

Management of Internalization of the Value of Local Wisdom in Improving the Character of Students (Case Study at Pesantren Darul Muttaqien and Al-Ashriyyah Nurul Iman Bogor)

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Abstract

This study discusses the management of internalizing the value of local wisdom in improving the character of students. The background of the research is still the low cultural value of local wisdom, the decline in morality values derived from the value of local wisdom, threats to the sustainability of a generation. There is a discrepancy with the purpose of national education to educate the nation's life and develop the whole person, a human being who believes and is devoted to God Almighty and has noble ethics. The purpose of this study is to get an in-depth picture of the management of fostering the value of local wisdom and the character of students, including: planning, organizing, implementing, evaluating, obstacles and solutions. The theory that is very in line with this study is the management theory of G. R. Terry clarifying management functions in four parts, namely: Planing, Organizing, Actuating, Controlling (POAC). The approach used qualitative studies with descriptive methods of analysis with data collection techniques directly from informants in the field data sources interviews, observations and documentation studies. Conclusion The results of this study show that the fostering of internalization of the value of local wisdom in improving the character of students has not been maximized and optimal so that it continues to be refined in accordance with the expectations of the community and the institution itself. There are problems with human resources, facilities and infrastructure, learning methods, lack of student absorption, students outside the cottage have a bad influence on students who live in the cottage. The implications of planning, organizing, implementing, evaluating, obstacles and solutions have an impact on the development of the vision, mission, goals of the institution so that it affects the character of students. Recommendations Leaders of pesantren or schools plan training to improve the competence of teachers / ustad, place proportional and professional positions, implementation pays attention to resources to be effective and efficient, evaluation pays attention to results so that character building programs increase, ustad improves competence, work is based on sincerity, creative and innovative, the government supports and makes regulations in favor of pesantren, students classify values The value of local wisdom in everyday life, because the value of local wisdom of pesantren becomes a concept that is created and maintained, that is, the value of strengthening faith, because this faith underlies all human behavior that is preserved from waking up to going back to sleep.

Keywords

Coaching Management, Local Wisdom Value, Character Education

Law No. 20 of 2003 concerning the national education system article 3 states that the purpose of education is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic citizens.

Referring to the objectives of National Education, it hints at the importance of management in order to create a learning atmosphere and learning process that can help students develop their potential to improve and build character education of this nation. In accordance with the opinion of Ahi that, management is process oriented (process oriented) which means that management requires human resources, knowledge, and skills in order for activities to be more effective or can produce actions in achieving success. Therefore, no organization will be successful if it does not use good management, (Torang, 2013: 165). Terry (2006: 1) said "Management is distinct consisting of planning, organizing, actuating controlling utilizing in each both science and art and follow in order to accomplish predetermined objectives".

Coaching is a process, way of building and perfecting or efforts of actions and activities carried out to obtain better results. Coaching is basically an activity or activity that is carried out consciously, planned, directed, and regularly responsibly in the context of growing, improving and developing capabilities and available resources to achieve goals.

Fostering the internalization of local wisdom values should be the main highlight in this study because of the low cultural value of local wisdom. The fading implementation of local wisdom values is a factor that has a considerable influence on the decline in morality values. While understanding that, morals are guidelines, morals are the philosophy that guides society in running life. Based on empirical data in the field, there is still a low cultural value of local wisdom, declining moral values derived from the value of local wisdom, threats to the sustainability of a generation, the era of digitalization continues to erode the values of the life of the nation's generation. These values should

continue to be explored and preserved and become compulsory teaching materials in every school, both formal and non-formal schools, because local culture in Indonesia is rich in life values and can shape individual character for the better. So that there are no gaps and incompatibilities with the purpose of national education to educate the nation's life and develop the whole person, a human who believes and is devoted to God Almighty and has noble ethics. (Tribunnews.com.2020,<https://jurnalfaktual.id/opini/pergaulan-bebas-dandekadensimoral-remaja-di-tengah-pandemi/>).

Theoretical Studies

Coaching has a very important role in management activities including a learning process that is carried out consciously, planned, directed, organized and responsible to develop one's knowledge and skills to change for the better. Building internalization of local wisdom values, in improving the character of students, good management is needed to achieve the desired goals. Management concepts and principles that are applied properly and correctly will have an impact on the effectiveness of program implementation, improve the quality, and productivity of education and quality institutions.

The foundation of six value systems according to Prof. Ahmad Sanusi in his book entitled Value Systems (2015: 35) states in the context of values and beliefs the first thing to do is to know. By learning we become aware and after knowing become felt and generate the will to do something. In his book Prof. Ahmad Sanusi argues there is one thing that needs to be added in addition to the cognitive, affective and psychomotor domains, namely trust skills (believing skills). According to him, believing skills have their own variations or levels. Through this domain, he believes that it can develop the ability of students to become human beings who believe or people who believe in Allah SWT so that they are able to carry out all the commandments of Allah and avoid all His prohibitions. Thus, although the knowledge he knows is true knowledge, if it is not believed to be true then it is not the basis

of his actions. The 6 value systems of Prof. Ahmad Sanusi are: Theological values, Ethical values, Aesthetic, logical, physical, physiological and teleological.

Research Procedure

In this study, researchers used a descriptive qualitative study approach to analysis. This study aims to get an in-depth picture of the management of fostering the value of local wisdom in improving the character of Darul Muttaqien and Al Ashriyyah Nurul Iman Islamic Boarding School students in Bogor Regency which includes: planning, organizing, implementing, evaluating, obstacles and solutions.

Results And Discussion

Planning

Planning is the earliest and overall function of management, as the setting of certain goals, procedures, budgets, and programs of an organization, with planning can set the goals of educational institutions, establish regulations and implementation guidelines, determine the necessary costs and the expected income of money obtained from the actions taken. The planning process which is a form of management of Darul Muttaqien and Al Ashriyyah Nurul Iman Islamic boarding schools is carried out well, with the aim that the ustad can guide the students well, so that the students are happy to get coaching, guidance and learning at the pesantren. The process of setting the formulation of goals by analyzing the results, carrying out learning evaluations, and formulating strategies to set these goals and targets. The planning process is the first thing that must be done in order to provide a clear picture of the academic implementation process. Starting from designing job descriptions, distributing to paying attention to needs in the coaching process. Basically, the academic department has tried to design in accordance with the main duties and academic responsibilities, the implementation is in accordance with the procedure. The development of the internalization of the value of local wisdom in the pesantren studied has

similarities in its planning pattern. In addition, the two Islamic boarding schools studied are

Islamic boarding schools located in Bogor. Planning is something that has been patterned, so coaching management planning consists of:

- a) Planning is carried out every semester starting with a meeting of Islamic boarding school leaders, a meeting of dormitory and homeroom teachers, and education staff. The meeting included formulating academic agenda planning for one semester.
- b) The resulting planning is then socialized to all elements in the pesantren including the students in it.
- c) Existing planning refers to the rules and regulations which are then translated into internal rules and policies by adjusting the vision and mission of the pesantren.

Organizing

The role of the Principal in organizing resources requires the organization of the school as a manager. The organizational structure of the Darul muttaqien pesantren and the Al Ashriyyah Nurul Iman pesantren is not much different from other school organizations because it refers to applicable government regulations, the only difference that is very striking is the working relationship between school committees in the form of partners. The school committee mentioned that the Principal has quite good managerial skills, especially in accessing extracting sources of assistance from above. On another occasion, the school committee also mentioned that the Principal's leadership style was quite democratic, transparent and participatory. The steps taken by the Principal in organizing school activities are divided into several stages as follows:

- a) The first stage is goal-oriented, where the goal is the basis of organization.
- b) The second stage is the distribution of work duties to each field of work he is assigned to.
- c) The third stage of grouping activities in a practical whole and homogeneous.
- d) The fourth stage is proportional and professional placement of personnel.

- e) The fifth stage is delegation of power in order to be able to function in accordance with the tasks of their respective fields.

Implementation

The implementation of internalizing the value of local wisdom in improving the character of students in Darul Muttaqien and Al Ashriyyah Nurul Iman is carried out more in the form of habituation. Santri from entering class until entering the dormitory is given habits that can shape their character and morals. Pesantren realizes that this process must continue until its character is formed both in the Pesantren, when it returns to its home and in the community. Therefore, the Pesantren in addition to establishing partnerships with committees, also always carries out monitoring through parents. In the context of the implementation of management of fostering the value of local wisdom of pesantren, Islamic values in the Qur'an and Hadith are used as a paradigm in the diagnosis of problems and the managerial decision-making process of the institution.

The principle of implementing the internalization of the local wisdom value development program in improving the character of students is strengthened by parenting programs and academic education programs. Based on the parenting program, there are five values developed in Darul Muttaqien which are also the objectives of character education, namely: Ubudiyah, aqidah, worship, morals, knowledge, and skills. While in academy education, student discipline can be seen from intra-curricular, co-curricular and extracurricular activities. The strategies carried out to educate students with noble moral character are carried out in example, training, habituation, supervision and committee. There are several reasons character education programs must go through parenting and academic education programs, namely:

- a) The parenting education program aims to educate students to obey dormitory rules both from waking up, bathing, cleaning rooms independently, prayer activities, and others outside class hours. The hope is that students will get used to doing disciplined things starting from small things for 24 hours.

- b) The academic education program trains students during co-curricular, intra-curricular, and extracurricular activities to be punctual in activities, perform their duties and functions and have a sense of responsibility.

The implementation of KBM Al Ashriyyah Nurul Iman Islamic boarding school combines the Salafiyah education system which refers to the discussion of classical books and the modern education system which refers to the curriculum set by the Ministry of Education of the Republic of Indonesia. Besides that, because education in this pesantren is laborintensive, students also learn to make bread, tofu, tempeh, soy milk soy sauce, egg noodles, how to sew, mineral water, animal husbandry, video animation, and computer assembly.

The curriculum that applies in formal schools (elementary, junior high, and high school) in the al Ashriyyah Nurul Iman Islamic boarding school is the 2013 curriculum. While the curriculum applicable in universities is in accordance with SN-DIKTI (National Higher Education Standards) as follows: First, the formal curriculum. This curriculum is reflected in the form of school curriculum documents, syllabus, lesson implementation plans (RPP), assessment forms and learning references. Second, hidden curriculum. This curriculum is different from the formal curriculum, which is interacting physically, personally, and socially between students and teachers in the school environment. Third, informal curriculum. This curriculum is in the form of student activities such as sports, self development, journalism, pencak silat, discussion groups and so on. This curriculum can be called an extra curriculum. While the salaf curriculum is based on the study of the yellow book covers, the fields of the Qur'an (Tafsir and Tajweed), hadith and usul al-hadith, Aqidah, Akhlak and Tasawwuf, Fiqh and usul al-fiqh, Lughah (Grammatical and Practical). The curriculum is explored to instill the values of local wisdom and character.

Then the results of the research can be seen that the implementation of internalization of the value of local wisdom in the two pesantren in its implementation is still not optimal and continues to be refined so that a

comprehensive evaluation is needed with the aim of implementing the development really runs in accordance with the expectations of all parties. Optimization and hard work from educators and from the care of students in carrying out character development are very necessary, starting from the ability of educators to develop syllabus and lesson plans, integrate the values of local wisdom into all subjects to implement them in daily life.

Evaluation

In relation to fostering the internalization of the value of local wisdom in pesantren, that evaluation is one of the activities to find out the realization of personal behavior of pesantren and whether the level of achievement of educational goals is as expected, then from the results of the evaluation whether improvements are made. The implementation of the evaluation of the activity program carried out is carried out periodically, based on the results obtained during the implementation of school activities. The next stage.

Accountability of the school accountability report once every year at a plenary meeting with parents of students.

Based on the research findings, that the evaluation of the management of internalization of the value of local wisdom carried out by Darul Muttaqien and Al Ashriyyah Nurul Iman technically, the principal and dormitory principal made and compiled planning and programming that could be implemented by the students as details of their superiors' policies. Planning and programs should be clearly and clearly written and easily accessible to students. Planning and programs must have a field person in charge who will monitor the extent of implementation. With monitoring a program will be easy to evaluate.

All programs launched and implemented by Pesantren Darul Muttaqien and Al Ashriyyah Nurul Iman must go through the evaluation stage. There are two kinds of evaluations, namely academic evaluation and parenting evaluation. Academic evaluation involves learning process activities in Islamic boarding schools while parenting evaluation is an evaluation of students during dormitory

activities. Academic evaluation is carried out by subject teachers in each chapel in KBM activities, while parenting evaluations are carried out by foster teachers focusing more on evaluating the behavior of students during dormitory activities from sleeping to waking up early to performing morning prayers in congregation. All evaluation activities both academically and nurturing are supervised by kyai.

Through these two evaluations, the evaluation will be able to find deficiencies in the implementation so that in the future it can be improved to be better than before. Each leader must be able to evaluate his part periodically. This evaluation has indicators and measurability that have an impact on achieving the vision of the institution. If an institution never conducts an evaluation, then the institution will never know where the journey of the institution has reached to achieve the agreed vision. Evaluation can determine the policy direction of an institution and its achievements so that it can identify right and wrong.

The educational evaluation system implemented in Darul Muttaqien and Al Ashriyyah Nurul Iman refers to classroom-based assessment that emphasizes the principles of sustainability and meaningfulness of learning evaluation. Competency tests which include written tests (cognitive), performance tests (psycho motor), and attitude observation (affective) are educational evaluation systems that ensure the production of competitive graduate quality.

Supervision and evaluation are carried out by the leaders of Islamic boarding schools or principals by studying the evaluation results reports from all ustad as coaches who then follow up with the procurement of facilities and media needed, and conduct guidance to the ustad to make reports and evaluations of students related to student learning outcomes. Leaders of Islamic boarding schools, principals and heads of student care, as leaders in the organization have plans to carry out the program in an organized manner. So to find out the extent of the success of the program needs to be evaluated. The values developed at Darul Muttaqien Islamic Boarding School and Al Ashriyyah Nurul Iman are very thick with

Islamic values based on the Qur'an and al Hadith.

Obstacles

The program implementation process does not rule out the possibility of obstacles faced that hinder the achievement of the expected goals including:

- a) Lack of socialization of the coaching program so that it makes it less able to improve the positive character of santri as expected
- b) Inadequate facilities and infrastructure for student activities that continue to be perfected, considering the many unmet needs and must be prepared to support education and learning development.
- c) Lack of human resources such as the lack of coaches both in student dormitories and in the classroom to complete academic work, as well as caregiving, in carrying out educational and teaching activity programs in class as well as coaching and nurturing students in dormitories and continues to be improved.
- d) Santri outside the cottage has a bad influence on students who live in the cottage so that the difficulty of managing students must make a formula to manage that can embrace all of them, so that in coaching there is leveling, sorted according to their abilities.
- e) Limited time to monitor the behavior of students outside of coaching, but the process here continues to roll 24 million from going to bed until going back to sleep.

Solution

In coaching there are always obstacles to achieve goals, but there are solutions to overcome them, namely:

- a) To overcome the limitations of its infrastructure, the pesantren has a solution to add and develop adequate facilities to meet the needs of educational, teaching, coaching and nurturing activities for student dormitories.
- b) Socializing the Pesantren program based on local wisdom to the parents of students, so that parents of students can understand and support the implementation of character

building activities, all of this is done before children enter the pesantren.

- c) Improve the quality of human resources by providing trainings to teachers or ustad to improve competence.
- d) The example of leaders, coaches, caregivers and ustad is very important and socialization about fostering the internalization of the value of local wisdom there are alternative additional activities in pesantren.
- e) Building networks and partnerships of pesantren can be built with stakeholders and other parties in accordance with their fields and values of pesantren.

Recommendations

1. To the leadership of the Pesantren or the Principal recommended as follows:
 - a) Planning is recommended to be supported by adequate teacher resources so that the increase in teacher resources and competencies can increase by conducting periodic training to produce continuous improvement
 - b) Pegorganusasian should conduct a job analysis in advance so that the placement is appropriately proportional to professional
 - c) Implementation should pay attention to the resources owned in order to achieve effectively and efficiently.
 - d) Evaluation is recommended to pay attention to the results obtained during implementation so that the character building program improves.
2. To the Ustadz or teachers recommended as follows:
 - a) We recommend that we continue to remind competencies, both pedagogic, social, personality and professional competencies.
 - b) In carrying out duties as an educator, it should be based on a sincere attitude, developing creativity and innovative.
3. The government (Ministry of Islamic Education) is expected to provide full support in improving the quality of teacher competence through strengthening training on character education development and drafting regulations in favor of pesantren.
4. Santri is expected to be motivated to improve and actualize local wisdom values

in everyday life, because the value of local wisdom of pesantren becomes a concept that is created and maintained, namely, the value of strengthening faith, because this faith underlies all human behavior that is preserved from waking up to going back to sleep.

5. Researchers Furthermore, it is expected to continue further research by developing available data as well as formulating more integrated studies, improving management, fostering, internalizing the value of local wisdom in improving the character of positive and independent students, both academically and in dormitory care.

Conclusions and Research Products An

Conclusion

Management coaching internalization of the value of local wisdom in improving the character of students basically shows that the existing management is quite good from the stages of planning, organizing, implementing or mobilizing, and supervising or controlling, as management theory from George R. Terry. In general, the management of this coaching is oriented to the vision, mission, and goals that must be realized at a certain period of time through the analysis of the resources owned by the Pesantren, both human resources and other resources, so that the achievement of the goals of the Pesantren can be realized properly.

Model Visualization

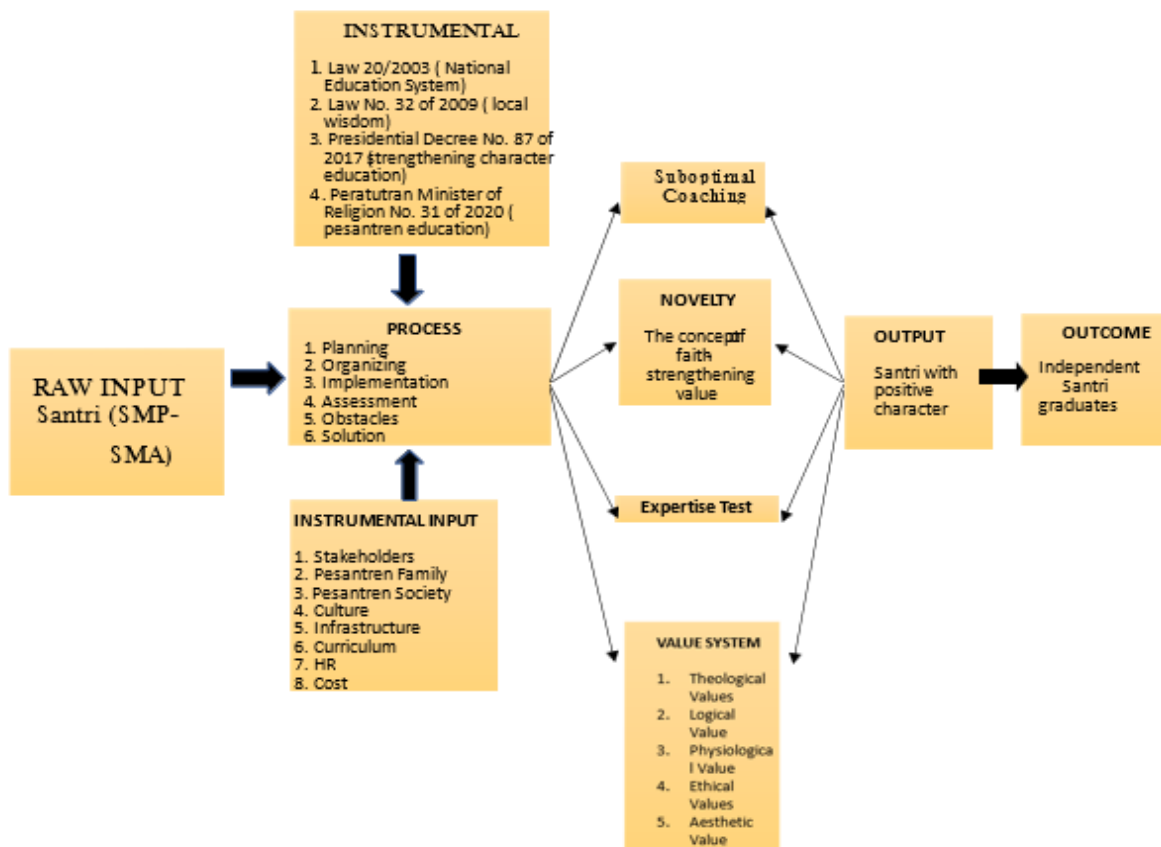


Figure 5.1 The Value Model of Local Wisdom of Pesantren as a Value of Strengthening Faith underlies all human behavior

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