



Research Article

Implementation of Organizational Management in Pesantren Educational Activities: A Case Study at Pesantren Bina Insani, Yogyakarta

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Abstract. This research explores implementing organizational management within educational activities at Pesantren Bina Insani in Yogyakarta. The study analyzes how effective management practices influence the academic outcomes and overall functioning of the pesantren, a traditional Islamic boarding school in Indonesia. Data was collected via interviews, observations, and document analysis through a qualitative case study approach. The findings reveal that effective organizational

management is crucial in facilitating a conducive learning environment, enhancing student engagement, and promoting the professional development of educators. Key management strategies identified include structured planning, clear communication channels, and active involvement of stakeholders in decision-making processes. The study concludes that successfully implementing organizational management principles significantly contributes to the quality of educational activities in pesantren settings. Recommendations for improving management practices in similar institutions are also discussed, emphasizing the need for continuous evaluation and adaptation to meet the evolving educational demands. This research contributes to the broader understanding of how organizational management can enhance educational effectiveness in Islamic boarding schools, providing valuable insights for educators, administrators, and policymakers.

Keywords: Organization, Management, Educational Activities, Pesantren, Academic Outcomes.

INTRODUCTION

Organizational management is a crucial aspect of running any institution or organization, including religious-based educational institutions such as pesantren.¹ Pesantren plays a significant role in character and religious education, as well as in shaping a generation with high integrity and responsibility. In the context of pesantren, organizational management becomes a determining factor in achieving desired objectives, including quality education, human resource management, financial management, and facility management.²

As an Islamic educational institution, pesantren has characteristics that distinguish it from other educational establishments. In addition to serving as a place for acquiring knowledge, pesantren emphasizes the development of character and spirituality among its students. In its operations, pesantren combines two essential components: religious education based on traditional Islamic texts (*kitab kuning*) and general education aligned with the national education system. Effective management is necessary to ensure smooth administration, foster good relationships among stakeholders, and achieve the pesantren's vision and mission.³

One of the key aspects of advancing an educational institution is improving organizational management and the educational system. These three elements strengthen the institutional foundation established from the beginning. The improvements made require the involvement of various supporting elements that contribute to the execution of activities. These elements provide input, reinforcement, and in-depth evaluation for the sustainability of the institution.⁴

¹ Riyan Sisiawan Putra and Oki Safitri, "Manajemen Organisasi Santri Dalam Mewujudkan Pondok Pesantren Jagad 'Alimussirry Yang Lebih Bersih, Sehat, Dan Aman," *Jurnal Bakti Kita* 04, no. 02 (2023): 89–103.

² Faruq Tri Fauzi, "Manajemen Organisasi Pondok Pesantren," *Edukasi: Jurnal Pendidikan Islam* 1, no. 1 (2013): 75–91.

³ Naufal Ahmad Rijalul Alam and Fajar Rachmadhani, "The Practice of Science and Religion Integration: Students' Perspective on Muhammadiyah Pesantren," *At-Ta'dib* 16, no. 2 (2021): 180, <https://doi.org/10.21111/at-tadib.v16i2.6896>.

⁴ Zaedun Na'im, "Manajemen Pendidikan Islam Sebagai Disipin Ilmu," *Jurnal Evaluasi* 1, no. 2 (2018): 223, <https://doi.org/10.32478/evaluasi.v1i2.74>.

Whether in formal or non-formal educational settings, whether part-time or full-time, all require improvements in organizational management, particularly in strengthening the educational system.⁵ One essential component to consider in the improvement process is the resources and activities undertaken. These two components are vital pillars that safeguard the quality and existence of the institution, linking various other components together. The relationships formed are not limited to the institution's internal dynamics but also extend to the surrounding community.⁶

One institution that must continuously engage in management improvements is the pesantren. As the oldest Islamic educational institution in Indonesia, pesantren has historically played a pivotal role and has consistently produced individuals capable of thriving in diverse societal conditions while maintaining their independent identity. Pesantren remains steadfast in its commitment to Islamic teachings, regardless of location or the tasks it undertakes.⁷

The presence of pesantren remains significant in society today, as its unique character enables it to address the changes occurring within the community, particularly in terms of environmental management.⁸ Pesantren education has proven capable of nurturing and processing the potential within its system, successfully producing leaders both within the pesantren and in the broader society, from the past to the present. It is essential for pesantren and society to integrate and foster harmonious relationships between the students (santri), the leaders (kiai), and the wider community, ensuring positive interactions that benefit all parties involved.⁹

The organizational management of pesantren involves several key aspects, including planning, organizing, implementing, and overseeing activities. In this context, the role of the pesantren leader, or kiai, is crucial in determining the direction and objectives of the institution. Additionally, other managers, such as teachers, administrators, and the students themselves, also play vital roles in achieving these goals. The human resources involved must possess the necessary capacity and skills to meet the needs of the pesantren, thus supporting the implementation of its programs.¹⁰

⁵ Umar Sidiq, "Pengembangan Standarisasi Pondok Pesantren," *Nadwa; Jurnal Pendidikan Islam* 7, no. April (2013): 19.

⁶ M.H. Matondang, *Kepemimpinan: Budaya Organisasi Dan Manajemen Strategik* (Yogyakarta: Graha Ilmu, 2008).

⁷ Adi Fadli, "Pesantren: Sejarah Dan Perkembangannya," *EL-HIKAM: Jurnal Pendidikan Dan Kajian Keislaman* 5, no. 1 (2012): 29-42.

⁸ Abdul Basyit, "Perkembangan Pendidikan Islam Di Indonesia," *Rausyan Fikr* 14, no. 1 (2018): 155-71.

⁹ Muhammad Latif Fauzi, "The Roles of Kyai and Pesantren in Preserving Islamic Tradition and Negotiating Modernity Muhammad Latif Fauzi IAIN Surakarta - Indonesia," *Journal of Indonesia Islam* 06, no. 01 (2012): 125-44.

¹⁰ Muhammad Imam Khaulid and Addullatif Sabudin, "Peran Kepala Pesantren Dalam Manajemen Organisasi Di Pondok Pesantren Bahrul Huda Tegaldlimo Banyuwangi," *Jurnal Manajemen Pendidikan Islam Darussalam* 3, no. 2 (2022): 239-52, <https://doi.org/10.30739/jmpid.v3i2.1319>.

The organizational management system of pesantren consists of several interconnected components, including financial management, human resource management, curriculum management, and facility management.¹¹ Each of these components has distinct tasks and responsibilities that must be managed effectively. Financial management in pesantren is particularly important, as finances serve as the resource supporting various operational activities, such as teacher salaries, operational costs, facility procurement, and others. Most pesantren rely on donations from the community and the parents of students, making transparent and accountable financial management crucial to maintaining trust and ensuring the sustainability of operations. Pesantren must manage their funds wisely, allocate budgets according to needs, and conduct regular audits.¹²

Human resource management in pesantren is also of paramount importance. Teachers or ustaz must possess the required quality and competence in the subjects they teach. Furthermore, human resource management includes recruitment, training, and career development for the administrators of the pesantren.¹³ In addition to teaching, pesantren administrators must be involved in administrative tasks and decision-making processes related to the sustainability of the institution. Through effective human resource management, pesantren can create a productive and conducive environment for the development of its students.¹⁴

The curriculum of pesantren, which integrates both religious and general education, must be managed effectively to provide a balanced learning experience for the students. The curriculum should be adapted to the evolving times and societal needs, while maintaining the religious core that is central to the pesantren's educational mission.¹⁵ Curriculum management involves the planning, development of content, and evaluation of learning outcomes, all aimed at improving the quality of education. The management of pesantren facilities also plays a crucial role in creating an environment conducive to learning. Facilities such as classrooms, dormitories, libraries, and prayer rooms must be well-managed to maximize their use.

¹¹ Lusi Safitri and Rahmat Hidayat, "Manajemen Organisasi Pendidikan Pondok Pesantren," *TARTIB: Journal of Islamic Educational Management* 1, no. 1 (2022): 22–29, <https://doi.org/doi.org/10.62824/jy836976>.

¹² Heli and Qiqi Yuliati Zaqiyah, "Manajemen Organisasi Santri Di Pondok Pesantren," *Jurnal Isema : Islamic Educational Management* 1, no. 2 (2016): 1–11, <https://doi.org/10.15575/isema.vi12.4987>.

¹³ Mukhlison Effendi, "Pengembangan Sumber Daya Manusia Dalam Meningkatkan Citra Lembaga Di Lembaga Pendidikan Islam," *Southeast Asian Journal of Islamic Education Management* 2, no. 1 (2021): 39–51, <https://doi.org/10.21154/sajiem.v2i1.40>.

¹⁴ Lusi Safitri and Rahmat Hidayat, "Manajemen Organisasi Pendidikan Pondok Pesantren," *TARTIB: Journal of Islamic Educational Management* 1, no. 1 (2022): 22–29, <https://doi.org/doi.org/10.62824/jy836976>.

¹⁵ Chusnul Azhar and Cahyo Budiyanoro, "Pengembangan Manajemen Kurikulum Pendidikan Kader Di Pondok Pesantren Asy-Syifa' Muhammadiyah Bantul," in *Prosiding Seminar Nasional Program Pengabdian Masyarakat* (Yogyakarta: Universitas Muhammadiyah Yogyakarta, 2021), 1179–84, <https://doi.org/10.18196/ppm.35.107>.

Additionally, the maintenance of these facilities is an integral part of pesantren's organizational management that cannot be overlooked.¹⁶

The management of the pesantren organization is closely linked to the educational activities within it. These educational activities are vital for character development and religious learning within Indonesian society. As a religious-based educational institution, pesantren not only imparts Islamic knowledge but also serves as a center for the development of social, cultural, and moral values aimed at shaping a quality generation.¹⁷ In this context, pesantren plays a pivotal role in equipping its students with religious knowledge that can be applied in daily life while strengthening their relationships with God, the community, and their environment. Through various educational activities, pesantren contributes directly to the formation of individuals with deep spiritual, intellectual, and social awareness.¹⁸

Education in pesantren is carried out through a combination of intensive Islamic teachings using classical texts (*kitab kuning*) and general knowledge aligned with the national curriculum. Pesantren does not solely focus on theoretical learning but also on practical life experiences, such as embracing a simple lifestyle, honing life skills, and fostering interpersonal relationships. Moreover, education in pesantren is closely linked to the creation of a community grounded in Islamic values, with the goal of enabling students to implement religious teachings in their social lives. Educational activities at pesantren often include regular religious study sessions, skills training programs, and social activities, making pesantren a center for community empowerment.¹⁹

According to data from the Ministry of Religious Affairs of the Republic of Indonesia, by 2023, Indonesia has over 28,000 pesantren spread across the archipelago, with more than 4.5 million students. This reflects the critical role of pesantren in the Indonesian education system, particularly in shaping future generations with strong religious insights and competence across various fields. Furthermore, this data demonstrates that society continues to highly value the religious education provided by pesantren. As the number of pesantren continues to grow, they play an increasingly integral role in religious education and contribute to the broader social structure that shapes Indonesia's identity.²⁰

One example of a pesantren with effective management and strong community relations is Pesantren Bina Insani Yogyakarta. Established in 2005, this

¹⁶ Ahmad Khoiri, "Manajemen Pondok Pesantren Terhadap Perkumpulan Santri Kedaerahan," *Dinamika Penelitian: Media Komunikasi Sosial Keagamaan* 17, no. 2 (2017): 331-52, <https://doi.org/10.21274/dinamika.2017.17.2.331-350>.

¹⁷ AM Saifullah Aldeia and Israpil Israpil, "Entrepreneurship and Independence in Islamic Boarding School (Study of Entrepreneurship Management At Mbs Prambanan)," *Al-Qalam* 27, no. 2 (2021): 265, <https://doi.org/10.31969/alq.v27i2.989>.

¹⁸ Rihan Sisiawan Putra and Oki Safitri, "Manajemen Organisasi Santri Dalam Mewujudkan Pondok Pesantren Jagad 'Alimussirry Yang Lebih Bersih, Sehat, Dan Aman,'" *Jurnal Bakti Kita* 04, no. 02 (2023): 89-103.

¹⁹ Muhammad Idris Usman, "Pesantren Sebagai Lembaga Pendidikan Islam," *Al Hikmah* XIV, no. 1 (2013): 101-19.

²⁰ Kementerian Agama Republik Indonesia, "Tingkat Sebaran Populasi Pondok Pesantren," EMIS PD-PONTREN (Jakarta, 2022), <https://emispendis.kemenag.go.id/pdpontrenv2/Sebaran/Pp>.

pesantren is located on the outskirts of Sombangan village, Moyudan, Yogyakarta. The pesantren excels not only in Islamic education but also in serving and improving the welfare of the surrounding community.

RESEARCH METHODS

This qualitative article employs a case study approach conducted at Pesantren Bina Insani, located in the outskirts of Yogyakarta. The selection of this pesantren was based on its role in educational and socio-religious activities within rural communities. The participants in this study include the pesantren leader (T), manager (R), head of Madrasah Diniyah (S), and members of the surrounding community (BD, WA). Data collection was carried out using three methods: 1) observation to directly observe the research subjects, 2) interviews through dialogue to gather information from the pesantren leadership, management, and educators, and 3) documentation, involving the collection of written materials such as letters, diaries, reports, and other supporting documents relevant to the research.²¹

Data analysis was conducted during and after data collection, using an interactive approach that continued until sufficient data was gathered. The qualitative research cycle consists of four stages: data collection (gathering relevant information narratives), data reduction (summarizing and selecting key points), data presentation (through narrative or visualization), and drawing conclusions (which may evolve based on subsequent data). Each stage is interconnected, ensuring a thorough and systematic analysis.²²

Table 1: Respondent Interview Themes

No	Aspect	Interview Theme	Description	Respondent
1	Planning	Vision and Mission of the Pesantren	Explanation of the vision and mission of the pesantren in the context of organizational management	T
		Program Planning Process	Description of the process involved in planning the programs at the pesantren, including	T

²¹ John Creswell, *Qualitative Inquiry and Research Design* (London: SAGE Publications, 2007).

²² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed. (New York: SAGE Publications, Inc, 1994).

		education, social activities, and development	
	Resource Management	Planning related to the management of available resources, including finances and human resources	T, R
2	Organizing		
	Organizational Structure of the Pesantren	Overview of the pesantren's organizational structure and the division of tasks and authority	R
	Division of Tasks and Responsibilities	How tasks are divided among the leadership, caretakers, and students in the pesantren's organization	R
	Stakeholder Involvement	The involvement of external parties or the community in the organization of the pesantren.	BD, WA
3	Activity		
	Educational and Teaching Programs	Explanation of the educational and teaching programs implemented, both formal and non-formal	R, S
	Social Activities and Community Service	Types of social activities carried out by the pesantren to empower the surrounding community	T, R, S, BD, WA

		Student Mentoring and Development	The process of mentoring and developing students in spiritual and intellectual aspects	R
4	Evaluation	Program and Activity	How the evaluation process of programs and activities is conducted at the pesantren, and the indicators of success	T, R, S
		Evaluation Role of Evaluation in Decision-Making	How evaluation results are used in planning and improving the management of the pesantren	R
		Challenges in Evaluation and Improvement	Challenges faced in conducting evaluations and the corrective actions taken	R

RESULTS AND DISCUSSION

Planning, Vision, Mission, and Resource Management at the Pesantren

The pesantren was initially established as a response to the phenomenon of Christianization occurring around the Moyudan region in Sleman. It began with the establishment of an orphanage, which was later renamed the Orphanage and Pesantren Bina Insani. This pesantren itself was founded in 2005, a few months after the orphanage was established.

"This change occurred in response to the growing societal need for religious-based education amid concerns over the influence of Christianization," said Ustadz "T," the head of the pesantren (12/2/2025).

In 2007, religious education (diniyah) system was initiated, although there was a significant gap due to limitations in human resources (HR). This gap became a major challenge for the pesantren, as without adequate teaching staff, the learning process could not be carried out effectively and as initially planned. As a result, several

educational programs were temporarily halted, and many students were unable to follow the learning process as expected. During this period, the continuation of educational activities relied heavily on the initiative of the pesantren's administrators and a limited number of caretakers. After this extended period of vacancy, teaching resumed; however, the content being taught was not officially recognized as part of the structured curriculum. This made the diniyah education system at that time more informal and poorly coordinated. Nonetheless, the pesantren continued to strive for improving the quality of education by involving more competent teachers and developing a more organized educational program. With these improvements, despite a slow start, religious education resumed with the aim of providing students with a deeper understanding of religious knowledge, alongside the enhancement of the human resources within the pesantren.

"This situation illustrates how a lack of human resources can disrupt the smooth operation of education in religious institutions. Since 2017, this pesantren has been trying to re-establish a more structured learning system," he added.

Regarding vision and mission, Pesantren Bina Insani has a clear organizational structure and vision and mission that are distinctly separate from the orphanage. The creation of this vision and mission was undertaken by Ustadz "T," as the leader of the pesantren, who played a significant role in formulating the direction and goals for the pesantren moving forward. The vision crafted encompasses not only religious aspects but also social and educational elements, reflecting the pesantren's long-term goal of producing a generation that excels not only in religious knowledge but also in skills and active participation in society. The mission, designed in collaboration with the caretakers and administrators, aims to create an environment conducive to the personal development of students and integrate Islamic values into every aspect of their lives. With a clear vision and mission, each program and activity carried out at the pesantren can be more directed and focused on achieving the established objectives. Furthermore, the separate organizational structure from the orphanage allows for more efficient and focused management, with each unit working according to its designated role and responsibility. This enables better coordination among sections in carrying out various educational and social programs, ensuring that every activity provides positive impacts for both the students and the surrounding community.

"This vision and mission not only serve as a guide for the management of the pesantren but also as the foundation for strategic decision-making that influences every aspect of the pesantren's operations," said Ustadz "R" (13/2/2025).

However, the advisory and supervisory council remains under the authority of the pesantren's leadership, which regulates many aspects of management.²³ This management is carried out with a 'double job' system due to limited human resources, and its nature is more social than professional, reflecting the desire to serve the community with the available resources. The limited human resources also pose a

²³ Naufal Ahmad Rijalul Alam, "Strengthening Leadership Culture: The Role of Kyai in Indonesian Pesantren," *At-Ta'dib* 13, no. 1 (2018): 5-17, <https://doi.org/10.21111/at-tadib.v13i1.1986>.

major challenge in the management of the pesantren. Most of the teaching staff, or *Asatidz*, are from outside the pesantren and do not reside within it, while the limited number of students means that some tasks, such as schedule creation, must be managed by the students themselves.

The planning of the pesantren's programs consists of various phases, ranging from short-term, medium-term, to long-term programs, each with specific objectives. In the short-term phase, the pesantren focuses on meeting the basic needs of the students, instilling strong morals and beliefs, and completing the 9-year mandatory education according to established criteria. For the medium-term program, the pesantren aims to complete the construction of the Masjid Babbul Jannah and optimize the institution's business units to function well. Meanwhile, in the long-term program, the pesantren plans to establish various business units and life skills training as a means for the students to learn entrepreneurship and create job opportunities, with the hope that they can become self-sufficient in the future.

The process of program development is primarily dominated by the pesantren's leadership together with the supervisory council and administrators, while other members of the pesantren have a more limited role in its development. In addition to these core programs, the pesantren also has daily activities that are part of the short-term program, such as duties, teaching TPA (Taman Pendidikan Al-Quran), cooking, or managing the farm and fisheries, which are designed to improve the independence of the students. These activities are largely organized and implemented by the administrators and students, involving them in planning and procedural tasks. The medium and long-term programs essentially focus on efforts to eradicate poverty in various aspects—knowledge, faith, morals, and economic poverty—by providing formal education for 9 years, along with other skills such as animal husbandry, handicraft making, sewing, and shop management.

The planning of educational programs at this pesantren is typically conducted within a semester, covering activities such as religious study and exams, as is customary in madrasahs. However, the implementation of these programs often does not align with the plan due to various constraints, such as limited human resources and time.

"The planned activities do not always proceed according to plan because the conditions on the ground do not always support it. Here, we prioritize the social participation of the students in various activities, as a form of broader life learning. Despite challenges in program planning, evaluation meetings are still held regularly to monitor the ongoing developments," explained the administrator. Ustadz "R" continued (13/2/2025).

This pesantren is not a fee-based institution but rather an orphanage-based pesantren that emphasizes a social system. Therefore, the students are expected to participate in activities such as cooking, cleaning the environment, and assisting with other tasks within the pesantren as part of their learning and personal development. These activities not only teach them responsibility but also foster a sense of togetherness and mutual care among them. In organizing the work program, regular meetings are held every week to ensure that each agenda of the pesantren runs smoothly and is coordinated. However, the implementation of these meetings is often

hindered by other activities that cannot be flexibly scheduled, such as sudden events or urgent needs that arise in the daily life of the pesantren. This makes the planning and evaluation process not always proceed according to the set schedule, requiring more creative and dynamic adjustments to meet these challenges. Nevertheless, the pesantren continues to strive to maintain a balance between routine activities and urgent needs, ensuring that both the social and educational objectives are effectively achieved.

Organization, Division of Tasks, and Responsibilities

The management of the leadership at the pesantren in the division of tasks and roles of educators is crucial for improving the services and quality of the pesantren. The leadership routinely holds discussions with the pesantren's administrators to address the division of tasks and the roles of educators. The purpose of these discussions is to ensure that each educator entrusted with responsibilities is truly prepared and capable of performing their duties effectively. In management terms, this reflects the principle of management by objectives,²⁴ wherein the leadership assigns clear tasks in accordance with the educators' abilities.

"If it is felt that an educator has not maximized their responsibilities, they are typically given guidance first," said R (13/2/2025).

This approach underscores the importance of ongoing supervision and training in the development of teaching quality. Regarding the professional development of educators and educational staff, the pesantren does not have a dedicated program to systematically enhance educators' skills. Instead, professional development is often ad-hoc, with participation in training sessions organized by relevant government agencies. If there is an invitation for training from related institutions, the pesantren leadership will appoint representatives from the educators or educational staff who are willing and have the opportunity to participate. While there is no scheduled program, this still reflects the principle of continuing professional development,²⁵ which is essential in the education sector, though its implementation has not yet been optimal.

For the development of students, the pesantren provides various activities aimed at enhancing their skills and independence. For example, female students have a rotating schedule to cook and maintain the cleanliness of the pesantren, while male students are tasked with managing the farm and fisheries, such as feeding the livestock and cleaning the pens. Additionally, there are other activities such as managing the pesantren's shop and making handicrafts from recycled materials. Although these activities are not always well-managed, they are intended to instill values of independence in the students. As stated by the head of the pesantren:

²⁴ Kinga Hoffmann-Burdzińska and Olaf Flak, "Management By Objectives As a Method of Measuring Teams' Effectiveness," *Journal of Positive Management* 6, no. 3 (2016): 67, <https://doi.org/10.12775/jpm.2015.016>.

²⁵ Kaija Collin, Beatrice Van der Heijden, and Paul Lewis, "Continuing Professional Development," *International Journal of Training and Development* 16, no. 3 (2012): 155-63, <https://doi.org/10.1111/j.1468-2419.2012.00410.x>.

"After graduation, we expect them to be independent and to apply the skills they acquired at the pesantren."

This indicates that the pesantren does not solely focus on academic education but also on the development of life skills, which will help the students become self-sufficient after leaving the pesantren. By providing hands-on experience in practical activities such as cooking, managing a farm, making handicrafts, and managing a shop, the pesantren aims to prepare students to face the challenges of life outside the pesantren. These skills are essential, given that not all students will pursue formal education after graduation, and therefore they need practical skills that can be applied in daily life. The pesantren, therefore, teaches not only knowledge but also emphasizes the values of independence, hard work, and responsibility that will benefit the students in their future professional and personal lives. Additionally, the development of these skills aligns with the pesantren's larger goal of producing individuals who are not only academically intelligent but also possess the life skills necessary for adapting and thriving in society.

The information system at the pesantren is also an area of concern. The pesantren has a website and a Facebook account, but both are not well-managed. The website was last updated on June 25, 2020, indicating a lack of maintenance and management of the pesantren's informational media. With proper management, both platforms could serve as effective tools for introducing the pesantren to the broader community and enhancing its image. The pesantren's administrators use group chats to share information between dormitories, but this system is limited in terms of efficiency and openness of information. This highlights the need to modernize the pesantren's information system to make it more accessible and effective in supporting both internal and external communication. As part of Management Information Systems (MIS),²⁶ the pesantren should consider updating and optimizing the use of information technology.

Overall, while the pesantren has implemented several initiatives in the division of tasks, development of students' skills, and information management, many aspects still need improvement to enhance the effectiveness of management. The application of more structured and modern management principles, as well as better management of human resources and information, is essential to achieving the pesantren's larger objectives.

Educational and Social Activities

In monitoring the educational and teaching process at the pesantren, the leadership always strives to find effective and efficient solutions to ensure that every aspect of education runs smoothly. One approach implemented is by having older students teach their junior counterparts. This is not only to assist the teaching and learning process, but also as a form of learning for the senior students to develop their teaching skills and deepen their understanding. If issues or obstacles arise in this process, the leadership does not remain passive. On the contrary, they take an active

²⁶ Maimunah, Ahmad Syukri, and Syahran Jailani, *Manajemen Sistem Informasi Pondok Pesantren*, ed. Yoli Sulastri, 1st ed. (Yogyakarta: Bintang Semesta Media, 2023).

role in providing guidance and training to ensure that the senior students can be more effective in assisting and transferring knowledge to the younger students.

"We strive to ensure that senior students can serve as role models and teachers for their juniors, as this is part of their responsibility in the pesantren," said Ustadz "T" (12/2/2025).

"This pesantren offers a great opportunity for its students to serve the community, such as by delivering religious lectures, short sermons, or teaching local children how to recite the Quran," said "BD," a local resident (16/2/2025).

This reflects the principle of peer learning applied at the pesantren, where not only the main educators are relied upon, but the potential within the student body is also harnessed. However, the leadership does not solely rely on senior students in the educational process. At times, the leaders themselves take part in delivering material or leading lessons, and in many instances, the leader's wife also contributes to the teaching efforts. From a management perspective, this demonstrates the principle of leadership by example,²⁷ where the leader not only directs but also actively engages in the activities for which they are responsible. Thus, the leadership of the pesantren is not only a guide but also an integral part of the learning process itself, providing a direct example for the students.

Moreover, the leadership of the pesantren pays significant attention to the condition of the facilities and infrastructure that support educational and daily activities at the pesantren. Every day, the leader takes the time to tour the campus and inspect the condition of the facilities firsthand. This reflects the principle of Management by Walking Around (MBWA),²⁸ which is employed to ensure that everything runs smoothly and to identify potential issues as early as possible. By being directly involved, the leadership can assess the situation accurately and take corrective actions promptly when necessary.

The management of facilities is not solely the responsibility of the pesantren leadership. To ensure sustainable maintenance, the leadership also involves the administrators and students in this process. In this regard, they are entrusted with the responsibility to care for and maintain the pesantren's facilities to ensure they remain in good condition.

"Even in the aspect of repairing facilities and infrastructure, the leadership always involves the community, such as repairing tables, chairs, or other learning aids," said "WA," a local resident (18/2/2025).

This reflects the principle of delegation in management, where the leadership empowers the administrators and students to participate in maintaining the pesantren's facilities. This approach not only makes the management of facilities more efficient but also instills a sense of responsibility in the students and administrators to contribute to the sustainability of the pesantren. Overall, the

²⁷ H. Latief, *Marketizing Piety through Charitable Work: Islamic Charities and the Islamization of Middle-Class Families in Indonesia, Religion and the Morality of the Market*, 2017, <https://doi.org/10.1017/9781316888704.010>.

²⁸ Arthur Bwalya, "Management by Walking Around (MBWA)-The Pros and Cons," *Global Scientific Journals* 11, no. 6 (2023): 40-45.

leadership of the pesantren practices various managerial principles, including leadership by example, peer learning, delegation, and management by walking around. All these steps are taken to ensure that education is conducted effectively, the facilities are well-maintained, and all parties—leaders, administrators, and students—are actively engaged in the management process of the pesantren. Currently, Pondok Pesantren Bina Insani does not have permanent educational staff. Previously, the pesantren had educational staff, but they resigned due to marriage and a decision to pursue other activities. In such circumstances, the pesantren frequently seeks assistance from the administrators of the orphanage to support educational activities in the Madrasah Diniyah (Madin).

"Currently, we rely on the orphanage administrators to help with daily activities in the Madrasah Diniyah, as we do not have permanent teachers," said "S" (15/2/2025).

The limited human resources in terms of teaching staff highlight the importance of efficient human resource management, where the management must be capable of finding effective solutions even in the face of limitations. For instance, regarding the search for a replacement for Ustadzah "S" as the head of Madrasah Diniyah, this remains the sole authority of the pesantren leadership. Mrs. Susi can only provide input regarding potential replacements, but the final decision rests with the leadership.

"The process of appointing administrators or replacements for this position is the authority of the leadership, and I can only provide input based on my experience," explained Ustadzah "S" (15/2/2025).

This statement reflects the importance of a clear organizational structure in any institution or pesantren. In a well-organized institution, the division of tasks and authority must be clearly defined to allow each member to perform their role with full responsibility. The authority of the leadership, in this case, is crucial, as they have the right to determine who will hold important positions and manage the course of the organization. Meanwhile, the role of other individuals—such as those providing input—is to contribute based on their experience and knowledge, which can then be considered by the leadership when making decisions.

The importance of understanding the division of responsibilities is not only applicable to the appointment of administrators but also to every aspect of the organization. When members of the organization clearly understand their roles and authority, the decision-making process can run more smoothly and effectively. This also prevents potential overlaps or confusion regarding roles, which could lead to ambiguity in the actions and policies taken. On the other hand, decisions made by the leadership based on well-thought-out input and experience can enhance the quality of the decision itself. From a management perspective, this is related to the principle of clear delegation of authority, where the leadership provides clear

guidance and allows members to contribute in a constructive manner according to their capacities.²⁹

Activity Evaluation and Decision Making

Periodically, every financial report and the progress of learning activities are evaluated in regular meetings held between the pesantren leadership and the head of the Madrasah Diniyyah. These evaluation meetings are typically held once every month or month and a half, with the aim of discussing various issues that arise during the learning process at madin. The evaluations are usually conducted on Saturday evenings, providing dedicated time for the management to meet and offer feedback on the implementation of activities.

"This evaluation is very important so that any issues can be addressed promptly, and the madin activities can proceed according to the plan that has been set," said Ustadzah "S" (18/2/2025).

The managerial approach here highlights the importance of effective communication between the manager and leadership to monitor and control the operations of activities continuously. Ustadzah "S" has a very close relationship with the pesantren leadership because they are family, which facilitates communication and provides flexibility in offering mutual feedback.

"Our communication is very open, and any issues that arise are always discussed directly, especially matters related to the children, madin activities, and funding, as these are the most important aspects for the sustainability of the pesantren," he continued.

In this regard, the management of interpersonal relationships within the organization greatly impacts the smooth operation, where effective communication between the administrators and leaders can enhance decision-making effectiveness. The pesantren leadership also always awaits reports from the head of madin regarding the progress of activities and budget usage. The clarity of these reports is crucial so that the leadership can supervise and ensure that all activities align with the pesantren's vision and mission. This reflects the importance of a clear reporting system in financial and operational management, where leadership and management must coordinate with each other to achieve common goals.

Ustadz "T," as the head of the pesantren, always emphasizes the importance of maintaining good communication between the pesantren management and all parties involved in the educational process, including the counseling department, class advisors, and teachers at the school. Supervising the students' development, particularly in the context of decision-making at the school, is something the leadership pays close attention to. However, this supervision is not only carried out when issues arise from the students but is also part of the ongoing process of educational management.

²⁹ Bambang Supradi and Baktiar Nasution, "Pendelegasian Tugas Dan Wewenang Dalam Pendidikan Islam," *Kreatifitas: Jurnal Ilmiah Pendidikan Islam* 10, no. 1 (2021): 71-85, <https://doi.org/10.46781/kreatifitas.v10i1.292>.

"We always ensure that the leadership has a deep understanding of the students' development, both academically and socially," he said.

This shows that the pesantren leadership does not solely rely on reports or information coming from the school, but is also actively engaged in direct communication with the counseling department and class advisors to obtain a clear picture of the students' conditions. However, the leadership does not always go directly to the field to handle every issue. Typically, the leadership will delegate tasks to other administrators or representatives to carry out initial clarifications. Once they have gathered more complete information, the leadership will take further action based on the available data. This approach reflects structured and efficient management, where decisions are not made hastily without careful consideration.

In terms of the operational aspects of education at the pesantren, Ustadzah "S" plays a key role in ensuring that the educational process runs smoothly according to the established objectives. Her main responsibility is to manage the day-to-day educational activities, including supervision of teaching, program scheduling, and budget management.

"Every educational program implemented at the pesantren must align with the allocated budget that has been approved, and at the end of each period, an evaluation will be conducted to assess its effectiveness," explained Ustadzah "S" (18/2/2025).

This evaluation not only focuses on budget expenditures but also includes exam results and the academic achievements of the students. From a managerial perspective, budget and resource management are critical elements to ensure the sustainability and quality of the educational programs at the pesantren. As part of a structured monitoring system, every expenditure at the pesantren is meticulously recorded in a shopping list, which is then evaluated periodically. In this way, the leadership and administrators can ensure that every fund used is accounted for transparently and efficiently and is directed towards achieving better educational outcomes.

Regarding the rules for educators, this pesantren has guidelines that, although not written, regulate the responsibilities of the teachers. One of the existing rules is that educators are required to arrive early before starting their teaching. However, the implementation of this rule is hindered by several factors, such as the fact that many of the teachers are also students, do not reside at the pesantren, and teach at two different locations.

"We know that many teachers have other commitments, but we still expect them to adhere to the rules," said Ustadzah "S."

In the context of management, human resource management in the educational environment must take into account external factors that affect the performance of educators, such as their time and commitments outside the pesantren.³⁰ This requires more flexible and adaptive management in response to existing realities. A more systematic and transparent management of regulations is essential to ensure that the quality of teaching and the discipline of educators are

³⁰ Priyono and Marnis, *Manajemen Sumber Daya Manusia* (Sidoarjo: Zifatama Publisher, 2008), https://www.cambridge.org/core/product/identifier/CBO9781107415324A009/type/book_part.

maintained. The scheduling at this pesantren is managed in a flexible manner, but it still considers the obligations that must be fulfilled by the students. Although teaching begins according to schedule, there are often students who are unable to attend due to other tasks, such as helping in the pesantren's kitchen.

"When the teachers arrive, but the students are absent because they have to help in the kitchen, that becomes a challenge in managing the schedule," explained Ustadz "R" (13/2/2025).

From a time management perspective, this highlights the importance of good coordination between learning activities and other tasks that students must carry out. To address this issue, it is crucial for the management to design a more integrated schedule, where each student can still fulfill their academic and social obligations without compromising one for the other.

Regarding learning evaluation, the pesantren conducts exams every semester, which consist of written and oral tests. The results of these exams are then compiled into report cards, which are handed over to the students' guardians at the end of the semester. Ustadzah "S" explained, "The report cards are given to the guardians who attend the end-of-semester study session, but for those who are absent, the report cards cannot be handed over." While this evaluation is based on numerical grades without descriptions, it still provides a clear picture of the students' academic achievements. From a managerial perspective, it is important for educational institutions to adopt an evaluation system that is transparent and objective, so as to provide accurate feedback to parents and other relevant parties.³¹ Moreover, involving parents in the evaluation process is crucial to increasing their support for their children's academic development, which, in turn, can motivate students to study more diligently.

This pesantren also has a variety of extracurricular programs, although some are currently inactive, such as the sewing activity. Other active extracurricular activities include tapak suci, qiraah, muhadarah, and hadrah. The management of these extracurricular activities is not done with a standardized schedule, allowing students to choose the activities they are interested in. Ustadz "T" explained that students have the freedom to choose the extracurricular activities they want, but they are still required to participate in all the available activities. In this regard, the management of extracurricular activities highlights the importance of giving students the freedom to develop their interests and talents, while still emphasizing the importance of discipline and responsibility in participating in the available activities. Therefore, planning and implementing extracurricular activities must take into account the students' preferences and their character development needs.

CONCLUSION

Based on the findings obtained through this case study research, it can be concluded that: First, the implementation of organizational management at this pesantren has been running quite well and has had a significant impact on the quality

³¹ Suwahono and Mardiana, *Manajemen Persekolahan Dalam Perspektif Evaluasi* (Makassar: Mitra Ilmu, 2023).

of education provided. Pesantren Bina Insani has successfully applied effective organizational management principles. A clear organizational structure, appropriate task division, and good coordination between departments have been key factors in the success of the pesantren's operations. This solid management allows every activity at the pesantren, both academic and non-academic, to be carried out in an organized and efficient manner. The educational activities at Pesantren Bina Insani also demonstrate a highly integrated approach between religious teaching and life skills development. The curriculum designed not only focuses on religious knowledge but also strengthens the practical skills needed by the students for life outside the pesantren. Thus, this pesantren has succeeded in creating a balanced learning environment, one that not only prepares students in terms of religious knowledge but also equips them with valuable skills for society at large.

Second, significant attention is given to human resource (HR) development at Pesantren Bina Insani. The training and self-development processes for educators and caretakers strongly support the creation of a productive environment. This improvement in HR quality, in turn, directly impacts the enhancement of the education received by the students. The well-trained caretakers and educators are capable of providing optimal guidance and supporting the students' progress in various fields. However, this research also identified some challenges faced by Pesantren Bina Insani. Although organizational management has been implemented quite well, there are obstacles in terms of funding and adequate facilities. Some educational facilities remain limited, and the underutilization of technology presents an issue that needs attention in order to continuously improve the quality of education. Additionally, while the curriculum covers two important aspects, more effort is needed to modernize the learning system to ensure it remains relevant to current developments.

This research shows that the organizational management applied at Pesantren Bina Insani has made a significant contribution to the smooth running and success of educational activities. However, in order to reach its full potential in providing quality and relevant education, the pesantren needs to continuously strive to overcome existing challenges, particularly in improving facilities and adopting more modern technology.

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