

# Examining Human Resources Management Issues in Pondok Pesantren Daarul Ukhuwah (PPDU) Malang

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**Abstract** This study aims to explain the problems which occur in Pondok Pesantren Daarul Ukhuwah (PPDU) Malang regarding human resources management. PPDU, like another pesantren in Indonesia intends to obtain knowledge from both religious subjects and modern 'secular subjects'. This program is implemented by mixing educational system in PPDU, which is essentially must be managed and regulated to produce good quality education through developing professional human resources management. However, various problems have emerged since the pesantren insists in maintaining its moral and ethical standards rather than developing professional human resources management. Using qualitative method this study shows that the poor principle and values of professional in PPDU resides in two main factors, namely the informal human resource selection and management and charismatic leadership in pesantren, affecting the learning objectives achievement in the pesantren.

**Keywords:**

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## 1. Research background

Pesantren is a place for educative tradition that sees compatibility between religious teachings and 'modern' knowledge (Tan, 2014). It is believed as the prominent way for pesantren to adapt to social changes and in response to problems occurred in pesantren (Azra & Afrianty, 2005; Satria, 2016; Suradi, 2018; Zainal, 2016). To concretize this idea, pesantren created 24 hours learning method where students learn both non-religious subjects such as mathematics, physics, English, etc. and religious subjects as fiqh, tajwid, etc., during and outside the official school hours.

Pondok Pesantren Daarul Ukhuwah (PPDU) is one of hundreds of modern Islamic boarding schools in Indonesia which try to combine religious

and non-religious knowledge. It was founded in 2009 and located in Malang. This pesantren has a vision of "Making Daarul Ukhuwah Islamic Boarding School (PPDU) as a place of worship as well as a role model of Islamic education center that educates the godly generation who are ready to guide the people toward God's blessing in a solid order, promoting unity and avoiding disunity. This vision then is simplified in a tagline "Producing Ulama Fighters".

To achieve this vision, the founders of PPDU adopted a government curriculum and the Gontor Islamic Boarding School curriculum called Kulliyatul Mua'llimin Al-Islamiyah (KMI) (Ismiasih, 2019). KMI itself is a learning model that emphasizes the use of Arabic and English in daily

conversation and 24 hours learning activities both at the boarding school and at the school where religious and non-religious lessons are taught simultaneously at a tiered level (Isbah, 2016; Fasa, 2017). The added value of this integrated system of formal, informal, and non-formal education are the effectiveness of moral and mental inculcation towards the students (Zarkasyi, 2015).

Since the success of educational processes depend mostly on educators, pesantren needs human resources with a mastery of not only religious knowledge but also general knowledge and technological skills (Daulay, 2017; Ismiasih, 2019). Ideally human resources are provided based on a good human resource management in order to achieve the pesantren learning objectives. This process starts from the selection to accept or reject the applicants so that the pesantren getting the most qualified and most appropriate educators (Rafiei & Davari, 2015). Besides selection, the effectiveness of human resource management in education essentially is also concerned with the three major issues namely i.e. assessing the need for staff, satisfying the need for staff and maintaining and improving the staff services. The shortage or poor management of teachers reduces the extent to which the curriculum can be delivered effectively (Omebe, 2014).

As an educational institution striving to develop a modern educational system while maintaining its "traditional" characteristics which often contradictory to each other, it is interesting to analyze the learning objectives achievement in PPDU through the framework of human resource management perspective. Learning from the experience of human resource management at PPDU this

paper seeks to analyze 1. what are the essential principles in teacher's recruitment in PPDU? 2. Do the management of teachers attain the PPDU learning objective?

## 2. Research method

This study employed descriptive qualitative research methods which seeks understanding and exploring a social or human problem instead of generalizing data using numbers (Creswell, 2009). Qualitative data were obtained by using observation data collection techniques, in-depth interviews and documentation by using journals, pesantren documents, internet sources, books, etc. In this study, informants were selected based on certain criteria predetermined by the researcher to obtain data depth. In-depth interviews were conducted with boarding school leaders, school principals, teaching staffs, alumni, and students in the pesantren. Researchers also participating in teaching and learning activities in boarding schools. To avoid the researchers' subjective biases, the researchers used a data validity technique known as the triangulation of methods and sources. The data generated is then analyzed using a method developed by Miles and Huberman which includes data reduction, data display, and condensation (Sahid, 2011).

## 3. Results and Discussion

### 3.1 Human Resources in PPDU

To ensure the learning objectives achievement, PPDU distinguishes two types of teachers, called teacher and caregiver. Teacher are teachers who work as instructors at schools and accompanying students when Teaching and Learning Activities (KBM) takes place. While the caregiver is a teacher who teach at school as well as accompanying students for 24 hours in the boarding school, they usually called

as ustad/ustadzah. Teachers do not stay in boarding schools while caregivers are

every single caregiver has responsibility for 37 santri. This makes the supervision

**Table 2.** Data of PPDU Educators

Educational level	Majors	Number	Background	
			PPDU Alumni	Not PPDU Alumni
S2	Education Management	1		✓
S2	Chemistry, Arabic, Syari'ah	3	✓	
S1	The Science of Hadith, Social Education, Civic education, Psychology, Economy, Education Management, Indonesian Language Education, English language education, Mathematics, Natural Sciences Education	15		✓
S1	Islamic education, <i>Syari'ah</i> , Islam, Mathematics education	8	✓	
D3		1		✓
SMA		2	-	-
	Total	30	11	19

Source: PPDU Administration Data, 2018

required to be in boarding schools for 24 hours. Caregivers in the Islamic boarding school usually are people who provide care to students and replace the role of parents while teach Islamic-based norms so that later students can live in harmony with the environment (Diniyah & Mahfudin, 2017; Rofi'ah).

The task of caregivers is thus far more difficult than teaching staff because beside teach at school, caregivers must address problems faced by students, guide activities outside formal school, disciplining students and supervising student activities in boarding schools. In general, a caregiver responsible for managing intra-curricular, co-curricular and extra-curricular activities. The following are the data of PPDU caregivers (Table 1).

According to Kyai, PPDU leader, ideally every one caregiver has responsibility for the care of 10-12 students. With the number of students or santri reaching 663 in 2018, the ratio of caregivers: santri is 1:37, it means that

of caregivers to santri in PPDU is not optimal. In addition, the lack of caregivers causes the burden of supervision up to 4 times. For example, in the implementation of memorizing Qur'an, ideally every 1 ustad guides 10-12 students, however because the ratio of students is quite high, one ustad guides 37 students, almost 4 times the ideal load.

Meanwhile, the teachers are only obliged for intracurricular activities which are more related to teaching and learning activities in formal schools which is using government curricula. The following is the data of teaching staff in PPDU (Table 2).

Of the 30 educators above, 3 are assigned for administration and are not given responsibility for teaching and learning activities in class, practically PPDU only has 27 (teaching staff. If added together the total number of teachers and caregivers in PPDU is 45 people (27 educators + 18 caregivers). With the number of students reaching 663 per 2018, the ratio of teachers to

students is 1:15, meaning that one teacher has responsibility for 15 students (PPDU Administration Data, 2018). Because the ratio of teachers to students in PPDU is quite high, the level of teacher supervision on students is not optimal.

### 3.2 Human Resource Management and its Problems

Recruitment is a series of activities to find job applicants who has motivation, ability, expertise, and knowledge, and each institution has different purpose(s) which corresponds with the requirements and recruitment guidelines (Hariandja, 2002). In pesantren, the applicants should not only have the ability to enrich students with knowledge-based science but also improve moral and attitude, respect spiritual and humanitarian values (Suradi, 2018).

In PPDU the educators and the caregivers who are recruited must meet a minimum academic qualification of bachelor degree (S1). Additionally, caregivers should have not been married yet, active in English and Arabic and having experience living in Islamic boarding schools. While the additional requirements for educators are not smoking, being able to follow Islamic training routine, being able to serve (not just working to earn money), and being able to be role models. These additional requirements make it is difficult for PPDU to obtain human resources. For this reason, PPDU does not have a strict written rule yet or Standard Operating Procedure (SOP) for recruitment because it will be increasing difficulty of getting human resources.

The recruitment and selection of human resources in PPDU is mostly done in an informal way. The recruitment

and selection results are determined by Kyais' subjective opinion as a central figure in the boarding school. The attitude of the applicant(s) who is appropriate or not in accordance with the culture of the pesantren and the level of dedication are the most determinant factors during selection process. At the beginning, PPDU does not even need special documents such as application letters, curriculum vitae, diplomas, etc. for prospective teachers. As a statement from one of the PPDU alumni who currently teaches at PPDU as follows:

*"I was also a not paid teacher, because I was asked by Kyai my plan after finished the school. And I answered that I still wanted to devote myself to pesantren, and was immediately accepted without any conditions"*

Since the beginning, pesantren believes that working in the pesantren is not only based on professionalism alone but it also contains spiritual dimension, working is a manifestation of worship to God. With sincere attitude toward religious values, it is hoped that all the education staff will imprint upon each student's behavior. And to ensure the staff in accordance with the pesantren spirit, PPDU prefer to recruit teachers and caregivers who are graduated from Islamic boarding schools because the depth of religious knowledge, personality, and piety in religion is more guaranteed than those who are not graduated from Islamic boarding school. Prospective staffs who did not graduate from pesantren will be explored in more complete profiles to ensure the feasibility of becoming a teacher or a caregiver in pesantren (Haromain, 2013).

In more detail, PPDU conducts informal recruitment by doing the following: First, recruitment based on the

recommendation of senior teachers who have long served in PPDU, this method often being used to find the most eligible prospective caregivers. Second, recruitment using kinship relationships, this method often being used to find the teachers. Third, recruitment based on Gontor alumnus and graduates from Saudi Arabia, a school where Kyai used to study. Fourth, recommendations from Kyai's friend. Fifth, recruitment based on political relations due to the similarity of political parties' preference, Kyai and some figures in the pesantren are actively involved in the political activities. Sixth, social relations originating from the Indonesian Da'i Association (IKADI) where Kyai is the head of the organization.

The non-formal recruitment system which focuses more on sincere service raises several problems in PPDU. First, the PPDU human resource management does not require the applicants to conduct micro teaching, a test used to determine a person's initial ability to teach, which resulting in teacher's lack of ability to deliver material in the class. In addition, this non-rigorous selection produced the teacher and the caregivers who did not master Arabic and English, creating condition where PPDU's goal of equipping students with foreign language skills was not achieved.

Second, some teaching staffs teach subjects that are not related to their academic degree. Some educators who came from religious major teach social studies because PPDU lacks educators from social sciences background. This causes the depth of material taught to students is not optimal. Third, some educators with no bachelor degree, recruited because of their desire to serve pesantren in one hand and the need of human resources in pesantren,

preoccupied with their lecturing activities. This create a situation where pesantren lost its human resources within a certain time of period and intensify other teacher burden in the class.

Fourth, the recruitment and selection system that emphasizes sincere devotion does not necessarily making both educators or caregivers have strong commitments in achieving pesantren learning objectives. Some educators, for example, leave the class without official permission for unknown purposes. Some other getting official permission to leave class in a sudden. In addition, it is common for caregivers to leave the boarding school at night or return to their hometowns without permission from Kyai. Both of these things make the learning process in the class and the student supervision in the boarding school do not optimal.

Beside recruitmen and selection process, learning objectives will be attained if the human resource management performs 3 factors; the need for staff assesment, satisfy the need for staff and maintain as well as improve the staff services. However, there are problems in providing these factors. First, the need for certainty and security of work in the pesantren is not fulfilled because there is no formal contract between PPDU management with caregivers and educators, making caregivers and educators could resign from work easily. Whilst formal employment contracts should be provided to emphasize the rights and obligations of employers and workers such as breaks and official holidays, the amount of salary and benefits, the work obedience, the work rules, etc. (Jatmika, 2008).

Second, financial needs cannot be obtained by working at the pesantren. Some competent educators rarely stay at work because their abilities are not valued through the provision of appropriate salaries. Wages given to teachers and caregivers in the pesantren are relatively low, causing the low enthusiasm of the teachers or caregivers to carry on their obligations. Although material end was not the initial purpose of teaching, but the economic needs cannot be ignored. Daulay (2017) in his findings stated that financing institutions of Islamic education in general came from the public, unless the Islamic educational institutions of the country. The ability of people to pay through tuition is very limited, because the cost of which was obtained by private Islamic educational institutions is lacking.

Third, the need of clear division of labour along with its scope of responsibility is not addressed by the pesantren management. This causes conflict between teachers and caregivers since their function often overlapped. When such problem occurs e.g. students commit violations, it is not clear whether educators or caregivers who will be responsible handling the case. Fourth, the need for a sense of justice from the Kyai as the leader is not obtained. There was a serious violation by santri reported by a caregiver to the Kyai in the hope they get punishment they deserve. However, since the santri having familial relationship with the Kyai, there was not any law enforcement. In the end, the caregivers' function does not function optimally since their meet of appreciation does not meet with the reality.

### 3.3 Overcoming the Problems

Various problems come because the informal recruitment system is realized by the leaders and administrators

of pesantren. To compensate for the less stringent recruitment system which has an impact on the inability of teachers to teach, the boarding school is making efforts to develop teacher capacity by including various types of training for teachers conducted by the Office of Education. Another way that has been carried out by this boarding school is to present a mentor who can guide the teachers both religious and religious teachers in making learning designs (RPP and others). In which, this training is held once a week on Sundays. There all the teachers gather and are guided in making learning plans.

In addition, to get teachers and caregivers who have the motivation to educate students properly, Islamic boarding schools routinely organize routine coaching that serves to equate *fiqroh* (the same Islamic perspective), the formation of the morals of the teachers and improve the Qur'an. This method is a step taken to overcome teachers or caregivers who do not carry out the duties and obligations assigned to them. With this routine coaching, teachers and caregivers who feel less fulfilled their needs both in terms of economy and in terms of work security can be controlled so they can return to carrying out their duties and obligations.

In addition, the leadership also provides a bag of rice (5 kg) for the cleric who get married. The giving of rice is one of the forms of attention given by the cottage to the clerics to help meet their daily needs. Although it is not really enough, but efforts to help it already exist. All religious teachers who are married and those who are not yet married, the pondok provides *kafalah* (wages) to help meet the needs of others such as the need for transportation and so on. This is an attempt by Islamic

boarding schools to address the insufficient economic needs of teachers and caregivers because working in Islamic boarding schools is based more on service than economic orientation.

#### 4. Conclusion

Based on the studies above, the researchers will highlight some key elements in terms human resource management in pesantren. Caregivers and educators in Islamic boarding schools are recruited, selected and bound based on organizational commitment which devoted to the noble goals of an organization where they belong. This devotion goes beyond the limits of transactional relationship between workers and employers. However, many problems occurred when caregivers and educators who are an important part of the success of learning objectives in pesantren are only selected and bound because of their belief in the pesantren's noble goals and not through a rigorous selection process. In addition, when educators do not meet various kinds of material and non-material needs the learning process at the pesantren will be disrupted and the learning objectives will not be easily achieved. Therefore, it is important for pesantren to develop human resources management through good planning, organizing, ordering, coordinating and supervising as an effort to ensure that the educational goals at the pesantren are achieved.

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