik* volume one.” (ust,Ridwan Hamzah)

The programmes are designed to meet the needs of the students according to the situation and conditions. The programmes are formed in accordance with the needs of students and the quality and quantity of teaching staff in the dormitory. New learners or santri, both santri who have just entered at the junior high school level (MA and MTs) and senior high school level (MA and SMK) are required to take part in a three-month strengthening programme of the basics of pesantrenan science before they

take part in the school programme, after which they will be assessed and given a certificate of completion.

### **b.) Routine Programme**

Routine programmes include daily, weekly and monthly programmes. The daily programme includes Arabic language learning every night before going to bed in the dormitory, tadarus (reciting) the Koran after the fard prayer, dawn halaqah to deposit the targeted memorisation where the deposit takes place in the mosque, the students divide themselves into groups where each of them gets *Taujih* (giving direction in the form of daily reflections from the coach before the students rest).

“So all of us musyrifs before going to bed give direction to them, that time is a good time to evaluate students, a kind of *taujih*, where we will ask about all their daily activities and provide guidance, such as advice and motivation ‘(Interview Ustadz Edy Masnur Rahman , pembina di pesantren)

Furthermore, there is a weekly programme, this programme includes the study of the yellow book which is filled by the kiai using classical Arabic books with certain material in Islamic science. In addition, dormitory muhadarah is also conducted every week. This Muhadarah is carried out to improve the quality of santri speech so that they are more mature when appearing on the pulpit later.

There are also grand activities in the monthly period, such as Muhadarah Akbar or large Muhadarah which is attended by all students. This Muhadarah is a demonstration of lecturing skills followed by representatives of each dormitory or grade level. They perform with an attractive stage design designed by the IPM Islamic field which is held by Madrasah Aliyah students.

## **2. Organisation of Boarding School Programmes**

### **a.) Delegation and Division of Duties**

Each programme is assigned to Musyrifs to run, control and evaluate. They are divided into several dormitories and handle a certain number of students. These musyrifs have an official decree from the pesantren leadership. They partly come from students who are undergoing a service programme or with contract status (Interview KH.Lukaman Abdul Shamad, Lc / Head of LP2M SULSEL).

Most of these students carry out community service as a requirement to take the final exam or there are those who carry out community service as a requirement to get a diploma from the campus.

The students generally come from the Ma'had Al-Birr delegation of Muhammadiyah University of Makassar which cooperates with the boarding school through the arrangement of the Muhammadiyah Pesantren Development Institute

(LP2M). According to Ustadz Hasanuddin Jalil, the musyrihs must have several competencies:

“Well the musyrihs must have competence, obviously it must be with the pesantren, right? The competence that must be possessed is Arabic language competence, because pesantren is very synonymous with language, if you don't have language competence why do you become a musrif, make it contrary to the direction and purpose of the pesantren. They must have *Syakhsyah Islamiyyah* (Islamic personality) and *Fikriyyah Islamiyyah* (Islamic way of thinking).” (Hasanuddin Jalil, M.Pd.I)

No	Name of Musyrif/ah	Dormitory Name	Number of Santris Accompanied
1.	Ust edy Masnur Rahman,S.Pd	Abdullah Kamar 1 dan 2	42 santri
2.	Ust. Mujibul Haq,S.Sos	Rusun km.2	23 Santri
3.	Ust.al anshar	Rusun Km.1	23 Santri
4.	Ust abdul Husaini	Rusun Km.4	23 Santri
5.	Farhan,S.H	Rusun km.3	23 Santri
6	Maulana Tahir,S.Sos	Tahfidz	42 Santri
7.	Muh.rifki Rahman	Dahlan 2	32 Santri
8	Alwin ,SH	Abdullah 7& 8	31 Santri
9	Imaduddin	Abdullah 5&6	38 Santri
10	Aidil Muhammad Khaer	Abdullah 9 & 10	40 Santri
11	Rifaldi Dodi	Dahlan 1	26 Santri
12	Muhammad qayyum	Abdullah 11 & 12	45 Santri
13	Wawan setiawan	Dahlan 3	34 Santri
14	Hawa Latuconsina	Zaenab	48 Santri
15	Faizah Putri	Nyai Walidah 2 & 3	45 Santri
16	Megawati	Tahfidz	21 Santri
17	Nuraeni Bahri	Nyai Walidah 1	24 Santri
18	St,Fatimah Latuconsina	Aisyah	44 Santri
19	Nurdia surianti	Fatimah	45 Santri

Table.4.2. List of male and female musyrihs

### b.) Scheduling

The santri life schedule is the provisions of santri activities within a certain period of time that must be followed by the santri. This schedule regulates the activities of the students from the time they wake up until they go back to sleep in the dormitory. All activity times are set so that they are scheduled and activities become effective and there are no contradictions in time problems.

<b>Jam</b>	<b>Description</b>
04.00-05.15	Get up and rush to the mosque for morning prayers. (Note: Tahajud prayer is held every Thursday night)
05.15-06.00	Tadarrus Qur'an of all students and Halaqah Qur'an with the coach.
06.00-07.00	Preparing for school (Bathing, breakfast etc.)
07.00-07.30	Morning assembly of students with leaders, teachers and other staff.
07.30-11.50	Santri following the Teaching and Learning Process in class.
11.50-13.00	Ishoma (Rest, prayer, Tadarrus Qur'an for all students and lunch))
13.00-15.00	Independent activities (Napping/studying or other activities from the school teacher))
15.00-16.00	Preparation of students to perform asr prayer and Tadarrus Qur'an for all students.
16.00-17.30.	Sports/other extracurricular activities
17.30-18.00	Santri preparation for maghrib prayer.
18.00-20.30	Santri eat ba'da magrib, perform isya prayers and Tadarrus Qur'an for all students..
20.30-21.30	Arabic night learning activities, weekly Muhadarah with the coach in the dormitory. On Monday and Wednesday there is a yellow book study which is filled by the kiai of the cottage every week.;
21.30-22.00	Daily reflection led by the coaches in each dormitory ( <i>Taujih</i> ) and preparation for the santri's night sleep.
22.00-04.00	Night sleep of all Santris.

Table.4.3. List of Santri's Daily Activity Schedule

From the results of the research that has been carried out, it is found that the management efforts made by the Darul Arqam Muhammadiyah Gombara Makassar Islamic Boarding School in order to increase the knowledge of prospective Muhammadiyah scholars are determined by the role of the Boarding / Lodging Division which fosters students in the dormitory section (Head of the Pondok: Hasanuddin Jalil, S.Pd.I., M.Pd.I) coordinated by Deputy Mudir / Director 2



(HM.ridwan Hamzah, S.Th.I) and the field of school education that fosters students in the field of schooling consisting of four educational units namely Madrasah Aliyah (Head of Madrasah: Subandi, S.Pd., M.Pd) Vocational High School (Principal: Sappewali, S.Pd) Junior High School (Principal: Martono Lamoane, S.Pd.I., S.Sos., M.Pd,I) and Madrasah Tsanawiyah (Principal: Kamaruddin, S.Pd) and coordinated by deputy Mudir 1 (Drs.H.Natsir, M,Si). And supported by several excellent programmes, among others:

1. Iddady programme for new students
2. Development of Tahfidzul Qur'an Programme
3. Foreign Language Development and Mastery
4. Leadership
5. Lifeskill
6. Network/ Alumni Development

## **CONCLUSION**

This research found several points of management's role in increasing the knowledge of Muhammadiyah cleric candidates at Darul Arqam Gombara Makassar Islamic boarding school, among others:

1. The planning of programmes in accordance with the objectives of the pesantren is in the form of a strengthening programme of the basics of pesantren science for new students for three months and routine programmes for students after being released from the strengthening programme. The strengthening programme of the basics of boarding school science includes the development of basic Arabic language skills, strengthening practical worship, memorising one juz of the Koran along with improving its reading. While the routine boarding programme includes advanced Arabic language learning, dormitory Muhadarah and Muhadarah kubra (large), study of the yellow books of tafsir jalalain and fiqh books presented by the boarding school clerics, advanced memorisation of the Qur'an and the Muballig Hijrah programme for final year students. There is a pesantren report card that contains the competency achievements of students per semester by displaying the achievements of the discipline of worship, the achievement of Arabic language skills and the progress of memorising the Qur'an.

Assistance for these programmes is largely left to the coaches (musyrifin) delegated from the Muhammadiyah Pesantren Development Institute (LP2M). The scheduling of these programmes has been determined in the daily and weekly activity schedules. Supervision or control is carried out by filling out journals for musyriks and discipline attendance for santri, all of which will be evaluated at weekly intervals. The culmination of the evaluation is in the form of a boarding report card that contains the achievements of students in three categories: language competence, worship

and memorisation of the Qur'an. The report card is submitted every semester to the parents of the students.

2. The obstacles faced by the field are influenced by the non-permanent and always changing kemusyrifan resources which sometimes result in vacancies. This has an impact on the ineffectiveness of the programmes that have been set during the transition time, causing the santri to lose discipline and looseness of regulations due to the absence of supervision. then some educators and education personnel who are the backbone of the School or Madrasah are appointed civil servants or P3K, causing the pesantren to have to adapt to these conditions.

On the other hand, the planning of facilities in this case the dormitory or cottage where the students live is not very good, the volume or area of the dormitory is different causing the dormitory capacity ratio to vary, so that the coaches are bothered to manage the students.

Supporting factors are the great attention of the Muhammadiyah Regional leadership as the owner of the pesantren in developing its human resources plus good cooperation with existing Muhammadiyah universities, plus efforts to continue to equalise pesantren certificates so that students when continuing their studies become more easily accepted in universities in the Middle East. The loyalty of alumni both at home and abroad to cooperate in developing the boarding school is so good and public interest is getting higher and higher to send their children to the Darul Arqam Muhammadiyah Gombara Makassar boarding school.

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